



**WESTERN**  
NEW MEXICO UNIVERSITY  
COLLEGE OF EDUCATION  
*Counseling Program*

# **Counseling Program Student Handbook 2023-2024**

*\*This handbook is subject to periodic updates (latest version: 3/7/24)*

Dear Counseling Students:

Congratulations on your acceptance into the Master of Arts in Counseling Program! We extend our warmest welcome to you. You have demonstrated both your desire and readiness to begin studies in the counseling graduate program to become professional counselors.

We hope our time together will be a journey of self-discovery, development of important skills and increased knowledge. Becoming a counselor is a life-long journey, but the next few years will most likely be intensively focused on the learning and skill development necessary to become a credentialed counselor. We do our best to reflect the training and values associated with the counseling profession.

The faculty and staff are eager to participate in your educational journey. In addition, you will find you have joined a learning community and your fellow members in this community have much to offer you. Graduate school is a great time to meet friends and colleagues who will add to your personal and professional life.

Please read this handbook thoroughly. On the next page, you will find the Student Responsibility Form. Your signature on the form is evidence you have read this handbook and will be responsible for knowing and understanding the content as well as applying and following the guidelines herein. Be sure to keep this copy, as it constitutes our agreement with you for providing your academic training in counseling. We also appreciate hearing your ideas about how to make this handbook more user friendly, clear, and helpful.

Thank you for joining Western New Mexico University's Counseling Program. We are happy you are here!

Warm Regards,

The Counseling Program Faculty and Staff

**COUNSELING PROGRAM  
WESTERN NEW MEXICO UNIVERSITY  
SILVER CITY, NEW MEXICO 88062**

**COUNSELING STUDENT RESPONSIBILITY FORM**

I understand that I am responsible for the information presented in the Master of Arts in Counseling Student Handbook if admitted to the program:

I will review these materials carefully; and if I have questions concerning them, I will ask for clarification during the orientation meeting before the semester, in COUN 501 Professional Orientation & Ethics, from faculty within other courses, or from my advisor. Signing this document indicates that I agree to abide by the policies and procedures described within the handbook if accepted to the program.

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*I have downloaded a copy of the Counseling Program Student Handbook and understand that I am responsible for the information presented therein.*

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Signature

Date

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Printed Name

## TABLE OF CONTENTS

Counseling Program Admissions Process .....	8
Application Process .....	8
Deadlines for Applications .....	8
Program Admissions Notification and Acceptance .....	9
Letters of Reference .....	9
Registering for Classes and Credit Hour Restrictions .....	9
NBCC State Board Directory.....	9
Admissions Deferral .....	10
Leave of Absence.....	10
Course Substitution Policy.....	11
Non-Degree Seeking Student Policy .....	11
Mission Statements .....	12
Counseling Program Mission Statement.....	12
College of Education Conceptual Framework.....	12
Western New Mexico University Mission.....	13
Counseling Program Philosophy.....	14
Counselor Self Awareness .....	15
Counseling Core Dispositions.....	17
Counseling Core Dispositions.....	17
Descriptions of Counseling Core Dispositions .....	18
Mindfulness.....	18
Engagement.....	18
Reflexivity.....	18
Curiosity.....	18
Integrity .....	18
Empathy .....	18
Cultural Humility .....	18
Professional Statements .....	19
Diversity Statement.....	19
Non-Discrimination Statement .....	19
Syllabi Statement .....	19
Professional Counseling Organizations .....	20
National Associations .....	20

	5
International Associations.....	20
CACREP Common-Core Program Objectives .....	21
Professional Counseling Orientation and Ethical Practice .....	21
Human Growth and Development .....	21
Social and Cultural Diversity.....	21
Counseling and Helping Relationships.....	21
Group Counseling and Group Work.....	21
Career Development .....	21
Assessment and Testing.....	21
Research and Program Evaluation .....	21
Counseling Program Objectives .....	22
Curricular Objectives .....	22
Student Professional Objectives .....	22
Specialty Program Objectives.....	24
Clinical Mental Health Counseling.....	24
School Counseling .....	25
Addiction Counseling .....	25
Clinical Rehabilitation Counseling.....	27
The Masters of Arts Counseling Program .....	29
Specialty and Licensure .....	29
Mandatory Counseling Program Biannual Meeting .....	29
Additional Programmatic Expenses.....	30
Student Advising.....	30
Textbooks.....	30
Teaching and Learning Online.....	30
Expectations for Learning Online.....	31
Guidelines for Professional Attire .....	31
Field-Based Courses .....	34
Practicum/Internship Application .....	35
Video Recordings of Client Sessions.....	35
Panopto Technology Guide.....	36
Panopto Viewing Policy .....	36
Deleting Online Videos on Panopto .....	37
Field-Based Site .....	37
Background Clearance Policy.....	38

	6
Site Supervision .....	38
Liability Insurance .....	38
Engagement Statement.....	38
Comprehensive Examination .....	39
Comprehensive Examination Process and Deadlines .....	39
Comprehensive Examination Scoring and Remediation .....	40
National Counselor Examination (NCE) .....	41
Counseling Program Graduation Requirements .....	39
Student Retention and Dismissal Policies.....	44
Retention and Remediation Policy.....	44
The Retention and Remediation Process .....	45
Dismissal Policy.....	45
Retention and Remediation and Dismissal Process .....	47
Appeal Process.....	48
Additional Policies.....	49
Audit Policy .....	49
Endorsement Policy .....	49
Phone, Email, & Social Media Policy .....	49
WNMU Student Handbook.....	50
Technology Competencies.....	50
Internship Liability Disclaimer .....	50
Student Evaluations .....	51
Meeting Recording Policy .....	51
Student Resources .....	52
Mental Health Crisis Hotlines.....	52
Medical Emergencies.....	52
Hidalgo Medical Services (HMS).....	52
Western New Mexico University (WNMU) Mental Health Crisis Response Team (accessible 24/7) .....	52
National Suicide Prevention Lifeline.....	52
Mental Health Counseling Services Available to Students .....	52
Description of Counseling Program Courses.....	53
Licensure/Certification Requirements .....	57
Licensure as a Mental Health Counselor through the New Mexico Regulations & Licensing Department: <a href="https://www.rld.state.nm.us">https://www.rld.state.nm.us</a> .....	57

	7
Acronyms.....	57
Clinical Mental Health Core Curriculum as Outlined by the New Mexico and the National Board for Certified Counselors (NBCC) .....	58
School Counseling License through the New Mexico Public Education Department: <a href="https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/school-counselor-pre-k-12/">https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/school-counselor-pre-k-12/</a>	59
New Mexico School Competencies .....	59
Licensed Substance Abuse Counselor through the New Mexico Regulations & Licensing Department: <a href="https://www.rld.state.nm.us">https://www.rld.state.nm.us</a> .....	61
Clinical Rehabilitation Counseling Certification through the Commission on Rehabilitation: <a href="https://www.crccertification.com/eligibility-requirements">https://www.crccertification.com/eligibility-requirements</a> .....	62
Professional Performance Assessments (PPA).....	64
Counseling Core Dispositions Assessment (CCDA).....	64
Counseling Practice Skills Assessment (CPSA).....	66
Counseling Advanced Skills Assessment (CASA).....	69
Affiliate Agreement .....	74
The College and the Facility mutually agree: .....	74
The College agrees:.....	75
The Facility agrees:.....	76
Miscellaneous terms: .....	77
Permission to Record Informed Consent .....	79
WNMU Supervision Agreement.....	80
Faculty Supervisor Responsibilities.....	81
1. Provide group supervision to the student for 1.5 hours a week.....	81
2. Contact the supervisor twice a semester through email or Zoom meetings to monitor student learning.....	81
3. Respond to the supervisor’s inquiries .....	81
4. Conduct site visits as necessary to support supervisors and students.....	81
Student Responsibilities.....	81
Supervisor Responsibilities.....	81
Panopto Recording and Viewing Policy .....	83
Panopto Recording Policy.....	83
Panopto Viewing Policy .....	83

# COUNSELING PROGRAM ADMISSIONS PROCESS

## Application Process

Applicants hoping to be admitted to the Counseling Program at WNMU must submit a Graduate School application and a Counseling Program application. These two applications are accessed through different links, but can be completed simultaneously by applicants. You do not have to submit one before the other, but both must be submitted in order to be eligible to be admitted to the Counseling Program.

The Graduate School application can be accessed at the following link: <https://wnmu.eluciancrmrecruit.com/Apply/Account/Create>. Questions regarding the Graduate School application should be directed to [gradadmissions@wnmu.edu](mailto:gradadmissions@wnmu.edu).

The Counseling Program Application can be completed and submitted through the following steps:

- Create a guest account through TK20, which should be accessed at the following link: <https://wnmu.tk20.com>
- Once you have clicked on <https://wnmu.tk20.com>, click on the word “Admissions” and then click on “Click here to create your account”
- Create your account by filling in your information
- You will then be able to access the Counseling Program Application through the following click sequence: Home→Admission Applications→Create New Application→Please select→Counseling Program Application for (semester in which you desire to begin coursework)→Next
- Complete the Counseling Program Application
- Remember to save your work
- Submit when finished

Questions regarding the Counseling Program Application should be directed to one of the Core Counseling Faculty. Their email addresses can be accessed at [https://coe.wnmu.edu/Counseling/#counseling-faculty-\\_005f\\_005f0026-csa-officers-core-counseling-faculty](https://coe.wnmu.edu/Counseling/#counseling-faculty-_005f_005f0026-csa-officers-core-counseling-faculty)

It is important to note that although applicants may receive an admittance letter from the Counseling Program, they are only officially admitted to the Counseling Program once they have received full admittance status within the Graduate School.

## Deadlines for Applications

Applicants wishing to gain admissions into the Counseling Program at WNMU must complete the Counseling Program Application by the deadline corresponding to the semester in which they wish to start classes (if you believe you may have challenges meeting the deadline, please reach to a Core Counseling Faculty member, and we will do our best to work with your individual circumstances):

Fall semester application deadline – **March 15<sup>th</sup>**

Spring semester application deadline – **October 15<sup>th</sup>**

## **Program Admissions Notification and Acceptance**

Applicants who are matriculated (accepted) into the Counseling Program will be sent a WNMU Counseling Program Admissions letter to their WNMU email address and personal email address they included in their Graduate School application. Applicants who have met the Fall Semester matriculation deadline (March 15<sup>th</sup>) will hear back from the Counseling Program no later than the end of March, and applicants who have met the Spring Semester matriculation deadline (October 15<sup>th</sup>) will hear back no later than the end of October. It is expected that those who accept this offer of matriculation will respond to the Program Lead, Dr. William Lane at [william.lanejr@wnmu.edu](mailto:william.lanejr@wnmu.edu), before the 15<sup>th</sup> of the next month (April for Fall, November for Spring). Admission to the program and registration for classes may not be guaranteed if the Program Lead is not notified of your acceptance by this date.

## **Letters of Reference**

The Counseling Program Application asks for three professional letters of reference. Applicants must note that these letters should come from supervisors, colleagues, instructors/professors, employers, teachers or others who can evaluate the applicant's qualifications for becoming a counselor. These letters of reference must be on letterhead along with the following: contact information, organization information, job affiliation, title, and a signature (not a typed name). The recommendation should address the applicant's qualifications for study, reflections, leadership, motivation, disposition, interpersonal relations and special interest, as well as the reference's view of your potential for academic/professional performance. Please note that letters from family, friends, past clients, or patients will not be accepted. Also note that letters from professors who teach courses within the WNMU Counseling Program constitute a conflict of interest and cannot be accepted.

## **Registering for Classes and Credit Hour Restrictions**

Upon admission to the Counseling Program, students agree that they will automatically be registered for courses. If a student begins the Counseling Program in the Fall, the student will automatically be registered for COUN 501 - Professional Orientation & Ethics, COUN 502 - Theories of Counseling, and COUN 505 - Multicultural Counseling. If a student begins the Counseling Program in the Spring, the student will automatically be registered for COUN 501 - Professional Orientation & Ethics, COUN 502 - Theories of Counseling, and one of their specialty courses. Students must register for courses on their own according to their corresponding Course Sequence Sheet, which can be found on the program's website, for all following semesters. For Fall semesters, students must register before April 15<sup>th</sup> and for Spring semesters, students must register before November 15<sup>th</sup> in order to secure classes in the program.

The Counseling Program does not allow students to take more than 9 credits during any given semester.

## **NBCC State Board Directory**

Applicants who plan to obtain a counseling license in a state other than New Mexico should reference their state's licensing rules and regulations:

<https://www.nbcc.org/search/stateboarddirectory>

## Admissions Deferral

Applicants may defer admissions to the program to the Fall or Spring semester immediately following the semester in which they were initially accepted. The Counseling Program does not admit students during the Summer semester, so students may not defer to that semester. Those who wish to do this must email a letter to the Program Lead, Dr. William Lane at [william.lanejr@wnmu.edu](mailto:william.lanejr@wnmu.edu) briefly informing the program of their situation and why they hope to defer. These individuals must also email [gradadmissions@wnmu.edu](mailto:gradadmissions@wnmu.edu) to inform them of their deferral as well as to receive direction from Graduate Admission on what they must do in order to return the following Fall or Spring semester. All those who defer will have to reapply to the Graduate School for the Fall or Spring semester immediately following the semester in which they were initially accepted in order to begin taking counseling classes. The Counseling Program will not require those who submit a letter to the Program Lead to reapply to the program, but they must understand that readmission is not guaranteed. Also, if no letter is received, then the applicant may need to reapply to the Counseling Program. If the applicant does not return the Fall or Spring semester immediately following the semester in which they were initially accepted, then the applicant will have to reapply to the Counseling Program.

Please review the following examples:

- Accepted in the Fall may defer to the Spring or reapply for a later semester
- Accepted in the Spring may defer to the Fall or reapply for a later semester

## Leave of Absence

A leave of absence is when a student does not take any classes during the Spring or Fall semesters. Students may opt-out of taking summer classes without this being considered a leave of absence. Students who need to take a leave of absence, must email a letter to the Program Lead, Dr. William Lane at [william.lanejr@wnmu.edu](mailto:william.lanejr@wnmu.edu), as well as their advisor, briefly informing the program of their situation and when they hope to return to the program. The student must also email [gradadmissions@wnmu.edu](mailto:gradadmissions@wnmu.edu) to inform them of their leave of absence as well as to receive direction from Graduate Admissions on what they must do in order to return. All those who take a leave of absence will have to reapply to the Graduate School in order to begin taking counseling classes again. The Counseling Program will not require those who submit a leave of absence letter to the Program Lead to reapply to the program, but such students must understand that readmission is not guaranteed. If no leave of absence letter is received, the student may need to reapply to the Counseling Program.

## Taking Courses After Graduation

Students who wish to take additional classes after they graduate, must email a brief letter of intent to the Program Lead, Dr. William Lane at [william.lanejr@wnmu.edu](mailto:william.lanejr@wnmu.edu), and their advisor informing them of the courses the student wishes to take and the semester in which the student wishes to take them. Students who write this letter and receive approval based on FTE ratios, will not have to reapply to Counseling Program. Such students must also reach out to Graduate Admissions at [gradadmissions@wnmu.edu](mailto:gradadmissions@wnmu.edu) to make sure they know what is required of the Graduate School.

## **COURSE SUBSTITUTION POLICY**

It is the policy of the Counseling Program at Western New Mexico University to substitute some graduate coursework completed outside of the program. The Counseling Program offers this to partially fulfill the university's mission to foster a "diverse, inclusive, creative, and caring community of learners."

Students who have completed graduate coursework from another counseling program or other mental health related field may substitute such coursework if it matches the Counseling Program's curriculum. Students may expect to have no more than 18 credits substituted. All students within the Counseling Program at WNMU must take COUN 579 Pre-Practicum in Counseling, COUN 581 Practicum in Counseling, COUN 582 Internship in Counseling I, and COUN 583 Internship in Counseling II within the program. Students cannot receive course substitutions for these courses. The Counseling Core Faculty of the Counseling Program at WNMU reserves the right to accept or deny any previously completed coursework submitted for credit toward completion of a Master of Arts in Counseling from WNMU. Students may appeal the determination of the Counseling Core Faculty, according to this policy, by following the student appeals process stated within the *WNMU Student Handbook*:

<https://admin.wnmu.edu/handbooks/student-handbook/>

## **NON-DEGREE SEEKING STUDENT POLICY**

Individuals interested in only taking a few counseling courses, may do so if they complete a Counseling Program application and are approved to take courses. These applicants who are approved to take courses are considered non-degree seeking students. Non-degree seeking students can only take six classes (18 credits) and are not eligible to take COUN 579 Pre-Practicum in Counseling, COUN 581 Practicum in Counseling, COUN 582 Internship in Counseling I, nor COUN 583 Internship in Counseling II. These courses are restricted to degree seeking students admitted to the Counseling Program. Faculty in the Counseling Program do not endorse non-degree seeking students for anything other than passing classes they have taken in the program.

## MISSION STATEMENTS

### **Counseling Program Mission Statement**

The principal mission of the Counseling Program within the College of Education at Western New Mexico University is to prepare competent counselors to work with diverse populations throughout the United States and beyond. The Counseling Program inspires and educates counselors-in-training to provide effective counseling that promotes growth, wellness, and advocacy among the communities of the world.

### **College of Education Conceptual Framework**

The College of Education and other academic departments at WNMU believe that good teachers have very intense and personal reasons for their purpose as educators and can readily provide provocative reasons for teaching. The COE Conceptual Framework is Western's response to the question, "*Why teach?*"

The purpose of the College of Education at Western New Mexico University is to **ignite and nurture a spirit of learning for both educator and student**. Western New Mexico University is committed to preparing professional educators for PreK-12 utilizing a curriculum that supports each candidate, regardless of race, class, or age. The College of Education depicts this vision in the following ways:

- "Ignite and nurture a spirit of learning for both educator and student"
- "Encender y alimentar un espíritu de aprendizaje entre alumnos y maestros" (Spanish)
- "Ba'ólta'í dóó ólta'í jilíigo ó'hoo'aah bii'iistiin jidil tli'go naasgóó halled bee baa 'áhwijiilyáa dooleel." (Navajo)
- "Tsit nah wah she oh nah...yah nit kay ah Tsit nah yah nit kay no nah...Tsit nah washe ah" (Zuni)

1. **Diversity**—Recognize, accept, value, and promote diverse ideas, languages, and cultures.
2. **Quality**—Stress quality programs aligned with professional, state, and national standards that produce exemplary results.
3. **Application**—Integrate theoretical knowledge into the world of practice through field-based experience and active reflection.
4. **Collaboration**—Demonstrate the skills, knowledge, and dispositions to effectively collaborate with students, parents, other professionals and other community stakeholders.
5. **Advocacy**—Review and critique theories and policies, advocating for equitable access, resources, technologies and policies that are consistent with researched practices.

The knowledge base for all professional education programs at WNMU is guided by two key principles:

- 1) Maximize opportunities for student thinking and achievement.
- 2) Facilitate active, participatory decision making.

The faculty of the School of Education provides candidates with measurable knowledge, skills, and dispositions to advance learning. Each candidate brings a richness of emotional and cultural connection to learning. In a diverse society all individuals learn from each other thereby igniting and nurturing the spirit of learning.

### **Western New Mexico University Mission**

An open-access institution and New Mexico's Applied Liberal Arts and Sciences University, Western New Mexico University combines a foundation of liberal arts education with quality professional programs and career and technical preparation in a diverse, inclusive, creative, and caring community of learners empowered with the essential skills and knowledge for lifelong success in work and life.

## **COUNSELING PROGRAM PHILOSOPHY**

The general philosophy of the Counseling Program at Western New Mexico University is based upon the following beliefs:

Individuals have a self-actualizing tendency, characterized by positive growth, change, and self-responsibility.

The counseling relationship is one that is best conducted through interpersonal qualities such as warmth, genuineness, respect, involvement, commitment, and congruency and within a setting of equality, cooperation, and mutual respect.

The client has the capacity, to accept and take responsibility for their own behavior within their given environment.

All individuals should be treated with respect, dignity, and worth.

As a result of the counseling process, clients can better understand their perceptions, attitudes, and behaviors so that they can help themselves in the future by selecting appropriate alternatives.

The professionally trained counselor should develop an integrated counseling model and/or theory, characterized by the recognition of the need to work with a client in a variety of areas including cognitive processes, feelings, and intra and interpersonal behavioral processes.

Counselors and clients should understand the process for the development of the social/cultural environment in which they live.

The counseling process is an effective means for helping clients learn how to interact constructively with themselves, others, and their environments.

## COUNSELOR SELF AWARENESS

The Counseling Program at Western New Mexico University strongly believes that a counselor's way of being is a necessary component of the counseling process. Counseling requires that the counselor's way of being is fully integrated into the counseling process and relationship. As such, the personal qualities, characteristics, experiences, and reactions of counselors are as critical to becoming a counselor as the knowledge and skills related to functioning as a counselor.

The emphasis on personal development is a fundamental aspect of the Counseling Program. The faculty are committed to creating an atmosphere of safety. However, it is important to recognize that safety is not synonymous with comfort. Across the program, students will be asked to take necessary emotional risks and actively engage in intra and interpersonal growth and self-reflection. This is considered essential for two reasons. First, the personhood of the counselor is as important to professional development as the knowledge and skill of the counseling profession. Second, counseling is based on the process of self-growth and exploration on the part of the client and engaging in one's own self-awareness and personal development is essential to encouraging such a process in others.

Students will have the opportunity to engage in the process of self-awareness by practicing the following:

- Exploring one's own family of origin
- Identifying biases and assumptions
- Receiving feedback from peers on how they experience the student
- Receiving feedback from faculty and supervisors on how they experience the student

As faculty endorse the value of counselor personhood in the counseling process, feedback will be related to each student as a counselor. Active involvement in self-awareness and personal growth is an integral and necessary component of the Counseling Program. Students must be open to receiving clinical and interpersonal feedback as it relates to their personhood in order to successfully complete the program.

In addition to success in academic coursework, certain non-academic conditions are essential to counselor development and competency in the counseling profession. As such, certain non-academic conditions may impair a student's ability to work with others in class, practicum, or internship settings. For this reason, should the faculty or course instructors note any impairment in judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation (see *Retention and Remediation Policy*). If such impairment is not successfully addressed through remediation measures, students may be delayed in their progress within the program or dismissed from the program.

Overholser and Fine (1990) indicate that impairment is evaluated in the following five areas:

- Factual knowledge
- Generic clinical skills
- Orientation-specific technical skills

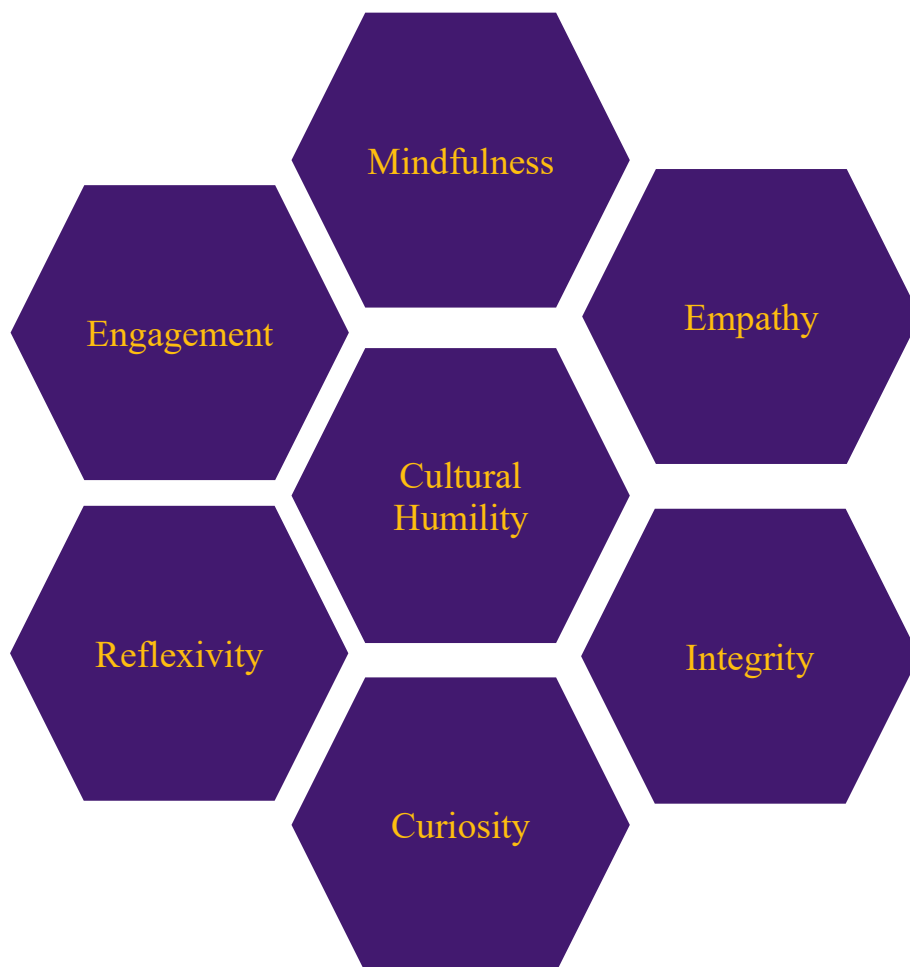
- Clinical judgement
- Interpersonal attributes

NOTE: Admission into the Counseling Program does not guarantee graduation. Students may be dismissed from the program for nonacademic conditions such as impairment in ability to work with others in class, practicum, or internship. Please review *Dismissal Policy* to better understand the scope of dismissal possibilities. In order to graduate from this program, students must be willing and able to uphold the 2014 *ACA Code of Ethics*.

## COUNSELING CORE DISPOSITIONS

### **Counseling Core Dispositions**

The Counseling Program faculty have a strong belief and value regarding foundational characteristics that are the make-up of beings who can be effective counselors. The following core dispositions provide a framework for student educational experiences and evaluation throughout the program.



## **Descriptions of Counseling Core Dispositions**

### ***Mindfulness***

Active, open attention on the present; observing one's thoughts and feelings without judgment. Living in the moment and awakening to experience.

### ***Engagement***

Emotional involvement and commitment to one's own and other's (peers, colleagues, supervisors, clients, etc.) personal and professional development.

### ***Reflexivity***

An awareness and exploration of one's own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients, friends/family).

### ***Curiosity***

Eagerness to know, discover and generate; interest leading to inquiry about others and subject matter.

### ***Integrity***

Consistent commitment to professional ethics and values of the counseling profession and holding steadfastly true to one's commitments as a counselor-in-training.

### ***Empathy***

The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of others.

### ***Cultural Humility***

Having an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience.

## **PROFESSIONAL STATEMENTS**

### **Diversity Statement**

The Western New Mexico University Counseling Program values cultural awareness and equity when interacting with others and oneself. Culture includes multiple dimensions that may not be initially visible to others. Our program emphasizes respect and affirmation for everyone moving beyond merely tolerance, to actively promoting the dignity, well-being, worth, and potential of all people, including those from historically marginalized populations. As a result, our program emphasizes standards of excellence in equity, inclusion, and diversity within the framework of Multicultural and Social Justice Counseling Competencies (Ratts et al., 2016).

### **Non-Discrimination Statement**

The Western New Mexico University Counseling Program opposes discrimination against any individuals based on any identity which may include but is not limited to age, culture, ability status, ethnicity, race, religion, spirituality, gender, gender identity, gender expression, sexual identity, affectional identity, relationship status, language preference, socioeconomic status, social class, size, or unique physical characteristic.

### **Syllabi Statement**

The Counseling Program promotes culturally responsive perspectives when it comes to learning and course organization. This responsive perspective emphasizes the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, spiritual, sexual, affectional, ability status, and social class backgrounds.

## **PROFESSIONAL COUNSELING ORGANIZATIONS**

The following is a list of counseling association of which students may obtain membership. Many of these organizations have student positions that allow students to gain leadership in counseling associations. Most of these organizations also put on professional conferences and other activities to help professional counselors maintain their continuing education requirements and associate with like-minded professionals.

### **National Associations**

- American Counseling Association (ACA) <https://www.counseling.org/>
- Association for Adult Development and Aging (AADA) <http://www.aadaweb.org/>
- Association for Assessment and Research in Counseling (AARC) <https://aarc-counseling.org/>
- Association for Child and Adolescent Counseling (ACAC) <http://acachild.org/>
- Association for Creativity in Counseling (ACC) <https://www.creativecounselor.org/>
- American College Counseling Association (ACCA) <http://www.collegecounseling.org/>
- Association for Counselor Education and Supervision (ACES) <https://acesonline.net/>
- Association for Humanistic Counseling (AHC) <https://www.humanisticcounseling.org/>
- Association for Multicultural Counseling and Development (AMCD)  
<https://multiculturalcounselingdevelopment.org/>
- American Rehabilitation Counseling Association (ARCA) <http://www.arcaweb.org/>
- American School Counselor Association <https://www.schoolcounselor.org/>
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)  
<http://www.aservic.org/>
- Association for Specialists in Group Work (ASGW) <https://asgw.org/>
- Counselors for Social Justice (CSJ) <https://counseling-csj.org/>
- Military and Government Counseling Association (MGCA) <http://mgcaonline.org/>
- National Career Development Association (NCDA)  
[https://ncda.org/aws/NCDA/pt/sp/home\\_page](https://ncda.org/aws/NCDA/pt/sp/home_page)
- National Employment Counseling Association (NEGA) <http://www.employmentcounseling.org/>
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)  
<https://saigecounseling.org/>

### **International Associations**

- International Association for Addictions and Offender Counselors (IAAOC)  
<https://www.iaaocounselors.org/>
- International Association of Marriage and Family Counselors (IAMFC)  
<https://www.iamfconline.org/>

# **CACREP COMMON-CORE PROGRAM OBJECTIVES**

## **Professional Counseling Orientation and Ethical Practice**

Students will learn and demonstrate counseling ethics as codified within the [2014 ACA Code of Ethics](#). They will learn about the profession of counseling and how it compares to other mental health fields.

## **Human Growth and Development**

Students will understand human growth and development throughout the lifespan. They will learn how development impacts individuals and the counseling process.

## **Social and Cultural Diversity**

Students will nurture cultural humility within themselves and gain understanding of diverse populations, cultures, and identities.

## **Counseling and Helping Relationships**

Students will both learn and practice basic counseling skills and understand how they impact the therapeutic alliance. They will learn how differing identities between the client and counselor impact the progress of clients.

## **Group Counseling and Group Work**

Students will understand the stages of group processes and learn how to facilitate groups. They will practice these skills and understand how counseling theories influence group work.

## **Career Development**

Students will learn career development theories and gain experience with assessments and other tools used to help clients understand their career goals and interests.

## **Assessment and Testing**

Students will gain understanding of counseling assessment. They will practice providing assessment to others and learn how assessments and testing can aide them in pursuit to help clients with their wellness.

## **Research and Program Evaluation**

Students will gain basic knowledge of research which include statistics and quantitative and qualitative research methods.

## COUNSELING PROGRAM OBJECTIVES

The overall objective of the Master of Arts in Counseling degree is to prepare students to be professional counselors. The Counseling Program faculty believe that the development of a strong professional identity, a rich knowledge base, and expertise in the skills of counseling are essential to functioning as a professional counselor.

The Master of Arts in Counseling degree is designed to be a strong foundation upon which graduates enter a lifetime career in the counseling profession. This program prepares counselors to respond to social, psychological, and environmental challenges. In addition to knowledge and experience in the below eight common-core areas, graduates have specialized knowledge and skills as identified in the objectives of the program's four specialties. For specific details, please reference <https://www.cacrep.org>.

The Counseling Program has curricular and professional objectives for each student.

### **Curricular Objectives**

1. Students will have knowledge of human growth and development in order to understand the nature and needs of persons at all developmental levels and in multicultural contexts.
2. Students will have knowledge of social and cultural foundations to be effective in a multicultural and diverse society.
3. Students will be knowledgeable and skillful in counseling and consultation processes.
4. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.
5. Students will be knowledgeable and understand career development and related factors.
6. Students will understand and be knowledgeable about individual and group approaches to evaluation, assessment, and documentation.
7. Students will be knowledgeable about various research methods and statistical analysis, needs assessments and program evaluation.
8. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards and credentialing.

### **Student Professional Objectives**

In addition to the above curricular objectives, the Counseling Program has program specific objectives. These include the following:

9. All students will become eligible for credentialing National Certified Counselors.
10. Clinical Mental Health Counseling students will be eligible to pursue appropriate state licensure as professional counselors.
11. School Counseling students will be eligible to pursue appropriate state licensure as school counselors.
12. Clinical Rehabilitation Counseling students will be eligible to pursue certification as rehabilitation counselors (CRC) and appropriate state licensure as professional counselors.

13. Substance Abuse Counseling students will be eligible to pursue appropriate state licensure professional counselors.
14. All students will receive the necessary training applicable to becoming Board Certified-TeleMental Health (BC-TMH) providers.

## **SPECIALTY PROGRAM OBJECTIVES**

### **Clinical Mental Health Counseling**

Students who are preparing to concentrate their program of study as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. In addition to the CACREP common-core objectives, clinical mental health counseling students will understand and demonstrate:

1. History and development of clinical mental health counseling.
2. Theories and models related to clinical mental health counseling.
3. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
4. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.
5. Psychological tests and assessments specific to clinical mental health counseling.
6. Roles and settings of clinical mental health counselors.
7. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.
8. 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.
9. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).
10. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.
11. Impact of crisis and trauma on individuals with mental health diagnoses.
12. Impact of biological and neurological mechanisms on mental health.
13. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.
14. Legislation and government policy relevant to clinical mental health counseling.
15. Cultural factors relevant to clinical mental health counseling.
16. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
17. Legal and ethical considerations specific to clinical mental health counseling.
18. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

19. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
20. Techniques and interventions for prevention and treatment of a broad range of mental health issues.
21. Strategies for interfacing with the legal system regarding court-referred clients.
22. Strategies for interfacing with integrated behavioral health care professionals.
23. Strategies to advocate for persons with mental health issues.

## **School Counseling**

The general objective of the school counseling specialty is to prepare professional counselors who meet the highest standards for delivering counseling services in elementary and secondary schools. In addition to the CACREP common-core objectives, the school counseling student will complete the following:

1. Possess knowledge of the historical background of school counseling programs.
2. Understand the organization and delivery of school counseling programs.
3. Possess the ability to design and implement a school counseling program evaluation.
4. Know the roles, duties, and responsibilities of a school counselor.
5. Possess the knowledge to make referrals inside and outside the school system.
6. Be knowledgeable of the diversity within the school environment and be able to recognize the needs of children from special populations.
7. Be able to function as a consultant to other school personnel.
8. Be familiar with the legislation and policies relevant to school counseling.
9. Understand the process of coordinating the guidance curriculum within the structure of the total school curriculum.
10. Know how to function as a school counseling advocate and as an advocate for the students.
11. Possess knowledge of standardized tests commonly utilized by school personnel.
12. Possess knowledge of career exploration and decision-making.
13. Possess skills to provide group guidance and group counseling in the schools.
14. Understand the legal and ethical issues of the school counseling profession.

## **Addiction Counseling**

The objectives of the addiction counseling specialty provide students with the foundation to work with clients with substance use disorders as well as comorbidities. Students will understand a broad range of competencies to be able to work with clients and family members:

1. History and development of addiction counseling.

2. Theories and models of addiction related to substance use as well as behavioral and process addictions.
3. Principles and philosophies of addiction-related self-help.
4. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
5. Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others.
6. Psychological tests and assessments specific to addiction counseling.
7. Roles and settings of addiction counselors.
8. Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders.
9. Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.
10. Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling.
11. Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process.
12. Role of wellness and spirituality in the addiction recovery process.
13. Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.
14. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.
15. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).
16. Cultural factors relevant to addiction and addictive behavior.
17. Professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling.
18. Legal and ethical considerations specific to addiction counseling.
19. Record keeping, third party reimbursement, and other practice and management considerations in addiction counseling.
20. Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.
21. Assessment of biopsychosocial and spiritual history relevant to addiction.
22. Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.
23. Techniques and interventions related to substance abuse and other addictions.

24. Strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders.
25. Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.
26. Evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery.
27. Strategies for interfacing with the legal system and working with court referred-clients

## Clinical Rehabilitation Counseling

Clinical rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated settings possible through the application of the counseling process. The counseling process involves communication, goal setting, the beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions.

1. History and development of rehabilitation counseling.
2. Theories and models related to rehabilitation counseling.
3. Social science theory that addresses psychosocial aspects of disability.
4. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
5. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.
6. Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling.
7. Screening and assessment instruments that are reliable and valid for individuals with disabilities.
8. Roles and setting of rehabilitation counselors.
9. Relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams.
10. Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs.
11. Rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks.
12. Operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities.
13. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*.

14. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.
15. Impact of crisis and trauma on individuals with disabilities.
16. Impact of biological and neurological mechanisms on disability.
17. Effects of co-occurring disabilities on the client and family.
18. Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' lives and career development.
19. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.
20. Effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational).
21. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities.
22. Role of family, social networks, and community in the provision of services for and treatment of people with disabilities.
23. Environmental, attitudinal, and individual barriers for people with disabilities.
24. Assistive technology to reduce or eliminate barriers and functional limitations.
25. Legislation and government policy relevant to rehabilitation counseling.
26. Cultural factors relevant to rehabilitation counseling.
27. Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems.
28. Record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling.
29. Professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling.
30. Legal and ethical considerations specific to clinical rehabilitation counseling.
31. Diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs.
32. Career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening.
33. Strategies to advocate for persons with disabilities.
34. Strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams.
35. Strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations.

## THE MASTERS OF ARTS COUNSELING PROGRAM

The Counseling Program at Western New Mexico University (WNMU) is a three-year, 60 credit online program that prepares students to become professional counselors within a variety of settings including schools, community mental health centers, state agencies, clinics, hospitals, and private practices. The focus of the program is to assist students in developing the skills and nurturing the dispositions needed to provide innovative and effective counseling experiences for diverse clients in multicultural settings. The Counseling Program provides four separate specialties which include Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, and Addiction Counseling. More detail regarding each specialty can be found below, under the Counseling Specialties section of the website. Graduates of the Counseling Program at WNMU are eligible for licensure as School Counselors, Licensed Mental Health Counselors (LMHC), and Licensed Rehabilitation Counselors (LRC) in New Mexico. The program is also designed to meet the National Board for Certified Counselor requirements for students who wish to become National Certified Counselors (NCC) as well as the Commission on Rehabilitation Counselor Certification requirements for students who want to become Certified Rehabilitation Counselors (CRC).

### Specialty and Licensure

The Counseling Program offers four specialties from which students may choose. Each one of these specialties prepares the student for corresponding licensures within the state of New Mexico. Students living outside of New Mexico may also pursue a degree from the Counseling Program, but it is the responsibility of the student to know if our program meets another state's licensing requirements.

- Clinical Mental Health Counseling
  - Licensure eligibility: Licensed Mental Health Counselor (LMHC)
- School Counseling
  - Licensure eligibility: School Counselor
- Addiction Counseling
  - Licensure eligibility: LMHC and Licensed Substance Abuse Associate (LSAA)
- Clinical Rehabilitation Counseling
  - Licensure eligibility: LMHC and Clinical Rehabilitation Counselor (CRC)

Upon completion of all required coursework and exams, students apply for licensure in the state of New Mexico with the New Mexico Regulation & Licensing Department:

[http://www.rld.state.nm.us/boards/Counseling\\_and\\_Therapy\\_Practice.aspx](http://www.rld.state.nm.us/boards/Counseling_and_Therapy_Practice.aspx) Those desiring licensure in other states will need to consult that state's licensing board.

### Mandatory Counseling Program Biannual Meeting

At the beginning of each semester (Fall & Spring) the Mandatory Counseling Program Biannual Meeting is provided by the faculty. It is expected that all students within the Counseling Program attend this **mandatory** meeting every Fall and Spring semester. Students new to the program learn important information about the culture and policies of the program and more seasoned

students are reminded of these details while also helping with the orientation of new students. Students unable to attend should contact their advisor beforehand. The orientation will be held the Wednesday before the start of classes each semester from 5:30-7:30 PM Mountain Standard Time. Remediation may be a result of not attending this meeting.

## **Additional Programmatic Expenses**

Students within the Counseling Program will have additional expenses for which they will have to pay out-of-pocket. Some of these expenses include the following:

- Textbooks and learning materials (for every course, prices will vary, but the university does put an automatic \$25/credit charge on your account each semester for electronic textbooks accessible through Canvas. If you would like to opt out of this service and not get charged the \$25/credit, you may do so. Additional information can be found at <https://wnmu.edu/wnmu-access>.)
- Student Membership of the ACA (once a year, \$105)
- TK20 Account (\$100 added to school account during COUN 501)
- The CPCE comprehensive exam (during internship, \$150)
- The NCE (during last semester of program or after graduation, \$335)

## **Student Advising**

Students are assigned an advisor based on their last name and their chosen concentration. So a student may have more than one advisor during the course of their program. The assigned advisor is a core faculty member within the Counseling Program at WNMU and expert in their field who provides guidance and support to the student throughout the program of study. Advisors are also gatekeepers and are responsible for assessing the student every semester regarding professional performance (see Student Retention and Dismissal Policies for more detail on professional performance and gatekeeping).

Each student is required and responsible for setting up meetings with their assigned advisor every semester.

## **Textbooks**

Students are encouraged to purchase all textbooks instead of renting them. Students may want to have access to these texts to help them study for the CPCE (program comprehensive exam) and the NCE (licensure exam). Students may also want them to have access to the information found in their textbooks once they start practicing as licensed professionals.

## **Teaching and Learning Online**

The Counseling Program at WNMU is a three-year, 60-credit program where coursework is completed all online. Classes consist of synchronous and asynchronous experiences. Synchronous experiences occur when faculty and students meet at the same time through an online video conferencing platform known as Zoom. Students are provided links to the online video conferencing class. Upon accessing the link, for security, privacy and confidentiality, students and other authorized participants are automatically placed in a virtual waiting room until

they are manually admitted to the virtual classroom by the instructor or facilitator. Asynchronous experiences occur when students complete assignments and interact with other students and faculty through online discussion boards that can be accessed at the convenience of each individual student. The platform used for asynchronous classes is Canvas.

### ***Expectations for Learning Online***

For synchronous courses, students are expected to access the Zoom link to the class prior to the start-time of class so they can be ready to participate in discussion and other class material. Student are expected to be visible during synchronous online video conferencing classes. Students should set aside time for these class meetings so as to not be distracted from other environmental factors in their homes or wherever they are situation for class. Students are expected to present themselves in a professional manner and do their best to treat such classes as if they were in a physical classroom. If student video or audio quality is not satisfactory, they must check out one of the Owl cameras the program has available. These cameras are free to check out and the university will pay for them to be shipped to the student and returned.

Students who are in the practicum and internship classes should also follow the Panopto Viewing Policy. For these classes, students must maintain confidentiality and not allow anyone else to hear the class discussion or view the class because sensitive client information will be discussed.

### **Guidelines for Professional Attire**

The Counseling Program recognizes and appreciates that personal style is often an important part of a person's identity and does not promote or condone censorship of personal style choices or expression. However, when one assumes the role of professional counselor, it is important to demonstrate awareness about how all aspects of personhood, including personal style, might impact others in a professional setting. Thus, we encourage students to make style choices that are congruent with their individuality while simultaneously upholding the core dispositions.

Students in the Counseling Program are expected to convey professionalism while engaging in classes, clinical sites, and other profession specific engagements (i.e. conferences, professional development activities, outreach events, providing counseling, etc.). In general, students are expected to wear business casual attire for all professional engagements, including those that take place in the program such as class presentations, and COUN 579 practice sessions. Students are expected to mind the dress code of their setting while at their clinical site, if applicable. In addition, to ensure that students practice appropriate sensitivity of their potential impact on others in a counselor education/supervision setting, students are expected to follow some general guidelines for apparel, grooming, and personal appearance:

1. Business Casual Attire.
  - a. Different settings, cultures, and geographical regions/climates may have varied ideas about what constitutes business casual attire. Students are responsible for understanding the dress code conceptualization for their academic, professional, and clinical settings. For example, attire that is considered business casual in the Rocky Mountain region at the New Mexico Counseling Association conference might differ from other regions (i.e., SACES and North Carolina Counseling Association, or.

NARACES and the Maryland Counseling Association, etc.). If you have questions about this, please feel free to consult your faculty.

- b. Despite variances in business casual conceptualizations, students are expected to generally avoid clothing that would be defined as beachwear, sportswear, or athleisure. For example: baseball caps, camisole-style tanks or halters, shorts, yoga or gym attire, flip-flops, and so on. Reasonable exceptions may apply to professionals working in outdoor, athletic, adventure-based/ecotherapy, or animal-assisted interventions settings.
- c. For individuals who choose to wear makeup in professional settings, the Counseling Program does **not** stipulate student choices about makeup or the lack thereof. The Counseling Program does **not** censor any individual makeup choices for students of any gender identity.
- d. Body art, hairstyle/color, and facial hair choices are expressions of personal identity that unlike clothing, are not easy to ‘change’ when moving between professional and personal settings. The Counseling Program does not stipulate or censor student choices about body art, hairstyle/color, or facial hair, provided that:
  - i. Students are sensitive to any body art that overtly displays personal belief systems. Please remember that such items may activate previous experiences of marginalization in some students and clients.
  - ii. Students maintain appropriate hair (including facial hair) hygiene and maintenance.

*Note:* For class attendance or office hours, students are invited to select casual or business casual attire, provided that they attend the following sections about personal hygiene and trauma sensitivity.

2. Attend personal grooming and hygiene.
  - a. High standards of personal hygiene are expected of counselor educators/supervisors in most instances, barring reasonable and sometimes unavoidable exceptions for soil, sweat, and so on, for professionals engaging with in sports, ecotherapy/adventure-based counseling, experiential activities, or animal assisted interventions.
  - b. In general, except in the situations described above, counselor educator/supervisor clothing should be clean and clothing fabric should be in generally good condition.
3. Demonstrate sensitivity to trauma, sensory differences, and diverse client identities.

- a. Clothing, jewelry, or other forms of personal expression that overtly display a professional's personal belief systems. Please remember that such items may activate previous experiences of marginalization in some students, supervisees, and/or clients.
- b. Scents and fragrances
  - i. Human sense of smell is closely associated with sensory memories, which can be both pleasant and unpleasant. Because we do not know which scents or fragrances may be activating to some students, supervisees, and/or clients, please avoid the use of strong personal fragrances, strongly scented grooming products, or essential oils in professional settings, and be mindful of potential body odors. Further, different individuals have differences in fragrance sensitivity. What may be barely detectable to one person can seem overpowering to another. Do not use essential oils and/or other room fragrances in shared office space without the consent of all office occupants.
- c. Clothing Coverage and Fit
  - i. Please be aware that visible exposure of some parts of our bodies may be triggering to some students, supervisees, and/or clients. As we do not know which types of skin/body exposure may be triggering to some individuals with our professional setting, please be mindful of clothing coverage and fit. In general, counselor educators/supervisors of all gender identities can attend to this aspect of trauma sensitivity by intentionally selecting the following for professional settings:
    1. For bottoms, such as pants, skirts, crops/capris, and so on, making choices that are close to knee length or longer. This applies to students of all gender identities.
    2. For tops, such as shirts, sweaters, blouses, and so forth, making choices about necklines that don't dip far below 4 fingers from the collarbone; making choices about length that are either able to be tucked in, or that overlap the waist of pants, skirts, and so on. Sleeveless tops may be considered appropriate as long as camisole-style sleeveless tops are avoided. This applies to students of all gender identities.
    3. Making choices about fit so that clothing is not tight enough to restrict normal movement, and does not obviously reveal underwear lines. Additionally, clothing should not be so loose/baggy as to inadvertently expose skin/body that may be

triggering for other individuals. This applies to students of all gender identities.

## Field-Based Courses

Students are only eligible to register for field-based courses once they have completed the following steps, which are a part of the Practicum/Internship Application:

- take and pass COUN 579 Counseling Pre-Practicum.
- pass a background check without any disqualifying discoveries (see *Background Clearance Policy* below).
- secure a site at which to practice that allows you to record client sessions.
- complete an Affiliate Agreement for site if one is not already in place (see *Field-based Site* below).
- obtain liability insurance by becoming a student member of the American Counseling Association (see *Liability Insurance* below).
- complete the WNMU Supervision Agreement (see *WNMU Supervision Agreement*)

Once the Practicum/Internship Application has been completed, submitted, reviewed, and approved, students will be allowed to register for field-based courses which include COUN 581 Practicum in Counseling, COUN 582 Internship in Counseling I, and COUN 583 Internship in Counseling II.

The first field-based course students register for is COUN 581 Practicum in Counseling (3 credits). This is a course where students practice the basic counseling skills they learned in COUN 579. During COUN 581, students obtain 100 contact hours within the semester; 40 of these hours are direct client contact hours and 60 are indirect. Direct client contact hours are when the counseling student directly interacts with clients to provide therapeutic interventions. Shadowing is not direct client contact hours, but it can be counted as indirect hours. Indirect hours consist of other tasks students perform at their sites other than direct counseling services to clients. This course is taught synchronously through Zoom every week of the semester where students receive group supervision from the instructor.

After students complete COUN 581, they can register for COUN 582 Internship in Counseling I (3 credits). After successful completion of COUN 582, students may register for COUN 583 Internship in Counseling II (3 credits). During each semester of Internship, the student must accrue 300 contact hours with 120 of those hours being direct client contact. These courses are also taught synchronously through Zoom every week of the semester where students receive group supervision from the instructor.

Students who do not accrue enough hours over the semester for a given field-based course, receive an incomplete for that course until they have been able to complete the needed hours and course requirements. Students who have an incomplete in one of the field-based courses may register for subsequent field-based courses, but they must first complete the incomplete work before they can begin to accrue hours for the subsequent course.

If a student is unable to complete the course requirements by the end of COUN 583, they must continue to attend Internship Lab until they have completed the course requirements. They are

not required to register for another section of this course, however, they must attend in order to continue to accrue hours toward graduation and licensure.

### ***Practicum/Internship Application***

Towards the end of COUN 579, the instructor for this course will give students approval to start seeking sites at which they can complete their practicum experience. Once students have been given this approval, they seek for practicum sites while simultaneously working on the Practicum/Internship Application. This application must be submitted, reviewed, and approved before students are eligible to register for Practicum. To apply for Practicum, please access the Counseling Practicum/Internship Application in TK20. Directions on how to complete the Practicum/Internship Application are found on the Counseling Program website under the Practicum/Internship Experience section.

All students in Practicum and Internship must complete the Practicum/Internship Application each semester they are enrolled in one of these classes. If a student remains at the same site with the same supervisor, then they will upload all the same documents from the previous semester. Students who have a new site or a new supervisor must complete the Practicum/Internship Application with the appropriate signatures.

In order to be considered for Practicum or Internship, students must submit the Practicum/Internship Application no later than one month before classes start for the semester in which they plan to take Practicum or Internship.

### ***Video Recordings of Client Sessions***

It is expected that students record all client sessions, which include individual, family, couples, and group counseling sessions. Students present case conceptualizations regarding client sessions during field-based courses (Practicum and Internship). Such presentations include presentation of video recordings of their work with clients as well as a case conceptualization form. Students are to maintain strict confidentiality and privacy regarding these documents and sharing them with the class. All clients receiving counseling from students must complete and sign a Permission to Record Informed Consent, which can be found within this handbook in the section titled *Permission to Record Informed Consent*. The Counseling Program utilizes a secure webhosted service called Panopto to record and store video recordings of client sessions. These video recordings of client sessions are deleted regularly after students have received related and necessary supervision or after the semester in which they were recorded has expired. Students can only complete field-based courses at sites that allow them to use this video recording software to record client sessions. If your site does not allow students to record client sessions, then the student will need to record mock sessions and the supervisor must conduct live supervision with the counseling student. Live supervision is when the supervisor watches client sessions live in the session or from behind a two-way mirror. The purpose of the recorded client sessions and the mock sessions are for the student to have content to review during field-based courses, during group supervision, with site supervisors, and with faculty and to receive direct feedback on their counseling skills. Supervisors and students must have the Live Supervision Responsibility Form signed by the director of the site in order for the student to be allowed to record mock sessions for evaluation purposes.

## ***Panopto Technology Guide***

### **What is Panopto**

Panopto is a video content management system (VCMS). This means that users of Panopto are able to record and or upload video sessions to an online storage system.

### **How Does Panopto Work?**

Panopto allows users to log in to a password protected webhosted service to upload videos via a secure connection. Users are assigned a folder to which they can save their videos. These videos can then be played back online.

### **How Does WNMU's Counseling Program Protect the Video Sessions?**

Videos are secure through a combination of methods. The first method is that each student receives a username and password to Canvas, the university's online learning platform, which allows them access to Panopto. They are required to create their own personal and unique password for Canvas. Second, viewership of the videos is restricted to the creator of the of the video and the faculty teaching the practicum and internship courses. Third, videos will be deleted after they have been viewed by the faculty supervisor/site supervisor or the current semester of study expires. Lastly, we enforce strict policies contained within our program's handbook that specifies the locations that videos may be viewed outside of supervision (see *Panopto Viewing Policy* below). For example, users are not permitted to play back videos in public spaces or in the presence of others not associated with their supervision. The viewing of videos is intended to be a private activity.

### **Is Panopto Secure?**

Panopto uses SSL in the web interface to encrypt all sensitive user information. SSL (Secure Sockets Layer) is the standard security technology for establishing an encrypted link between a web server and a browser. This link ensures that all data passed between the web server and browsers remain private and integral.

### ***Panopto Viewing Policy***

Panopto provides a viewing experience that allows users to view uploaded videos from their personal computers, or mobile devices. Provided the freedom of these viewing options it is important for users to ensure the proper security of recorded material.

When viewing video please abide by the following security measures:

- Please watch videos in a private location away from unauthorized users.
- Please use headphones to ensure audio is not overheard.
- Please be sure to log out of Canvas when you have finished recording or viewing your videos
- When viewing videos with your supervisor, please only watch videos relevant to that supervisor's site location
- Once the video has been reviewed with your supervisor and you have both agreed that the necessary supervision regarding the session has been complete, delete the video. All videos should be deleted at the end of the semester in which they were recorded.

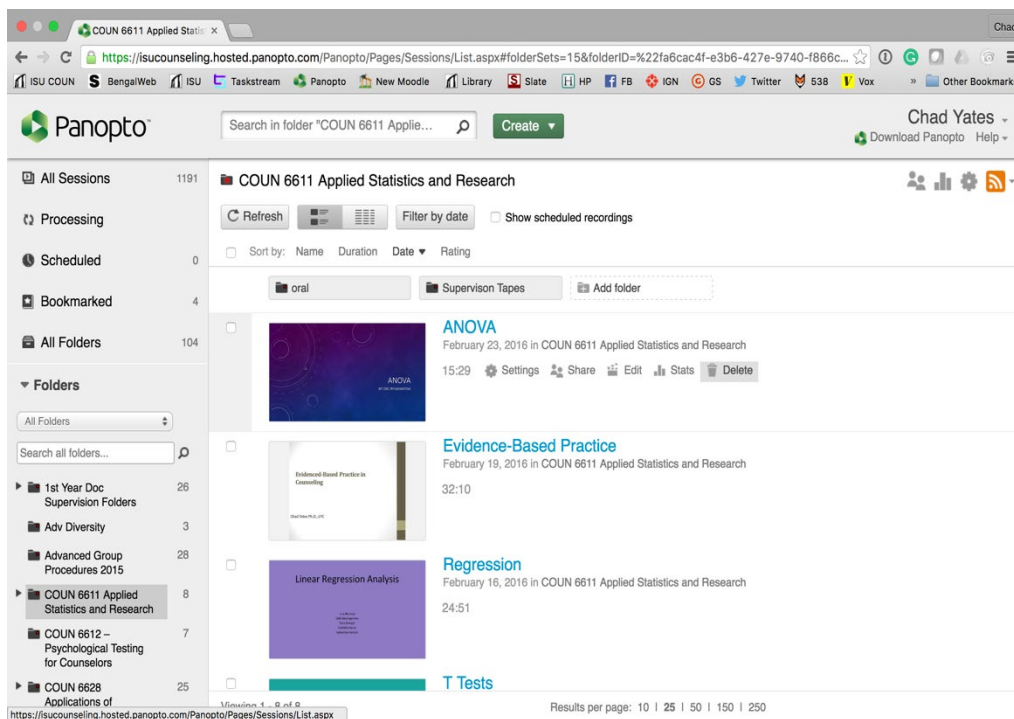
## Deleting Online Videos on Panopto

Once videos have been recorded and uploaded they will remain on Panopto's online server until deleted by the user or the counseling department faculty. To ensure security it is important to delete videos that are no longer needed.

- Discuss with your site and faculty supervisor when to delete videos after viewing them.
- Upon the completion of the course semester, videos saved to Panopto will be deleted by the instructor.

To delete the online videos:

- Select the video you wish to delete.
- Click the delete (trash can) button and select ok. (see image below).



## Field-Based Site

It is the responsibility of each student to secure their own field-based site and to make sure the appropriate supervision is provided (see *Site Supervision* below).

Students should view the process of obtaining a field-based site as a “find a job” process. It is wise for students to have at least 3-4 possible options and then start the placement process as if they are looking for a job. This process can, and usually does, take a few weeks. As stated above (see *Field-Based Courses*), this process should be commenced in COUN 579. It is inadvisable for students to complete practicum/internship at their place of employment; if such is done, the practicum/internship duties should be very distinct from the work-for-pay duties and the work should be under two different supervisors. Make sure to get direction from the Counseling Program Lead before planning such a practicum/internship.

Once students have obtained a field-based site, they must gather documents for being hired such as a resume. These are normal procedures for any position where students will obtain employment after graduation, especially if students will be working with children.

Additionally, students need to complete an Affiliate agreement with the site (see *Affiliate Agreement*). The Counseling Program has several standing Affiliate Agreements, but if one is not in place, the student will need to initiate one with the site prior to beginning the field-based experience.

### ***Background Clearance Policy***

Before students begin their field-based experience, they must ensure the background clearance they initiated during the application process is complete. Castle Branch background clearances must not contain any disqualifying discoveries. If there are disqualifying discoveries students will not be able to register for field-based courses. Without this level of clearance, students will be unable to graduate from or complete the Counseling Program. Disqualifying discoveries are described in the [New Mexico Board of Counseling and Therapy Rules and Statutes](#) under Section 61-9 A-26.

### ***Site Supervision***

Students must receive weekly, one-hour supervision from an appropriately licensed site supervisor while taking these field-base courses. The following is a list of appropriately licensed supervisors as they correspond to the given counseling specialty.

- Clinical Mental Health Counseling – Licensed Professional Clinical Counselor (LPCC)
- School Counseling – Level III Licensed School Counselor
- Addiction Counseling – LPCC
- Clinical Rehabilitation Counseling – Certified Rehabilitation Counselor (CRC) and LPCC

### ***Liability Insurance***

Students must obtain liability insurance through the American Counseling Association. Students can register for student membership of the ACA by visiting <https://counseling.org> and clicking on “Create a new account.” Students must then locate a copy of ACA’s liability insurance within their ACA account and submit a copy of it to TK20 under the document titled “Counseling Liability Insurance.”

### ***Engagement Statement***

The Counseling Program at Western New Mexico University is a highly rigorous program. Students should not be engaged in a concurrent graduate program. Doing so, may result in the student’s inability to complete the Counseling Program requirements. Additionally, counting clinical hours obtained in the Counseling Program for another clinical program, and vice versa, is not allowed and demonstrates a lack of integrity. Students who are found counting hours in such a way will be immediately dismissed from the program.

## Comprehensive Examination

All master's degree students in the Counseling Program are required to pass a comprehensive examination before they are eligible to graduate (see *Comprehensive Examination Process and Deadlines* below for more details). The Counseling Program uses the *Counselor Preparation Comprehensive Examination* (CPCE), which is a multiple-choice exam that covers the eight CACREP common-core areas as defined by their *Standards for Preparation*. Please review the following document from the Center for Credentialing & Education for additional information regarding the exam: <https://www.cce-global.org/Assets/CPCE/CPCE-Content-Outline.pdf>.

**Professional Counseling Orientation and Ethical Practices** - studies that provide an understanding of all aspects of professional functioning including history, roles, professional organizational structures, organizations, ethics, standards, and credentialing, advocacy processes, and personal and professional self-care.

**Social and Cultural Foundations Diversity** - studies that provide an understanding of cultural identity development, theories and models of cultural counseling, multicultural counseling competencies, effects of power and privilege for counselors and clients, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

**Human Growth and Development** - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and biological, neurological, and physiological factors that affect human development, functioning, and behavior.

**Career and Lifestyle Development** - studies that provide an understanding of career development, counseling and related life factors, decision-making, and strategies for advocacy, career assessment, and career development across the lifespan.

**Counseling and Helping Relationships** - studies that provide an understanding of counseling theories and models, consultation processes, counseling skills and strategies for prevention and intervention, technology relevant for the counseling process, and crisis and community-based counseling work.

**Group Counseling and Group Work** - studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

**Assessment and Testing** - studies that provide an understanding of basic assessment and statistical concepts, use of assessments for diagnostic and intervention planning purposes, and ethical and culturally relevant strategies for assessment and testing.

**Research and Program Evaluation** - studies that provide an understanding of types of research and statistical methods, program and counseling practice evaluation strategies and measures, and ethical and cultural aspects of research and program evaluation.

### *Comprehensive Examination Process and Deadlines*

During the first semester of internship, students are informed of their need to take the CPCE. At this time, students are also provided the names of texts they can purchase in order to study for the exam. Students then take time that semester to study for the exam. They are then required to take the exam no later than the end of the first full month of their second semester of internship. For students taking their last internship course in the Fall, they must take the exam before the end

of **September**. For students taking this course in the Spring, they must take the exam before the end of **February**. For those students taking their last semester of internship during the summer, they must take the exam before the end of **May**.

The CPCE will cost students \$150 to take the exam. Students who need accommodations must contact Dr. Jenkins at [benjamin.jenkins@wnmu.edu](mailto:benjamin.jenkins@wnmu.edu) as soon as possible to inform him of any accommodations needed. Students will take the CPCE-OnVUE version of the exam. This version allows students to take the exam in a secluded area within their own home from their personal computers. In order to do this, students must first visit the following site to make sure their computer is compatible with the OnVUE system: <https://home.pearsonvue.com/cce/onvue>

The organization that administers the exam has the following policy regarding identification: To gain admission to the test, you must present two forms of identification one with a photograph. The name on your registration and on your photo ID must be identical. Your IDs may be current or expired. You will be required to sign a roster for verification of identity. Acceptable forms of photo identification include a current driver's license, a current state identification card, a current passport or a current military identification card. Employment ID cards, student ID cards, and any type of temporary identification are not acceptable as the primary form of identification. You must have proper identification to gain admission to the test. Failure to provide appropriate identification at the time of the examination is considered a missed appointment, and a refund of your examination fee will not be granted.

Due to the above policy, it is imperative that you inform Professor Gonzalez via email ([kristine.gonzalez@wnmu.edu](mailto:kristine.gonzalez@wnmu.edu)) as soon as possible if your name as shown on the records of the university does not match your forms of identification. Please provide Professor Gonzalez with the name that appears on your two forms of identification.

### ***Comprehensive Examination Scoring and Remediation***

Students who score a 72 or above on the CPCE pass the exam. Students who do not pass the exam have two options to fulfill the comprehensive exam requirement. Students have the option of either retaking the exam or remediating their score by evidencing their knowledge of the CACREP core areas in which they were not proficient. Lacking proficiency is a score of less than 8 in a core area for those who did not meet the cutoff score of 72.

Students who choose to retake the CPCE must retake the exam by the end of October if they are graduating in the Fall semester and by the end of March if they are graduating in the Spring semester. For students graduating in the summer, they will need to retake the exam by the end of June. Students can choose to retake the CPCE at a later date; however, they will not be able to graduate on time. Students receive a tentative score right after taking the CPCE on their scheduled test date. If the student receives a score below a score of 72, the student should schedule to retake the CPCE as soon as possible. Per CCE policy, students who prefer the CBT testing option must wait 30 days until they can re-register for the exam. Students who prefer the OnVue testing option must wait 90 days to re-register for the exam.

Students who choose to complete the remediation process rather than retake the CPCE, students must consult the CACREP standards, Sections 2.F.1. through 2.F.8. which can be found on pages 10-14 of the standards document which can be found at the following link:

<http://www.cacrep.org/wp-content/uploads/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf>.

For each of the core areas in which a student is lacking proficiency, the student must write an academic paper that strictly adheres to APA formatting 7<sup>th</sup> edition. This paper must include a reference page. In order to adequately address each of the competencies in the core areas that a student is lacking proficiency, it is recommended that the student write at least one page evidencing their knowledge of each of the lettered competencies or standards within the correlating core areas. For example, 2.F.1. is Professional Counseling Orientation and Ethical Practice and contains 13 standards (a - m). Students who do not pass the exam and who are not proficient in this core area, must write a paper that should be no less than 13 pages where they evidence their knowledge of the 13 lettered standards within the core area. The quality of the expression of knowledge of these standards, however, is of greater importance than the quantity. Lastly, the student must have each lettered standard included in the paper as a heading, and each lettered standard must have at least one scholarly citation. Students should also reference examples of what they learned in classes and in practicum/internship experiences in addressing each lettered standard.

The remediation paper must be submitted and graded before the student can graduate. Students should work with their advisors to complete this remediation process. Students who choose to complete the CPCE remediation, must submit their paper to their advisor by **November 15<sup>th</sup>** for the Fall semester, **April 15<sup>th</sup>** for the Spring semester and **July 15<sup>th</sup>** for the Summer semester. If students do not pass the remediation, then they will work with their advisor on additional remediation and may not be able to graduate on time.

### **National Counselor Examination (NCE)**

The National Counselor Examination (NCE) is an exam students and counselors take in order to be eligible to become National Certified Counselors (NCC). In the state of New Mexico and most other states, this exam is also a state licensure requirement.

Students within the Counseling Program at Western New Mexico University are granted the opportunity to take the NCE during the last semester of their program of study or shortly after they graduate. Students who choose to take the NCE through their program of study at WNMU are able to take the exam for the dual purpose of licensure and certification. They are able to be licensed with the state as well as obtain the credential of National Certified Counselor upon successful completion of the exam and obtaining extra client hours post-graduation. The cost to apply for the NCC through the WNMU counseling program of study is \$335, and this covers the exam and certification. If students choose to take the exam outside of their program of study at WNMU after they graduate, the cost for to take the exam for licensure purposes is \$275. If they later choose to apply for the NCC, it will be an additional \$250. Some students may not want to ever apply for the NCC credential, therefore opting to take the exam after they graduate for only \$275 may be the best option.

The NCE is offered twice a year, in the spring and fall. Students who graduate during the Spring semester, would be advised to take the exam in April/May. Likewise, students who graduate during the Summer or Fall semesters would be advised to take the exam in October/November. Students who graduate in the summer end up taking the exam in October after they graduate. Students can take the exam up to two years after they register. If a student wants to take the exam later within the two-year time frame, they will need to contact NBCC with adequate notice, at least 30 days prior to the exam.

Students who choose to take the NCE during their WNMU program of study should note that they will not be eligible to be credentialed as an NCC until they have accrued 3000 hours of post-graduate experience and 100 hours of post-graduate supervision. This stipulation is only in place until the WNMU Counseling Program is able to obtain CACREP accreditation. Once the program gains CACREP accreditation, students within the CMHC specialty will be able to obtain the NCC credential immediately following graduation, with post-graduate requirements waived.

Students are reminded of this process during their first semester of internship. A roster of students registered for their first semester of internship is created and sent to NBCC. Students then receive an email with information on how to apply for the NCC and register for the exam. Students who need accommodations for the NCE must contact Dr. Jenkins at [benjamin.jenkins@wnmu.edu](mailto:benjamin.jenkins@wnmu.edu) as soon as possible to inform him of any accommodations needed.

To help in completing the application to take the NCE, students should consult the following spreadsheet:

<b>CACREP 8 Core Areas</b>	<b>Courses</b>
<b>Professional Counseling Orientation and Ethical Practice</b>	COUN 501
<b>Social and Cultural Diversity</b>	COUN 505
<b>Human Growth and Development</b>	COUN 534
<b>Career Development</b>	COUN 586
<b>Counseling and Helping Relationships</b>	COUN 502, 579, 581 & 582
<b>Group Counseling and Group Work</b>	COUN 587
<b>Assessment and Testing</b>	COUN 527
<b>Research and Program Evaluation</b>	COUN 500

## **Counseling Program Graduation Requirements**

Students must meet the following requirements for completion of the Master of Arts Degree in Counseling from Western New Mexico University:

1. All course requirements for the Master of Arts in Counseling must be completed with a grade of “B” or better; only one “C” grade is allowed to be counted towards the degree as long as the “C” grade is not in COUN 501, 579, or COUN 505. Any course in which a “D” or “F” is received must be retaken. A cumulative GPA of 3.0 must be maintained within the program. If a student is terminated from a site for unethical or dispositional behavior, the student will need to retake the course.

2. Over a period of no less than three semesters, students are required to satisfactorily complete 9 credits of practicum and internship, which totals 700 clock hours. Practicum: 100 hours: 40 direct hours; 60 indirect hours; Internship: 600 hours, that require attendance of a minimum of two semesters. Each semester, the student will complete 300 clock hours: 120 direct, 180 indirect. The clock hours will total a minimum of 240 direct internship hours, 360 indirect hours. Students must obtain a grade of “B” or better in each one of these courses.
3. Students are required to complete the three Professional Performance Assessments (PPA; see *Student Retention and Dismissal Policies* and *Professional Performance Assessments (PPA)* for more information). The Counseling Core Dispositions Assessment (CCDA) and the Counseling Practice Skills Assessment (CPSA) should be completed by the student during COUN 579, 581 & 582. These assessments are imbedded within the courses as assignments. The Counseling Advanced Skills Assessment (CASA) should be completed by students every semester in which they are registered for COUN 582. These assessments are to be completed by the student and reviewed by the instructor for these courses and the student’s advisor.
4. Exit Examination: In order to complete degree requirements for the MA in Counseling, students must pass the CPCE. The exit exam is completed in the last semester in which the students takes the internship course.

Application for Degree Audit/Graduation: The Application for a Degree Audit/Graduation is required to be turned into the Registrar at the beginning of the semester PRIOR to the semester students plan to graduate, i.e. June 1 for fall graduation, September 1 for spring graduation, and February 1 for summer graduation. A copy of the official Degree Plan is required to be submitted at the same time the application is completed. The form is available online at [www.wnmu.edu](http://www.wnmu.edu)

## **STUDENT RETENTION AND DISMISSAL POLICIES**

A continuous process of advisement and assessment occurs for students within the Counseling Program. The continuous review process is both informal and formal. Both the student and faculty are provided with many opportunities to assess the student's compatibility to progress toward completing the program. Students interact with their assigned advisor early in their first semester. Students meet with their advisors at least once every semester. It is the student's responsibility to schedule meetings with their advisor.

Faculty expect the result of this continuous review and advisement process to produce a better match between the goals of the student and the objectives of the Counseling Program. The continuous review happens throughout the program with multiple decision points and action options. The Counseling Program's retention and remediation and dismissal policies are described below.

### **Retention and Remediation Policy**

The Counseling Program faculty have a professional responsibility to serve as gatekeepers to the counseling profession. Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare. In particular, gatekeeping refers to the responsibility of all counselors, counselor educators, and student counselors, to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services. This responsibility is mandated in the ethical standards of both the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) by specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.; NBCC, 2005, Section A; McAdams & Foster, 2009).

Faculty and supervisors systematically discuss and evaluate student progress in the program. When a student is lacking in professional performance characteristics, the student is informed informally and formally. The following are professional performance characteristics that are expected of counseling students as offered by Frame and Stevens-Smith (1995):

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations

These professional performance characteristics as well as professional counseling skills are infused within three Professional Performance Assessments (PPA) utilized by the Counseling Program to formally assess students. These three instruments are known as the Counseling Core

Dispositions Assessment (CCDA), the Counseling Practice Skills Assessment (CPSA), and the Counseling Advanced Skills Assessment (CASA). Faculty and supervisors use these assessments to evaluate students during COUN 579, 581 & 582. Faculty and supervisors may also choose to use these assessments to evaluate students at any time during their program of study.

### ***The Retention and Remediation Process***

If faculty or site supervisors observe deficiencies related to professional performance, they initiate a discussion with the student regarding the observed deficiency. This discussion may be in the form of feedback on assignments, verbal communication, or through email. If the student makes corrections after being given feedback, then no additional action is needed. If the student does not make improvements, then faculty and supervisors may choose to provide more formal processes.

- Informal retention and remediation occurs when faculty or supervisors provide the student with feedback regarding the deficiency.
- Formal retention and remediation occurs when faculty or supervisors choose to complete a PPA: CCDA, CPSA, and or CASA. Formal retention and remediation also occurs when a Professional Performance Plan (PPP) is initiated. (see below)

If faculty or supervisors choose to provide formal retention and remediation, then they complete one or all of the PPAs. This individual then indicates observed deficiencies with a rating of a 0 on the PPA and communicates these deficiencies to the student. If the student makes adequate adjustments and improvements, no further action is needed and the formal retention and remediation process ends for the indicated deficiencies. If the student continues to exhibit deficiencies, then faculty or supervisors may choose to draft a Professional Performance Plan (PPP).

- The PPP is a document that clearly states the student's deficiencies and lists specific ways the student can improve and continue to progress in the program. It is an official document between the student and the Counseling Program (see *Dismissal Policy* for extreme cases where no formal retention and remediation occurs before dismissal from the program).

The faculty or supervisors drafting the PPP will schedule a meeting (in-person or virtually) with the student where the plan is described to the student. A copy of the plan is then provided to the student. Upon receipt of the PPP, the student reviews the plan and signs it, indicating an understanding of the requirements expected and an agreement to meet those requirements, (see *Dismissal Policy* if the student chooses to not sign the PPP). The successful completion of all requirements of the PPP, as observed and deemed by faculty or supervisors, initiates an end to the formal retention and remediation process for the specified professional performance characteristic deficiencies. PPAs and PPPs may occur simultaneously, and some deficiencies may require that a PPP be created or that immediate dismissal occur without informal retention and remediation.

### **Dismissal Policy**

Dismissal of a graduate student can be initiated in a variety of circumstances including, but not limited to, the following:

- Dismissal will occur when students violate the criteria established by WNMU as outlined in the student handbook.
- Dismissal for failure to meet continuation standards related to academic and clinical competency will occur when a student:
  1. Earns a C or below in COUN 579 Counseling Pre-Practicum,
  2. OR earns a C or below in COUN 501 Counseling Ethics,
  3. OR earns a C or below in COUN 505 Multicultural Counseling,
  4. OR earn six credits with a cumulative GPA at or below 2.7,
  5. OR cumulative GPA falls below a 3.0 GPA (B),
  6. OR when students earn less than 3.0 (B) in COUN 581 – Practicum in Counseling, COUN 582 – Internship in Counseling #1, or COUN 583 – Internship in Counseling #2

**Students earning a 2.7 or below in clinical coursework have the ability to appeal and must petition and gain approval from the graduate faculty in the Counseling Program in order to continue in the program.** The Counseling Program follows the appeals process detailed in the Appeals section of the *WNMU Student Handbook*.

- Dismissal for failure to meet continuation standards related to professional performance characteristics will occur when a student chooses not to sign a PPP that has been developed in response to the student’s deficiencies in professional performance.
- Dismissal may also occur when a student poses a potential harm to self or others.
- Dismissal for academic dishonesty which includes the following:
  - As described in the student handbook
  - Cheating
  - Plagiarism
  - Ethical violations
  - Improper use of technology
  - Failure to secure informed consent
  - Breach of confidentiality
  - Lack of professional comportment which include:
    - Lack of engagement in course requirements
    - Issues within interpersonal relationships with peers and faculty
    - Inappropriate use of power with clients and other students
- Dismissal for nonacademic deficiencies which include the following:
  - A 0 rating on a PPA
  - Being terminated from a site twice for unethical or dispositional behavior

- Personal concerns or psychopathology
- Interpersonal relationship issues
- Personal attitudes or value systems that conflict with effective counseling relationships

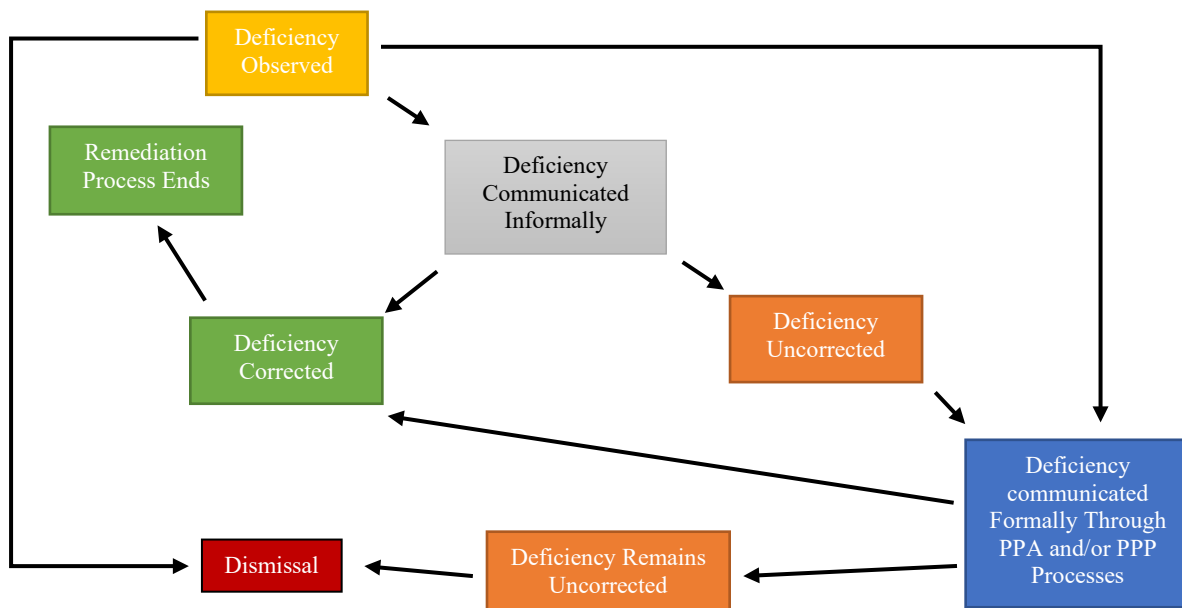
All students are encouraged to seek counseling and attend to their mental health. A student's unwillingness to attend to intra- or inter-personal deficiencies contributing to impairment may lead to dismissal.

Due to the nature of the program, students can be dismissed for professional competence concerns (i.e., unrelated to success with course assignments and grades). The American Counseling Association Code of Ethics (2014) requires counselor educators provide remediation and/or dismissal from counseling programs when “they become aware of limitations that might impede performance” or when students are unable to demonstrate “they can provide competent counseling services to a range of diverse clients (6.f.b).” As stated above, gatekeeping is an ethical mandate for counselor educators and designed to protect counselors in training and their current and future clients. Professional competence concerns that could lead to dismissal include, but are not limited to, impairment as described by Frame and Stevens-Smith (1995), academic dishonesty, ethical violations, lack of professional comportment, personal attitudes or value systems that conflict with effective counseling relationships, and personal concerns or psychopathology.

In all cases of dismissal, the student will be notified in writing by email and certified mail, return receipt requested, that they are dismissed and must be told in the document that they have the right to appeal according to the Western New Mexico University student policy.

## Retention and Remediation and Dismissal Process

This process within the Counseling Program is continuous for all students until they graduate.



## Appeal Process

The Counseling Program follows the appeal process detailed in the *WNMU Student Handbook* which can be accessed at <https://admin.wnmu.edu/handbooks/student-handbook/#gsc.tab=0>. Students who wish to appeal dismissal from the Counseling Program, the receipt of a specific grade or any other faculty or program action should follow the WNMU school process. Program faculty fully support the rights of students to appeal dismissal from the Counseling Program.

## **ADDITIONAL POLICIES**

### **Audit Policy**

It is the program's policy to prohibit students from auditing graduate courses offered by the Counseling Program.

### **Endorsement Policy**

Endorsement for a professional position, license, or certificate requires the completion of a specific educational experience designed to prepare individuals for professional roles. For endorsement in the areas of Clinical Mental Health Counseling, School Counseling, Addiction Counseling, or Clinical Rehabilitation Counseling, the individual must have met the requirements for completion of a specialty in that field.

Individuals who graduate with one specialty (from our program) and subsequently wish to be endorsed in a field ordinarily assigned to a different specialty, must demonstrate that they have satisfied the course and experiential requirements for the new specialty before they can be endorsed by the Counseling Program faculty.

This policy applies to oral or written recommendations for the following:

1. Licensure as a school counselor
2. Certification by the National Board for Certified Counselors
3. Certification by the Commission on Rehabilitation Counselors
4. Licensure as a counselor by any state licensing board
5. Employment in counseling or counseling related positions.

### **Phone, Email, & Social Media Policy**

Today's professional counselors are compelled both ethically (ACA, 2014, §H) and legally to develop and maintain appropriate professional relationships with clients. In order to facilitate the establishment of therapeutic limits and boundaries on the counseling and supervisory relationship, the following expectations apply to Counseling Program students involved in the provision of counseling or supervision services in all practicum and internship settings both on and off campus:

1. Personal phone numbers, including landlines and cellphones, may not be provided to clients receiving counseling services. Counselors are encouraged to make phone contact with clients exclusively through business phones at their practicum or internship site. Similarly, text messaging or instant messaging with clients is prohibited. Counselors should not contact clients from their personal smart devices even if they have an app that assignments them a new phone number.
2. Personal e-mail addresses should not be provided to clients. Counselors may make appropriate contact with clients utilizing professional business e-mail addresses only. In general, e-mail contact should be limited to appointment confirmations or rescheduling. Counselors are not to provide therapeutic services via email exchanges. Counselors are

also compelled to consider client confidentiality with all electronic forms of communication.

3. Counselors must be mindful of their public presence in social media and online. Counselors should not “friend”, “like”, or make other forms of contact with current or former clients utilizing social media or other online formats. Furthermore, counselors are compelled to ensure that public communication/statements made in online or social media outlets are professionally appropriate.

## **Program Communication Policy**

In the Counseling Program at Western New Mexico University (WNMU), we uphold the importance of clear, professional, and timely communication among faculty, students, and staff. To this end, all official program and university communications must be conducted through authorized WNMU.edu email accounts to ensure security, confidentiality, and compliance with university standards. This policy facilitates the accurate documentation of correspondences and maintains the integrity and professionalism of our academic and administrative interactions.

Faculty, students, and staff are expected to check their WNMU.edu email accounts regularly, respond to inquiries within two business days, and use these accounts exclusively for all communications that pertain to program matters, including but not limited to academic advising, course content, scheduling, and professional development activities. Personal email accounts should not be used for official program communication to prevent any breaches of confidentiality or data security. Furthermore, it is essential that all parties respect the diverse community within our program by ensuring that communication is inclusive, accessible, and considers the needs of all recipients. Failure to adhere to this policy may result in a delay of services and potential disciplinary action. We are committed to fostering an environment where every member of the program can engage in open, respectful, and productive dialogue.

## **WNMU Student Handbook**

All students in the Counseling Program are responsible for reading and adhering to the policies and procedures outlined in the Western New Mexico University Student Handbook:

<https://admin.wnmu.edu/handbooks/student-handbook/#gsc.tab=0>

## **Technology Competencies**

The Counseling Program requires all students to develop adequate technological competencies. Students are expected to have competency with word processing, statistical programs, database and web searchers, multi-media presentations, video conferencing platforms, and data filing and sharing applications across the internet.

## **Internship Liability Disclaimer**

The Counseling Program is not responsible for any injury incurred as part of practicum/internship placements either on or off-campus.

## **Student Evaluations**

Students should have access to student evaluations for every course. These evaluations provide students with the opportunity to evaluate the courses they take and the faculty who teach them. It is the responsibility of the faculty to make these evaluations available to their students. They can be made available by adding Student Course Evaluations within Navigation of the Settings for each Canvas course. Students are not required to complete evaluations, but they are encouraged to do so.

## **Meeting Recording Policy**

Some courses, meetings with faculty, and other occasions may be recorded for documentation purposes. Students by virtue of being accepted into the Counseling Program consent to being recorded in these instances for documentation purposes.

## **STUDENT RESOURCES**

### **Mental Health Crisis Hotlines**

#### *Medical Emergencies*

911

#### *Hidalgo Medical Services (HMS)*

(855) 422-4334

#### *Western New Mexico University (WNMU) Mental Health Crisis Response Team (accessible 24/7)*

(575) 519-2009 – Students will be asked to provide their W#

#### *National Suicide Prevention Lifeline*

(800) 273-8255

### **Mental Health Counseling Services Available to Students**

Students are encouraged to seek out personal counseling services during their program of study within the Counseling Program at WNMU. Students within the state of New Mexico can access counseling services through Hidalgo Medical Services (HMS). Students are allowed 15 visits per year, paid for by the university. If students need additional services, their insurance will be billed. These services are also provided through telemental health. Students who would like to set up counseling services should contact HMS at (575) 597-2454. Additional information regarding services can be found at <https://health.wnmu.edu>. Students who live outside of New Mexico are encouraged to contact their advisor who can work with them to locate affordable counseling services in their area.

Students in the Silver City area may also receive free counseling services from Orlando Zapata, LPCC (NM), LPC-S (TX). He is currently located in the Juan Chacon building, room 260 and can be reached at (575) 538-6339.

## **DESCRIPTION OF COUNSELING PROGRAM** **COURSES**

**COUN/EDUC 500 Research in Counseling.** Students will gain an understanding of types of research methods, basic statistics, and ethical and legal considerations in research. Students will learn basic types of research methods to include qualitative and quantitative research designs and uses of statistical equations. Aligns with NM Code 16.27.2.8.G. (3)

**COUN 501 Professional Orientation & Ethics.** Students will gain an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. Students will learn about the history of the helping professions; professional roles and scope of practice, including similarities and differences with other types of professionals; professional organizations, primarily the American Counseling Association, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; ethical standards of the American Counseling Association and related entities, ethical and legal issues, and their applications to various professional activities; and professional credentialing including certification, licensure and accreditation practices and standards. Aligns with NM Code 16.27.2.8.H. (3)

**COUN 502 Theories of Counseling.** Students will learn multiple theories of counseling, theorists, and strategies and techniques of counseling. Students will begin to develop their own personal approach to counseling while learning how it connects to current practices of the counseling process. Students will be encouraged to adopt one theory of their choosing as they look forward to their practicum and internship experiences. (3)

**COUN 505 Multicultural Counseling.** Students will gain an awareness and understanding of multicultural issues and trends prevalent with diverse populations. They will learn theories of multicultural counseling; prejudicial attitudes and behavior based on factors that include age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender identity, socioeconomic status; and individual, family, and group strategies with diverse populations. Students taking this course will learn to explore their personal biases and how to mitigate such biases in order to provide culturally responsive services to a diverse clientele. Aligns with NM Code 16.27.2.8.B. (3)

**COUN 522. Addictions Counseling.** Students will examine issues surrounding substance abuse disorders. They will learn to make initial assessment of substance use and to formulate interventions and treatment plans for those with substance use disorders. Students will also explore the impact of substance abuse on the family and various counseling techniques utilized when working with individuals struggling with substance abuse. (3)

**COUN 525 Child & Adolescent Counseling.** Students will be introduced to the developmental stages of children and adolescents. Students will learn specific counseling intervention strategies for working with children and adolescents, as well as, common challenges they face. Students will learn the importance of family systems and how to incorporate family members into the counseling process of children and adolescents.

**COUN 527. Assessment in Counseling.** Students will gain an understanding of individual and group approaches to assessment and evaluation. Students will learn the following: theoretical and historical bases for assessment; selection, administration and interpretation of psychological tests considering examinee characteristics such as age, gender, and cultural background; validity and

reliability of appraisal instruments; psychometric statistics, including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations; age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups; and strategies for selecting administering, interpreting and using assessment and evaluation instruments and techniques in counseling. Aligns with NM Code 16.27.2.8.F. (3)

**COUN 529. Grief & Loss & Crisis & Trauma.** Students will learn about grief, loss, and the bereavement process. They will learn current information, skills, and strategies for counseling interventions specific to crises, disasters, and other trauma causing events. Students will learn about triage, assessment and diagnosis, individual and community resiliency, emergency preparedness, multicultural considerations, interagency cooperation, suicide assessment, and psychological first aid. (3)

**COUN 531 Applied Theories of Counseling.** Students will begin to solidify their adopted personal approach to counseling. They will apply multiple theories, strategies, and techniques of counseling and demonstrate their understanding of a specific counseling theory of their choosing. (3)

**COUN 534 Human Growth & Development.** Students will gain an understanding of the nature and needs of individuals at all developmental levels. Students will learn about theories of individual development and transitions across the life-span; theories of learning and personality development; human behavior, including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior; and strategies for facilitating development over the life span. Aligns with NM Code 16.27.2.8.A. (3)

**COUN 554. Issues in School Counseling.** Students will learn the impact of current events, information, and strategies for counseling issues specific to school counseling including how to develop a comprehensive counseling program and work with stakeholders. Prerequisite is COUN 555. (1)

**COUN 555 School Counseling.** Students will learn about the professional foundation of school counseling, the American School Counselor Association's National Model, and the roles of the professional school counselor. (3)

**COUN 560 Clinical Mental Health Counseling.** Students will learn the professional foundation of clinical mental health counseling for individuals, couples, and families across the lifespan. Topics include the following: history and philosophy, ethics, professional roles and functions, professionalism, community systems and mental health, identity, and diversity within clinical mental health counseling. (3)

**COUN 562 Issues in Clinical Mental Health Counseling.** Students will learn the impact of current events, information, and strategies for counseling issues specific to clinical mental health counseling. Prerequisite is COUN 560. (3)

**COUN 564 Addiction Counseling Techniques.** Students will learn theories and techniques of addiction counseling. Students will begin to adopt their own personal philosophy and view of addiction counseling and how to best help those with substance use disorders. (3)

**COUN 566 Addiction Assessment & Treatment.** Students will examine issues surrounding substance use and co-occurring disorders. They will learn to make initial assessment of substance

use and to formulate interventions and treatment plans for those with substance use and co-occurring disorders. (3)

**COUN 579. Pre-Practicum in Counseling.** Students will learn and practice basic counseling skills with their classmates. They will learn counselor and client characteristics and behaviors that influence the counseling process, including age, gender, and culture. Aligns with NM Code 16.27.2.8.C. (3)

**COUN 581 Practicum in Counseling.** This is a field-based course where students practice basic counseling skills with active clients. Students will have secured a site at which to practice (i.e., counseling facility, school, or agency) and will work under the direct supervision of a licensed counselor. They will meet weekly for group supervision with their classmates and their instructor as well as individually with their site supervisor. Students will present video recordings of their sessions or role plays along with case conceptualizations. Prerequisite is COUN 579. (3)

**COUN 582 Internship in Counseling I.** This is a field-based course where students continue to practice basic counseling skills and begin to incorporate advanced counseling skills and theory into their practice with active clients. Students will have secured a site at which to practice (i.e., counseling facility, school, or agency), and they will work under the direct supervision of a licensed instructor as well as individually with their site supervisor. Students will present video recordings of their sessions or role plays along with case conceptualizations. This is the first of two semesters of Internship required for graduation from the Counseling Program, and applies to all concentrations (Clinical Mental Health, Clinical Rehabilitation, School and Addiction Counseling). (3)

**COUN 582 Internship in Counseling II.** This is a field-based course where students start mastering basic counseling skills as they continue to incorporate advanced counseling skills and theory into their practice with active clients. Students will have secured a site at which to practice (i.e., counseling facility, school, or agency), and they will work under the direct supervision of a licensed counselor. They will meet weekly for group supervision with their classmates and their instructor as well as individually with their site supervisor. Students will present video recordings of their sessions or role plays along with case conceptualizations. Prerequisite is COUN 582. (3)

**COUN 586 Career Development & Counseling.** Students will gain an understanding of career development and related life factors. Students will learn career development theories and decision-making models; labor market information resources, including accessing computer-based career information systems; career development program planning, organization, implementation, administration, and evaluation; interrelationships among work, family, and other life roles and factors, including multicultural and gender issues as they relate to career development; and assessment instruments and techniques relevant to career planning and decision-making. Aligns with NM Code 16.27.2.8.E. (3)

**COUN 587 Group Counseling & Processes.** Students in this course will gain an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches. Students will learn theories of group dynamics including group process, developmental stages, and group members roles and behaviors; group leadership styles and approaches including the various types of groups; and staged appropriate group counseling techniques and methods of evaluating effectiveness. Aligns with NM Code 16.27.2.8.D. (3)

**COUN 589. Psychodiagnosis & Pharmacology.** Students will learn to assess, analyze, and provide diagnostic descriptions of mental, emotional, or behavioral conditions. They will learn to explore possible solutions and develop and implement treatment plans for mental, emotional, and psychosocial adjustment or development. Students will also gain an understanding of psychotropic drugs and their role in helping clients obtain wellness. Aligns with NM Code 61-9A-3.Q. (3)

**COUN 596 Marriage, Family, & Relationship Counseling.** Students will learn current theories, assessments, research, and ethical considerations related to a systems approach to counseling. They will learn the dynamics between and among families, marriages, and other relationships including strategies and theories helpful to treating such human systems. Students will also explore their personal family of origin and understand how this can impact their work with family systems. (3)

**RHAB 500: Foundations/Ethics Rehabilitation Counseling.** This online course provides an overview of the practice and profession of counseling. Areas to be examined include the historical, theoretical, legal, ethical and philosophical basis of counseling; supervision, professional organizations, credentials and trends of professional counselors.

**RHAB 501: Medical/Psychosocial Disabilities.** This online course is designed to prepare rehabilitation and mental health counselors with a working knowledge of the medical and psychosocial aspects of disability and chronic illness, and to provide students with the knowledge and understanding necessary to function and serve effectively in rehabilitation counseling and related interdisciplinary, allied health, and mental health settings. Topic areas include: human body systems, medical terminology, medical, functional, environmental and psychosocial aspects of disabilities and chronic illness, professional ethics, neurological conditions, substance abuse, cognitive disability, sensory disability, developmental disability, assistive technology, diagnostic classification systems, psychopharmacology, functional capacity, and wellness and illness prevention concepts and strategies.

**RHAB 502: Case Management/Community Partnerships.** This online course provides essential information about the structure, professional practice, and case management of rehabilitation counseling as a specialty practice of the profession of counseling. Students will become informed about its relationship to the profession of counseling and relationship to other areas of counseling such as mental health counseling. Additional competencies will be developed in the professional practice of rehabilitation counseling to include ethics and ethical decision-making; cultural competency; evidence-based practices; use of current technology in the rehabilitation process; and clinical supervision.

**RHAB 503: Job Development/Placement.** This online course provides essential information about the structure, professional practice, and case management of rehabilitation counseling as a specialty practice of the profession of counseling. Students will become informed about its relationship to the profession of counseling and relationship to other areas of counseling such as mental health counseling. Additional competencies will be developed in the professional practice of rehabilitation counseling to include ethics and ethical decision-making; cultural competency; evidence-based practices; use of current technology in the rehabilitation process; and clinical supervision.

## **LICENSURE/CERTIFICATION REQUIREMENTS**

### **Licensure as a Mental Health Counselor through the New Mexico Regulations & Licensing Department: <https://www.rld.state.nm.us>**

Initially you will apply for your LMHC license with the New Mexico Regulations & Licensing Department. Once you apply for licensure and your application is approved, you will be issued an approval letter, allowing you to register for the NCE (National Counselor Examination). You will also be issued a temporary license that will allow you to begin practicing prior to taking the NCE. You have 6 months to register, schedule, and take the NCE exam.

You will begin to acquire the direct client contact hours and the supervision hours from the issue date of your temporary license.

**Initial License - LMHC:** At this point you are working under the supervision of your hiring agency for a minimum of 2 years. During that time frame you will need to accumulate a total of 3,000 direct client contact hours and 100 face-to-face supervision hours. You are given credit for 900 direct client contact hours from your practicum and internship hours.

**Independent License - LPCC:** Once you've met the minimum 2-year requirement on the LMHC License, the 3,000 direct client contact hours, and 100 face-to-face supervision hours, you will be eligible to apply for your LPCC license. Upon approval of the LPCC application, you will need to sit for the NCMHCE (National Clinical Mental Health Counseling Exam).

You must keep your LMHC license active until you acquire the LPCC license.

### ***Acronyms***

**LMHC** (Licensed Mental Health Counselor). This is the licensure given to graduates upon their completion of the Master's degree in a mental health field. Obtaining this licensure is contingent on obtaining a signed statement from a supervisor, stating that he or she has agreed to supervise the new LMHC. In addition, the applicant must pass the NCE (National Counselors Exam). A temporary license (for a maximum of 6 months) can be issued if the NCE has not been taken.

**LPCC** (Licensed Professional Clinical Mental Health Counselor). The professional licensure for mental health counseling is granted after a minimum of 2 years postgraduate professional clinical counseling experience with a minimum of 500 client contact hours per year. In addition, the applicant must obtain 3,000 hours of client contact hours (up to 1,000 of these hours may come from the applicant's internship) and 100 hours of appropriate face-to-face postgraduate supervision and must have passed the National Clinical Mental Health Counseling Exam (NCMHCE).

**NCC** (National Certified Counselor): To be a National Certified Counselor (NCC), an applicant must have completed a 48 credit Master's Degree in Counseling or a related mental health field, have successfully passed the National Counselors Exam (NCE), and have worked for a minimum of two years of post-Master's counseling accumulating 3,000 hours of post-graduate supervised counseling experience with 100 hours of face-to-face supervision and have a professional endorsement from a counseling supervisor. This certification is offered through the National Board for Certified Counselors (NBCC). It is NOT a New Mexico licensure requirement to be an NCC, however successfully passing the NCE is a requirement for New Mexico mental health counseling licensure.

***Clinical Mental Health Core Curriculum as Outlined by the New Mexico and the National Board for Certified Counselors (NBCC)***

- I. Human Growth and Development: a minimum of 3 semester hours of coursework in studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- II. Social and Cultural Foundations: a minimum of 3 semester hours of coursework in studies that provide an understanding of issues and trends in a multicultural and diverse populations.
- III. Helping Relationships: a minimum of 3 semester hours of coursework in studies that provide an understanding of counseling and consultation processes.
- IV. Group Work: a minimum of 3 semester hours of coursework in studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills and other group work approaches.
- V. Career and Lifestyle Development: a minimum of 3 semester hours of coursework in studies that provide an understanding of career development and related life factors.
- VI. Appraisal: a minimum of 3 semester hours of coursework in studies that provide an understanding of individual and group approaches to assessment and evaluation.
- VII. Research and Program Evaluation: a minimum of 3 semester hours of coursework in studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- VIII. Professional Orientation: a minimum of 3 semester hours of course work in studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
- IX. Specialized Clinical Studies: a minimum of 12 semester hours of coursework in studies that provide an understanding of all aspects of diagnosis and treatment of mental disorders. Studies in this area to include by are not limited to:
  - a. Clinical case study
  - b. Psychodynamics and psychotherapy
  - c. Treatment planning
  - d. Clinical Supervision
  - e. Psychopharmacology
  - f. Advanced Testing
  - g. Addictions
  - h. Psychopathology
  - i. Clinical theory and practice
- X. Supervised Practicum: a minimum of 9 semester hours of coursework in practicum and/or internship. The practicum and/or internship training shall focus on the provision of counseling services within a professional setting under the direction of a faculty member and/or on-site supervisor designated by the college of university.

**School Counseling License through the New Mexico Public Education Department:** <https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/school-counselor-pre-k-12/>

New Mexico School Counseling License is granted under ONE of the following conditions:

- **Pathway 1**
  - Official sealed transcripts Master's degree from a regionally accredited college or university, must have 36-42 graduate hours in school counseling to include a practicum in a school setting; **and**
  - Passage of the following **PRAXIS** exams: [Professional School Counselor](#)
- **Pathway 2**
  - Licensed mental health counselor (LMHC) or licensed professional clinical mental health counselor (LPCC) issued by the New Mexico Counseling & Therapy Practice Board and a minimum of 6 semester hours of graduate credit in school counseling course work; **and**
  - Passage of the following **PRAXIS** exams: [Professional School Counselor](#)
- **Pathway 3**
  - National Certified School Counselor credential issued by the National board for certified counselors Passage of the Content Knowledge; **and**
  - Passage of the following **PRAXIS** exams: [Professional School Counselor](#)

***New Mexico School Competencies***

N.M. Public Education Department Competencies for School Counselors

1. The counselor will develop and implement a comprehensive school level guidance program based on the American School Counseling Association National Standards and focused on the physical social, intellectual, emotional, and vocational growth of each student by:
  - a. Determining guidance priorities based on local assessed needs.
  - b. Formulating measurable objectives from identified needs and priorities.
  - c. Formulating specific tasks relating to achieving the objectives.
  - d. Coordinating a continuing evaluation of the program.
  - e. Serving all students at the prevention level.
  - f. Coordinating with the appropriate administration to achieve items a-e.
2. The counselor will coordinate activities in the guidance and counseling program by:
  - a. Communicating the curriculum based on Content Standards and Benchmarks.
  - b. Working with other staff members to encourage the inclusion of a student-oriented philosophy in all school activities.

- c. Helping to integrate the guidance and counseling program within the total school program.
  - d. Communicating with parents and community about services available within the guidance and counseling program.
  - e. Learning about available school and community resources.
  - f. Establishing and maintaining contacts with school and community resources.
  - g. Working with the administration to utilize community resources related to the guidance program.
3. The counselor will provide information and facilitate guidance activities for students, staff, and parents by:
- a. Assisting others in their understanding of personal and social development.
  - b. Serving as a resource to facilitate groups and presentations on pertinent issues.
  - c. Providing prevention strategies which address current issues such as chemical dependency, teenage pregnancy, suicide, dropping out, and various forms of abuse.
  - d. Conducting activities on education and career themes.
  - e. Conducting orientation/training programs for students, parents, and staff.
  - f. Interpreting test results to students, parents, and staff.
4. The counselor will serve as a consultant to the school and community by:
- a. Providing mediation for changes in behavior and conflict resolution.
  - b. Serving as a liaison for issues pertinent to the learning environment of the school.
  - c. Supporting the staff with assistance in developing positive rapport with students to maximize learning potential by reducing or mitigating the impact of learning barriers.
  - d. Assisting teachers in identifying students who would benefit from counseling and providing feedback on referred students as appropriate;
  - e. Providing information to parents and students to aid in their understanding of education goals and barriers to learning.
  - f. Providing information about appropriate community resources or organizations which provide services to students and their families.
  - g. Developing strategies and methods of working with parents and guardians.
5. The counselor will provide individual and group counseling by:
- a. Providing crisis intervention.
  - b. Using appropriate interventions in situations detrimental to the physical, mental, educational, and emotional well-being of the individual.

- c. Providing support to individuals by addressing topics such as interpersonal relations, communication, decision-making, problem solving skills, academic programs, and career and life-planning.
  - d. Making referrals to school and community resources when necessary.
6. The counselor will uphold the standards of the counseling profession by:
    - a. Meeting the state competency standards and the requirements for preparation.
    - b. Participating in the development of policies concerning guidance and counseling.
    - c. Keeping informed about developments and innovations within the profession at the local, state and national levels.
    - d. Following the legal and ethical standards of the counseling profession.
    - e. Realizing personal and professional limitations.
  7. The counselor will understand the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual beliefs, and socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities.
  8. The counselor will be able to use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program.

**Licensed Substance Abuse Counselor through the New Mexico Regulations & Licensing Department: <https://www.rld.state.nm.us>**

A substance abuse associate (LSAA) must possess the following qualifications and provide the required documentation with the application.

1. Age requirement: Be at least 21 years of age.
2. Applicant must sign a statement provided in the application indicating the applicant has read the code of ethics and agrees to be bound and governed by the code of ethics.
3. Supervisory requirements: Applicant must have arranged for appropriate supervision, including an experience plan.
4. Holds an associate degree in counseling, counseling related field, or a substance abuse related field from an accredited institution and has a total of ninety (90) clock hours of education and training in the areas of alcohol, drug, and counseling. The board may approve, on a case-by-case basis, applicants whose education is not in counseling, counseling related field, or substance related field.
5. Documentation required for licensure:
  - i. a completed application as specified in 16.27.3.8 NMAC, and
  - ii. proof of completed education requirements: the applicant is required to submit an official transcript in a sealed envelope from each institution associate, baccalaureate, masters or doctoral degree; the transcript must be submitted with the application; and

- iii. verification of associates degree in counseling, a counseling-related field, or substance abuse related field and 90 clock hours of education and training in the fields of alcohol and/or drug abuse, and
- iv. verification on attachment C that an appropriate supervisor has been obtained and an experience plan has been established and a signed statement is provided by the supervisor indicating the associate shall only participate in alcohol and drug abuse counseling sessions. [16.27.13.9 NMAC - Rp 16 NMAC 27.27.8, 6-15-01; A, 7-1-04; A, 2-10-06; A, 11-19-07]

**Clinical Rehabilitation Counseling Certification through the Commission on Rehabilitation:** <https://www.crccertification.com/eligibility-requirements>

Student in or Graduate of a master's level rehabilitation counseling (RC) or clinical rehabilitation counseling (CLRC) program that is not or was not accredited by CACREP or CORE at the time the degree is or was conferred.

Requirements:

1. Students and graduates must submit evidence of an internship of 600 clock hours supervised by an on-site CRC or by a faculty member who is a CRC. The internship must have been in rehabilitation counseling and the intern must have a minimum of 240 clock hours providing direct rehabilitation counseling services to individuals with disabilities.
2. Students must submit evidence of enrollment in a master's degree program in rehabilitation counseling or clinical rehabilitation counseling program. The Student Enrolled in a CACREP Accredited Master's Program Verification Form must be completed and submitted with the application; this form is available on the CRCC website (see the Application, Forms & Fees page in the Applicants section).
  - Students must have completed 75% of the course work toward the master's degree by February 1 (for the March test), June 1 (for the July test), or September 1 (for the October test) in order to be deemed eligible to take the CRC exam.

Students must graduate within 12 months of their examination date and must submit their official transcript reflecting the granting of the degree and successful completion of the internship. Those who achieved a passing score on the exam will be eligible to use the CRC designation only after the applicant's receipt of the official CRC certificate. Official, digital transcripts can be submitted via email directly to CRCC at [transcripts@crccertification.com](mailto:transcripts@crccertification.com).

Additional Requirements:

3. The degree must have been granted by a college or university accredited by a national or regional accrediting body accredited by CHEA at the time the degree is/was conferred.
4. The degree program must be a minimum of 48 semester credit hours or 72 quarter hours.
5. The degree program must require the following graduate-level courses as defined by CRCC:
  - Professional Orientation & Ethics in Rehabilitation Counseling
  - Medical & Psychosocial Aspects of Disabilities

- Assessment
- Career Development Theories & Job Development and Placement Techniques
- Case Management & Community Partnerships
- Theories & Techniques of Counseling
- Research, Methodology, & Performance Management

CRCC also recommends programs provide content addressing social and cultural diversity; healthcare systems and services; disability management; crisis and trauma counseling; family counseling; and group counseling.

6. The degree program must require the following experiential components:

- Practicum of a minimum of 100 clock hours over a full academic term supervised by a faculty member who is a CRC. The student must have a minimum of 40 clock hours providing direct rehabilitation counseling services to individuals with disabilities.
- Internship of 600 clock hours supervised by an on-site CRC or by a faculty member who is a CRC. The internship must have been in rehabilitation counseling and the intern must have a minimum of 240 clock hours providing direct rehabilitation counseling services to individuals with disabilities. Graduate credit must be awarded and must appear on an official transcript. The Internship Verification Form must be submitted with the application. This is available on the CRCC website (see the Application, Forms & Fees page in the Applicants section).

Additional Requirements for Students:

7. Students must submit evidence of enrollment in a master's degree program in rehabilitation counseling or clinical rehabilitation counseling program. The Student Enrolled in a Non CACREP Accredited Master's Program Verification Form must be completed and submitted with the application. This form is available on the CRCC website (see the Application, Forms & Fees page in the Applicants section).
  - Students must have completed 75% of the course work toward the master's degree by February 1 (for the March test), June 1 (for the July test), or September 1 (for the October test) in order to be deemed eligible to take the CRC exam.

Students must graduate within 12 months of their examination date and must submit their official transcript reflecting the granting of the degree and successful completion of the internship. Those who achieved a passing score on the exam will be eligible to use the CRC designation only after the applicant's receipt of the official CRC certificate. Official, digital can be submitted via email directly to CRCC at [transcripts@crccertification.com](mailto:transcripts@crccertification.com) If a digital version of the transcript is not available, please mail the transcript to: CRCC 1699 E. Woodfield Road, Suite 300 Schaumburg, IL 60173.

# PROFESSIONAL PERFORMANCE ASSESSMENTS (PPA)

## **Counseling Core Dispositions Assessment (CCDA)**

The Counseling Core Dispositions Assessment (CCDA) is one of the professional performance assessments utilized by the Counseling Program at WNMU to assess counseling students on their abilities to perform as competent counseling professionals. Faculty complete this assessment during the admissions process. Faculty, site supervisors, and students also complete this assessment before the end of each semester. Faculty and site supervisors may also utilize this assessment at any time during the semester when they see a difference in the student's work. The following is a rubric for using this assessment:

(0) Unacceptable or Does Not Meet Expectations - A (0) for any disposition is not acceptable and the student given this rating should be considered for a formal plan of remediation known by the Counseling Program as a Professional Performance Plan (PPP).

(1) Beginning or Progressing Toward Expectations - A (1) for any disposition may be provided to indicate that the student should spend extra time at developing this disposition.

(2) Proficient or Fulfilling Expectations - A (2) for any disposition is provided when the student is doing well at embodying this disposition and should continue development.

(3) Exemplary or Exceeds Expectations - A (3) for any disposition is provided when such a disposition is a gift of the student and seems to come naturally. This rating is provided if this student exemplifies this disposition at greater abilities than some seasoned professionals.

### **1. Mindfulness: Active, open attention on the present; observing one's thoughts and feelings without judgment. Living in the moment and awakening to experience.**

(0) Complete inability to live in the present which negatively impact coursework and interactions with peers, clients, supervisors, and others. Unable to reflect upon and explain personal thoughts and feelings.

(1) Developing the ability to live in the present. There may be some difficulty in coursework and interactions with peers, clients, supervisors and others. Able to describe some thoughts and feelings.

(2) Mostly able to live in the present but still developing. May have minimal challenges with coursework and interacting with peers, clients, supervisors and others. Is able to describe thoughts and feelings but may have difficulty going into extensive exploration of them.

(3) Active, open attention on the present; observing one's thoughts and feelings without judgment. Living in the moment and awakening to experience.

### **2. Engagement: Emotional involvement and commitment to one's own and other's (peers, colleagues, supervisors, clients, etc.) personal and professional development.**

(0) No emotional involvement and commitment to one's own and other's (peers, colleagues, supervisors, clients, etc.) personal and professional development.

(1) Developing emotional involvement and commitment to one's own and other's (peers, colleagues, supervisors, clients, etc.) personal and professional development. Some limitations may be present.

(2) Developing emotional involvement and commitment to one's own and other's (peers, colleagues, supervisors, clients, etc.) personal and professional development.

(3) Emotional involvement and commitment to one's own and other's (peers, colleagues, supervisors, clients, etc.) personal and professional development.

**3. Reflexivity: An awareness and exploration of one's own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients, friends/family).**

(0) A lack of awareness and unwillingness to explore one's own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients, friends/family).

(1) Developing awareness and willingness to explore one's own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients, friends/family). Some limitations may be present.

(2) Developing awareness and willingness to explore one's own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients, friends/family).

(3) An awareness and exploration of one's own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients, friends/family).

**4. Curiosity: Eagerness to know, discover and generate; interest leading to inquiry about others and subject matter.**

(0) No desire to know, discover and generate; having an attitude of knowing more than others. Making assumptions of others and acting on those assumptions rather than seeking out greater understanding.

(1) Developing desire to know, discover and generate; interest leading to some inquiry about others and subject matter.

(2) Desire to know, discover and generate; interest leading to some inquiry about others and subject matter.

(3) Eagerness to know, discover and generate; interest leading to inquiry about others and subject matter.

**5. Integrity: Consistent commitment to professional ethics values of the counseling profession and holding steadfastly true to one's commitments as a counselor-in-training.**

(0) Academic dishonesty, dishonesty, or not following counseling ethics and local, state, and federal laws. Not following through with commitments and expectations.

(1) Developing commitment to professional ethics, values of the counseling profession and doing best to keep commitments as a counselor-in-training. Some limitations may be present.

(2) Developing commitment to professional ethics, values of the counseling profession and doing best to keep commitments as a counselor-in-training.

(3) Consistent commitment to professional ethics, values of the counseling profession and holding steadfastly true to one's commitments as a counselor-in-training.

**6. Empathy: The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of others.**

(0) Unable to view the world from the lens of others. Unable to communicate the needs of others and be sensitive and responsive to those needs.

(1) Developing the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of others. Some limitations may be present.

(2) Developing the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of others.

(3) The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of others.

**7. Cultural Humility: Having an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience.**

(0) Focused on self and unable to respect the cultural background and experiences of others, characterized by expressions of superiority and lacking respect toward an individual's cultural background and experience.

(1) Developing an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience. Some limitations may be present.

(2) Developing an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience.

(3) Having an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience.

**8. Please provide a thoughtful description of why you provided the given ratings:**

**Counseling Practice Skills Assessment (CPSA)**

The Counseling Practice Skills Assessment (CPSA) is one of the professional performance assessments utilized by the Counseling Program at WNMU to assess counseling students on their abilities to perform as competent counseling professionals. Faculty, site supervisors, and students complete this assessment before the end of each semester. Faculty and site supervisors may also utilize this assessment at any time during the semester when they see a difference in the student's work. The following is a rubric for using this assessment:

(0) Unacceptable or Does Not Meet Expectations - A (0) for any skill is not acceptable and the student given this rating should be considered for a formal plan of remediation known by the Counseling Program as a Professional Performance Plan (PPP).

(1) Beginning or Progressing Toward Expectations - A (1) for any skill may be provided to indicate that the student should spend extra time at developing this counseling skill.

(2) Proficient or Fulfilling Expectations - A (2) for any skill is provided when the student is doing well at practicing this skill and should continue development.

(3) Exemplary or Exceeds Expectations - A (3) for any skill is provided when such a skill is a gift of the student and seems to come naturally. This rating is provided if the student exemplifies the skill at greater abilities than some seasoned professionals.

(N/A) Skill not Observed - Indicates that you cannot assess the student on the skill because you have not observed it. This is not a penalty to the student.

**1. Posture: Body posture reflective of the session.**

(N/A) Skill not observed.

(0) Posture evidence disengagement with the client's present concerns.

(1) Posture is developing to evidence engagement with the client's present concerns.

(2) Posture evidences engagement with the client's present concerns with some limitations.

(3) Posture evidences engagement with the client's present concerns.

**2. Tone of Voice: Voice that reflects the tone of the session.**

(N/A) Skill not observed.

(0) Tone of voice does not match the present mood of the session.

(1) Tone of voice is developing to match the present mood of the session.

(2) Tone of voice matches the present mood of the session with minor limitations.

(3) Tone of voice matches the present mood of the session.

**3. Paraphrase: Restating what the client says in such a way that the basic message is similar but more concise.**

(N/A) Skill not observed.

(0) Paraphrase does not accurately reflect content share.

(1) Paraphrase is developing to reflect content shared.

(2) Paraphrase accurately reflects content shared with minor limitations.

(3) Paraphrase accurately reflects content shared.

**4. Feeling Reflection: An attempt to portray an accurate understanding of a client's emotional state.**

(N/A) Skill not observed.

(0) Feeling reflection does not accurately reflect feeling experienced.

(1) Feeling reflection is developing to accurately reflecting feeling experienced.

(2) Feeling reflection accurately reflects feeling experienced with minor limitations.

(3) Feeling reflection accurately reflects feeling experienced.

**5. Confrontation: Helping clients understand patterns, inconsistencies, distortions, and contradictions in their expressions, behaviors, perspective, and circumstances.**

(N/A) Skill not observed.

(0) Confrontation is not delivered in a manner that fosters growth.

(1) Confrontation is developing to be delivered in a manner that fosters growth.

(2) Confrontation is delivered in a manner that fosters growth with minor limitations.

(3) Confrontation is delivered in a manner that fosters growth.

**6. Immediacy: Commenting on the present experience occurring within the session that leads to reflection.**

(N/A) Skill not observed.

(0) Immediacy does not focus on the present and is delivered in a manner that does not move the session forward.

(1) Immediacy is developing to focus on the present and is delivered in a manner that is developing in moving the session forward.

(2) Immediacy focuses on the present and is delivered in a manner moves the session forward with minor limitations.

(3) Immediacy focuses on the present and is delivered in a manner that moves the session forward.

**7. Self-disclosure: Sharing personal feelings, thoughts, attitudes, and experiences to foster growth within the client.**

(N/A) Skill not observed.

(0) Self-disclosure does not focus on client growth and may be done too often.

(1) Self-disclosure is developing to focus on client growth and may be done too often.

(2) Self-disclosure focuses on client growth with minor limitations.

(3) Self-disclosure focuses on client growth.

**8. Pattern/Theme Recognition: Identifying patterns or themes noticed within the session or within the client's life.**

(N/A) Skill not observed.

(0) Pattern/theme recognition does not identify apparent patterns/themes within session.

(1) Pattern/theme recognition is developing in identifying apparent patterns/themes within session.

(2) Pattern/theme recognition identifies apparent patterns/themes within session with minor limitations.

(3) Pattern/theme recognition identifies apparent patterns/themes within session.

**9. Summary: Stating words said, feelings expressed, and the process experienced within the session.**

(N/A) Skill not observed.

(0) Summary does not effectively summarize the session.

(1) Summary is developing to effectively summarize the session.

(2) Summary effectively summarizes the session with minor limitations.

(3) Summary effectively summarizes the session.

**10. Advanced Empathy: A feeling reflection with greater depth and empathy. The counselor conveys what the client might be experiencing without the client explicitly stating how they feel.**

(N/A) Skill not observed.

(0) Advanced empathy does not convey empathy and does not pick up on lived experience.

(1) Advanced empathy is developing in conveying empathy and picking up on lived experience that might not be expressed in words.

(2) Advanced empathy conveys empathy and picks up on lived experience that might not be expressed in words with minor limitations.

(3) Advanced empathy conveys empathy and picks up on lived experience that might not be expressed in words.

**11. Probe/Appropriate Use of Questions: Offering wonderings or open-ended question that lead to self-reflection and focusing of the session.**

(N/A) Skill not observed.

(0) Probe/appropriate use of questions is not open-ended and does not lead to further reflection and may be delivered too often.

(1) Probe/appropriate use of questions is not open-ended but appears to lead to further reflection and may be delivered too often.

(2) Probe/appropriate use of questions is open-ended and leads to further reflection with minor limitations.

(3) Probe/appropriate use of questions is open-ended and leads to further reflection.

**12. Please provide a thoughtful description of why you provided the given ratings:**

**Counseling Advanced Skills Assessment (CASA)**

The Counseling Advanced Skills Assessment (CASA) is one of the professional performance assessments utilized by the Counseling Program at WNMU to assess counseling students on their abilities to perform as competent counseling professionals. Faculty, site supervisors, and students complete this assessment before the end of each semester in which the student is registered for COUN 582 Internship in Counseling. Faculty and site supervisors may also utilize this assessment at any time during the semester when they see a difference in the student's work. The following is a rubric for using this assessment:

(0) Unacceptable or Does Not Meet Expectations - A (0) for any skill is not acceptable and the student given this rating should be considered for a formal plan of remediation known by the Counseling Program as a Professional Performance Plan (PPP).

(1) Beginning or Progressing Toward Expectations - A (1) for any skill may be provided to indicate that the student should spend extra time at developing this counseling skill.

(2) Proficient or Fulfilling Expectations - A (2) for any skill is provided when the student is doing well at practicing this skill and should continue development.

(3) Exemplary or Exceeds Expectations - A (3) for any skill is provided when such a skill is a gift of the student and seems to come naturally. This rating is provided if the student exemplifies the skill at greater abilities than some seasoned professionals.

(N/A) Skill not Observed - Indicates that you cannot assess the student on the skill because you have not observed it. This is not a penalty to the student.

**1. Considers cultural factors. (5.C.2.j.)**

(N/A) Skill not observed.

(0) Does not consider cultural factors.

(1) Significantly lacks consideration of cultural factors.

(2) Considers cultural factors with some limitations.

(3) Considers cultural factors.

- 2. Considers laws and counseling ethics pertaining to client challenges (5.C.2.l) (5.F.3.e.) (5.G.2.n.)**  
 (N/A) Skill not observed.  
 (0) Does not consider laws and counseling ethics pertaining to client challenges.  
 (1) Significantly lacks consideration of laws and counseling ethics pertaining to client challenges.  
 (2) Considers laws and counseling ethics pertaining to client challenges with some limitations.  
 (3) Considers laws and counseling ethics pertaining to client challenges.
- 3. Practices techniques and interventions for prevention and treatment of a broad range of challenges as well as promoting wellness in multiple areas of life. (5.C.3.b.) (5.G.3.d.) (5.G.3.f)**  
 (N/A) Skill not observed.  
 (0) Does not practice techniques and interventions for prevention and treatment of a broad range of challenges as well as promoting wellness in multiple areas of life.  
 (1) Significantly lacks in practicing techniques and interventions for prevention and treatment of a broad range of challenges as well as promoting wellness in multiple areas of life.  
 (2) Practices techniques and interventions for prevention and treatment of a broad range of challenges as well as promoting wellness in multiple areas of life with some limitations  
 (3) Practices techniques and interventions for prevention and treatment of a broad range of challenges as well as promoting wellness in multiple areas of life.
- 4. Incorporates strategies for advocating for diverse client situations within diverse systems. (5.C.3.e.) (5.G.2.a.)**  
 (N/A) Skill not observed.  
 (0) Does not incorporate strategies for advocating for diverse client situations within diverse systems.  
 (1) Significantly lacks in incorporating strategies for advocating for diverse client situations within diverse systems.  
 (2) Incorporates strategies for advocating for diverse client situations within diverse systems with some limitations  
 (3) Incorporates strategies for advocating for diverse client situations within diverse systems.
- 5. Practices principles of effective conceptualization and treatment planning of diverse populations. (5.C.1.c) (5.F.3.d.)**  
 (N/A) Skill not observed.  
 (0) Does not practice principles of effective conceptualization and treatment planning of diverse populations.  
 (1) Significantly lacks in practicing principles of effective conceptualization and treatment planning of diverse populations with some limitations  
 (2) Practices principles of effective conceptualization and treatment planning of diverse populations with some limitations.

- (3) Practices principles of effective conceptualization and treatment planning of diverse populations.
- 6. Works with students, individuals, couples, and families from a systems perspective. (5.F.3.a.) (5.G.3.h.)**  
 (N/A) Skill not observed.  
 (0) Does not work with students, individuals, couples, and families from a systems perspective.  
 (1) Significantly lacks in working with students, individuals, couples, and families from a systems perspective.  
 (2) Works with students, individuals, couples, and families from a systems perspective with some limitations.  
 (3) Works with students, individuals, couples, and families from a systems perspective.
- 7. Practices techniques and interventions of marriage, couple, and family counseling. (5.F.3.c)**  
 (N/A) Skill not observed.  
 (0) Does not practice techniques and interventions of marriage, couple, and family counseling.  
 (1) Significantly lacks in practicing techniques and interventions of marriage, couple, and family counseling.  
 (2) Practices techniques and interventions of marriage, couple, and family counseling with some limitations.  
 (3) Practices techniques and interventions of marriage, couple, and family counseling.
- 8. Effectively consults with other professionals, supervisors, colleagues, family members, and stakeholders. (5.G.2.b.)**  
 (N/A) Skill not observed.  
 (0) Does not effectively consult with other professionals, supervisors, colleagues, family members, and stakeholders.  
 (1) Significantly lacks in effectively consulting with other professionals, supervisors, colleagues, family members, and stakeholders.  
 (2) Effectively consults with other professionals, supervisors, colleagues, family members, and stakeholders with some limitations.  
 (3) Effectively consults with other professionals, supervisors, colleagues, family members, and stakeholders.
- 9. Works effectively with multidisciplinary teams. (5.G.2.d.)**  
 (N/A) Skill not observed.  
 (0) Does not work effectively with multidisciplinary teams.  
 (1) Significantly lacks in working effectively with multidisciplinary teams.  
 (2) Works effectively with multidisciplinary teams with some limitations.  
 (3) Works effectively with multidisciplinary teams.
- 10. Ability to follow and implement emergency management plans and therapeutically respond to crises, disasters, and trauma. (5.G.2.e.)**  
 (N/A) Skill not observed.

- (0) Fails to follow and implement emergency management plans and therapeutically respond to crises, disasters, and trauma.
- (1) Significantly lacks in ability to follow and implement emergency management plans and therapeutically respond to crises, disasters, and trauma.
- (2) Ability to follow and implement emergency management plans and therapeutically respond to crises, disasters, and trauma with some limitations
- (3) Ability to follow and implement emergency management plans and therapeutically respond to crises, disasters, and trauma.

**11. Appropriate use of assessment tools and evaluations for diverse populations and presenting concerns for individuals or organizations. (5.G.3.e.) (5.G.e.b.) (5.G.3.n.)**  
(N/A) Skill not observed.

- (0) Does not appropriately use assessment tools and evaluations for diverse populations and presenting concerns for individuals or organizations.
- (1) Significantly lacks in appropriately using assessment tools and evaluations for diverse populations and presenting concerns for individuals or organizations.
- (2) Appropriately uses of assessment tools and evaluations for diverse populations and presenting concerns for individuals or organizations with some limitations
- (3) Appropriately uses of assessment tools and evaluations for diverse populations and presenting concerns for individuals or organizations.

**12. Ability to design core curriculum, lesson plans, classroom management strategies, and differentiated instructional strategies. (School Counselors) (5.G.3.c.)**

(N/A) Skill not observed.

- (0) Fails to design core curriculum, lesson plans, classroom management strategies, and differentiated instructional strategies when needed and appropriate.
- (1) Significantly lacks in ability to design core curriculum, lesson plans, classroom management strategies, and differentiated instructional strategies.
- (2) Ability to design core curriculum, lesson plans, classroom management strategies, and differentiated instructional strategies with some limitations
- (3) Ability to design core curriculum, lesson plans, classroom management strategies, and differentiated instructional strategies.

**13. Ability to develop school counseling program mission statements and objectives. (School Counselors) (5.G.3.a.)**

(N/A) Skill not observed.

- (0) Fails to develop school counseling program mission statements and objectives when needed and appropriate.
- (1) Significantly lacks in ability to develop school counseling program mission statements and objectives.
- (2) Ability to develop school counseling program mission statements and objectives with some limitations.
- (3) Ability to develop school counseling program mission statements and objectives.

**14. Demonstrates strategies to prepare students for school and post-secondary transitions. (School Counselors) (5.G.3.g.) (5.G.3.j.)**

(N/A) Skill not observed.

- (0) Does not demonstrates strategies to prepare students for school and post-secondary transitions when needed and appropriate.
- (1) Significantly lacks in demonstrating strategies to prepare students for school and post-secondary transitions.
- (2) Demonstrates strategies to prepare students for school and post-secondary transitions with some limitations.
- (3) Demonstrates strategies to prepare students for school and post-secondary transitions.

**15. Please provide a thoughtful description of why you provided the given ratings:**

Cindy Martinez, Ed.D.  
DEAN

## **AFFILIATE AGREEMENT**

CONTRACT BETWEEN  
WESTERN NEW MEXICO UNIVERSITY  
ON BEHALF OF  
AND THROUGH  
THE COLLEGE OF EDUCATION  
AND  
[FACILITY NAME]

This contract, hereinafter called the “Agreement,” is made this [date] by and between Western New Mexico University on behalf of the School of Education and through the Counseling Program, hereafter called the “College,” and (Facility Name) hereinafter called the “Facility.”

WHEREAS, the College has a curriculum in counseling, and

WHEREAS, practicum/internship experiences are required as an integral component of the counseling curriculum, and

WHEREAS, the College desires the cooperation of Facility in the development and implementation of the practicum/internship experience phase of the College’s counseling curriculum, and

WHEREAS, the Facility recognizes its professional responsibility to participate in the education of counseling students, and

WHEREAS, the Facility wishes to join the College in development and implementation of practicum/internships experience for counseling,

NOW, THEREFORE, in consideration of the mutual agreements set forth herein, the college and the facility will cooperate as described herein.

### **The College and the Facility mutually agree:**

1. To establish the educational objectives for the practicum/internship experience, devise methods for their implementation, and continually evaluate to determine the effectiveness of the practicum/internships experience.
2. To assure that no person will, on the grounds of race, color, creed, national origin, sex, age or handicap, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in performance of this Agreement.
3. To acknowledge that students participating in the Affiliation Program are members of the Facility’s “workforce,” as that term is defined under the Health Insurance Portability and Accountability Act (“HIPAA”) Privacy Rules at 45 C.F.R. 160.103. (“Workforce” means

employees, volunteers, trainees, and other persons whose conduct, in the performance of work for a covered entity, is under the direct control of such entity, whether or not they are paid by the covered entity.) As members of Facility's workforce for purposes of HIPAA, students participating in the Affiliation Program will be subject to the Facility's HIPAA policies and procedures.

4. To acknowledge, notwithstanding Paragraph 3 of this agreement, that participating students are not to be construed as agents or employees of the Facility or the College under this agreement. No retirement, paid leave, bonding, use of Facility or College vehicles, insurance, or other employee benefits from the Facility or College shall accrue to the students as a result of this Agreement.
5. To acknowledge that neither College nor students are "Business Associates" of the Facility as that term is defined under HIPAA at 45 C.F.R 160.163.
6. At the discretion of the Facility allow the students to participate in continuing education programs conducted for the Facility staff, including any training provided by the Facility on HIPAA compliance.
7. To acknowledge that the Facility at all times will retain responsibility for the care of its patients. Neither College faculty nor students will be expected to replace Facility staff in the conduct of the Facility's activities.
8. To allow this Agreement to cover practicum/internship for Master's Program affiliations.
9. That, as between the parties, each party will be responsible for liability arising from personal injury or damage to persons or property occasioned by its own agents or employees in the performance of this Agreement, subject in all cases to the immunities and limitations of the New Mexico Tort Claims Act (Section 41-4-1 et seq. NMSA 1978), and any amendment thereto.
10. That students are sent and accepted on a case-by-case basis. Facility has the right to refuse any Student BEFORE they are sent, due to a lack of Facility staff to properly supervise the Student.

### **The College agrees:**

1. To assume responsibility for assuring continuing compliance with the educational standards established by the Council for Accreditation of Counseling and Related Educational Programs.
2. To establish and maintain ongoing communication with the Director of Field Education of the Facility on items pertinent to counseling education. Such communication may include, but not be limited to, a description of the curriculum, relevant course outlines, policies, faculty, and major changes in this information. On-site visits will be arranged whenever feasible.
3. When possible, to appoint as faculty the Practicum/Internship Supervisor who is responsible for planning and implementation of the counseling practicum/internship experience at the Facility.

4. To notify the Practicum/Internship Supervisor and the Facility at a time mutually agreed upon, of its planned schedule of student assignment, including the name of the student, level of academic preparation, and length and dates of practicum/internship experience.
5. To refer to the Facility only those students who have satisfactorily completed the prerequisite portion of the curriculum that is applicable to the Facility.
6. To inform the student of the Facility's requirement to acceptance.
7. To advise the assigned student of the responsibility for complying with the existing pertinent rules and regulations of the Facility.
8. To provide professional liability coverage for its students in accordance with the provisions of the New Mexico Tort Claims Act. The College is insured for professional liability covering its employees and students in accordance with the provisions of the New Mexico Tort Claims Act. The College agrees that all claims arising out of or relating to acts or omissions to act of one or more of its students will be made and tendered to the New Mexico State Risk Management Division by College.
9. To supply the Practicum/Internship Supervisor with appropriate forms to be used in evaluating the performance of the assigned student.
10. To have the student provide prior to the commencement of the student assignment such confidential information as may be required by the Facility.
11. To forward to the Facility the name, health status report, the evidence of coverage or non-coverage of health, worker's compensation and/or liability protection of each student enrolled in the program at least four (4) weeks before the commencement of each student's Clinical Education placement.
12. To assure that all participating students and faculty have been instructed in and will observe the importance of and requirements of maintaining confidentiality of all patient information.
13. To retain responsibility of personal and career guidance and counseling for its students.

### **The Facility agrees:**

1. To designate as Practicum/Internship Supervisor the staff member who will be responsible for the planning and implementation of the practicum/internship experience. The staff member so designated shall meet the criteria established by Council for Accreditation of Counseling and Related Educational Programs and WNMU School of Education for supervising students.
2. To provide the Practicum/Internship Supervisor with time to plan and implement the practicum/internship experience including, when feasible, time to attend relevant meetings and conferences.
3. To provide the physical facilities and equipment reasonably necessary to conduct the practicum/internship experience.
4. To have available a written description of the practicum/internship experience being offered.

5. To advise the College of any changes in its personnel, operation, or policies that may affect practicum/internship experience.
6. To determine the number of students that can be accommodated during a given period of time.
7. To provide the assigned student, whenever possible, with use of library facilities and reasonable study and storage space.
8. To provide the assigned student with access to the Facility's existing pertinent rules and regulations with which the student is expected to comply, including the Facility's Policies and Procedures relating to the student's responsibilities under HIPAA.
9. To make emergency health care reasonably available for the assigned student. The student will otherwise be responsible for his or her health care.
10. To evaluate the performance of the assigned student on a regular basis using the evaluation form developed by the WNMU School of Education and supplied by the College. The completed evaluation will be forwarded to the college within one (1) week following conclusion of the student's practicum/internship experience.
11. To advise the College at least by midterm of any serious deficit noted in the ability of the assigned student to progress toward achievement of the stated objectives of the practicum/internship experience. It will then be the mutual responsibilities of the assigned student, the Practicum/Internship Supervisor and the Director of Field Education to devise a plan by which the student may be assisted to achieve the stated objectives.
12. To have the right to terminate any student whose health or performance is a detriment to patient well-being or the achievement of the stated objectives of the practicum/internship experience after notifying the College.
13. To support continuing education and professional growth and development of those staff who are responsible for student supervision.
14. To be solely responsible for any services students provide outside of an academic semester.

### **Miscellaneous terms:**

1. This Agreement shall be effective when executed by both parties for a period of one year and will be automatically renewed annually and reviewed every five (5) years unless otherwise indicated by one of the parties.
2. Nothing in this Agreement will be construed as establishing a partnership, joint venture or similar relationship between the Facility and the College, and nothing in this Agreement will be construed to authorize either party to act as agent for the other.
3. This Agreement may be revised or modified only by written amendment signed both parties.
4. Either party may terminate this Agreement upon 90 days' written notice.
5. This Agreement is subject to periodic review as determined between the Facility and the College.

6. Any written notice/communication provided for, required, or permitted herein will be addressed to the following:

**[Agency Name]**  
**[Agency Address]**

**Western New Mexico University**  
 P.O. Box 680  
 Silver City, NM 88062

**For the Facility**

**For the University**

**By:** \_\_\_\_\_

**By:** \_\_\_\_\_

**[Name of Director of Site]**  
**[Title]**

Kelley Riddle  
 Vice President of Business & Finance

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**By:** \_\_\_\_\_

**By:** \_\_\_\_\_

**[Name of Additional Site Official if applicable]**  
**[Title]**

Cindy Martinez, EdD  
 Dean, College of Education

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**By:** \_\_\_\_\_

Benjamin Jenkins, PhD, CRC, LRC  
 Department Chair  
 Advanced Clinical and Education Programs

**Date:** \_\_\_\_\_

## PERMISSION TO RECORD INFORMED CONSENT

I, \_\_\_\_\_, give \_\_\_\_\_,  
 (Client\* or Client's Parent or Guardian) (Counselor-in-Training)

a student in the Counseling Program at Western New Mexico University, permission to audio/video record our counseling sessions, and/or have visual records and observations of me uploaded to a secure webhosting service\*\* for storage and viewing. I understand that the content of the recordings may be reviewed with a training supervisor, counseling faculty, supervision group and/or Oral Exam committee members. I have been informed that the contents of the recordings are considered confidential and will not be shared in any way other than described above without my written permission.\*\*\*

I am in agreement that the use of these recordings and observations is to increase the effectiveness of the student's counseling by provision of instruction and feedback. Furthermore, I understand that my name shall not be used in connection with these recordings. I agree that the material from these recordings cannot and will not be used for any purpose other than those specified above.

I understand that my counselor is a graduate student in counseling, is not yet licensed and is under the supervision of a qualified supervisor

\_\_\_\_\_  
 Client or Client's Parent or Guardian Signature

\_\_\_\_\_  
 Date

Signature of minor client \_\_\_\_\_

\*The term "client" as used herein refers to any person receiving services.

\*\*The secure webhosted service is titled Panopto. The video sessions will be stored upon an online storage drive and made viewable to only the counselor-in-training, WNMU counseling faculty, and the student's field supervisor. Permission to view the video will require a password known only to the counselor-in-training, WNMU counseling faculty, and the student's field supervisor. The recorded video sessions are deleted regularly after students have received related and necessary supervision. At any time, you, the client, can request that the video be deleted or specify videos you do not wish to be uploaded to the online storage drive.

\*\*\*Clients have the right to confidentiality. Information shared with permission will be kept confidential within the professional setting. There are, however; legal exceptions to this right; information must be shared under the following circumstances:

- a. when ordered by the court, or
- b. when the counselor and a training supervisor determine that an individual may present a threat to self or others.
- c. New Mexico law requires the report of any known or suspected instance of child or adult abuse or neglect.

It is understood that all information disclosed within these sessions will otherwise be kept confidential and will not be released to anyone outside of the agency without written permission, except where disclosure is required by law.

NOTE: A signed and dated permission form MUST be obtained for each client, prior to any recording (audio or video)

## **WNMU SUPERVISION AGREEMENT**

The WNMU Supervision Agreement is an agreement that the WNMU counseling student and the site supervisor enter into as part of the student's training. This agreement outlines requirements for practicum and internship as well as responsibilities of the faculty supervisor, site supervisor, and student, during practicum and internship. All parties agree to understanding, qualifying for, and implementing the following.

### **Supervisor Credential Requirements**

Counseling students within the Counseling Program at Western New Mexico University are expected to receive supervision from appropriately qualified supervisors. In addition to qualifications it is expected that supervisors are active and engage with counseling students and the counseling they provide.

Appropriately qualified supervisors must have the following qualifications:

- a master's degree, preferably in counseling or a related profession
- at least two years of pertinent professional experience in the specialty area in which the student is enrolled
- relevant training in counseling supervision.

Supervisors must also hold the following credentials (or professional equivalent) that align with the specialty of the counseling student:

- Licensed Professional Clinical Counselor (LPCC) – Clinical Mental Health Counseling
- Level III Licensed School Counselor – School Counseling
- LPCC – Addiction Counseling
- Certified Rehabilitation Counselor (CRC) and LPCC – Clinical Rehabilitation Counseling

### **Supervision Requirements**

While accruing contact hours the student must receive at least 1 hour of site supervision with their site supervisor.

### **Contact Hour Requirements**

The student must complete 100 contact hours (40 direct/60 indirect) during practicum and 600 contact hours (240 direct/360 indirect) during internship. Internship consists of two separate semesters where the students must accrue 300 hours each (120 direct/180 indirect). Direct contact hours consist of direct services with actual clients that contribute to the development of counseling skills. Indirect contact hours are any other assignments given to the student at their site.

### **Tracking Hours**

The student must complete a weekly log of their contact hours and site supervision hours. It is expected that the supervisor verifies these hours by signing the log each week. The supervisor may sign these logs on a weekly basis or at the end of the semester, but the student should have a supervisor signature for each week.

### **Recording Sessions and Live Supervision**

The student is expected to record every session with clients. The student should record these sessions into their password protected Canvas shell for the class using Panopto. The student is provided an Informed Consent & Permission to Record that should be provided to and signed by all clients who agree to be recorded. Clients who do not agree to be recorded can still be seen by the student and should not be recorded. We hope the supervisor thoroughly informs clients of the benefit to the student and to clients when student sessions are recorded. If your site does not allow students to record client sessions, then the student will need to record mock sessions and the supervisor must conduct live supervision with the counseling student. Live supervision is when the supervisor watches client sessions live in the session or

from behind a two-way mirror. The purpose of the recorded client sessions and the mock sessions are for the student to have content to review during field-based courses, during group supervision, with site supervisors, and with faculty and to receive direct feedback on their counseling skills. Supervisors and students must have the Live Supervision Responsibility Form signed by the director of the site in order for the student to be allowed to record mock sessions for evaluation purposes.

### **Professional Performance Assessments**

It is also expected that the supervisor complete Professional Performance Assessments during midterm and at the end of each semester for which they are supervising a WNMU counseling student.

### **Retaining Student Outside of the Semester**

The supervisor agrees that if the site wants to retain the student outside of an academic semester (i.e. winter break) to maintain continuity of care, then the supervisor is solely responsible for the student's services during that time. It is also understood by the student and supervisor that the student may not count these hours toward practicum/internship course requirements.

### **Faculty Supervisor Responsibilities**

1. Provide group supervision to the student for 1.5 hours a week
2. Contact the supervisor twice a semester through email or Zoom meetings to monitor student learning
3. Respond to the supervisor's inquiries
4. Conduct site visits as necessary to support supervisors and students.

### **Student Responsibilities**

1. Uphold professional ACA Code of Ethics
2. Be on time, prepared, and participate fully in each supervision session
3. Bring a usable (sound/video) recording to review to each session
4. Make and preview counseling session for review in supervision
5. Be prepared to discuss all client cases
6. Justify case conceptualization made along with the approach and techniques utilized
7. Discuss working case conceptualization and the progress of chosen theoretical approach and techniques in a collaborative spirit, constantly seeking to improve and enhance your effectiveness with each client and family.
8. Implement supervisory directives in subsequent sessions
9. In case of emergency consult first with site supervisor, if unable to reach them contact faculty supervisor, and then contact Doctoral Supervisor if you are unable to get in touch with faculty supervisor
10. Inform supervisor of any of the following occurrences:
  - a) Incidents of violence to clients and/or counselor
  - b) Incidents of restraint
  - c) Incidents of violence to all others
  - d) Disclosed thought of client regarding violence to self or others
  - e) Knowledge of any suicidal thoughts or intent of client
  - f) Any possible confusion on, or breach of, appropriate boundaries
  - g) Any known violations of confidentiality and/or clients rights
  - h) Reports of abuse or neglect to Child Protective Services

### **Supervisor Responsibilities**

1. Provide weekly supervision of at least an hour
2. Be accessible to student when consultation is needed
3. Examine client's presenting issues and treatment plans

4. View recording of student's counseling sessions. If recording is not allowed at your site, have the Live Supervision Responsibility Form signed by the director of the site and be willing to produce mock sessions for the student to use for evaluative purposes. If recording is not allowed then conduct live supervision
5. Provide signature on client documentation when necessary
6. Challenge student to justify approach and technique used
7. Monitor student's demonstrated counseling skills, case conceptualization, and personalization
8. Present and model appropriate directives
9. Intervene when client welfare may be at risk
10. Ensure *ACA Code of Ethics* are upheld
11. Work with supervisee's faculty supervisor and site supervisor(s) to monitor Supervisee's progress. This is done at least once a semester through email, phone, or video conferencing
12. Complete the necessary Professional Performance Assessments at least once at midterm and again at the end of the semester
13. Attend the yearly supervisor training provided by the Counseling Program
14. Provide student an opportunity to obtain 10 hours of group leadership experience

I understand the terms of this agreement and agree to abide by them:

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor Printed Name

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

**If the supervisor has any questions or concerns regarding this agreement, please reach out to the faculty at WNMU. Email addresses can be found at <https://soe.wnmu.edu/Counseling>**

## PANOPTO RECORDING AND VIEWING POLICY

### *Panopto Recording Policy*

Before users are allowed to record client sessions using Panopto within Canvas, users must first abide by the following policies:

- Ensure every client intended to be recorded has been thoroughly informed about Panopto and has signed a Permission to Record Informed Consent
- Create a new and unique Canvas password
- Never share your Canvas password with anyone
- Make sure share settings for all recordings are set to “Restricted”

### *Panopto Viewing Policy*

Panopto provides a viewing experience that allows users to view uploaded videos from their personal computers, or mobile devices. Provided the freedom of these viewing options it is important for users to ensure the proper security of recorded material. Panopto is integrated into Canvas, so users must take extra care in their usage of Canvas. When viewing recordings users must abide by the following security measures:

- Watch recordings in a private location away from unauthorized users. This includes when you are watching recordings during the practicum/internship courses.
- Use headphones to ensure audio is not overheard
- Log out of Canvas when you have finished recording or viewing your recordings
- Lock your computer when you are done using it
- Do not allow others to use computers that have your password on autofill
- When viewing recordings with supervisors, please only watch videos relevant to that supervisor’s site location
- When referring to the client, pseudonyms must be used
- Once the recording has been reviewed with a supervisor and you have both agreed that the necessary supervision regarding the session has been complete, delete the video.
- All recordings should be deleted at the end of the semester in which they were recorded.
- When recordings are being viewed on Zoom, the host must ensure security measures are in place such as the waiting room feature or password integration.

I agree to adhere to this policy and understand that violating such policy would be unethical behavior which could constitute dismissal from the program.

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User Signature

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Date