

**CLINICAL MENTAL HEALTH COUNSELING**

# **STUDENT HANDBOOK**

*2018-2019*

**ANTIOCH  
UNIVERSITY**

## **WELCOME**

Welcome to the School of Applied Psychology, Counseling & Family Therapy (SAPCFT) at Antioch University Seattle (AUS). There are two master level programs in SAPCFT: Clinical Mental Health Counseling (CMHC) and Couple and Family Therapy (CFT). Both CMHC students and CFT students have the option of adding specializations in Art Therapy (AT) or Drama Therapy (DT). Both CMHC and CFT students can also choose to acquire a Play Therapy Certificate or a concentration in Multicultural Counseling Competence. This handbook provides all of the germane information about the CMHC Program including its policies, history, mission, enrollment, administration, degree requirements, internships, and other related matters.

If the university mission statement professes goals of life-long learning, experiential education, and an education that prepares students for a life of meaning and purpose, then the Clinical Mental Health Program at Antioch University Seattle exceeds this ideal. Our students are trained into a profession with a rich history of helping, and a strong focus in social justice, advocacy and effective and ethical clinical practice. It is a training experience where students study the field of mental health counseling from the inside out: from the personal to the professional. This is consistent with the field of mental health counseling where life-long learning is not only a requirement for continued Mental Health licensure, but is representative of advanced counseling professionals. Our alumnae report stories of both personal and professional transformation as a result of their degrees (Ward, C., 2014).

## **HISTORY**

Antioch College was founded 1852 in Yellow Springs, Ohio, and the first president was educational reformer and politician, Horace Mann, who was central to the movement promoting the idea that education should be universal, free, and democratic. Since its founding, Antioch has been at the cutting edge of social justice. For example, Antioch admitted students of color in the mid-1850s while slavery was still in practice in the U.S. Also, in 1852, Rebecca Pennell was the first female college professor in the United States to have the same rank and pay as her male colleagues. Moreover, during World War II, Antioch arranged for interned Japanese-Americans to be freed and enrolled at Antioch. Additionally, in 1946, Antioch was the first historically white college to appoint an African-American person to be chair of an academic department.

Furthermore, in 1943, in an effort to increase diversity, Antioch offered scholarships to students of color, and the first scholarship recipient was Edythe Scott. Her sister, Coretta Scott King, wife of Martin Luther King, Jr., later attended Antioch as well. And in 1965, Martin Luther King, Jr. gave the commencement speech at Antioch. That was the same year as the Selma to Montgomery marches that contributed to the passage of the Voting

Rights Act of 1965, a landmark federal achievement of the American Civil Rights Movement. During that commencement speech, King said, “I cannot stand on the campus of Antioch College without a deep sense of appreciation for all that this great institution of learning has given to the cultural, the social and political life of our nation and the world.”

Today Antioch University is a national, multi-campus university with locations in Keene, NH; Santa Barbara, CA; Los Angeles, CA; Yellow Springs, OH; and Seattle, WA. The combined enrollment for these campuses is approximately 5,000 undergraduate and graduate students. Antioch University Seattle (AUS) was established in 1975 and currently has an enrollment of about 825 students with approximately 410 of these students in SAPCFT.

## **PROGRAM OVERVIEW**

The Clinical Mental Health Counseling (CMHC) program at Antioch University Seattle (AUS) awards a Masters of Arts degree in Counseling with optional specialties in Art and Drama Therapy. Accredited by the Council of Accreditation for Counseling Related Education Programs (CACREP), the curriculum meets the highest standards in counselor training and supervision with advanced competencies in multicultural counseling, evidence based practices, and clinical competencies. At a total of 90 graduate credits, and delivered in both classroom based and hybrid formats (see Hybrid/Online learning section of this document), the CMHC program provides a structure and set of experiences to help students develop the intellectual and relational capacities needed to understand and work with others in the professional practice of counseling empowering diverse individuals, families, and groups. These goals are accomplished through a combination of required course work, electives, practical experience, and a supervised internship. The Clinical Mental Health Counseling program exceeds the educational requirements for state licensure in Mental Health Counseling (LMHC), and as an accredited program, meets national curriculum standards described by the Council for Accreditation of Counseling and Related Educational Program (CACREP).

Students in Clinical Mental Health Counseling address the following:

- Graduate-level understanding of fundamental theoretical models of human behavior within the counseling field;
- The ability to make use of research literature and other sources of relevant knowledge, as an integral part of the ongoing responsible practice of counseling;
- Skills in building relationships including the development and deepening of self-awareness, empathy, ethical awareness, social responsibility, and respect for human diversity;
- Graduate-level mastery of counseling skills including an ability to apply one's knowledge and relationship- building skills to the counseling situation, to think critically about human behavior and the counseling relationship, and to integrate

theory with practice in ways which facilitate ethical and effective practice as a counselor; and

- Knowledge of professional development issues, professional organizations and state requirements for practice as a clinical mental health counselor.

### Retention and Graduation

The CMHC graduates roughly 32 students per academic year, and based on recent alumni data (see Outcomes Report 2017-2018) program, 87% will obtain counseling related employment within 6 months and 91% licensed as mental health counseling professionals. Of those licensed, over 70% will meet postmasters state requirements for an independent clinical license (LMHC) in less than two years.

<i>CMHC Program Year</i>	<i>Average Enrollment</i>	<i>Annual Admissions</i>	<i>Number of Graduates</i>
2013-14	140	35	32
2014-15	160	41	31
2015-16	175	44	34
2016-17	175	41	31
2017-18	161	42	33

### Current Student Snapshot

- **71% female** (Choices provided by CMHC Department on outcomes surveys included: Female; Intersex; Male; Transgender; Genderqueer; Non-binary; Prefer not answer)
- **71% Caucasian** (Choices provided by CMHC Department on outcomes surveys included: African or African-American; American Indian or Alaska Native; Asian, Asian-American, or Pacific Islander; Biracial or Multiracial; Latinx or Hispanic American; European or European American/White; Prefer not answer)
- **64% Heterosexual** (Choices provided by CMHC Department on outcomes surveys included: Bisexual; Gay/Lesbian; Heterosexual; Queer; Prefer not answer)
- **13% Agnostic** (Choices provided by CMHC Department on outcomes surveys included: Agnostic; Atheist; Buddhist; Catholic; Christian; Hindu Jewish; Muslim; Pagan; Protestant; Prefer not answer)
- **71% Work** while attending school
- **88% take 2-3 courses per quarter** (2017 Current Student Survey), over 50% average 3 courses/quarter (2017 Alumni Survey)

### Alumni Snapshot

- **82% employed as counseling professional within 6 months**
- **94% Licensed Mental Health Counselors**
- **100% complete post-masters requirements for licensure within 5 years/ (78% completed within 3 years)**

- 32% work in non-profit organizations
- 68% are self-employed/hold a private practice
- 68% report job satisfaction (not including neutral at 9%)
- 41% report counseling-related salaries over \$40,000
- 23% (overall income) report salaries between \$60-100,00+

### Faculty Snapshot

The CMHC MA Program (not including PhD CES Faculty) has three full-time Core Faculty members, five full-time Teaching Faculty members, and two Affiliate (Part-time) Teaching Faculty positions and one Director of Clinical Training (shared between all MA Programs in the School of Applied Psychology, Counseling and Family Therapy). All are licensed clinicians, active participants in the profession, contributing citizens to the AUS community, and seek to uphold the science-practitioner model of reflective inquiry, experiential learning, social justice, and professional ethical conduct.

## ACCREDITATION

The status garnered with CACREP accreditation enhances not only recruitment/enrollment and university marketing, but also provides graduates with the recognition necessary when seeking state professional licensure in and outside of Washington. As graduates of a CACREP counselor-training program, a reduction in postgraduate clinical and supervision hours is awarded by the state of Washington resulting in a significant cost savings for AUS graduates. Furthermore, with recent trends of state and federal agencies incorporating CACREP graduate program accreditation as requirements for professional licensure and third-party reimbursement (e.g. Tricare) maintaining accreditation becomes essential for long-term sustainability and professional relevance. Finally, as the “gold standard” for state counselor licensing boards, accreditation provides credibility to both the university and its graduates; demonstrating that the program:

- a) Meets or exceeds national standards in counselor training;
- b) Maintains a system of self-evaluation and accountability;
- c) Streamlines the licensing and credentialing process for graduates seeking professional; practice within and outside of the state of Washington.

Antioch University is accredited by the Higher Learning Commission (HLC) and is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. Antioch University is also a private, 501(c)3 non-profit organization.

See link for CACREP 2016 standards:

<http://www.cacrep.org/section-2-professional-counseling-identity/>

Student Learning Domain	Primary Learning Objective (PLO) (per domain)	CACREP STANDARD: Category	CACREP STANDARD: Subcategory	Courses
Professional Identity & Ethics	<i>Orients students to the counseling profession, roles &amp; responsibilities, issues, and ethical standards.</i>	<b>2.F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>	<b>2.F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>	<b>COUN 5080: Counseling Profession &amp; Identity; COUN 5180: Ethics &amp; Professional Issues; COUN 5060: Communication &amp; Counseling ; COUN 5070: Group Counseling ; COUN 5040: Multicultural Perspectives</b>
			2.F.1.a. history and philosophy of the counseling profession and its specialty areas	
			2.F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with other human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	
			2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
			2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession	
			2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
			2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	
			2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession				

			2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
			2.F.1.j. technology's impact on the counseling profession
			2.F.1.k. strategies for personal and professional self-evaluation and implications for practice
			2.F.1.l. self-care strategies appropriate to the counselor role
			2.F.1.m. the role of counseling supervision in the profession
<b>Diversity &amp; Advocacy</b>	<b><i>Knowledge and skills of multicultural counseling, promoting social justice, and eliminating oppression</i></b>	<b>2.F.2. SOCIAL &amp; CULTURAL DIVERSITY</b>	<b>2.F.2. SOCIAL &amp; CULTURAL DIVERSITY</b> <b>COUN 5040: Multicultural Perspectives; ELECTIVES: Multicultural Counseling Series; COUN 5230: Lifespan Human Development; COUN 5600: Trauma, Disaster Response &amp; Crisis Counseling</b>
			2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
			2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
			2.F.2.c. multicultural counseling competencies
			2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
			2.F.2.e. the effects of power and privilege for counselors and clients
			2.F.2.f. help-seeking behaviors of diverse clients
			2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews
			2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

<b>Human Growth &amp; Development</b>	<i>Theory of individual and family development and strategies in facilitating optimal growth/wellness.</i>	<b>2.F.3. HUMAN GROWTH &amp; DEVELOPMENT</b>	<b>2.F.3. HUMAN GROWTH &amp; DEVELOPMENT</b>	<b>COUN 5230: Lifespan Human Development; COUN 5050: Systems Perspectives; COUN 5290: Addiction Counseling</b>
			2.F.3.a. theories of individual and family development across the life span	
			2.F.3.b. theories of learning	
			2.F.3.c. theories of normal and abnormal personality development	
			2.F.3.d. theories and etiology of addictions and addictive behaviors	
			2.F.3.e. biological, neurological, physiological factors that affect human development, functioning, and behavior	
			2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior	
			2.F.3.g. effects of crises, disasters, and trauma on diverse individuals across the lifespan	
			2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions	
			2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness over the life span	
			2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions	
<b>Career &amp; Life Planning</b>	<i>Understanding, planning, and evaluation for career development and related decision making models.</i>	<b>2.F.4. CAREER DEVELOPMENT</b>	<b>2.F.4. CAREER DEVELOPMENT</b>	<b>COUN 5270: Career Development ; COUN 5520: Assessment: Tests &amp; Meas.</b>
			2.F.4.a. theories and models of career development, counseling, and decision-making	



			2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
			2.F.4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
			2.F.4.d. approaches for assessing the conditions of the work environment on clients' overall life experiences
			2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
Individual & Group Counseling	<i>Knowledge and skills to the counseling process with individuals, groups, and families as well as the theories, conceptualization, and interventions associated with best counseling models and practices.</i>	2.F.5. COUNSELING AND HELPING RELATIONSHIPS	2.F.5. COUNSELING AND HELPING RELATIONSHIPS COUN 5060: Communication & Counseling Skills; COUN 5070: Group Counseling ; COUN 5105: Theories and Practice: Part 1; COUN 5115: Theories and Practice: Part 2; COUN 6300-380: Advanced Theories; COUN 5920: Pre-Internship Practicum; COUN 5930: Supplemental Supervision; COUN 6000: CMHC Internship & Case Consultation
			2.F.5.a. theories and models of counseling
			2.F.5.b. a systems approach to conceptualizing clients
			2.F.5.c. theories, models, and strategies for understanding and practicing consultation
			2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
			2.F.5.e. the impact of technology on the counseling process
			2.F.5.f. counselor characteristics and behaviors that influence helping processes
			2.F.5.g. essential interviewing, counseling, and case conceptualization skills
			2.F.5.h. developmentally relevant counseling treatment or intervention plans

			2.F.5.i. development of measurable outcomes for clients	
			2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	
			2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources	
			2.F.5.l. suicide prevention models and strategies	
			2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	
			2.F.5.n. processes for aiding students in developing a personal model of counseling	
			<b>2.F.6. GROUP COUNSELING AND GROUP WORK</b>	<b>2.F.6. GROUP COUNSELING AND GROUP WORK</b>
		2.F.6.a. theoretical foundations of group counseling and group work		
		2.F.6.b. dynamics associated with group process and development		
		2.F.6.c. therapeutic factors and how they contribute to group effectiveness		
		2.F.6.d. characteristics and functions of effective group leaders		
		2.F.6.e. approaches to group formation, including recruiting, screening, and selecting group members		
		2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings		
		2.F.6.g. ethically and culturally relevant strategies for designing and facilitating groups		
2.F.6.h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term				

<p><b>Assessment &amp; Diagnosis</b></p>	<p><i>Knowledge of assessment and measurement as well as the skills of formal and informal assessment in relation to diagnostic criteria.</i></p>	<p><b>2.F.7. ASSESSMENT AND TESTING</b></p>	<p><b>2.F.7. ASSESSMENT AND TESTING</b></p>	<p><b>COUN 5160:Psychodiagnostics, COUN 5150: Psychopathology; COUN 5520: Assessment: Tests &amp; Measures; COUN 5030: Family of Origin Systems</b></p>
				<p>2.F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling</p>
				<p>2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings</p>
				<p>2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide</p>
				<p>2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse</p>
				<p>2.F.7.e. use of assessments for diagnostic and intervention planning purposes</p>
				<p>2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments</p>
				<p>2.F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</p>
				<p>2.F.7.h. reliability and validity in the use of assessments</p>
				<p>2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development</p>
				<p>2.F.7.j. use of environmental assessments and systematic behavioral observations</p>
				<p>2.F.7.k. use of symptom checklists, and personality and psychological testing</p>
				<p>2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders</p>

			2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	
<b>Research &amp; Analytical Skills</b>	<i>To understand research methodologies relevant to mental health counseling</i>	<b>2.F.8. RESEARCH AND PROGRAM EVALUATION</b>	<b>2.F.8. RESEARCH AND PROGRAM EVALUATION</b>	<b>COUN 5500: Research Methods; COUN 5520: Assessment: Tests &amp; Measures</b>
			2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	
			2.F.8.b. identification of evidence-based counseling practices	
			2.F.8.c. needs assessments	
			2.F.8.d. development of outcome measures for counseling programs	
			2.F.8.e. evaluation of counseling interventions and programs	
			2.F.8.f. qualitative, quantitative, and mixed research methods	
			2.F.8.g. designs used in research and program evaluation	
			2.F.8.h. statistical methods used in conducting research and program evaluation	
			2.F.8.i. analysis and use of data in counseling	
			2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	
<b>Family Systems Perspectives</b>	<i>The perspectives related to family systems counseling in addition to the skills and interventions of best practices in family and couple counseling.</i>	<b>N/A</b>	<b>N/A</b>	<b>COUN 5030: Family of Origin Systems; COUN 5050: Systems Perspective</b>

## SOCIAL JUSTICE

As counselors, we understand the pursuit of social justice as a determination to recognize the inherent worth of all humans and to set conditions for all to have equitable access to the

benefits that society offers and the burdens that it imposes.

The CMHC Program demonstrates its commitment to the advancement of social justice by preparing counselors to think critically about power, privilege, and multicultural issues in order to best serve clients and communities. We believe that by empowering our students with relevant knowledge as well as clinical and advocacy skills, the requirements of social justice will be served for individual clients and within the larger community.

Aspiring to multicultural competence is a lifelong process of examining one's own cultural and social biases, as well as understanding of the critical role that privilege, marginalization, and oppression play in perpetuating mental illness and social injustice. As such, ethical counseling involves the development of clinical skills that: 1) facilitate the effective treatment of clients from a variety of cultural contexts, and 2) assist clients to address the impact of privilege and oppression personally and in their relationships.

A clear vision of social justice and multicultural competence are embedded aspects within all CMHC course offerings. For example, Multicultural Perspectives, which is required of all second quarter students, is devoted to: (1) developing an understanding of the cultural influence of biases toward and misconceptions about multicultural groups that are different from one's own; (2) developing an understanding of the systemic basis of social/economic privilege and marginalization; and (3) the application of knowledge gained in these two areas to clinical work with populations with backgrounds different from one's own.

Furthermore, students are trained during their clinical internship to serve the therapeutic needs of marginalized populations and encouraged to address issues of countertransference from the perspective of their socially constructed identities.

### Reasonable Accommodation of Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term. Students are responsible for forwarding their faculty members the electronic Letter of Accommodation from the DSS office the first week of the quarter. In cases when the disability accommodation is extended time on assignments, students and faculty are required to meet and plan a schedule. Each assignment must be discussed and specific due dates agreed upon in advance between student and faculty. For more information, please contact: Jill Haddaway, DSS Coordinator; Antioch University Seattle, Room 219C; 2326 Sixth Avenue, Seattle, WA 98121; Phone: 206.268.4151; Email:

jhaddaway@antioch.edu

### AUS Commitment to Diversity

According to the AUS Student Handbook, AUS is committed to inclusion and diversity. “In recognition of our mission, vision, and core values, Antioch University governors, trustees, faculty, staff, students, and alumni pledge to engage in ongoing development as an inclusive learning community. Our goal is justice and empowerment for all. To this end, we attempt to respond to the spectrum of human diversity so that no one is marginalized. Firmly rooted in our longstanding tradition of challenging inequities and promoting social change, we are committed to continued growth as an international university that addresses the complexities of the diverse regions we serve. To move beyond tolerance toward inclusion, affirmation and the celebration of our differences, we embrace challenges and recognize that the responsibility for this rests with each member of the community and with the university as an educational institution. We commit to creating and maintaining a learning environment free from discrimination, and we encourage and support those who identify and speak out against discrimination in pursuit of social justice. We demonstrate our commitment to the celebration of difference through self-examination, respectful interactions, and through formal and informal policies and practices that give life to these ideals within Antioch University and the world around us.”

### AUS Safe Zone

The CMHC program participates in the AUS Safe Zone. The AUS LGBTQIA Safe Zone is committed to public identification of allies for gay, lesbian, bisexual, transgender, questioning, and other sexual minority individuals. Adapted from SAFE programs throughout the United States, SAFE is defined as: Staff, Students, Administration, and Faculty committed to Equality on campus (S.A.F.E.). The mission of the AUS LGBTQIA Safe Zone is to create a campus environment of tolerance, understanding and awareness of the special needs of LGBTQIA and other sexual minority persons. In doing so, the LGBTQIA Safe Zone promotes awareness and provides resources and training in order to create a network of available allies for sexual minorities. Goals include providing ongoing support for LGBTQIA individuals by raising awareness and providing resources/education to faculty, staff, administration, and students. Further, the AUS Safe Zone hopes to foster open communication between faculty and students in regard to LGBTQIA issues by creating an open-minded, collegial environment free of oppression, coercion, prejudice, discrimination, and bigotry. By providing environments where persons can discuss LGBTQIA issues in a safe manner (through identified Safe Zones), it is hoped the project will promote a more general and active atmosphere of tolerance, acceptance, respect, and safety on campus.

## **STUDENT LEARNING OUTCOMES**

As noted earlier, the objective of the Clinical Mental Health Counseling program is to provide students with learning in both knowledge and skills building for the practice of mental health counseling as outlined by the Council on Accreditation for Counseling and Related Educational Programs (CACREP), the standard bearer for the profession. The curriculum is designed to meet these standards across eight student-learning domains to insure that graduates can be competent mental health professionals and meet the necessary licensure requirements of the profession. These domains are:

*Professional Identity & Ethics:* Students will acquire identities as professional mental health counselors who are knowledgeable about the philosophy, ethics, history, and future trends of the profession with a commitment to life-long learning and professional development. Students will be knowledgeable of the professional ethical guidelines and demonstrate their knowledge and use of at least one ethical decision-making model as they apply it to cases involving various professional domains.

*Diversity & Advocacy:* Students will recognize, understand, and respond to social and cultural differences and change in our society related to (but not limited to) factors of socioeconomic status, unemployment, aging, gender, race and ethnicity, developmental transitions, and sexual orientation. Students will demonstrate their ability to go beyond the conventional practice of providing individual and group counseling and to take leadership in advocating for clients and for systemic change to improve counseling and developmental services and programs.

*Human Growth & Development:* Students will possess a foundation for understanding human behavior and development with the skills needed to provide individual counseling, assessment, and other training to facilitate decision-making and developmental life transitions.

*Career and Life Planning:* Students will be knowledgeable and skilled in helping clients make life and career decisions.

*Individual and Group Counseling:* Students will have the knowledge and skill competencies in the counseling process and be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches.

*Research and Analytical Skills:* Students will demonstrate the knowledge, skills and dispositions associated with conducting and interpreting social science research. Specifically, students will demonstrate their abilities of developing research and evaluation questions and selecting and using appropriate methods for data collection and analysis. Students will also show their ability to apply existing theory and research to the practice of counseling.

*Assessment and Diagnosis:* Students will have the ability to gather, interpret, and utilize a variety of assessment data. This will include the ability to select, administer, and interpret appropriate standardized tests for individual and group assessment of client needs and to complete program evaluations. Student will understand the principles of the diagnostic process and established criteria in developing treatment modalities and criteria for a continuum of care.

*Family Systems Perspective:* Students will have an understanding of family and other systems theories and major models of family and related interventions.

For each course that students take, instructors are required to complete an assessment of student learning that matches the criteria set forth for students in all course syllabi. A rubric is utilized for narrative feedback specific to the student learning process that also reflects the final competency level attained by the student for the class or other learning activities. Traced directly to course competencies, narrative assessments submitted by instructors, will provide a summative evaluation of the students' performance in the class specific to the student learning domain, course outcomes, and areas of professional competency.

### Narrative Student Assessments

The tradition of narrative student evaluations corresponds with an AUS student centered commitment of academic synthesis, personal reflection, diversity, and informed social and political action. It is essential that AUS integrate a student evaluation process reflecting the deep intentions of the mission, values and traditions of the university. Furthermore, narrative assessment, both formative and summative, provides a rich description of student learning and faculty response to the quality of their work. The narrative student assessments document the level to which students both acquire competency and meet key performance indicators regarding the eight learning domains.

Key Performance Indicators (KPI):

Primary Document (Assignment) Demonstrating Competency

All narrative evaluations require the documentation of student performance on a key assignment, also known as the Primary Document Demonstrating Competency. Most often, these assignments are the final synthesis or research paper for a course. Although a key component and measure of a students' performance in a given course, faculty consider the overall attendance, participation, classroom conduct, and student performance on a number of other potential assignments within the overall student evaluation and narrative assessment.

### Student Learning Review



A comprehensive student review by the faculty occurs if the student falls below competency in 50% of submitted work at early and midpoints in their progress through the curriculum and below 75% as they prepare to enter internship. Students who fail to meet these goals will be held while a remediation plan is contracted to aid them in improving their performance. Depending on the reasons for failing a course, or not meeting the 50% and/or 75% “competency” level mark, a student might be required to re-take a class, to do additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to deal with personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

### Clinical Training Assessment

The courses below represent graduated clinical experiences that seek to provide trainees with supervisory feedback in developing those counseling and research skills required for effective and ethical professional practice. University and site-based supervisors are required to assess students utilizing across areas of clinical competency as recommended by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). These include collaborative assessment process related to trainee competencies:

1. *Developing and Maintaining a Therapeutic Relationship*
2. *Utilization and Assessment of Self as Part of the Counseling Process*
3. *Conceptual Complexity*
4. *Theory Integration*
5. *Supervision and Utilization of Feedback*
6. *General Case Management*
7. *Multicultural and Social Justice*
8. *Professional Ethics and issues of Professionalism*

## **TRAINING AND TEACHING PHILOSOPHY**

The educational philosophy of the CMHC Program is based on a model of adult learning that is student-centered and competency-based. The student-centered aspects of this model emphasize establishing learning environments characterized by collaboration, self-direction, and self-reflective practice. The competency-based aspects of this model entail a systemic approach to knowledge and skill acquisition that involve a continuous and recursive application of the following steps:

1. Setting clear goals for competency acquisition
2. Establishing a climate of mutual learning
3. Facilitating learning activities
4. Applying knowledge and practicing skills

5. Evaluating competency attainment
6. Assessing overall learning outcomes leading to additional goal setting for further competency development

The steps in this competency-based learning system are embedded throughout the curriculum and constitute some of the key elements in the CMHC's Program's mastery system of competency development. This learning system constitutes a mastery model of development because it provides a clear framework for students to work toward competency by using the ongoing feedback they receive to continue their self-improvement until they either (a) acquire competency or (b) determine that mastery is not possible for them.

## COMPETENCY

AUS does not use a letter or numerical grading system. Students instead receive a narrative assessment at the completion of each course, written by the course instructor. Narrative assessments communicate three key aspects about a student's learning: (1) the competency attainment level the student achieved; (2) the Primary Document Demonstrating Competency (key performance indicator) (i.e., a paper, journal, or some other form of demonstration); and (3) a narrative summary of the student's strengths, areas for improvement, and other relevant comments about the student's learning.

The student learning domains provides an overall focus to the curriculum as well as to student assessment. Competency benchmarks for the student learning outcomes are woven into the curriculum and measured via the following competency definitions:

*“Below Competency”* reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. The student did not meet minimum attendance, written work, oral presentation and class participation criteria for satisfactory completion of course; did not present graduate level work.

*“Required Competency”* indicates sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Indicates that the student has met the minimum Competency criteria as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria. Met all criteria for attendance, written work, oral presentation and class participation at graduate level of work. It is not uncommon for students to receive Required Competency in this course.

*“Intermediate Competency”* indicates that the student has met the “Required Competency” criteria as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria, as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.

The level of “*Advanced Competency*” (i.e., knowledge and skills that would be expected of a beginning-level master’s practitioner) will only be granted to students during their internship year who also demonstrate a level of *post-graduate* competency.\*.

### Below Required Competency (No Credit)

CMHC students must achieve Required Competency in all courses in order to receive credit for the course and progress through the CMHC Program. During the quarter, if students think they are going to not receive credit in a course, they should contact their advisor because the advisor might be able to coach the student toward a passing grade.

If a student receives Below Required Competency (No Credit) in a course, the student is required to communicate with the student’s advisor to discuss consequences and solutions. Also, the student must retake that course as soon as possible regardless of who is teaching the course. In other words, students who receive Below Required Competency do not have the option of avoiding the same instructor. Upon retaking the course, if a student receives a Below Required Competency rating again (for a second time), the student will be withdrawn from the program. Note: All students are under close academic progress review during their tenure in the CMHC program and those who choose to drop coursework at the end of the quarter in effort to avoid No Credit/Failing will be subject to further academic review.

### Required vs. Intermediate Competency

Required Competency should be what instructors expect of CMHC student performance. For all students taking CMHC courses this means that they have to meet basic graduate-level requirements in terms of attendance, scholarship, and academic performance in order to receive credit for a given course. However, the criteria for Intermediate Competency should not only involve academic competency in the subject area of the course, but should also include clinical competency as well; that is, at this level of attainment, each instructor must develop criteria that is appropriate for the particular knowledge and skill areas they are teaching. In addition, depending on whether the course is more knowledge than skill-based, instructors will need to consider different ways of defining competency attainment criteria.

### \*Advanced Competency

The CMHC Program is designed to facilitate achievement of Advanced Competency upon graduation. Since the definition of Advanced Competency is “knowledge and skills commensurate with a beginning-level master's practitioner,” *this competency rating is reserved for intern-level students only.*

### APA Writing Standards

Students in the MA Clinical Programs are expected to be able to write in a scholarly manner that meets APA style and composition standards. Accordingly, all students enrolled in these programs are assessed for their writing ability as part of the application process. For those students whose writing assessment indicates that they could benefit from additional development in this area, there will be a required writing class during their initial quarter: either WRTG 606 Inquiry and Research or WRTG 611 Writing in Psychology. These courses offer individual support and tools for first year graduate students' scholarly writing and can be used toward elective credits.

## STUDENT ASSESSMENT

In order to be granted credit for a specific course, students must demonstrate an overall “*Required Competency*”. In order to successfully move into the internship year, students must demonstrate an overall “*Required Competency*” in at least 50% of courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall “*Required Competency*” in at least 75% of course/learning assessments for their Specialization.

A comprehensive student review by the faculty occurs at early and midpoints in their progress through the curriculum. If the student falls below competency in 50% of submitted work or below 75% as they prepare to enter internship, a “Corrective Action Plan” will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement. Depending on the reasons for failing a course, or not meeting the 50% and/or 75% “required competency” level mark, a student might be required to re-take a class, to do additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to deal with personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

In addition to the competencies specific to each course, student are also evaluated on 9 areas\* of Professional Competency to be demonstrated in each course and throughout their graduate counseling experience with peers, faculty, clients, and colleagues. These are:

*Critical Thinking* - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

*Verbal Communication* - articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

*Oral Presentation* - able to present ideas in a well-organized format; open and able to respond to questions.

*Written Communication* - writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotations, grammar, and APA style.

*Cultural Awareness and Responsiveness* - understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

*Social Responsibility* - aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

*Emotional Maturity* - willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

*Ethical Conduct* - demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

*Interpersonal Skills* - demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

\*Note: The 9 areas of professional competency will be revised to 5 during the 2018-2019 academic year. The revision will include all of the above content and will be streamlined.

## **GRADE DESIGNATIONS**

### Current Assessment Designations

- CR (Credit)
- NC (No Credit)
- P (Pass) - for successful completion of zero-credit requirements
- NP (No Pass) - if requirements for zero-credit courses are not met
- W (Withdrawn) - for courses dropped after the end of the 100% refund period but before the end of the sixth week of the quarter. If a student drops a class after the quarter starts and before Friday of week 6, the student will have a Withdrawn (W) on record.
- WNC (Withdrawn No Credit) - for courses dropped after the end of the sixth week of the quarter. If a student drops a class after the Friday of week 6 and before the end of the quarter, the student will get a Withdrawn – No Credit (WNC). This will count against the student's
- AU (Audit) - for courses that are audited officially

- INC (Incomplete) - if course requirements are not met by the end of the term of enrollment and the instructor approves of the INC

### Incompletes (INC)

If a student does not satisfactorily complete the assigned work in a course by the end of the term, the student will be granted No Credit (NC). If a student is unable to complete the work due to extraordinary extending circumstances, the student should discuss the matter with the instructor and, if approved, the instructor can assign an Incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. Some instructors do not grant Incompletes (INC); therefore, students will receive a No Credit (NC) if the student does not complete the requirements by the end of the quarter. If the student is granted an Incomplete (INC), the instructor will designate how long the student will have to complete the work (maximum deadline is by the end of the next quarter). Also, if the student is granted an Incomplete (INC), it will count against Satisfactory Academic Progress (SAP). Upon satisfactory completion of the INC, it will no longer count against SAP.

### Satisfactory Academic Progress (SAP)

These standards help students assess their ability to be successful in their academic program: progressing at a reasonable rate, retaining eligibility for financial aid, and completing the program within the maximum time allowed. Students must meet both term-based and cumulative academic standards that are based on the percentage of attempted credits that are completed successfully. The cumulative calculation includes any accepted transfer credit as both attempted and completed. See the AUS Catalog for more information.

### Minimum Standard for MA students

First term: 50% term-based and cumulative attempted credits. All subsequent terms: 75% term-based and cumulative attempted credits. P, NP, INP and AU are excluded from a student's Satisfactory Academic Progress evaluation. Courses assigned NC, INC, W and WNC are evaluated as attempted but not earned.

In other words, if a student takes three 3-credit courses in the 2nd quarter, and the student receives a CR in two courses and an NC, INC, W or WNC in the third course, the student will be put on Academic Warning because the SAP is 66% that is below the 75% threshold. At that point, the student would need to get the completion rate up to 75% by the end of the next quarter or else the student will be withdrawn from the program (unless the student appeals within 5 days of being notified and the student successfully appeals).

### Academic Grievance Procedure

Clear, effective communication is an element critical to the many relationships that support student success in SAPCFT and Antioch University in general. For faculty, supervisors and students, the best first recourse is always to address a concern directly. If, however, support is required to efficiently resolve an academic (or non-academic) issue, Antioch University has a formal grievance procedure in place. You can access the Student Grievance Policy (Policy 6.109) from among AU Student Policies on the AUS website's Student & Campus Resources.

## **CMHC MASTER'S DEGREE PROCESS**

The CMHC Program is a master's degree program that consists of 90-quarter credits. The curriculum has been structured to allow students to complete the program at their own pace within a six-year time limit; the average length of time for degree completion for students is 3.5 years. It should be noted that because they are given the freedom to progress at their own pace and because students matriculate throughout the year (aside from summer), CMHC students are not organized into cohorts, although they often go through various required course sequences together.

### Credit Requirements

In order to earn an MA degree in Counseling, 90 graduate credits are required. Per the Plan of Study, students are required to follow curricular requirements in three parts: Part 1; Required Coursework (30 credits), Part 2: Required Pre-Internship Coursework (28 credits), Part 3: Internship. Students must complete Practicum before they begin Internship and must complete Part 1 of the Plan of Study before starting Practicum. They must complete Part 2 before starting Internship.

### Credit load per quarter

Graduate students may take a maximum of 12 credits per quarter. Most students take between 6-9 credits per quarter and the program recommends that first quarter students not exceed 9 credits. Students who wish to exceed the maximum quarterly course load of 12 credits must receive approval from their Faculty Advisor and the CMHC chair. The maximum can only be exceeded by 3 credits. These credit load limits include courses taken concurrently at other institutions. The shortest possible time in which the degree can be completed is 10 quarters. However, because of a combination of factors related to course scheduling and sequencing, it is highly unlikely that all of the degree requirements can be completed in this period. As a result, it is important to note that the program cannot and does not guarantee that students can arrange their schedule of studies in such a way as to finish in eight quarters.

### Multicultural Competency

The CMHC specialization views multicultural competency as a process that entails, in part, the identification and understanding of one's own culture and social contexts, as well as an awareness and understanding of the critical role that privilege, marginalization, and oppression play in perpetuating mental illness and social injustice. In addition, multiculturally competent counseling involves the development of clinical skills that facilitate the effective treatment of clients from a variety of cultural contexts.

Multicultural competence in the treatment of clients is developed throughout the CMHC curriculum. Students are required to take at least six credits of courses specifically relating to cultural competency. We also offer a concentration specific to multicultural counseling. Moreover, all courses offered in the MA Clinical Programs include attention to cultural

### Family of Origin Systems & Multicultural Perspectives

In your first quarter, you will take the course titled "Family of Origin Systems". In your second quarter you will take the course titled "Multicultural Perspectives". They are scheduled at the same day and time in order to make planning easier. These courses are designed to challenge you to explore your personal, academic, and professional goals and the relationship of these goals to your personal history, your present situation, and the knowledge of yourself and the world that you bring to your studies. By introducing you to the process of examining this field within a cultural context, we hope to instill an understanding of the importance of doing clinical work within a multicultural framework. As you proceed through your coursework, you will be expected to both critique and reflect upon the role that culture plays in counseling, in theory and in practice.

These courses are designed to help you increase awareness of the interplay between your personal and professional lives. A basic belief for our clinical specializations is that a competent counselor must demonstrate his or her ability to be self-reflective. Through these classes we expect you to carefully explore and evaluate who you are and how this personal analysis will affect your work with clients. These courses are process-oriented and require you to draw on and evaluate your own life experiences. It should be clearly understood, however, that you will not be evaluated on the personal content of what you may share, but rather on your capacity to engage in the process of self-reflection and self discovery that will be critical to your success as a counselor.

### Other Required CMHC Courses

Courses without prerequisites may be taken beginning in your first quarter. Some courses ("The Counseling Profession & Identity", "Communication and Counseling Skills", "Human Growth and Development Across the Lifespan", and "Research Methods: Introduction to Research") are particularly encouraged as first quarter options. Other courses ("Psychopathology", "Career Development and Counseling ", "Ethics and Professional Issues") may be more useful taken in later quarters. Several of the required courses and



elective courses have prerequisites. It is important to pay attention to this as you plan your academic schedule.

Prior to your field work experiences (practicum and internship), the following laboratory training courses assist with applying theory to your counseling practices as well as develop a professional understanding to therapeutic intentionality. These courses are “Communication and Counseling Skills”, “Group Counseling”, “Theories of Practice” (Psychodynamic, CBT, Humanistic, and Transpersonal), and your “Advanced Theory” coursework (Buddhist, Integral, Jungian, Existential, Cognitive, Adlerian, and Brief approaches).

### Abnormal Psychology

Students must take COUN 5900 Abnormal Psychology first quarter or two of admission unless certain conditions allow for an exemption. This course is built into the curriculum as a required course for graduation unless otherwise exempt. “Psychopathology,” COUN 5150, has long held abnormal psychology as a prerequisite. In the past, abnormal psychology was a requirement for admission. The decision was made to remove this, as it was an unnecessary barrier to admission. Instead, it can be taken as a corequisite with initial coursework.

#### *Exemptions*

To waive this abnormal psychology course, a student must have taken an abnormal psychology or psychopathology course that meets all of these requirements:

- Occurred within the last 5 years.
- Completed the course with a grade of C or higher for the course (transcripts documenting course in-progress do not count).
- A minimum of 3 undergraduate credits in the quarter system.

If you have submitted an official transcript with an Abnormal Psychology course meeting these requirements, a waiver should already be applied to your account. If you are unsure, please contact Student Services at [studentservices.aus@antioch.edu](mailto:studentservices.aus@antioch.edu). If we do not have the official transcript showing an abnormal psychology course meeting these stipulations, then no waiver is applied. Please submit an official transcript as soon as possible in order to be given an exemption.

### Pre-Internship Practicum

The CMHC program requires both a practicum and an internship. The practicum is a two consecutive quarter, two course, (“Pre-Internship Practicum in CMHC” -1 credit and “Supplemental Supervision” – 1 credit\*), 4 credits over 2 quarters, sequence taken after

completion of pre-requisite coursework (see CMHC Program Plan). It is an opportunity to work with real clients in either our clinic or another specified practicum site where you will complete a total of 100 hours of work, 40 of which are direct client contact. Supervision of your practicum work is through the “Pre-Internship Practicum in CMHC” & “Supplemental Supervision” courses. Please see Clinical Fieldwork section of this handbook.

\*Note: In the 2018-2019 academic year, the Pre-Internship Practicum and the Supplemental Supervision courses will be reconfigured into one 2-credit course offered in two consecutive quarters.

### Required Internship Courses

In preparation for starting your internship, you will be required to complete Internship Preparation, which is a one hour, one session, 0 credit course, offered twice every quarter. We recommend you take this course 2 to 3 quarters before you are going to start internship. After completing Internship Preparation” and all course work required as per your plan of study, you may enter your internship. The purpose of the internship is to provide you with the opportunity to apply your academic learning and skills in a practical setting. This will most likely mean working in a mental health center, youth services bureau, health maintenance organization, or similar organized mental health setting which allows you to gain supervised experience as a mental health counselor.

For every quarter of your internship you will take “Case Consultation”, for a total of four consecutive quarters. These courses continue to provide you with needed support and feedback concerning your work with clients and they also help you refine the conceptualization and focus of your clinical work. For further information about these courses, as well as other aspects of the internship, please refer to the Clinical Fieldwork section of this handbook.

### Elective Courses

You are allowed 16 credits of elective courses in the CMHC Program Plan (you may, of course, exceed this number of credits; but if you do so, it will increase the total number of credits you acquire over the 90 credits you need for graduation). These elective courses provide you with an opportunity to advance your clinical training in particular areas and to pursue interest areas in more depth, beyond material covered in the required courses in the curriculum. Elective courses are offered on a regularly scheduled rotation throughout the academic year. It is important to note that some electives may also have prerequisites. Please check your Quarterly Schedule of Classes prior to registering.

In addition, note that you are required to take one course from each of the following domains:

- Multicultural Counseling Series (titles vary), or Historical and Socio-Cultural Perspectives in Psychology Series (titles vary)
- Elective concentrations are also offered in Clinical Treatment courses (children, adolescents, older adults), Creative Modalities courses (music, writing, dramatic enactment, movement), Counseling & Spirituality courses (Introduction to Counseling & Spirituality, and Integrating Challenges in Psycho-Spiritual Work), and Advanced Theories courses (Psychosynthesis, Buddhist, Integral, Jungian, Existential, Cognitive, Adlerian, and Brief approaches).

### The CMHC Internship

The CMHC internship must conform to the following minimum criteria:

- 600 on-site agency hours over four consecutive quarters;
- 300 direct client contact hours;
- 50 hours of individual supervision; and
- 12 hours of direct observation, which must be documented by the supervisor.

The internship hours are typically completed within 16-20 hours of work per week. Included as part of the 600 hours is a weekly Case Consultation course required to be taken during each of your four internship quarters (Case Consultation I, II, III & IV). At no time will a student be allowed to complete the internship requirement in less than four quarters.

In addition, the onsite supervisor must be credentialed with a master's degree in the behavioral sciences and be licensed as a Mental Health Counselor (LMHC) or equivalent (LMFT, LCSW, licensed Clinical Psychologist, etc.). It is recommended that the student choose a supervisor with previous training or experience as a clinical supervisor.

### CMHC Student Plan of Study

You will be required to file a "Student Plan of Study" with your advisor. This "Plan of Study" (found at the end of the handbook) serves as an agreement between you and Antioch concerning the requirements you need to complete before graduation. Both you and your advisor should keep the document up to date. A printable version can be found at the MA Programs in the School of Applied Psychology, Counseling & Family Therapy Resources site available to all MA students on their Sakai home page. POS forms are also available in paper copy in the SAPCFT office.

### Hybrid/Online Learning

A Hybrid (blended) class combines classroom learning with online learning. In a Hybrid course, a more significant portion of the class learning activities are online, which reduces the amount of time spent in a traditional, face-to-face classroom. Students thus benefit

from quality instruction and have increased flexibility in both the online and classroom learning environments. For example, in a 10-week course, students may meet 4xs per term as a class; therefore the face-to-face hours are reduced but not eliminated. Face-to-face hours vary depending on the course and instructor.

There are a number of reasons CMHC offers hybrid courses. Namely, to increase access to courses for a wider variety of students, especially those who juggle work and school, family/child care, and those who live outside of the Seattle metropolitan area. This additional modality serves our social justice mission and not only increases access to education for many students, but also allows students to commute into the city and pay for parking less often. Students may be asked to participate in more direct-service/advocacy work within the local community as part of our hybrid course offerings, in line with Antioch's social justice mission. Adjunct faculty who offer unique specializations but live outside of the Seattle or Washington State area can also teach at AUS more easily, increasing both our elective offerings and faculty diversity. Finally, as the counseling profession itself is adding more online and hybrid delivery and supervision options, this provides our students experience with online counseling and learning platforms, in turn allowing them a leg up when entering the job market.

In order to allow for flexibility, and as CACREP does not mandate one style of Hybrid course modality or specific requirements for in-person meetings (hours in the classroom, synchronous, asynchronous, discussion board/forum postings), each Hybrid offering in the CMHC Program may differ slightly from one another.

### ***Examples:***

- *Meeting every other week during the normal course time while requiring discussion board/forums (using Sakai) and outside community based projects (both individual and group).*
- *Meeting a few times per quarter for all-day sessions while requiring shorter synchronous meetings (using Zoom or Adobe Connect).*
- *Meeting for one or two full in-person weekends while requiring discussion board/forums (using Sakai) and other site-based community work.*
- *A combination of the above modalities.*

Various learning platforms create an environment that empowers students to meet learning outcomes in every course. Within a platform, faculty may develop the following types of resources and assignments in a Hybrid course:

### ***Video***

- *Real-time sessions where you get to speak with the instructor and/or fellow students via a webcam and microphone*

- *Videos from online sources*
- *Recorded lectures from live, on-campus sessions for the same course you are taking*
- *Instructor lecture video recordings from their office (home) or in the field*

### ***Audio***

- *Podcast recordings of the instructor or other narrated presentations*
- *Audio recordings from online sources*

### ***Assessments***

- *Projects completed individually and/or as part of a team*
- *Written, video or audio assignments*
- *Tests and quizzes*

### ***Text***

- *Discussion forums*
- *Peer-reviewed research, articles, and journals*
- *Blog posts*
- *Textbooks*
- *Articles from online sources*

### **How to prepare for a Hybrid/Online course:**

Students who are interested in taking a Hybrid course in the CMHC Department should consider the following:

#### **Required technology:**

- Internet connection at home
- Headphones (even cheap ones work just fine)
- Word processing (ideally Microsoft Office)
- Sakai forums for online discussion postings (free and part of your program already)
- Zoom or Adobe Connect for synchronous or asynchronous meetings (also free and part of your program already, though you may or may not have used it, so it might take a little time to get used to this one)

#### **General considerations for Hybrid/Online Learning:**

- Students should be open to and comfortable with an increased use of technology.

- Students should be comfortable with the class having a mixed delivery format and should be prepared to do group work and other activities through Google Hangouts or Skype, Slack, or whatever format is comfortable for them.
- Students should consider that they will spend more time working online and that Hybrid courses generally require more writing.
- Students should consider that Hybrid courses meet less regularly than in-person courses and thus may require more time-management, personal motivation, and general organization.
- Students should be prepared to do more off-campus work in their local community.

### **Multicultural Concentration:**

The Multicultural Counseling concentration is designed to provide advanced knowledge and skills related to the multicultural competencies applied in clinical and community settings. The intent of this elective concentration is to equip students with an advanced understanding of multicultural dynamics and strategies when promoting clinical change and social advocacy within diverse communities. The primary objectives are to increase students’:

- 1. Awareness of their own cultural values and biases in developing empathic and culturally sensitive counseling relationships as well as their social impact on others;*
- 2. Understanding on how race, culture, ethnicity, oppression, and so forth may affect personality formation, vocational choices, manifestation of psychological disorders, help seeking actions, and the appropriateness or inappropriateness of counseling approaches;*
- 3. Skills in adapting to the cultural values of various diverse groups as well as addressing barriers that prevent minorities from accessing mental health services as well as other discriminatory practices;*
- 4. Confidence in applying culturally appropriate intervention strategies, especially in the context of internalized oppression/privilege within the counseling relationship in order to promote client and community resilience.*

The 15 credit Multicultural Counseling Concentration incorporates courses currently available within the MA degree offerings in the School of Applied Psychology, Counseling, Couples and Family Therapy.

Prerequisite Course: Earned Intermediate Competency in COUN 5040 Multicultural Perspectives: 3 credits.

Required Courses towards the Multicultural Concentration:

- COUN 5350 SOCIAL JUSTICE, ADVOCACY AND PRACTICE: 3 credits
- COUN 6160 INTERNALIZED OPPRESSION: 3 credits
- \*MULTICULTURAL SERIES COURSES: 9 credits

\*Multicultural Counseling Series:

COUN 7000 Multicultural Attunement: 3 credits

COUN 5450 Latinx Cns Experiences & Practices: 3 credits

COUN 5430 Asian American & Pacific Islanders Cns Experiences & Practices: 3 credits

COUN 5440 American Indian Cns Experiences & Practices: 3 credits

COUN 5410 Jewish American Cns Experiences & Practices: 3 credits

COUN 6220 Spirituality, Religion, & Atheism in Counseling: 3 credits

COUN 5400 African-American Cns Experiences & Perspectives: 3 credits

COUN 5460 Client with Disabilities Experiences & Perspectives in Cns: 3 credits

COUN 5471 Diversity in Sex Expression: 3 credits

COUN 5475 Counseling Gender Spectrum: 3 credits

COUN 6710 Multicultural Seminar: 1 credit

#### Social Justice and Advocacy Project

Students will also submit a project in COUN 5350, SOCIAL JUSTICE, ADVOCACY AND PRACTICE, that applies the competencies of multicultural counseling to an Advocacy Project that addresses community oppression, barriers, and/or issues related to equity and social justice.

Application Process:

1. Complete application for Multicultural Concentration
2. Submit to Multicultural Concentration Coordinator for approval

Email Dr. Gonzalez: [mgonzalez3@antioch.edu](mailto:mgonzalez3@antioch.edu) to request an application packet.

Addiction Studies Program:

This Addiction Studies Program has been designed to meet the **Washington State Department of Health education requirements for the alternative training track to become a CDP (Chemical Dependency Professional) now available to licensed mental health counselors and licensed marriage and family therapists**, as well as several other professions. The program requires 15 credits of course work.

The Addictions Studies Program is an opportunity to be out in front of the inevitable integration and evolution happening in the field. The Addictions Studies Program will not only fulfill the DOH education requirements for the Chemical Dependency Professional “alternative learning” track, but the curriculum will be based on the most recent, cutting edge theories, practices, and techniques made available by the leaders in this field. Furthermore, Antioch’s Addiction Studies Program will include a framework to address larger socioeconomic and political issues connected to treating addiction, the social justice issues that these clients, and the agencies treating them face, as well as an orientation to various treatment center milieus and cultures.

The spirit of this concentration will be in service of integrating the fundamentals of addiction counseling that have proven to be effective, the explosion of neuroscience research supporting the strong relationship between trauma and addiction, as well as cutting edge clinical interventions that honor the relationship between mental health issues, attachment injury, trauma, and addiction. It is the purpose of the Addiction Studies Program to prepare students with the knowledge and clinical skills required to become a CDP in the state of Washington, as well as to provide for the therapeutic needs of clients struggling with addiction and whatever other mental health issues they face. Students who complete this program will be knowledgeable and clinically competent to treat family members as well, as this curriculum is heavily influenced by family systems theories. Antioch provides a graduate level, integrated, cutting edge program to educate counselors who are interested in working with individuals suffering from addiction.

COUN 5290: Survey of Addiction: Intro to Addiction Counseling Fundamentals: 3 credits

COUN 5610: Physiology and Pharmacology in Addiction Counseling: 3 credits  
(Prerequisite: COUN 5290: Survey of Addiction)

COUN 5720: Advanced Theory and Practice in Addiction Counseling: 3 credits  
(Prerequisite: COUN 5290: Survey of Addiction)

COUN 5700: Advanced Assessment, Ethics, and Case Management in  
Addiction Counseling: 3 credits  
(Prerequisite: COUN 5290: Survey of Addiction)

COUN 5710: Advanced Clinical Skills in Addiction Counseling: 3 credits  
(Prerequisite: COUN 5290: Survey of Addiction)



Application Process:

1. Complete application for Addiction Studies Program
2. Submit to Addiction Studies Program Coordinator and Advisor for approval

Email Lisa Rudduck: [lrudduck@antioch.edu](mailto:lrudduck@antioch.edu) to request an application packet.

## **PROGRAM PLANNING CONSIDERATIONS**

### Plan of Study Preparation

It is recommended that students utilize their Plan of Study as a check sheet in order to plan and track their progression through the courses. It is important and useful to write out a rough sketch of classes, quarter to quarter, and revise it as the student progresses through the program. Please keep an updated copy at home and bring it with you to every advising meeting.

### Advisor Meetings

During initial orientation, students will be assigned a Faculty Advisor from their chosen specialization within the SAPCPT. It is recommended that new students make a 30-minute appointment with their advisor to go over the student's Plan of Study. Students may consider making appointments to check in with their advisor as needed, particularly in preparation for internship. Most advisor meetings are conducted over Zoom.

Besides meeting with their advisor at the required times, students may also request additional contact/meetings to talk about special questions, interests, or problems they are having. Students sign up for an advising time by using the advisor's preferred approach to scheduling.

There are important meetings that occur at specified times during SAPCFT students' graduate studies. These meetings may be quite brief for some students and longer for others. All SAPCFT programs require checkpoints, or "gates" through which students must pass before going on to the next step toward their degree. These special meetings are intended for students and their advisors to maintain contact at critical moments in their passage through the degree process.

Students are responsible for ensuring that they complete requirements as described in this handbook and that they meet all relevant deadlines for turning in their work. By doing their part to keep up with the necessary procedures and activities, students contribute to creating a positive learning environment for themselves, and will be free to engage with their advisor in substantive discussions of their learning needs.

### Academic Course Offerings (ACO)

The ACO is a comprehensive list of every course slated to be offered during a given academic year. This document is emailed to all students at the start of every year by Margaret Conley. Students should use this document as a resource for planning. Copies of the ACO are also posted on the wall just inside the psych office front door. The ACO for the current academic year can be found on Sakai at: AUS MA Programs in the School of Applied Psychology, Counseling & Family Therapy > Resources > General Advising Forms - All Programs

### Plan Flexibility

One aspect of the complexity of the registration process is that the more flexible the student's schedule, the more easily the student will get the courses the student wants. Students cannot always, of course, control their schedule.

### Academic Calendar

For a list of all deadlines and due dates regarding registration and financial aid, students should review the AUS Catalog and the AUS Student Handbook (which is for all Antioch Seattle students, not just CMHC Students).

### Financial Aid

According to the Financial Aid Office, beginning summer 2013, enrollment of three credits is considered half time for graduate students and therefore eligible for financial aid.

### Classes Get Canceled

Due to budgetary issues, courses with only a few registered students may be canceled by the university administration, sometimes at the last minute. All courses run the risk of being canceled each quarter. Students should plan accordingly so that courses being canceled do not have a negative effect on the completion of the student's plan of study.

Students should not take courses in final quarter. Aside from internship and case consultation, CMHC students should avoid taking courses in their final quarter because if that course is canceled, students will have to extend their graduation date.

## Getting Into a Full Class

If a desired course is full, there are a few options available to the student. However, it should be noted that the chance of getting in could be low. If a student chooses to be placed on the waitlist for a course, and a position opens, the student will be notified via email. The student has 48 hours to respond to the email; otherwise the student will be removed from the list and the next student on the waitlist will be offered the open seat. Waitlists are monitored once per day until 5 pm the day before the quarter begins; if a student has not received a status update by this time, the student did not get into the course.

- Students can add themselves to the waitlist in the hope of another student dropping the course prior to the first class meeting
- Students can ask the instructor to increase the limit, though this decision may or may not ultimately be up to the instructor (depending on CACREP requirements, program enrollment, etc.).
  - Instructors rarely increase the limit since more students increases the work for the instructor and it degrades the personalized learning experience for the students
  - The instructor needs to gain approval from the Program Chair and the registrar to increase the limit
  - Highest-ranked waitlisted students get priority.
- Students can go to the first class meeting, where a registered student may not show up:
  - If a registered student is absent and the absent student does not have an acceptable excuse, there is a chance the waitlisted student will get admitted, but the waitlisted student must attend that first class meeting to find out
  - The waitlisted student needs to attend the entire first class meeting
  - The waitlisted student needs to tell the instructor the student is on the waitlist and provide contact information
  - If another waitlisted student is also at the first class meeting, the student who is ranked highest on the waitlist gets in
  - If the waitlisted student is admitted, the student will be required to add the course by paper with instructor signature to the registrar.

## Conditional Admission Status (CAS)

Students in the School of Applied Psychology, Counseling & Family Therapy (SAPCFT) may be admitted either as “Full Admit” or “Conditional Admit.” CAS indicates that the student was admitted with outstanding admissions requirements in one or more of the following areas:

- Prerequisite undergraduate courses, supplemental writing courses
- Official transcript showing conferred Bachelor’s degree

The student has up to two quarters to submit outstanding admission conditions. In a student's first quarter, an Advising Hold will be activated. To register, the student must contact the student's advisor to gain approval for registration. This meeting is for the advisor and student to establish a plan to complete remaining admission documents on time. CAS students are restricted up to 7 graduate-level credits per quarter until all CAS conditions are met. If conditions have not been met in the second quarter, an admissions hold will prevent registration for third quarter coursework, with tentative holds lifted if proof of current requisite course enrollment is provided.

Students in CAS need to meet the conditions specified in the Admission Status letter within the first two quarters of admission, including time taken on Leave of Absence. Students in CAS are to submit all final documentation to fulfill those conditions by the end of the second quarter of admission. For courses taken during the second quarter of admission, we will make reasonable accommodation upon proof of course enrollment, and will require the official transcript showing successful course completion as soon as possible. Failure to submit outstanding admission documents may result in an administrative drop of currently enrolled courses, or require a Leave of Absence until required documents have been submitted. Students will only enter full admission upon successful completion of all admission materials.

Under extenuating circumstances, a student may send a letter, addressed to the Admissions Committee, requesting an extension to fulfill outstanding admission documents. This letter must give a reasonable deadline and include the reason for requesting an extension. If approved, the student is allowed to register for classes under the CAS credit limit, so long as documents are completed by the deadline approved by the Admissions Committee. When moved to Full admission, the CAS student and the student's advisor are sent an email by program staff notifying them of the status change. The student's electronic record and physical file will be updated with the new status.

### Maintaining Active Student Status

Students must take the following steps to maintain active student status. Students must register: 1) for a course, or 2) for a Leave of Absence (LOA), or 3) for Enrollment Maintenance (EMF). If a student currently has an Incomplete (INC) in any class, the student must maintain active student status until completed. See the AUS Catalog for more information.

### Leave of Absence Limit

Beginning with the 2013-14 academic year, Antioch University policy limits the total number of Leaves of Absence (LOA) to four quarters. Academic programs may limit their total allowable LOAs to fewer than the maximum allowed by the University. To be on leave, a student must register for the leave of absence by the end of the twelfth week prior to the

quarter of absence. Leave of Absence registration must be submitted for each quarter the student intends to be on leave. Leaves of Absence can be requested only one quarter at a time. Taking a Leave of Absence may cause financial aid loans to go into repayment. If a student does not register for courses, a Leave of Absence, or Enrollment Maintenance status by the end of the twelfth week of the prior quarter, the student will be withdrawn. Withdrawn students who wish to resume their degree programs must apply for readmission through the Admissions Office.

If an international student wishes to take a Leave of Absence (LOA) or register less than full-time, the student must consult with the registrar's office prior to registration or the student's status in the program might be at risk.

### Play Therapy Electives

Intro to Play Therapy counts as a Family Practice Series Elective and a General Elective in the CFT Program. The other courses in the Play Therapy Program also count toward the Family Practice Series Elective and General Elective; however, MA students cannot take the other courses (beyond Intro to Play Therapy) unless they sign up for the entire Play Therapy Certificate.

## **OTHER PROGRAMS**

Changing Degree Programs. According the AUS Catalog, changing degree programs (within the MA programs: CFT, CMHC, AT, DT) requires an additional admissions interview and/or other requirements.

### Transferring Credits

Students may transfer up to fifteen (15) quarter credits that are transcript-verified for prior or concurrent graduate-level work from a regionally accredited institution. They must have earned a grade of "B" or better, and the course should have been completed within the last 10 years. If students would like to propose the inclusion of transfer credits towards completion of their degree at Antioch, they need to initiate this request during either the admissions process or their first quarter of enrollment.

Each course being requested for transfer will be evaluated by Program faculty. If the student is transferring credits from another Antioch University campus, this limit does not apply – meaning students can transfer all credits that qualify to meet the CMHC Curriculum at AUS. Students cannot transfer undergrad credit for grad credit due to licensure requirements after graduation. For information on transferring international credit, see the AUS Catalog.

### Waiver of Required Courses

If students believe they have completed comparable graduate level work before entering SAPCFT, and do not wish to engage in the learning activity offered by Antioch, they may request waiver of certain required courses in SAPCFT. This may be done at any point in the student's application process, but must be done no later than the end of the first quarter of enrollment in the program. Courses may be waived with documentation of recent (within the past 10 years), graduate-level course work from a regionally accredited institution for which the student received a grade of "B" or better. To be eligible for a waiver, the previous course work must cover at least 75% of the material covered in the course offered at Antioch. To apply for a waiver, students should complete a Request for Waiver or a Credit Requirement form, which can be found on the SAPCFT project site in Sakai (starting with the title, "AUS MA Programs in the School of Applied..."). Students should attach a copy of their transcript, the syllabus of the course, and any other requested documentation to this form. Students should submit the entire package to their advisor. Family of Origin Systems, Multicultural Perspectives, and Psychodiagnostics and Treatment Planning are not eligible for waiver. It is the faculty's judgment that the design of these required courses are comprehensive and important to the essential learning and competencies earned towards the Master of Arts in Counseling at Antioch University Seattle. The full range of the learning and competency involved cannot be completed on the basis of previous course work.

Students with a completed certificate in chemical dependency are able to waive the requirement of COUN-5290 Survey of Addictions following the guidelines mentioned above.

Waiver of a required course does not result in a reduction of the number of credits required for the master's degree. If students are given permission to waive a required course, they will have room to take additional elective courses, an independent study, or practicum as part of their required credits. In other words, if a student waives a 3-credit course, the student is required to take an additional 3-credit elective.

### Independent Studies

Independent Studies (IS) are available to support students in meeting their individual academic needs when those needs cannot be met by courses offered by SAPCFT. To be eligible for an Independent Study, the IS must directly support the student's area of academic concentration. Independent Studies that duplicate core and elective courses offered by SAPCFT will not be approved. A packet that describes the IS process is available in the SAPCFT office.

Independent Studies take a great deal of independent and concentrated effort. Students' written proposals should reflect both their willingness to participate with the necessary rigor and their academic need for this alternative learning experience. Granting of permission for an IS is not automatic. It is recommended that students apply for an IS

option after their core requirement courses have been completed.

To determine the number of credits, per quarter, to take for a single IS course, the student should calculate the amount of time based on the ratio of credits to hours of work as 1 to 33. This means that 1 credit is earned for each 33 hours of focused work. In a typical three-credit course, this represents approximately 100 hours of independent work supervised by the evaluator. The number of Independent Study credits that a student may take varies. The differences are based on the individual nature of each specialization, the number of courses offered, and the number of elective credits students may take. Most specializations within the SAPCFT allow students to take no more than three (3) IS credits.

The minimum credential for the evaluator of an Independent Study is a master's degree in a Mental Health related field. The evaluator can be a Core, Teaching, Affiliate, or Adjunct Faculty member here at AUS or someone from the community who has appropriate expertise in the area of a student's IS. If a student's preferred evaluator is an expert from the community, approval from the student's Faculty Advisor is needed before starting the IS. The evaluation process, including evaluator criteria, is described in the IS packet. If the student's evaluator is not AUS faculty, the Faculty Advisor is the faculty on record to grant credit.

### Enrollment at Other Institutions

In order to continue as a matriculated student in good academic standing, all students are encouraged to take their degree course work at AUS. However, the program recognizes that from time to time, students may wish to pursue course work at another degree granting institution. Courses acceptable for transfer must meet the following criteria:

1. The college or university is a regionally accredited institution.
2. The course is at the graduate level.
3. The course description and/or syllabus meet a minimum of 75% level of equivalence to the AUS course.
4. Course work must be pre-approved by the student's Faculty Advisor.
5. There is a maximum of 15 credits acceptable for transfer from another accredited institution.
6. The student's enrollment conforms to total credit limits for the quarter.
7. AUS students may not matriculate in a degree program at another institution for purposes of taking a course.

The student should complete the Request to Take Credits at Another Accredited Institution in a Future Quarter Form, found on Sakai, and attach the official course description and/or syllabus. Students submit the form and documents to their advisor who will then forward the material to the chair for approval. Students are required to submit all documents 3-4

weeks before the start of the course or earlier. The relevant chair will grant final approval/denial in writing, on the request form. Once approval is granted, students may register at the institution. Course work, taken at other accredited institutions and applied towards the AUS degree, is subject to the AUS transfer and waiver of credits process and requirements.

## **GRADUATION REQUIREMENTS**

The CMHC Program is based on a mastery model of education. As such, the CMHC program supports and expects its students to acquire the necessary clinical competencies needed in order to become effective beginning-level Clinical Mental Health Counseling professionals.

### Credit Requirements

In order to earn a Master's in Arts (M.A.) degree in Counseling (CMHC), the student is required to complete 90 graduate credits. Since students are free to make their own schedule, time to graduation varies from 2.5 to 6 years. The average degree time is 3.0 to 3.5 years.

### Application for Graduation

Week 1 of the student's final quarter, the following steps should be followed:

1. Acquisition of "Application for Graduation and Diploma Order Form" on Sakai at: AUS MA Programs in the School of Applied Psychology, Counseling & Family Therapy > Resources > General Advising Forms - All Programs
2. Advisor meeting to insure that: 1) all requirements will be met by the end of final quarter; and 2) Achievement of 50% Intermediate or higher in each Competency Domain or have taken the Domain Competency Attainment course (see Competency Domain Achievement Standard)
3. Advisor signs the "Application for Graduation and Diploma Order Form"
4. Student submit form to the registrar by the end of week 3 of final quarter
5. Graduation Ceremony. Applying for graduation is different than signing up for the graduation ceremony (a.k.a. commencement) in June. For information on the graduation ceremony go to: <http://www.antiochseattle.edu/student-campus-resources/academic-resources/commencement/>

## **ENDORSEMENT POLICY**

The AUS Clinical Mental Health Counselor faculty only endorses a graduate for a position, license, or credential for which the graduate has been prepared. An endorsement granted after successful completion of the CMHC program means the individual has completed all



didactic and experiential course work, including practicum and internship, all under Antioch University Seattle faculty supervision. This endorses that the student's performance has been sufficient to insure that the candidate possesses the skills and competencies necessary for ethical provision of services to clients in the setting for which endorsement is made. Completion of all requirements means that the candidate has completed the appropriate hours in the Master's Degree Program.

Before endorsement is granted to any student, faculty thoroughly check a student's records to ensure the individual has graduated, maintained satisfactory evaluations in coursework, completed all requirements, and/or is seeking endorsement only for a position or credential for which he/she has been prepared.

The program faculty will not give "crossover" endorsements. For example, if a student graduates from the CMHC program within the School of Applied Psychology, Counseling, and Family Therapy". The CMHC faculty cannot provide either verbal or written endorsement for the student for a position as a family and marriage therapist, even if the student has completed courses that would entitle him/her to be licensed as a family/marriage therapist. Antioch University Seattle faculty members urge practicum and internship site supervisors to follow this policy. Students should be aware of this policy and seek endorsement only for employment and credentials that are appropriate given their training, coursework and supervised experiences.

## **POST MASTER'S CONSIDERATIONS: LICENSING**

### Washington State Licensure

Licensure is the process by which Washington State requires and recognizes that practitioners have met certain knowledge, education, and supervision requirements in their respective fields of clinical practice. Washington employers and health insurance providers often use licensure as a minimum standard.

The regulations pertaining to the licensing of master's level therapists are set forth in the Revised Code of Washington (WAC) 246-809 and are administered by the Quality Assurance Division of the Washington State Department of Health. It is important for students to understand the distinction between an educational curriculum and licensure requirements. The School endeavors to structure clinical graduate curricula to meet the requirements pertaining to MHC licensure, however, it is ultimately individual students' responsibility to ensure that they have personally met the relevant licensing requirements. The granting of licensure falls within the purview of the state and not the educational institution. It is also important to realize that licensure regulations vary widely from state to state. For the most current regulations in Washington State, it is recommended that students visit [www.doh.wa.gov](http://www.doh.wa.gov).

Consideration for licensure as a Mental Health Counselor (CMHC) requires an earned graduate degree from an approved school. Both AUS and its Master of Arts Degree in Counseling fall within the state's definitions of approval. In the definition of approval, the state specifies that students must include seven out of seventeen content areas listed below, five of which must be from content areas (1) through (8) listed below:

1. Assessment/diagnosis
2. Ethics/law
3. Counseling individuals
4. Counseling groups
5. Counseling couples and families
6. Developmental psychology
7. Psychopathology/abnormal psychology
8. Research and evaluation
9. Career development counseling
10. Multicultural concerns
11. Substance/chemical abuse
12. Physiological psychology
13. Organizational psychology
14. Mental health consultation
15. Developmentally disabled persons
16. Abusive relationships
17. Chronically mentally ill

Washington State also requires that students complete a counseling internship, defined as supervised mental health counseling performed through a counseling field placement. The CMHC specialization meets and exceeds these internship and curriculum requirements.

Washington State requirements for Licensed Mental Health Counselors are more flexible than requirements in most other states. If you are considering moving, please check the licensing requirements of that state. If you are considering seeking national certification as a Nationally Certified Counselor (NCC) or a Nationally Certified Clinical Mental Health Counselor (NCCMHC), AUS's Clinical Mental Health Counseling Specialization meets national standards for these certifications and are often, although not always enough to meet licensing requirements in other states.

#### License Preparation for Those Living Outside of Washington State

Specializations within the School are designed to address the educational requirements for licensing mental health counselors (CMHC's) in the State of Washington (with the exception of the HIV/AIDS training requirement). Since the AUS CMHC program is CACREP accredited, it is usually fairly easy to become licensed in states other than Washington, however if students live outside of Washington State, or are planning on

relocating to another state upon graduation, there may be ways in which they will want to make their learning more specific to their particular geographic area. For example, students may want to take electives that fulfill licensing requirements in other states. While SAPCFT Program faculty assist students in whatever way possible to address the academic requirements for licensing in others states and in Canada, it is students' responsibility to investigate the licensing requirements in these other areas, and to ensure that the appropriate requirements are addressed by their Specialization of choice as they complete their degree requirements.

### CMHC Postgraduate Requirements

After completing your master's degree, you must successfully complete a supervised post-master's requirement before sitting for licensing exams. In Washington State, this consists of a minimum of 36 months of full-time counseling or 3,000 hours of mental health counseling under the supervision of a qualified licensed Mental Health Counselor in an approved setting. The 3,000 hours of required experience include a minimum of 100 hours spent in individual supervision with a qualified licensed Mental Health Counselor who has met the state requirements as an approved supervisor; and a minimum of 1200 hours of direct counseling with individuals, couples, families, or groups. *Since the AUS CMHC degree is CACREP accredited, you will receive a deduction in post-masters supervised hours as a benefit. This reduction is 500 hours total including a 50-hour reduction in individual supervision hours.* During this post-masters time period, you must have applied for and hold the Licensed Mental Health Counselor Associate credential, which is a statement that you are actively moving towards licensure under an appropriate approved supervisor. Please see the application process for becoming an LMHCA at <http://www.doh.wa.gov/hsqa/Professions/MentalHealth/forms.htm>

Please note that during your time as an LMHCA, you are required to meet the Continuing Education requirements as outlined by the State.

After meeting all of the above requirements, you may apply to take the written test, administered currently three times per year. This exam, used nationally by state boards of licensing and certification, tests your knowledge and application of mental health counseling. You will have the choice to take either: 1) the NCC exam, which is multiple choice and covers eight categories of questions (individual counseling, group counseling, ethics and the law, psychopathology and diagnosis, research methods, tests and measurements, career counseling and development, counseling theories); or 2) the CMHC exam, which is a case study based exam where you will be required to respond to a series of case studies and make decisions that take you through information gathering, assessment, diagnosis, treatment planning, and referral.

### CMHC Licensure Materials

The regulations pertaining to clinical licensure are complex. While SAPCFT makes every effort to keep students informed, and to provide a viable curriculum for meeting these standards, it is ultimately in each student's best interest to ensure that his or her graduate degree reflects the required course work and requirements necessary for clinical licensure. Consequently, we recommend that every student obtain all of the materials related to clinical licensure (regulations, application packet, etc.) directly from the state. To obtain these materials contact the Washington State Department of Health at the following address:

Department of Health, Counselor Specializations, 1112 SE Quince Street P.O. Box 47890, Olympia, WA. 98504-7890

Website address: <http://www.doh.wa.gov/hsqa/Professions/MentalHealth/default.htm>

Phone: 360-236-4700

It is recommended that graduates familiarize themselves thoroughly with the standards for both state licensure and national registration and plan accordingly for the required supervision. It may be that a supervisor, licensed and registered, could fulfill both state and national requirements.

## **RETENTION AND DISMISSAL POLICIES**

AUS' dismissal policies, procedures, and practices, detailed below, assure due process for students. Students are expected to adhere to all AUS and academic program-related policies and procedures, abide by the ACA Code of Ethics, to demonstrate academic and professional competency in their CMHC coursework and fieldwork, and to maintain satisfactory progress toward completing their CMHC degree requirements. Consistent and/or egregious failure to meet these performance standards can result in dismissal from the University. These standards are not intended to be punitive; rather, they are intended to represent the high level of integrity and capability the CMHC Program expects of its graduates.

### Student Competency Review (SCR)

The SCR involves MA faculty formally reviewing each student's performance after two quarters of admission or having completed 12 credits of graduate-level coursework during the MA programs meeting. In preparation for the SCR, CMHC faculty formally reviews the course evaluations for these students and any other students of concern. In the SCR meeting, faculty advisors present their assessments and make one of the following recommendations:

- Pass with no concerns

- No-pass with the stipulation to continue monitoring progress again next quarter
- No pass with concerns that require corrective action
- No-pass with concerns that require disciplinary action

CMHC students who receive SCR no-passes with stipulations for follow-up review are generally considered to be in compliance, but the faculty advisors make sure that the students involved can handle the issues of concern by themselves and will show due diligence in remaining compliant. In contrast, no-passes with concerns that require corrective and disciplinary action are considered more serious. In these cases, the CMHC faculty recommends that the seriousness of these concerns necessitate that the CMHC Program take a more active role in addressing these problems; and, in some instances, the CMHC faculty recommend that the concerns are so serious that they necessitate more unilateral action, i.e., removing a student from an internship and/or from the University.

### Failure to Successfully Complete a Required Course

In alignment with the AUS Academic Policies, students who do not receive credit for a required course in their program's curriculum may retake the required course once, and must do so within two quarters, or the next time the specific course is offered, whichever comes first. If the student does not receive credit in their second attempt of the required course, they will be administratively withdrawn from MA degree program in SAPCFT. Future reentry to the program or a different graduate program within AUS requires a full admission process; admission is not assured.

### Corrective Action Plan (CAP)

CMHC students who require corrective action are given the opportunity to rectify academic deficiencies and/or unprofessional behavior that are interfering with their capacity to satisfactorily complete the requirements for the CMHC Program. These corrections are delineated in a Corrective Action Plan proposed by the CMHC advisor and negotiated with the involved student. Most of these problems are typically concerned with problems related to classroom performance, including: no credit granted for courses, academic progress warning, academic progress probation, chronically late assignments, failure to utilize corrective feedback, difficulties with class participation, chronic absenteeism and tardiness, insufficient English proficiency, substandard scholarship and academic writing.

Problems are also related to internship-related matters such as: inability to obtain a clinical internship site, inability to retain a clinical placement, lack of client retention during clinical placement, onsite supervisor concerns, and excessive quarters needed to complete clinical placement. Corrective actions are determined by the CMHC advisor in consultation with the student. Typical corrective measures include students: enrolling in a writing course, completing a particular academic course, repeating a failed course, taking off-site skills training, writing a reflection paper, taking a leave of absence, engaging in psychotherapy, accepting a credit limit, adding more clinical supervision, and making a

formal presentation on ethics.

After specifying these corrective actions and reviewing them with the student, the involved student is required to sign the CAP indicating that the student understands the plan's corrective requirements. In most cases, these corrective actions rectify the problems involved and no further remedial measures are required. However, in cases where there are repeated failures to carry out these corrective measures, the result may be dismissal of the student from the CMHC Program.

### Disciplinary Action

CMHC students who require disciplinary action have been found to violate criminal law, professional and ethical standards, and/or Antioch University (AU) policies related to physical violence, property damage, and behaviors that interfere with AU's mission and community function. These breaches are considered the most serious problems and are addressed in accordance with the Student Conduct (6.103) and Academic Integrity (6.105) policies in the AUS Student Handbook.

Because these problems are considered more serious, they are likely to lead to more strenuous disciplinary actions. And when it has been determined that there is a clear violation of these standards, they are much more likely to lead to dismissal of students from the University. Furthermore, due process for students involved in corrective and disciplinary actions are defined and protected under the Student Rights (6.102), Grievance (6.109), and Appeal (6.111) policies contained in the AUS Student Handbook.

### Unsatisfactory Progress & Student Discipline

The CMHC Program's corrective action and dismissal process are specific to its own policies and procedures for ensuring that its students consistently adhere to ethical and competent standards of behavior. However, these standards are consistent with and are implemented within the AUS policies and procedures pertaining to the ethical and academic standards expected of its students. Three particular sets of AUS policies and procedures relevant to corrective action and dismissal are the University's standards for Satisfactory Academic Progress (6.199), Student Conduct (6.103), and Academic Integrity (6.105). In these cases, the CFT Program always integrates the implementation of its policies and procedures with those of the larger University system—all of which are spelled out in the AUS Student Handbook (pp. 13-15).

### Student Rights and Complaints

Students at Antioch University have certain rights and responsibilities. Clear, effective communication is a critical element to the many relationships that support student success at Antioch University. For faculty, supervisors, and students, the best first recourse is

always to address a concern directly. If, however, support is required to efficiently resolve an academic (or non-academic) issue, Antioch University has a formal grievance procedure in place. Students can access the Student Grievance Policy (Policy 6.109) from among AU Student Policies on the AUS website's Student & Campus Resources.

Antioch University policies are gathered in the table below with a quick overview of the contents and a link for convenient access to the full details.

AU Policies Related to Student Rights and Complaints			
Policy #	Policy Name	Policy Purpose	Policy URL
4.607	Sexual Harassment and Sexual Violence Policy	This policy provides a comprehensive approach to issues of sex discrimination within the University, including sexual harassment, gender harassment, and sexual violence.	<a href="http://aura.antioch.edu/policies_400_6x/12/">http://aura.antioch.edu/policies_400_6x/12/</a>

61

6.101	Disability Support Services Policy	This policy outlines the steps one must take to request reasonable accommodation for a disability, provides a directory of the staff members on your campus who can help you with this, and a variety of other relevant items. It also includes the process of how to file a grievance related to disability.	<a href="http://aura.antioch.edu/policies_600_1x/1/">http://aura.antioch.edu/policies_600_1x/1/</a>
6.102	Student Academic Rights and Freedom	This policy informs students and faculty of the university's expectation regarding students' academic freedom as well as the responsibilities that students accept as members of the academic community.	<a href="http://aura.antioch.edu/policies_600_1x/7/">http://aura.antioch.edu/policies_600_1x/7/</a>
6.103	Student Conduct Policy	This policy gives students and student organizations general notice of the required standards of conduct, the nature of prohibited behavior, and their rights and responsibilities during a disciplinary process, should one arise.	<a href="http://aura.antioch.edu/policies_600_1x/2/">http://aura.antioch.edu/policies_600_1x/2/</a>
6.105	Student Academic Integrity	The purpose of this policy is to establish and communicate the university's standards of student academic integrity, the nature of prohibited behavior, and the protection of students' rights as well as expectations regarding students' responsibilities during the disciplinary	<a href="http://aura.antioch.edu/policies_600_1x/6/">http://aura.antioch.edu/policies_600_1x/6/</a>

		process. It touches on areas such as clear expectations about thorough attribution of sources in writing and presentations, avoiding plagiarism, and the standards of academic honesty.	
6.109	Student Grievance Policy	The purpose of this policy is to provide students with a mechanism to address non- academic actions taken by others within the University community about which students believe they have legitimate grounds to grieve.	<a href="http://aura.antioch.edu/policies_600_1x/5/">http://aura.antioch.edu/policies_600_1x/5/</a>
6.111	Academic Appeal Policy	This policy is to provide students with a mechanism to address specifically academic actions taken by the faculty or administration which students believe they have legitimate grounds to appeal. Complaints related to academic warning, academic probation, and academic dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may also be appealed under this policy.	<a href="http://aura.antioch.edu/policies_600_1x/4/">http://aura.antioch.edu/policies_600_1x/4/</a>
6.119	Satisfactory Academic Progress	The purpose of this policy is to inform students of the University’s expectation regarding the review and assessment of satisfactory academic progress, the relationship of satisfactory academic progress to a student’s eligibility for financial aid, as well as students’ right of appeal.	<a href="http://aura.antioch.edu/policies_600_1x/9/">http://aura.antioch.edu/policies_600_1x/9/</a>
6.127	Student Organizations, Speech and Publications	This policy sets forth students’ rights and responsibilities as well as university expectations with regard to the establishment and conduct of student organizations and student publications.	<a href="http://aura.antioch.edu/policies_600_1x/3/">http://aura.antioch.edu/policies_600_1x/3/</a>

## Plagiarism

Plagiarism is defined as the presentation of an idea or a product as one’s own, when that idea or product is derived from another source and presented without credit to the original source. “Idea or product” includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium. Refer to the current AUS Catalog for full description and procedures.

AU Policies and Procedures. For a list and description of AU policies and procedures, see the AUS Student Handbook.



## OTHER INFORMATION

### Mandatory Advisor/Faculty Meetings

When necessary, a student may be asked to meet in-person with an instructor, advisor, or other AUS personnel. For example, if a student is presenting disruptive or concerning behavior in class, the instructor may ask the student to meet outside of class to discuss solutions. If a student refuses to participate meaningfully in this process, Antioch may impose sanctions (e.g., Corrective Action Plan) in addition to any necessitated by the conduct itself. Failure to meet with an instructor upon request is a conduct issue covered by AU Policy 6.103 and will be addressed by the Vice President for Student Affairs.

### Student Status and Private Practice

SAPCFT does not encourage the private practice of counseling or therapy by those who have not completed the appropriate advanced training and supervision. Students who are not engaged in private practice at the time of entry to the MA Clinical Programs are not to begin private practice while engaged in their graduate training. New students accepted into the MA Clinical Programs who are engaged in private practice are required to provide the following information before their admission will be confirmed:

- The nature and extent of their private counseling work (populations or issues addressed, modalities used, approximate number of client hours per week).
- The length of time they have been in private practice.
- The name, title, and business address of the professional(s) supervising their work in private practice and the number of hours of supervision received per month.
- If counseling services are offered for a fee, in Washington State, a copy of the student's State registration card must also be provided.

New or continuing students engaged in private practice, who do not notify the program of their private practice activities, will be considered in violation of this requirement and potentially withdrawn from the program. Students practicing privately while enrolled in the MA Program are required to obtain appropriate professional supervision on a regular on-going basis. The program accepts no liability for oversight or responsibility for supervision of the conduct of a student's private practice.

Private practices are not generally considered appropriate settings for graduate internship experiences. Students seeking to affiliate with an existing private practice for internship must receive written approval from their Faculty Advisor and the Director of Clinical Training, MA. Under no circumstances will approval be given for an internship or part of an internship consisting of the student's own private practice.

### Student Self-Disclosure

Students may often be encouraged to disclose information about themselves during their studies in psychology at Antioch. Such encouragement may be communicated by an instructor verbally or in writing or may simply be communicated verbally by other students. Generally speaking, members of the Core Faculty consider such encouragement to be reasonable, given the clinical nature and professional goals of the curriculum. However, students are also advised that disclosing personal information is always optional for any particular activity or assignment in any particular course. Therefore, students are equally encouraged to exercise discretion in their personal disclosures and to assume full responsibility for the consequences of any particular disclosure. If a student is in doubt about their options for making personal disclosures in any particular course, they are advised to speak with the instructor accordingly. Doing so as soon as possible would be prudent. If necessary, students may, of course, also seek the counsel of the Course Liaison and/or their Faculty Advisor.

### Personal Counseling Requirement

All students in the CMHC and CFT programs who started in Fall 2013 or later are required to complete 20 hours of personal therapy with a licensed mental health professional prior to internship. These licensed professionals can either be mental health counselors, marriage & family therapists, social workers, psychologists, or psychiatrists. Up to 10 hours of personal therapy within two years of matriculation can be recognized. The Completion of Personal Counseling Experience form that verifies completion of this requirement must be submitted to the student's advisor prior to internship - students cannot start internship until this form is submitted and approved by the advisor. Students cannot use the Antioch Clinic for this therapy requirement. The Completion of Personal Counseling Experience is in the "General Advising Forms" folder in the "M.A. Clinical Programs" folder on Sakai. The advisor cannot sign the Pre-internship Advisor Meeting form until Completion of Personal Counseling Experience form has been submitted to the advisor. After the student meets with the advisor, the advisor then puts the Completion of Personal Counseling Experience form in the student's file and the Pre-internship Advisor Meeting form is given to the Director of Clinical Training, MA.

### Respond to Email within One Business Day

According to the AUS Catalog, AUS students are required to check their email once per week. However, all students often receive critical communication via email from faculty, the administration, onsite supervisors, other students, and so on. Therefore, CMHC Students are required to check their Antioch email at least once per day. Students are also required to respond to email within one business day, otherwise the student may experience consequences such as losing credit or being placed on a Corrective Action Plan (CAP).

To comply with confidentiality and security requirements, official email communication

with Antioch Seattle, including email between students and instructors, should originate from and be conducted within the Antioch University Seattle email system.

### Letters of Accommodation (LOA)

According to the Antioch University Seattle Disability Support Services office, students with an LOA need to talk with their instructors at the beginning of the quarter if the student wants to arrange for extended time on assignments. If a student does not have an agreement in writing at the beginning of the quarter, that student will not be allowed extra time on assignments, and therefore, if the student turns in an assignment late, the student risks not receiving credit for the course.

### Changing Advisors

CMHC Students may wish to change advisors if they feel particularly comfortable with a different full-time faculty member. Advisors are accustomed to this process so students should not worry about hurting their current advisor's feelings. Students need to fill out the Request to Change Core Faculty Advisor form (available on Sakai) and have both advisors sign it. Advisors have the final say in whether or not they can take on a new student advisee, as advising loads should be equitable across fulltime faculty. At times, advising loads may be full and students who wish to change advisors may be placed on an advisor's waitlist.

## **PERSONNEL**

The CMHC Program is managed by the Program Co-Chairs, the CMHC faculty, the SAPCFT Dean, and the administration of AUS.

### AUS Executive Administration

- Benjamin Pryor, Ph.D., Provost and Chief Operating Officer
- Jane Harmon Jacobs, Ph.D., Academic Dean & Dean of Faculty

### CMHC Program Chair

- Katherine Fort, Ph.D. CMHC Program Chair

### CMHC Core Faculty

- Ned Farley, Ph.D. CES Program Chair
- Dustin Dessler, Ph.D.
- Maria Gonzalez, Ph.D., Multicultural Concentration Coordinator
- Tanya Johnson, Ph.D.

### CMHC Teaching & Affiliate Faculty

- Dani Baker, MA
- Leah Batty-Hibbs, MA
- Kim Friedman, MA, Practicum Coordinator
- Kim McBride, MA
- Carol Pendleton, MA
- Erin Paavola, Ph.D.
- Mary Roberts, MA
- Lisa Rudduck, MA, Addictions Studies Certificate Coordinator

### CMHC Adjunct Faculty

- Christina Barrows, MA
- Erin Berzins, MA
- Ann Blake, Ph.D.
- Cleopatra Berletsen, MA
- Michael Drane, MA
- Letha Fernandez, MA
- Jason Franklin, MA
- Maura Freeman, MA
- Nikki Golden, MA
- Macall Gordon, MA
- Grace Hearn, MA
- Cathy Henschel-McGerry, MA
- Eli Hernandez, MA
- Gwyn Hoffman-Robinson, Ph.D.
- Carmella Maxell-Harrison, MA
- Giselle McFarlane, MA
- Walter McGerry, MA
- John Moritsugu, Ph.D.
- Amber Rice, MA
- Kelslan Scarbrough, MA
- Margie Segress, MA
- Sarah Sense-Wilson, MA
- Shannon Solie, MA
- Johnny Spangler, MA
- Lorencita Villegas, MA
- Kelly White, MA

### Director of Clinical Training

- Michelle Byrd, MA

### SAPCFT Staff

- Kelsey Bezaire
- Margaret Conley
- Michelle Honey

# CLINICAL MENTAL HEALTH COUNSELING

## CLINICAL FIELDWORK OVERVIEW

### *PRACTICUM AND INTERNSHIP REQUIREMENTS*

### Student Liability Coverage:

In order to meet CACREP standards for practicum and internship, all Antioch CMHC students need to be members of the American Counseling Association (ACA), which provides professional liability coverage with the student membership. Students will need to provide proof of liability coverage before they commence any clinical services. ACA student membership information and on-line application can be found on the ACA website.

## **PRACTICUM REQUIREMENTS**

The Clinical Mental Health Counseling (CMHC) program requires a practicum experience prior to the beginning of clinical internship. It combines group supervision (Practicum) with individual supervision (Supplemental Supervision) over a minimum of two consecutive quarters in support of your clinical experience. Below is a brief overview to the practicum experience at AUS.

### Course Prerequisites

*COUN 5030: Family of Origin*

*COUN 5040: Multicultural Perspectives*

*COUN 5060: Communication and Counseling Skills*

*COUN 5070: Group Counseling*

*COUN 5100/5110: Counseling Theories and Practice I & II*

*COUN 5150: Psychopathology*

*COUN 5160: Psychodiagnostics*

*COUN 5180: Ethics and Professional Issues*

### Course Requirements

The practicum affords students the opportunity to work with real clients in a variety of settings, under university supervision, in order to begin to develop clinical skills, apply theory to practice, and be better prepared for the clinical internship experience. The agency settings for practicum include Antioch's Community Psychology and Counseling Clinic. Since the AUS Clinic does not offer group experiences, other approved practicum sites in community agencies are available to assist in meeting this requirement. The AUS MA Clinical Training Hub on Sakai has a list of approved off-campus practicum sites. Students are also encouraged to meet with the Director Of Clinical Training to strategize secondary site experiences available in their areas of interest.

For two consecutive quarters you will need to register for:

- *COUN 5920: Pre-Internship Practicum (1 credit per quarter):* this course provides group supervision in response to your clinic and site-based experiences to assist with clinical conceptualization and professional development. This course will meet every other week during each quarter.
- *COUN 5930: Supplemental Supervision (1 credit per quarter: see special note below\*):* this course represents your individual supervision within a small group format (dyads or triads) focused on developing your clinical skills in response to the needs and dynamics as presented by your clientele. This course meets weekly during the each of the quarters and will depend heavily on the taped review of client sessions within the clinical training sites.

Prior to registering for Practicum, all students will need to meet with their Academic Advisor no later than the fifth week of the quarter before they plan to start Practicum and determine if they are ready to begin this coursework. At this meeting the student and the Advisor will complete the Practicum Advisor Approval/Meeting Form, which verifies that the student is in good standing and has completed all courses required prior to enrolling in the practicum. This form is available on-line on the MA Clinical Training Hub on Sakai. The form must be signed and submitted to the Director of Clinical Training (via office mailbox) in order for the student to be cleared to register for Practicum courses.

If course prerequisites are not met, or the Advisor Approval/Meeting Form not submitted, students will be unable to register. A meeting with your advisor is required.

### Site Experiences and Hour Requirements

Students will complete a total of a minimum of 100 hours of work over the two consecutive quarters, with a minimum of 40 of these hours being some form of direct client contact. For those students selecting the AUS Clinic, all you need to begin the process is the submission of the Advisor Approval/Meeting Form. Following registration before the quarter begins, you receive an e-mail from the clinic coordinator directing you to view some orientation materials and to complete the Clinic's required paperwork prior to seeing clients there. Since the AUS Clinic does not offer counseling group experiences, students will need to find an off-site experience. This is typically a co-led counseling group. Information on approved practicum sites is located on the AUS Clinical Training Hub (Sakai). Some examples of the type of client contact, besides basic counseling opportunities, could include assisting with a parenting group, assisting in a life-skills group for older teens/young adults, Life Review activities in a nursing home, working in a drop-in shelter or day treatment center with clients, or working with a children's social skills group. Supervision of a student's practicum work is provided through the CMHC Practicum & Supervision and Supplemental Supervision courses at Antioch University; therefore, students do not need a clinical supervisor at the approved off-campus practicum site. However, the agency does need to



provide a designated person on-site who would oversee the student's time, and guide the student in agency policies and procedures.

A Practicum Learning Contract is required for all students, and needs to be signed by the student, the on-site supervisor/manager, and the AUS supervisor (Supplemental Supervisor). [Applying for a Site-Based Clinical Practicum Experience](#)

Secondary Site-based clinical practicum experiences are available to students desiring a community-based experience at Sound Mental Health. This is especially relevant for those students wishing to continue as interns at Sound Mental Health following completion of their practicum hour requirements. See below for details on the application process. Please begin the secondary site clinical practicum experience at Sound Mental Health two months prior starting practicum in order to make time for the interview and background check.

### Sound Mental Health

- All students must complete an SMH internship application, which includes a resume, cover letter, and contact information. The application can be access via the SMH website: <https://www.smh.org/internshipvolunteerextern-opportunities>

### Recommendations for First Quarter Practicum Students

- Be sure to attend the orientation with the AUS clinic.
- In addition to your clinical site experiences at the AUS clinic, you will need a practicum site experience to complete your hour requirements (e.g. group). You are encouraged to contact the Director of Clinical Training for assistance in securing a secondary site placement. Email: [dct.ma.seattle@antioch.edu](mailto:dct.ma.seattle@antioch.edu)
- Be sure to complete all paperwork, including a Practicum Learning Contract (available in the Sakai Clinical Training Hub) for your clinical site. Students will not receive intakes or be assigned AUS Clinic clients there until the Clinic Supervision form, is signed and returned to the clinic, along with your student therapist profile form. (Both forms will be transmitted in your e-mailed orientation packet before the quarter begins. The supervision form can be signed via electronic signature with Adobe, if needed.
- Be prepared with questions for supervision by having reviewed counseling sessions and related critiques. Allow your sessions and the supervisory process to inform you of professional gaps to be addressed as well as personal issues to be resolved (e.g. counter-transference).
- Know and review our Code of Professional Ethics (ACA). You are beginning your work with vulnerable populations in the role of a counseling professional where the attributes

of respect, professionalism, and confidentiality needs to be upheld in our interaction with clients, colleagues, and staff.

- Devise and stay diligent to a personal and professional wellness plan during the quarter. Managing compassion fatigue, and the impairment this embodies, requires focused attention to balance, wellness, and reflection. Keep breathing, even in your counseling sessions...especially in your sessions! This is an exciting time in your training, and if you have any questions, do not hesitate to connect with your practicum instructor or supplemental supervisor.

## **INTERNSHIP COMPONENTS**

The Director of Clinical Training, MA serves as a liaison between the student, the internship site, and Antioch University. The Director of Clinical Training, MA offers information for academic advisors and students regarding internships in psychology and counseling. While placement is subject to approval by both the Faculty Advisor and Director of Clinical Training, MA, it remains the responsibility of the student to locate an agency site. AUS provides professional liability insurance for all of its student interns.

### Affiliation Agreement

The MA Clinical Training Office secures an Affiliation Agreement with any agency that provides internship experiences to AUS degree program students. The agreement delineates basic rights and responsibilities of the agency and SAPCFT. Students are not responsible for securing Affiliation Agreements, however, students are responsible for checking with the Director of Clinical Training, MA to verify whether agreements are in place and up-to-date. If there is no current agreement, one must be secured by AUS prior to internship contract signing.

### Internship Contract

The student completes the Internship Learning Contract consistent with the terms and conditions agreed upon in discussions with the internship agency. The student then signs the contract, obtains the signature of the Onsite Supervisor. If the Onsite Supervisor is not included on the Approved Supervisor List (located in the Sakai Clinical Training Hub) the student attaches a copy of the Onsite Supervisor's vitae and current license, and presents these materials to the Faculty Advisor for approval. Once approved by the Faculty Advisor, the student retains a copy for their personal files, provides a copy to the Onsite Supervisor, and submits the signed original, together with a copy of the vitae and current license, to the MA Clinical Training Office. Students are responsible for maintaining their own copies of all contracts and hours logs. It is strongly recommended that students are vigilant in this regard, as this data may be requested of you from a licensing board, depending on in which state you apply for licensure.

## Internship Syllabus

At the beginning of the internship, the student should present the Onsite Supervisor with an *Internship Syllabus* and the *CMHC Onsite Supervisors Quarterly Assessment, Modified Counseling Competency Scale*, reflecting the learning goals and activities for the internship placement. During their first supervisory meeting, the Onsite Supervisor and the student should review these forms, along with syllabi for Internship & Case Consultation to confirm the various skill areas that will be evaluated and the specific requirements related to the use of client feedback. Students should also familiarize themselves with the appropriate and coordinating Quarterly Case Presentation at the beginning of each quarter and discuss this assignment in detail with their supervisor.

## Case Consultation

Students are required to enroll in Internship & Case Consultation.

This course is designed to provide students with professional supervisory mentorship, peer consultation, and academic support as they carry out clinical work at their internship site. The course also serves as the last evaluative “gateway” through which students must pass before graduation. This course requires a commitment of 2-1/2 classroom hours per week.

Instructors of Internship & Case Consultation are the faculty of record and are responsible for granting credit for the course and should confirm the accuracy and documentation of internship hours (tallied by the student). The Instructor and Onsite Supervisor openly share information about the student’s progress and clinical work. They confer throughout the quarter to monitor and evaluate the quality of student clinical work, as needed.

Finally, all students, Site Supervisors and Instructors hold a triadic meeting in the second half of the quarter to check in on student progress, review student goals, and evaluate the student’s clinical work. These meetings are to be scheduled by the student and may either take place in-person or over the phone, depending on schedules/availability. The Director of Clinical Training may also be directly involved in assessing student internship experiences.

## **INTERNSHIP REQUIREMENTS**

The CMHC internship must conform to the following minimum criteria:

1. 600 onsite agency hours over at least four consecutive quarters. At no time may CMHC students complete an internship in less than four quarters.
2. 300 direct client contact hours.
3. 50 hours of individual supervision with at least 12 hours of this supervision including direct observation (one-way mirror, co-therapy, videotape, or audiotape) of the student’s clinical work. The 12 hours of direct observation must be documented on the Supervision

Observation Form (available on the MA Clinical Training project site on Sakai, and signed by the Onsite Supervisor).

4. Students are required to follow the “Management of Electronic Client Records” if using video or audiotapes in class. These requirements should be discussed in Case Consultation within two weeks of the onset of each quarter. Due to HIPPA regulations, videotaping of client sessions for class use is not required, but is highly encouraged when allowed by the site. Videotaping at agencies for supervisory use is acceptable. Audiotaping is acceptable for both classroom and agency use. If a student chooses to use a videotape for classroom learning purposes, the video must be on an encrypted camera or flash drive.
5. Site Supervisors must be credentialed with a master’s degree in the behavioral sciences, and be licensed as a Mental Health Counselor LMHC or equivalent (LMFT, LCSW, licensed Clinical Psychologist, etc.). An internship setting should provide training in a range of assessment and treatment activities that will expand students’ current skills and knowledge. In other words, internships should provide students with new learning rather than be an opportunity for students to practice what they already know. Students are advised to select two to three agencies that meet this challenge. A list of agencies with descriptions and contact information are available to students on the Community Placements section of the MA Clinical Training Hub on Sakai. Students should call to determine each agency's procedure for handling internship applications. Additionally, students should be prepared to send a letter of introduction, a resume outlining skills and experience, and if possible, arrange an interview.

Finding an internship is similar to finding employment; students will want to know what the agency has to offer them, and what they have to offer the agency. Additional suggestions are as follows:

*Attend Internship Fair.* During the Internship Fair (usually held during winter quarter), students are given the opportunity to network with internship sites. Onsite supervisors and other agency staff sit at tables and CMHC students are encouraged to introduce themselves and inquire about that site.

*Take Internship Prep three quarters before internship.* Students are required to take COUN 5980: Internship Prep three quarters before internship. This learning activity provides students with an orientation to the requirements and to protocols for securing and completing the CMHC internship requirement.

*Schedule an advisor meeting (for internship attainment advice).* Students should meet with their advisor at three quarters prior to the quarter the student wants to start internship. Here the student will get information about the process of securing an internship site and various procedures. Students are also welcome to contact The

Director of Clinical Training to receive guidance. Email: [dct.ma.seattle@antioch.edu](mailto:dct.ma.seattle@antioch.edu).

*Students secure their own internship.* CMHC students are responsible for identifying their own internship sites; that is, students must submit their resumes and/or applications, and compete for internship positions in these agencies. A list of sites can be found on Sakai and students will receive guidance from their advisor, and from the Director of Clinical Training, MA.

*Determine internship sites to contact.* The MA programs maintain a detailed database of approved agencies throughout the region that serve as internship sites for SAPCFT clinical students. This database is maintained by the Director of Clinical Training, MA and is updated as new information becomes available. At any one time, there is an average of 40-50 CMHC students in internship at agencies throughout the Pacific Northwest.

*Contact sites.* Students should call to determine each agency's procedure for handling internship applications. Additionally, students should be prepared to send a letter of introduction, a resume outlining skills and experience, and if possible, arrange an interview.

*Interview at internship sites.* It is important to treat each internship inquiry like a professional job interview. During the initial interview, students should take a copy of their resume with them, and be prepared to discuss the agency's philosophy, services provided, client populations served, previous work experiences, current level of skills, learning and supervision needs, expectations, professional interests, and future occupational goals. Some agencies will also want to know about a prospective intern's understanding of theory or theoretical orientation.

### After Getting an Offer

*Check to see if we have an Affiliation Agreement.* The Director of Clinical Training, MA approves all internship sites and requires that the agencies sign an affiliation agreement that specifies the minimum conditions under which a CMHC intern can work in an agency. The agreement establishes the basic rights and responsibilities of the agency and SAPCFT. Students are not responsible for securing Affiliation Agreements. Students are, however, responsible for checking with the Director of Clinical Training, MA to verify whether agreements are in place. Email: [dct.ma.seattle@antioch.edu](mailto:dct.ma.seattle@antioch.edu).

*Make sure the onsite supervisor can provide adequate supervision.* The student must verify that the supervisor is able and willing to provide adequate supervision. Onsite supervision should be obtained at a rate of no less than one hour a week and can include individual and/or group supervision. The onsite supervisor will also be

required to directly observe the student's clinical work (in-person or audio/video recording). For a list of approved supervisors refer to the Clinical Training Hub Approved Supervisors folder.

*Complete the Internship Learning Contract.* After a student secures an internship position, the student must negotiate an internship learning contract. In this contract, each party agrees to the terms of the internship including such conditions as specific work hours, designation of the parameters of internship tasks, and supervision. All contracts must be signed by the onsite supervisor, and the student's advisor. If the contract is incomplete or contains false information, the student may receive a No Credit and not be able to count their internship hours. The contract must be submitted to the Director of Clinical Training, MA no later than the last week of the quarter prior to the student starting their internship.

*Schedule an advisor meeting (for internship approval).* Prior to being able to register for internship the student must schedule a meeting with the student's advisor to go over the student's credit report and insure that all requirements have been met. At this meeting the following should occur:

- Advisor signs the form for 20-hour Personal Therapy Requirement (advisor puts signed form in the student's file)
- Advisor signs the Pre-Internship Advisor Meeting Form if the student's status is appropriate to move on to internship (form obtained only in the Internship Prep course) (submit to Director of Clinical Training, MA mailbox)
- Advisor signs the Internship Learning Contract (signed by the student, the onsite supervisor, and the student's advisor) - only if the contract is complete and sufficient (submit to Director of Clinical Training, MA mailbox)

*Keep copies of documents.* Students should keep a copy of all required documentation for their records and in case the originals are lost.

*Students cannot see clients until week 1 of Case Consultation.* Although students can attend trainings, meetings, and other non-client-related activities, students cannot treat clients or count clinical hours until week 1 of Case Consultation.

## **SUPERVISION AND DOCUMENTATION**

### Supervision

Students must engage in weekly supervision with Onsite Supervisors and weekly consultation with a Case Consultation Instructor during Case Consultation class, where students present clinical cases for discussion and feedback. Over the course of the

internship, students will receive no less than 50 hours of individual supervision from Onsite Supervisors, and no less than 90 hours of consultation from their Case Consultation class.

### Videotaped Observation

CMHC students are encouraged to obtain as much direct observation of their clinical work as possible. In addition, during the fourth or final quarter of internship, students are required to conduct a face-to-face client session that is preferably videotaped. This client session video or audiotape is used as the basis for the final quarter case presentation in the Case Consultation class, and ideally should capture a client who identifies as belonging to a cultural group different from that of the student. Permission to video or audio tape must be secured in writing from the client, and students must use an encrypted camera or encrypted flash drive for transport to class if using video. If a student's agency does not have such a form, one may be found on the MA Clinical Training Hub. Due to confidentiality laws, students might not receive permission to video or digitally tape a client session, or does not have access to a secure means of transporting the recording to the university. In these cases, audiotaping is acceptable with the following conditions:

1. The student must identify between 15-20 minutes of the session and transcribe this.
2. Transcriptions must be shared in the Case Consultation session in order to successfully complete the assignment as outlined in the Case Consultation syllabus.

### Required Documentation

At the end of each quarter, a signed *CMHC Log Form*, *Internship Hours Summary Form* and *Onsite Supervisors Quarterly Assessment* are to be submitted to the Case Consultation Instructor. Each of these forms and *Guidelines for Using the CMHC Internship Hours Summary* and *CMHC Log Form* is available to the CMHC student online in the *MA Clinical Training Hub* on Sakai.

### CMHC Log Form

To document client contact and supervision hours, the CMHC student must complete and submit the *CMHC Log Form* to the Onsite Supervisor for signature on a regular basis. Access to this log provides the Case Consultation instructor with a quarterly review of the intern's experience.

A total of 600 documented internship hours (300 direct client contact) is required for matriculation from the CMHC program. Direct client contact hours include

- Counseling Sessions
- Intakes
- Wrap around meetings with the client present

- Group Counseling
- Phone calls involving the clinical treatment (or crisis intervention) of the client
- Observing a session or co-counseling

### Internship Hours Summary Form

The Onsite Supervisor's signature on this form serves as verification of the student's cumulative internship and supervision hours. The Case Consultation instructor reviews this record quarterly to document internship hours in the assessment of student work submitted to the Registrar through Self Service. It is required that students save all original documents should they be needed in the future. SAPCFT neither stores nor takes responsibility for such documentation.

A total of 50 supervision hours are required during the internship. This includes all on-site supervision as well as group supervision experience during case consult class.

### Supervision Observation Form

To monitor student progress, Onsite Supervisors are required to conduct 2 to 4 sessions of supervision per month that are based on direct observation of a student's clinical work. Direct observation is defined as face-to-face supervision involving audiotape, videotape, or live observation (co-therapy or one-way mirror) of a session. Examples are as follows:

LIVE: Co-therapy, observation through a one-way mirror, or any other observation of the actual therapy session

VIDEO: Supervisor witnesses a video recording of supervisee's client contact

AUDIO: Supervisor listens to an audio recording of the supervisee's client contact

FORM: If a fully licensed clinician other than the student's assigned supervisor directly observes the student's work, this can be documented using the Clinical Observation Form, which is available on Sakai. This form must be submitted to the student's onsite supervisor and discussed with the supervisee in order for the observation to be counted in the direct observation hours. The following steps must be taken:

- *A fully licensed clinician observes the intern's clinical work in-person (e.g., co-therapy session, group therapy)*
- *Given enough clinical observation data, that clinician completes the Clinical Observation Form*
- *The form is given to the assigned onsite supervisor*
- *The onsite supervisor determines that the form is sufficient for direct observation supervision (i.e., the data is sufficiently descriptive, etc.)*
- *During supervision, the onsite supervisor reviews the data on the form and provides supervisory feedback*
- *That supervision meeting can be counted as one hour of "Onsite Supervision"*



### *Based on Direct Observation”*

For interns to complete the required 50 hours of Direct Observation, interns usually audio record nearly every session (with signed permission) and present at least one audio clip during each weekly supervision meeting with their onsite supervisor. Since interns often only meet once per week, it is critical that interns present audio during each one-on-one supervision meeting.

Because direct observation is a required part of the supervision process in the CFT Program, all audio and video should be HIPAA compliant and conform to the policies of the particular internship site. Minimally, this requires encryption and password protection of all electronic data and computer systems.

Portable electronic devices such as laptops, PDAs, smart phones, or flash drives cannot be used for storing or transporting confidential information about internship clients unless that information is encrypted. Students should check with their internship onsite supervisor about obtaining the appropriate devices (e.g., encrypted flash drives) for the recording and transporting of clinical data for Case Consultation in the CMHC Program.

HIPAA violation penalties for noncompliance are based on the level of negligence and can range from \$100 to \$50,000 per violation and can also involve criminal charges and jail time. Many Patient Health Information (PHI) data breaches are the result of theft. Therefore, encryption of PHI is critical to avoid data breaches and the resulting fines. For example, the Alaska Department of Health and Human Services was fined \$1,700,000 for a stolen unencrypted USB hard drive. The Massachusetts Eye and Ear Infirmary and Massachusetts Eye and Ear Associates were fined \$1,500,000 for a stolen unencrypted laptop with PHI.

### Onsite Supervisors Quarterly Assessment

Evaluation of the learning that occurs in a student’s internship is an integral part of the learning process. In lieu of grades for evaluating student performance, AUS uses quarterly competency assessments. As part of this competency assessment, Onsite Supervisors complete the Onsite Supervisors Quarterly Assessment.

At the beginning of each quarter, the student provides the Onsite Supervisor with the *Onsite Supervisors Quarterly Assessment*, which is used to evaluate the student’s work for each quarter of internship. The Onsite Supervisor is encouraged to write supplemental comments in the spaces provided after each category of student performance specified on the form to augment the ratings in each area. A Required Competency rating indicates satisfactory performance at the intern’s appropriate training level. This form is used throughout the quarter to periodically gauge the progress of student work in the various clinical areas. A combination of both structured ratings and narrative commentary provide

the Case Consultation instructor with the necessary evaluative data to assess a student's clinical training experience, progress, and professional development.

Onsite Supervisors complete the assessment during the ninth week of the quarter, and students submit it week ten, along with the required signed *CMHC Internship Hours Summary*, and *CMHC Log Form*. In accordance with SAPCFT guidelines stated on the forms, documents are to be sealed in an agency envelope, the seal is signed, and the envelope is given to the student intern for submittal. If a supervisor is unable to complete the assessment in time for the student to submit paperwork to the Internship & Case Consultation instructor by the thirteenth week of the quarter, the student may receive an Incomplete for the course, and may lose internship credit for the quarter. See AUS website for requirements: <http://www.antiochseattle.edu/currentstudents/classes/fall/policies.pdf>

Students are granted or denied credit based upon an amalgamation of the Onsite Supervisor's and the Case Consultation instructor's evaluation of performance at the internship site. The "Internship" portion of the Internship & Case Consultation narrative evaluation is largely based on the Site Supervisor's evaluation of the student and complies verbatim feedback from the Site Supervisor. The Case Consultation section of the Internship & Case Consultation narrative evaluation is wholly based on the student's classroom conduct, academic performance and participation as a student in the on-campus portion of the course. The overall narrative combines an average of the two evaluations.

### Trouble Getting Hours

When interns receive less than average client hours in their first quarter (e.g., 20 sessions), interns naturally worry about not being able to complete their internship within 5 quarters. This anxiety often prompts the intern to consider quitting their current internship and looking for another internship. If a student is experiencing this anxiety, it is recommended the student consult with the Case Consultation instructor, Faculty Advisor, and/or Director of Clinical Training, MA. Often, interns will receive very few hours in the first quarter, so switching to a different site is usually unnecessary.

Interns usually receive very few hours in the first quarter. However, in rare cases, some interns continue to not receive enough client hours after the first quarter. There are various reasons why interns do not get the hours they deserve:

- The supervisor does not trust the intern with clients
- The supervisor thinks the intern is overloaded and will harm clients if given more clients
- The supervisor does not notice the intern
- The supervisor is not advocating for the intern
- There are too many interns
- There are not enough clients

- Someone within the intake process is a barrier for some reason. If an intern is not receiving enough client hours, the intern can attempt the following options in sequence:

The student should adopt an attitude that the student deserves client hours. The student is providing time and energy for free (usually), and the internship site is expected to honor their commitment to taking interns by providing client hours.

Students should talk with their supervisors. Students might need to talk about it each week at supervision. This step should work, since supervisors should be advocates for the student. Students should remember to cultivate a working relationship with their supervisor, so the supervisor is more likely to advocate for the student. The student can also talk with the intake personnel, such as the front desk worker or the intake clinician. If they know the student needs clients, and they like the student, the student is more likely to get new clients.

Additional suggestions are:

*Get an advocate.* If that doesn't work, students can ask their advisor or case consultation instructor to call or email the onsite supervisor and advocate for the student. This often works. This might require more than one communication.

*Consider 5 quarters.* If that doesn't work, students can consider a 5-quarter internship. If students choose this option, students should make sure they don't overpay for credits.

*Consider a secondary internship.* Often interns prematurely consider this step before putting effort into the previous steps. But if a student has exhausted all previous options, then the student could consider getting a secondary internship. Secondary internships are discouraged because they add much more work and stress for the student: with two internships, students have two commutes, two staff meetings, two supervision meetings, two sets of paperwork, etc.

*Start over.* If that doesn't work, students can consider quitting their internship and starting over. Obviously, this is a last resort. This step is almost never required since the above steps are effective in the vast majority of cases. If you are concerned you are going to terminate your internship, contact the Director of Clinical Training immediately. Leaving an internship without consultation could result in placing yourself in academic jeopardy.

### Internship & Case Consultation Competencies

Students are required to enroll in Internship & Case Consultation for each quarter of internship. This course is designed to provide students with support as they carry out clinical work at the internship site. Internship & Case Consultation also serves as the last evaluative “gateway” through which students pass before graduation. In these courses, CMHC students meet two and half hours per week per quarter.

The intent of Internship & Case Consultation is to assist students in developing competencies related to conceptualizing cases for presentation and offering clinical feedback to case presenters/peers. Attainment of competencies is based on a developmental model covering four or more quarters of internship. Competency attainment in each quarter is expected to build on the level of competency achieved in the student’s prior quarter. Regardless of internship hours obtained on site, all students must complete four total, consecutive quarters of Internship & Case Consultation.

### Problems or Concerns

Faculty Advisors have access to intern quarterly assessments, and may become involved in problem solving if issues arise with fit or performance. A student’s first level of contact for problem resolution is always the Onsite Supervisor, and issues should be addressed sooner rather than later. The Case Consultation Instructor and the Director of Clinical Training are each valuable resources to the student, and will be the first level of contact for the Supervisor (beyond the student) to address concerns regarding performance. If academic concerns arise, the advisor will notify the student; however, it is suggested that if the student is concerned about academic progress, the student will also seek out the assistance and guidance of both the instructor and their advisor. If continued problems arise and/or a problematic pattern is observed, the intern will take responsibility in creating a Corrective Action Plan (CAP) in consultation with the Case Consultation instructor, Faculty Advisor, and Program Chair, as directed.

In the event of a withdrawal from an internship site, whether initiated by the student, the internship site, or the CMHC program, the student may be administratively withdrawn from Internship & Case Consultation until the student secures another internship placement. If a student is dismissed from an internship, they *may* receive No Credit (NC) for both the class for that quarter. Furthermore, if the student is withdrawn due to the concerns of either the program or the internship site, the student may be required to re-enroll in the first quarter of the course. In such cases, accumulated hours to the point of withdrawal may be forfeited. Various disciplinary actions appropriate to the situation may be taken, including but not limited to academic probation, loss of credit, loss of client-contact hours, required leave of absence, and termination. If a student is not able to successfully complete their Internship year, they will be administratively withdrawn from the program.

## Keep Instructors Informed

Internship & Case Consultation instructors serve as the CMHC Program's direct liaisons with the internship sites, the students' onsite supervisors, and Faculty Advisors. As such, it is vital that the instructors be kept informed about relevant issues and concerns pertaining to the clinical work at the students' internship sites. In some cases, instructors might suggest that students take up their concerns directly with their onsite supervisors, and will be available for follow-up or additional contact with onsite supervisors as needed. In other cases, instructors might initiate a contact with students' onsite supervisors or other agency personnel on their behalf, or may refer the matter to the Director of Clinical Training, MA or to students' Faculty Advisors for consultation and/or problem solving. In any case, it is essential that students keep their instructors fully informed during their internship experience. As a result, students' concerns can be better addressed in a timely fashion and difficulties can be resolved so that their internship experience contributes positively to their professional growth.

## APPENDIX A: ACADEMIC SUPPORT SERVICE DESCRIPTIONS

### Library Services

The Antioch University Seattle Library

(<https://www.antioch.edu/seattle/resources/students/library/>) offers both print and non-print materials. These support the University's curriculum and its commitment to teaching to diverse learning styles. The collection is accessible through the online catalog on the library's web page at [www.antiochseattle.edu/lib](http://www.antiochseattle.edu/lib). The library offers efficient document delivery and interlibrary loan services as well as course reserves. Antioch Seattle has licenses to numerous academic databases with full-text journal articles and e-books. Through the library, members of the Antioch community have access to a vast collection of electronic resources. All library staff are trained to help access these. Computers, scanners, a printer and a copy machine are available during the library's liberal open hours. (Please see the library web page for the current schedule.) All computers also provide direct access to the internet and major database collections.

### Antioch Student Assistance Project

The Antioch Student Assistance Project (ASAP) links alumni with current graduate students in either the Clinical Mental Health Counseling (CMHC) or Couple and Family Therapy (CFT) Programs by providing them assistance in two areas of need: mentoring and counseling/therapy. For those CMHC students who wish to consult with alumni about their experiences and perspectives, designated alumni have volunteered to serve as mentors to share what they have learned from their graduate and post-graduate experiences at AUS. For those CFT students who would like to consult with a therapist during their graduate studies, designated alumni have also agreed to offer their services as licensed clinicians. To make it as affordable as possible, these clinicians have also agreed to limit their hourly fee to no more than \$35.00/hour. Both the mentors and therapists in ASAP have been screened by the MA SAPCFT faculty. The mentors must complete an orientation training and be approved by the M.A. Psychology faculty. Similarly, the ASAP therapists must be licensed and be approved by the M.A. Psychology faculty. Interested CFT students can review the mentor and/or clinician bios by visiting the link in Sakai SAPCFT program site, under Resources > Helpful Information for Students; ASAP can also be reached by following this link: <https://sites.google.com/a/antioch.edu/antioch-seattle-asap/?pli=1>

### Financial Aid

Antioch Seattle's financial aid (<https://www.antioch.edu/seattle/admissions-aid/financial-aid/>) staff guides students through the options for funding their studies. The staff then develops a financial aid package to support individual circumstances, whether students are matriculating or close to graduation. Packages may include scholarships, loans, work-

studies, and other types of financial aid. Antioch also offers a tuition payment plan, where tuition is paid in monthly installments.

### Student Life

The Student Life Office (<https://www.antioch.edu/seattle/resources/students/student-life-office/>) provides connection for students within our Antioch University Seattle community. The office represents and supports student interests and issues and Student Life staff participate on ad-hoc committees. Staff also organizes Student Assembly, an ongoing, open student group where ideas are generated and implemented. The Student Life Office also serves as a resource for students by such things as: Hosting student receptions, speaking engagements and other events; Facilitating leadership and networking opportunities by helping initiate projects, activities and events throughout the AUS community; Housing the AU Student Policies Overview.

### Disability Support Services

Antioch University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of university services, programs, and activities, in the most integrated setting appropriate to the students' needs. We are also committed to providing reasonable accommodation to qualified students with disabilities in order to ensure that all students have an equal opportunity to benefit from and have access to programs and services.

Antioch University ensures, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all amendments, and other disability non-discrimination laws, that no student shall, on the basis of his or her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any university program or activity.

Antioch University maintains a Disability Support Services (DSS) Office (<https://www.antioch.edu/seattle/resources/students/students-with-disabilities/>) on each campus. All students requesting reasonable accommodations must register with the DSS Office and may be required to submit documentation of disability from a health care professional. All accommodations are determined on a case-by-case basis since functional limitations can vary uniquely. Disability support accommodations are provided on an individual basis and may include but are not limited to: extended time on assignments, interpreters, note-taking, course materials in audio or other formats, large print, adaptive equipment, recorded class sessions, and priority registration.

Please click the link to read [Antioch University policy 6.101 Disability Support Services](#) for more detail.

### Career Services

We are excited to offer students myCareer Planner, an innovative, online career-planning site. This powerful tool is accessible to students through their [AUDirect login](#). myCareer Planner features career planning, networking, and job search tools that can help students leverage educational and professional accomplishments whether they are seeking to enhance an existing career or change careers entirely. More information on this service can be found at this link: <https://www.antioch.edu/seattle/resources/students/my-career-planner/>

### Writing Courses

The Center for Teaching and Learning provides integrative writing courses to all students across academic programs (<https://www.antioch.edu/seattle/resources/students/teaching-learning-center/>). These courses offer a broad scope of writing experience, from understanding the writing process to academic writing, from formal research and inquiry to professional writing. The writing program is responsive to student needs and includes special topic courses each quarter. Courses include: WRTG5000: Writing Strategies Seminar (1 credit), WRTG4050/6050: Writing in Academic Contexts (3 credits), WRTG4060/6060: Inquiry and Research (3 credits), and WRTG 6110: Writing for Psychology (3 credits). Such a course may count toward CMHC elective credits.

### Academic Support Lab

The Academic Support Lab (ASL) is dedicated to offering students assistance with their academic work and development. One-on-one and group sessions are available in half-hour and one-hour segments. We offer both scheduled appointments and drop-in hours in a peer writing support model. Students may call 206-268-4416, or email the lab at [asl.aus@antioch.edu](mailto:asl.aus@antioch.edu) to schedule an appointment. Antioch tutors are graduate assistant students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. The ASL also offers other workshops on a variety of academic writing and other concerns (such as writing particular assignments, resume writing and oral presentations). These workshops are designed to complement and enrich the academic experience. For more information, visit <https://www.antioch.edu/seattle/resources/students/teaching-learning-center/academic-support-lab/>

### The Center for Teaching and Learning

The Center for Teaching and Learning (<https://www.antioch.edu/seattle/resources/students/teaching-learning-center/>) provides integrative writing courses to all students across academic programs. These “Writing across the Curriculum” courses offer a broad scope of writing experience, from understanding the



writing process to features of academic writing, from genres requiring formal research and inquiry to professional writing. Some writing classes are “Writing in the Discipline” courses designed to prepare students for the various styles, conventions and expectations of writing for a distinct audience, such as WRTG6110, “Writing for Psychology.” The writing program is responsive to student needs and includes special topic courses each quarter that focus on creative writing or professional writing. The Center for Teaching and Learning also offers any AUS student further writing instruction directed on supporting the writing from other academic classes through bi-weekly seminars (WRTG 5000: Writing Strategies Seminar (1 credit)).

### The Virtual Writing Center

The Virtual Writing Center (VWC) is an Antioch University “center” for writing support and is located online at [www.antioch.edu/vwc](http://www.antioch.edu/vwc). The VWC allows busy, late-night workers to get quality feedback on their writing no matter when they need it. Similar to the campus writing center, the VWC allows all Antioch University students to submit papers for peer review as well as to schedule live conversations with peer e-tutors or a faculty consultant. All e-tutors are students at Antioch University and have deep understanding of the type of writing done across the campuses. Any student may also request a live conversation or contact the VWC by emailing [vwc@antioch.edu](mailto:vwc@antioch.edu)

### Creative Arts

The Art Studio (<https://www.antioch.edu/seattle/resources/students/art-studio/>) is a creative environment where students, alumni, faculty and staff can focus on enjoyment, creative expression, and learning from others. The Art Studio offers space to draw, paint, work with clay, or pursue other creative avenues. Supplies available include clay, a pottery wheel, a kiln, model boxes for still-life work, as well as supplies for two-dimensional art such as painting, drawing, chalk, and collage.

### AUS Community Counseling and Psychology Clinic

Utilization of the AUS Community Counseling and Psychology Clinic is free to Antioch University Seattle students. MA SAPCFT students will never be seen by peers in the clinic, but are served by students in the PsyD Program. Hours accrued as a client in the clinic may be applied toward the mandatory counseling hours required by the CMHC Program. SAPCFT students are also provided the opportunity to enhance their clinical training through work in AUS’ Community Counseling and Psychology Clinic. As stated on the AUS website (<https://www.antioch.edu/seattle/resources/our-campus-and-offices/counseling-center/>), “The Clinic offers you opportunities to gain supervised experience with the diagnosis and treatment of a range of mental health disorders. Those served are widely diverse in age, ethnicity and socio-economic status. Because Antioch is a learning institution actively engaged in community outreach, clients are referred by a variety of local

agencies, as well as self-referred.”

### Veteran Services

AUS is an approved university for the education and training of Veterans and Veterans family members. AUS' Veteran Services (<https://www.antioch.edu/seattle/resources/students/military-connected-students/>) helps those who are eligible through the process of applying for GI benefits, financial aid, and enrollment. In addition, they offer referrals to: 1) admissions counseling, 2) employment resources, 3) housing resources, 4) mental health and family counseling, 5) disability services, and 6) peer support. Veteran Services also has a Vet Corps Navigator to assist student veterans. It is a chapter of Student Veterans of America.

### The Office of Diversity Services

The Office of Diversity Services (Page 9 in the Student Handbook): 1) Promotes educational and cultural enrichment programming and activities for all of its students, while at the same time, increasing cross-cultural understanding for the total University community; 2) Researches best practices in diversity initiatives and uses those findings to inform university decisions; 3) Develops innovative programs and communications strategies to promote inclusion, diversity, and equity and assesses the outcomes of those initiatives with a particular focus on their impact as related to recruitment and retention; 4) Coordinates cultural awareness programs and assists in the implementation of diversity and inclusion initiatives for the campus community; 5) Provides outreach to local and regional leaders, individuals and groups within diverse cultures; 6) Administers activities, programs and workshops to promote institutional awareness of and commitment to faculty diversity goals. The Office of Diversity Support offers: 1) Leadership in Diversity Training; 2) Student Advising / Mentorship; 3) Community Outreach Technical Support; 4) Speakers Bureau; 5) Affinity Group Support. More information on ODS can be found at: <https://www.antioch.edu/seattle/resources/our-campus-and-offices/office-diversity-services/>

# 2017-2018 Plan of Study

## Clinical Mental Health Counseling (CMHC)



School of Applied Psychology,  
Counseling and Family Therapy

Student Name \_\_\_\_\_  
Last
First
Middle
Student ID#

Prerequisites Completed:  Abnormal Psychology\*  Personal Counseling (20 Hours)

MASTER OF ARTS IN COUNSELING	Credits	Date Completed	Competency Granted	Notations
<b>*PREREQUISITE COURSE: COUN5004: Essential Topics in Abnormal Psychology</b> (Required of all students who have NOT taken Abnormal Psychology or Psychopathology see handbook) Fall 17: COUN 5900	1			
<b>I: REQUIRED COURSES: (to be completed before Pre-Internship Practicum)</b>	<b>30</b>			
COUN5030: Family of Origin Systems (taken 1 <sup>st</sup> quarter of program)	3			
COUN5040: Multicultural Perspectives (taken 2 <sup>nd</sup> quarter of program)	3			
COUN5080: The Counseling Profession and Identity	3			
COUN5060: Communication and Counseling Skills	3			
COUN5070: Group Counseling	3			
COUN5105: Counseling Theories and Practice Part 1	3			
COUN5115: Counseling Theories and Practice Part 2	3			
COUN5150: Psychopathology	3			
COUN5160: Psychodiagnostics and Treatment Planning	3			
COUN5180: Ethics and Professional Issues	3			
<b>II: REQUIRED COURSES: (to be completed before Internship)</b>	<b>28</b>			
COUN5231: Human Growth and Development Across the Lifespan	3			
COUN5050: Systems Perspectives in Family Therapy	3			
COUN6300-6380: Advanced Theories: Varying Subtitles (see catalog for specific #)	3			
COUN5270: Career Development and Counseling	3			
COUN5290: Addictions & Substance Abuse	3			
COUN5500: Research Methods: Introduction to Research	3			
COUN5520: Assessment: Tests & Measurements	3			
COUN5600: Trauma, Disaster Response & Crisis Counseling	3			
<b>REQUIRED PRE-INTERNSHIP PRACTICUM COURSES:</b>				
COUN5920: Pre-Internship Practicum I	1			
COUN5930: Supplemental Supervision (taken 1 <sup>st</sup> quarter of Practicum)	1			
COUN5920: Pre-Internship Practicum II	1			
COUN5930: Supplemental Supervision (taken 2nd quarter of Practicum)	1			
COUN5980: Internship Preparation (taken 2-3 quarters before starting Internship)	0			
<b>ELECTIVE COURSES*: Electives may be taken during Part I or II</b>	<b>16</b>			
Title: Multicultural Counseling Series or Historical & Social-Cultural Perspectives Elective	3			
Title:				
Title:				
Title:				
Title:				
Title:				
<b>III: REQUIRED INTERNSHIP COURSES:**</b>	<b>16</b>			
COUN6000A: CMHC Internship I	3			
COUN6010A: Case Consultation I (to be taken 1 <sup>st</sup> quarter of Internship)	1			
COUN6000A: CMHC Internship II	3			
COUN6010A: Case Consultation II* (to be taken 2 <sup>nd</sup> quarter of Internship)	1			
COUN6000A: CMHC Internship III	3			
COUN6010A: Case Consultation III (to be taken 3 <sup>rd</sup> quarter of Internship)	1			
COUN6000A: CMHC Internship IV	3			
COUN6010A: Case Consultation IV (to be taken 4 <sup>th</sup> quarter of Internship)	1			
<b>TOTAL CREDITS TO GRADUATE</b>	<b>90</b>			

\*\* An Internship consists of a minimum of 600 hours of on-site agency hours, over 4 consecutive quarters. The CMHC specialization requires that at least 300 of the 600 hours are direct client-contact hours with the focus primarily on individual and group work. **NOTE: WRTG6110 (3 elective credits; Writing in Psychology) is required for all students unless waived by assessment.**

I have discussed this Student Plan of Study with my Advisor or Chair and understand the above classes are those which I will need to take to complete the CMHC Program. Any changes in the required courses need to be made with my Advisor's consent and I will then need to file another Student Plan of Study

Student Signature \_\_\_\_\_ Date \_\_\_\_\_ Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_