



University of West Alabama
Clinical Mental Health Counseling (CMHC)
Master's Program Handbook

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To Students and Prospective Students:

Welcome to the Counselor Education Master's Program at The University of West Alabama. The *Counselor Education Master's Program Handbook* serves as a guide with valuable information for you as a current or prospective student. It was developed and revised on the basis of student recommendations and years of faculty experience.

The *Counselor Education Master's Program Handbook* is regularly updated. We value your feedback about program procedures, policies, and practices, so be sure to discuss any potential changes with your advisor. Counselor Education Program Faculty members honor your opinions and depend on you to keep us informed about how the program is serving you.

Based on your major and last name, you will be assigned a Faculty Mentor. Your Faculty Mentor is well-prepared to serve in their role, has a full grasp on the curricular program, has a strong understanding of the process (for both full time and part-time students) to navigate the program including understanding the purpose and timing of clinical placements. In addition, your Faculty Mentor will be aware of the resources available to you.

If, after reading the Handbook, you have questions, contact your University Faculty Mentor or Dr. Kelly Owenby, Clinical Experiences Coordinator for Clinical Mental Health Counseling, with any questions related to your UWA experience.

Sincerely,

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Mission

Our Counseling Program's mission is unique in that it strives to provide a brighter future for individuals, families, and communities. By training emerging counselors to:

- Celebrate creativity, knowledge, & diversity.
- Teach students to view counseling as both an art and a science by providing them with the practical tools and knowledge to help facilitate change.
- Provide students with cultural experiences to help them grow into culturally competent practitioners.
- Advocate for client well-being through innovation and collaboration.
- Involving the clients in learning the resources by student involvement in providing resources in students to foster lifelong learning.
- Provide clinical skills needed to provide a wide variety of counseling services while maintaining the highest ethical and professional standards.
- Train students in knowledge and application skills that support multiple counseling service needs in a framework of national, state, and local ethical and professional standards.
- Encourage students to lead productive, responsible, and enriched lives.

CMHC Program Objectives

Upon successful completion of this course, all students will be able to:

1. Students will demonstrate an understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. [2016 CACREP Standards 5.C.2.k, 5.C.2.l]
2. Students will demonstrate an understanding of multiculturally competent counseling. [2016 CACREP Standards 5.C.2.j]
3. Students will demonstrate an understanding of theories of individual and family development across the lifespan. [CACREP Standards 2.F.3.a]

4. Students will demonstrate an understanding of ethical and culturally relevant strategies for addressing career development. [CACREP Standards 2.F.4.j]
5. Students will demonstrate an understanding of interviewing, counseling, and case conceptualization skills. [CACREP Standards 5.C.1.c; 5.C.3.a]
6. Students will demonstrate an understanding of ethical and culturally relevant strategies for designing and facilitating groups. [CACREP Standards 2.F.6.g]
7. Students will demonstrate ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results. [CACREP Standards 2.F.7.m]
8. Students will demonstrate an understanding of ways to evaluate counseling interventions and programs. [CACREP Standards 2.F.8.e]
9. Students will demonstrate an understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. [2016 CACREP Standards 5.C.1.c]

Program Admission Requirements – Clinical Mental Health Counseling (CMHC)

Phase I: Graduate School Admission

- Meet the requirements to be admitted to the School of Graduate Studies.
- Provide verification of background clearance/fingerprints.

Phase II: Counseling Program Admissions Portfolio

Candidates must submit a portfolio to the Counselor Education Program for review. The portfolio affords a candidate to provide valuable information regarding:

- Relevance of Career Goals
- Aptitude for Graduate-level study
- Potential success in forming effective counseling relationships

- Respect for cultural differences.

The application includes:

1. Resume including educational background, a record of employment, and volunteer activities.
2. Professional Goals Essay
3. Three completed Recommendation for Admission Forms.
4. Educational transcripts

Advising

Your Faculty Mentor will be full-time faculty at UWA. Your Faculty Mentor will work with you during your entire time in the program.

Your Faculty Mentor will not replace your Advisor but can work with you to compliment the services offered by Advising.

Your Faculty Mentor will assist in your socialization into the counseling programs and the counseling profession in the following ways:

- Introduce you to relevant persons, processes, and resources within the graduate system
- Help you understand your responsibilities as an adult learner
- Provide support and encouragement to you as you transition into the role of graduate student
- Assist you to make connections with graduate faculty whose expertise is within your area of interest
- Assist you with specific questions you may have about the profession
- Assist you with specific remediation strategies if you are struggling

Curriculum Guidance

Your Faculty Mentor can assist in curriculum guidance in the following ways:

- Help you understand the conceptual basis of the curriculum
- Help you identify conferences and seminars relevant to your education and career goals

You can expect the following from your Faculty Mentor:

- To be contacted individually at least once per academic year to discuss your status, answer questions, etc.
- To be encouraged to participate in relevant events by receiving emails about key graduate program events

Expectations Faculty Mentors expect from students:

- Communicate with your Faculty Mentor regarding problems, issues or circumstances that might prevent you from successfully completing the courses and program.
- Meet the professional dispositions of the counseling profession.

If you have any questions about the Faculty Mentor Program, please contact your mentor or Dr. Nisha Warbington, Program Chair of Counseling Programs at nwarbington@uwa.edu.

Course of Study – MS Clinical Mental Health Counseling

Professional Courses: 9 hours

CO506 Life-Span Development and Learning (3)

ED 504 Techniques of Educational Research (3)

ED 506 Educational Statistics (3)

Concentration Courses: 42 hours

CO 500 Professional Orientation (3)

CO 501 Introduction to Clinical Mental Health Counseling (3)

CO 509 Pre-Practicum in Counseling with Residency (3)

CO 520 Psychopathology (3)

CO 541 Theories and Techniques of Counseling (3)

CO 542 Career Development and Counseling (3)

CO 543 Counseling Children and Adolescents (3)

CO 544 Strategies for Crisis Intervention (3)

CO 546 Group Counseling (3)

CO 547 Counseling Multicultural Populations (3)

CO 558 Practicum in Clinical Mental Health Counseling (3)

CO 589 Internship in Clinical Mental Health Counseling (6)

Nine (9) hours of approved electives (refer to UWA's Graduate School Catalog for listing of electives)

Total Required: 60 hours

Program Completion Requirements

- A grade-point average of no less than 3.25 on a four-point scale on all work attempted with no grade less than a “C”.
- A passing score on the Counselor Preparation Comprehensive Examination (CPCE).
- Successful completion of one practicum for 100 clock hours and 600 clock hours of an internship supervised jointly by a site supervisor and a UWA counseling program faculty member.

Comprehensive Examination

All counseling students are required to pass a comprehensive examination. Successful completion of a comprehensive exam is part of the graduation requirements. Students enrolled in the Clinical Mental Health Counseling (CMHC) program must pass the Counselor Preparation Comprehensive Examination (CPCE). The CPCE national norms are used to determine the minimum passing score for each of the eight sections of the exam. The minimum passing score varies each year and is based on one standard deviation below the national mean. CMHC students are expected to sit for the CPCE after completion of at least 48 hours of coursework. CMHC students must contact Dr. Debbie Rose (drose@uwa.edu) when they are ready to be approved and get registered to take the CPCE.

Liability Insurance

All students in CMHC Practicum and Internship must have a current membership in The American Counseling Association (ACA). ACA provides complimentary professional liability insurance to ACA’s Master’s Level Students. For more information, visit www.counseling.org.

UWA's CMHC Clinical Experience

Clinical experiences are an ongoing part of all advanced programs at The University of West Alabama and contains three separate experiences; Residency, Practicum and Internship. These experiences provide the opportunity for candidates to apply knowledge gained in their college classrooms, to collaborate with clinical mental health personnel, to practice inquiry skills, and to reflect upon experiences under the direction of practiced on-site and university supervisors.

Once the student has selected a site that meets the required criteria, the student will complete a request for placement in Tevera. The university designee will then collaborate with agency personnel at the potential site to determine if the partnership is appropriate. When a potential placement is determined to be suitable, a formal agreement will be initiated according to the procedures required for each program.

Clinical experiences are expected to take place in diverse learning environments. Diverse settings include clients with exceptionalities and clients from diverse ethnic/racial, linguistics, gender, and socioeconomic groups.

Pre-Practicum CO 509 - Residency

CO 509, Pre-Practicum, is the first step in the Clinical Experiences journey. CO 509 is a required experiential course involving applied elements of theoretical models and customary helping skills to orient and prepare students for their initial supervised work with counseling clients. CO 509 is taught Spring 2, Summer 2, and Fall 2.

CO 509 requires a five (5) day residency on our campus. All UWA Counseling students must be prepared to attend the residency. Residencies run Thursday at 6:00 p.m. until Monday at 2:00 p.m.

Students will meet on Thursday evening from 6 p.m.-8 p.m. Friday, Saturday, and Sunday will consist of full days of coursework along with a "working lunch". Monday will also have a "working lunch" and conclude around 2:00 p.m.

Should you need to fly out on Monday, please schedule as late as possible to allow yourself plenty of travel time.

Coursework Details:

The course will open in Blackboard at the start of the semester you are registered in.

There will be a course schedule just like in all your other classes. Prior to the on-campus portion of the course, you will have reading and viewing materials that will better prepare you for the on-campus coursework.

During the week, students will spend the majority of time in lectures, seeing skill demonstrations, and practicing skills. You will also participate in a group experience with your classmates.

Following your departure, you will have several graded assignments to submit. These will consist of videos of demonstration of skills learned during the week and other "wrap-up" assignments that will be due within approximately 10 days following the conclusion of the residency.

Lodging:

Local students are welcome to drive back and forth, but we find most students prefer to stay local as the sessions run into late evening. Specific lodging options vary from term to term, and will be provided to you upon registration for CO 509.

CO 509: Site & Supervisor Approval

In this course you will need to begin taking formal action to begin your clinical experiences. Obtaining a site placement for practicum or internship is a collaborative process between the student, the field experience coordinator (Dr. Owenby), and the agency personnel (typically the potential site supervisor). Initial identification of potential sites and site supervisor is made by the student. For information on how to obtain a site placement, see [Locating a Practicum or Internship Site](#).

Once CO 509 begins, you will receive an email that will be sent to your UWA email address that contains an invitation to join Tevera. You will use this invitation to set up your online account with Tevera.

We encourage you to start looking for potential sites and supervisors by the 2nd week in 509. By the 7th week of 509, you should have located potential site(s) and site supervisor(s).

Once a potential site is identified, you should discuss it with your faculty mentor. If it is deemed a viable placement by you, your site, and your mentor, submit the necessary paperwork within Tevera. When you log into Tevera, go to site placements and complete the following forms:

- Request for Placement Form
- Supervisor Information Form

Site Approval

- Once all forms are signed by the student AND the site supervisor, the CMHC Clinical Experiences Coordinator (Dr. Owenby) will review your site and your site supervisor. The CMHC Clinical Experiences Coordinator will determine if your site and supervisor is acceptable. The CMHC Clinical Experiences Coordinator will let you know if your site is approved, typically within five (5) days.
- If after five (5) days you have not heard from the CMHC Clinical Experiences Coordinator, you may email her for an update (kowenby@uwa.edu).
- It is possible that your site will not be approved. If this happens, you will need to find another site, complete the necessary paperwork, and resubmit in Tevera. The CMHC Clinical Experiences Coordinator will assist you with this process.

When your site is approved and the practicum course begins, you are eligible to begin the placement following the guidelines set forth in your course syllabus and other related information. You will have all of the specific information required for each course provided for you by your professors within the courses. **Placements cannot begin PRIOR to the term in which you are enrolled in the CO 558 course.**

Please note that the courses for practicum and internship do not last for the 8-week term, but are extended to give you more time. **Practicum courses last 2 terms** and internships can last as much as 1 calendar year (6 terms) but are typically completed within 6-9 months.

Please be aware if you are doing your Practicum or Internship at multiple locations under different supervisors, you will need to submit an additional request for each site into Tevera.

Site Supervisors

In order to be considered as a Site Supervisor, they must meet the following requirements:

- Hold a minimum of a Master's degree
- Hold relevant certifications and/or licenses (All supervisors must be licensed within the discipline they are working in, e.g. Licensed Professional Counselor, Licensed School Counselor, Licensed Marriage and Family Therapist, Licensed Social Worker, Licensed Addictions Counselor, Licensed Psychologist, etc. For example, a Site Supervisor within the school setting must be a Certified School Counselor or state equivalent)
- Have a minimum of three years of pertinent professional experience in the specialty area and is currently practicing in that specialty area.
- Have knowledge of the program's expectations, requirements, and evaluation procedures for students and training
- Relevant training in counselor supervision

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The Site Supervisor serves as a mentor to the student by facilitating the student's integration into the clinical system. Common activities performed by a Site Supervisor include:

- Orienting the student to setting policies and procedures;
- Allowing student to observe and co-lead clinical activities;
- Assisting the student in building an appropriate case load; and
- Facilitating the student's efforts to fulfill the required practicum and internship activities.

The Site Supervisor has final authority for all decisions made and/or actions taken about the student's roles and activities while attempting to fulfill practicum or internship functions and responsibilities at the setting. The Site Supervisor is not responsible for grades, but will be asked to provide a brief mid-point and final report regarding the student's clinical experience via an online platform. The site supervisor will also collaborate with the university supervisor on a regular schedule throughout the placement.

Site Supervisor Training

UWA will provide training for Site Supervisors. Detailed information on Site Supervisor training will be located in the Site Supervisor Handbook. It is the student's responsibility to provide a copy of the Site Supervisor Handbook to their Supervisor prior to Practicum and Internship. The handbook and other important information is housed on the Counseling Programs webpage at <https://www.uwa.edu/academics/collegeofeducation/departmentofinstructionalleadershipandsupport/counselingprograms/sitesupervisors>

Practicum in CMHC CO 558

Practicum involves 100 supervised clinical hours within a CMHC setting. Of the 100 hours, 40 must be in direct contact hours. This course will also require weekly supervision with both your on-Site Supervisor and your university supervisor.

These hours will be done as part of the CO 558 course. You are not allowed to complete the hours within the traditional term length. You will have TWO full terms to complete the 100 hours and must be active at your site for the length of both terms (16 weeks if practicum is being completed in two 8-weeks terms OR 12 weeks if practicum is being completed in two 6-week summer terms). A grade of "IP" (In Progress) will be assigned at the end of the first term and will remain in place until the course is complete OR time expires. At that time, it will be changed to the appropriate letter grade. An "F" will be assigned if time expires, and the course will need to be repeated.

Prerequisites for Practicum, CO 558:

CO 541 – Theories and Techniques of Counseling

CO 509 – Pre-Practicum with Residency

Internship in Clinical Mental Health Counseling – CO 589

Internships involve 600 supervised clinical hours. Of the 600 hours, 240 must be direct contact hours.

The internship courses are given approximately one year for completion. For example, if you began the course in Fall 1 of 2020, then you would have until September 15, 2021 to complete and submit all your work.

Summer One Term - June 1st is the deadline

Summer Two Term - July 15th is the deadline

Fall One - September 15th is the deadline

Fall Two - November 15th is the deadline

Spring One - February 15th is the deadline

Spring Two - April 15th is the deadline

Again, a grade of “IP” (In Progress) will be assigned at the end of the first term and will remain in place until the course is complete OR time expires. At that time, it will be changed to the appropriate letter grade. An “F” will be assigned if time expires, and the course will need to be repeated.

Prerequisites for Internship, CO 589:

CO 558 – Practicum in Clinical Mental Health Counseling

Direct and Indirect Contact Hours

Direct contact hours include any activity in which the intern or practicum student is meeting face-to-face with clients. Examples of direct contact hours:

- individual counseling
- group counseling

- Sitting in on the Site Supervisor's individual or group sessions is considered direct contact hours.

Indirect contact hours include any activity related to counseling functions that does not include face-to-face meeting with students. Examples of indirect contact hours:

- supervision hours
- record keeping
- filing of records
- planning sessions
- consultation
- attending in-services
- attending conferences

Remember that the emphasis is for direct contact hours to include the actual face-to-face meeting with the client and the provision of some counseling service. If there is a question about how to categorize an activity, please contact your University Supervisor.

Practicum, Internships & Tevera

What is Tevera?

UWA and Tevera have partnered to help facilitate your Practicum and Internship. Tevera allows you to:

- Search for approved field sites that complement your professional interests and personal strengths
- Apply for and confirm your field placements online
- Track your hours toward graduation and licensure
- Run time tracking reports for your field instructors to sign
- Automate the process for submitting site evaluations and other program assessments

How Do I Access Tevera?

When you begin CO 509, you will receive an email from Tevera asking you to register as a user.

You will not need Tevera right away in CO 509. You can purchase it toward the end of the course. You will simply need it to use for completing the request for your practicum placements prior to enrolling in CO 558.

Please take these three important steps:

1. Watch a video to get an overview of Tevera's benefits.
<https://tevera.com/students/>
2. Add noreply@app.tevera.com to your Contacts to ensure that you receive the registration email.

Keep an eye out for your registration email. You will need to register in order to apply for field placement, log your hours and activities toward graduation and licensure, and submit evaluations and other assignments.

Once you've registered, take a look at the training videos and articles about the Student Journey (www.tevera.com/student_journey) to better understand how Tevera helps you complete your most important tasks.

Locating a Practicum or Internship Site

Students are responsible for initial contact with potential practicum and internship sites. Once you have narrowed your search down, and have a placement in mind, the CMHC Clinical Experiences Coordinator will reach out to the potential site, and UWA and the agency collaborate to design the most effective placements for students.

Selecting an appropriate site is essential for the greatest benefit. Students should discuss possible sites with their advisors early in their program. The first term during which a counseling student is enrolled is not too early to begin thinking about practicum and internship placements. As the student and his/her mentor construct a degree plan, they will be projecting times for practicum and internship which will assist the student in planning well in advance.

Early Placement

The reason to start finding a placement early is that you will have lots of time to visit sites, meet potential supervisors, and file forms with the University. It can take several weeks before everything is in order. If you can secure a practicum or internship site prior to taking CO 509, then you are well ahead of the game.

Locating a Possible Site Supervisor

The following are some suggestions when starting your search process.

Clinical Mental Health Counseling students can consult local listing of counseling related agencies.

Ask other students if they know of any possibilities. Network!

- Before you move forward with an interview, check these 2 things:
- Can the site meet all of my needs as a practicum student/intern?
- Does the Potential Supervisor actually have all of the required qualifications?

Can the Site Accommodate Your Needs?

Students must select sites with some of these questions in mind:

- Is the Potential On Site Supervisor willing and able to supervise you weekly?
- Can you accrue the required number of direct contact hours?
- Is it possible to earn the total number of hours?

Interns also need to consider the types of experiences available to you at a potential site. Consider the population of the clients you may find at the site.

- Would this fit your interest?
- What types of services are offered (individual, small group, educational)?

- What theoretical orientations are used? Does this interest you?
- Would it be helpful to gain insight from this agency?

Does the Potential Site Supervisor Have the Correct Qualifications?

Site Supervisors must meet the following requirements as stipulated by CACREP:

- Hold a minimum of a master's degree in Counseling
- Hold relevant certifications and/or licenses (All supervisors must be licensed within the discipline they are working in, e.g. Licensed Professional Counselor, Licensed Marriage and Family Therapist, Licensed Social Worker, Licensed Addictions Counselor, Licensed Psychologist, etc.)
- Have a minimum of three years of pertinent professional experience in the specialty area and is currently practicing in that specialty area.
- Have knowledge of the program's expectations, requirements, and evaluation procedures for students
- Have relevant training in counseling supervision.

Advanced Clinical Placement Request Cover

Your Name

Current Street Address
Current email address • Phone Number
Permanent Address • City, State • Zip
Code

Today's Date

(Name and address of contact)

Dear _____,

In the upcoming months, I will be completing the coursework for my Master of Arts degree in Clinical Mental Health Counseling (CMHC) from the University of West Alabama. I am currently searching out various internship opportunities and was wondering about the possibility of doing a **(100 hour Practicum or 600 hour Internship – enter the appropriate hours)** with **(enter agency name, as well as semester and year for interest)**. My interest in this position stems from **(list reason for interest)**. Please consider this, my resume, and the attached Advanced Clinical Placement Request for CMHC Practicum & Internship Form as my application.

In addition to my Master's degree, I received **(insert degrees, dates, and institutions)**. **Insert sentences about personal characteristics that will appeal to an employer. Insert leadership positions currently held both in the community, and any professional development/organization membership.**

Insert a summary of why the employer would want you to work for them. Also, in this paragraph, how you found out about the internship can be mentioned (It can be helpful to use someone's name if they work for the company).

I am very interested in an internship position with **(enter agency name)**. I have enclosed my resume for you to review. If you desire further information, I can be reached at **(enter phone number here)**. Thank you for your time. I look forward to hearing from you.

Sincerely,

Your Name Here

How to Behave During a Practicum or Internship Interview

- Present yourself professionally (appropriate interview attire)
- Bring necessary items, e.g. resume, etc.
- Display good posture
- Do not chew gum
- Practice appropriate eye-contact
- Listen attentively
- Smile enough to convey your interest and positive attitude
- Sound enthusiastic and interested, yet sincere
- Turn-off all electronic devices
- Send a thank you letter, email, etc. thanking the potential site/supervisor for their time and consideration. Handwritten notes are always special.

Interview Questions that May Be Asked of You

- What are your expectations for this Practicum/ Internship experience?
- How do you handle conflict or stress?
- You disagree with how your supervisor has rated your skills/development/performance at your site. How would you handle this?
- What are your areas of growth and what are your strengths?
- Why are you interested in completing your Practicum/ Internship at our facility?
- What do you hope to gain from your Practicum/ Internship?
- What is your experience working with diverse populations?
- What are your future career goals?

- Explain the qualifications of an on-Site Supervisor.
- Tell me about UWA's counseling program:
 - What courses have you taken?
 - What is expected of an intern?
 - How long is an internship?
 - What is expected of a Site Supervisor?
 - Is there a training program for the Site Supervisor?
 - What questions do you have about this site?

Interview Questions You Will Want to Ask

- What will my duties be?
- Have you ever supervised a Practicum/ Internship student before and if so, what was your experience? If not, what is your expectation?
- Will you be able to meet my program's requirements?
- What are your licenses/credentials, experience, and supervision training?
- Tell me about your site's population demographics.
- What can you tell me about your agency/ practice, etc?
- What experiences can you provide me with as a Practicum/Internship student?
- Sites have the option of offering or declining to offer a student intern applicant placement.

Additional Site Notes

Some sites may require job orientation/ training, background checks, and drug testing before a student can begin the work experience. Know the process so you don't lose valuable time.

Find out if your site requires a written contract between the site and University that is above and beyond the Practicum/ Internship Registration document. If so, follow up with the CMHC Clinical Experiences Coordinator for assistance in beginning this process

Professional Development

Students are encouraged to join and maintain membership in professional counseling organizations. Such memberships offer students additional learning opportunities and allows the students to be introduced to the professional world of counseling. Through engagement with professional counseling organizations, students will be exposed to professional issues and leaders in the counseling profession. Membership in some professional counseling organizations offer students the opportunity to join list serv that provide access to job postings as well as access to job fairs and/or interviews at annual conferences. Below is a list of names and websites of different professional counseling organizations:

Alabama Counseling Association (<http://www.alabamacounseling.org/>)

American Association for Counselor Education and Supervision (<http://acesonline.net/>)

American Association for Marriage and Family Therapy (<https://www.aamft.org/>)

American Counseling Association (<http://www.counseling.org/>)

American Mental Health Counseling Association (<http://www.amhca.org>)

American Rehabilitation Counseling Association (<http://www.arcaweb.org/>)

American School Counseling Association (<http://www.schoolcounselor.org/>)

NAADAC The Association for Addiction Professionals (<https://www.naadac.org/>)

Southern Association of Counselor Education and Supervision

(<http://www.saces.org/>)

** Each state has its own counseling association. It is recommended that clinical mental health counseling students join the professional counseling association of the state they intend to pursue a license in.

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Student Retention and Dismissal Policy

University of West Alabama Counseling Programs

This policy applies to all students enrolled in the Counseling Programs in the College of Education.

As part of meeting the program objectives set forth in the Department of Counseling Program Student Handbooks and Graduate Catalog, students are expected to conduct themselves in an ethical, responsible, and professional manner. This process is to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as a counselor-in training. Student progress is routinely monitored and discussed during faculty meetings and in consultation with other faculty members.

At the onset of their academic program, students are directed to review these standards and seek clarification when needed.

In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance meeting or exceeding department standards in all settings, including classes, advising sessions, clinical sites, and all verbal and written communication, including:

1. Follow all academic requirements as outlined in the Graduate Catalog
2. Demonstrate fitness in their interactions with others as measured on the *Counseling Student Evaluation*

Standards, which include the following competencies:

1. 1) Follows ethical and legal considerations
2. 2) Displays multicultural competence
3. 3) Open to new ideas
4. 4) Aware of own impact on others
5. 5) Responsive, adaptable, and cooperative
6. 6) Receptive to and uses feedback
7. 7) Responds to conflict appropriately
8. 8) Accepts personal responsibility
9. 9) Expresses feelings effectively and appropriately
10. 10) Dependable in meeting obligations

3. Conform to the codes of ethics of professional associations in counseling and all related national and state licensure and certification boards.

The Evaluation Process:

Students' competence is evaluated using the *Counseling Student Evaluation Standards* and documented with the *Counseling Students Evaluation Form*. All students will be reviewed by individual faculty using the Standards during CO 509, Pre-practicum in Counseling, CO 548/558, Practicum, CO 579/589, Internship, and as necessary throughout the program.

Admission to the program does not guarantee fitness to remain in the program. In addition, a review may be initiated on any student at any time if a faculty member, staff, course instructor, program mentor, or field supervisor believes the student has displayed behavior which suggests the student does not possess sufficient competency on one or more criteria. Faculty also may initiate a review at any time for:

1. 1) Students who engage in illegal or unethical behaviors,
2. 2) Students who present a threat to the wellbeing of others, or
3. 3) Students who violate the UWA Student Code of Conduct, or any other applicable UWA policies or

procedures, or any other Counseling Programs policies or procedures.

In such cases, depending upon the circumstances, the evaluation process may result in the student being dismissed from the Counseling Program without the opportunity for remediation. Faculty members, staff, course instructors, program mentors, and field supervisors may evaluate all students according to these standards. Students will have the opportunity to participate and respond at each step of the process. Performance on the standards will be rated on a scale of 1 (Unacceptable) to 3 (Target) as described in the Standards. A rating of 2 or 3 on all standards will indicate competence. The Evaluation Form then will be shared with the student. A rating of 1 on any of the standards will initiate the following procedure:

1. (1) The student will be contacted to schedule a meeting to review the Evaluation Form. The meeting will be held with the issuing faculty member, unless the process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others or violated the UWA Student Code of Conduct (in which case, the meeting will be held with a faculty review committee, as outlined in Step 3 below). The student has five business days to respond to the request to schedule a meeting. If the student does not respond by the close of business on the fifth business day, the matter will proceed to step 3 below.
2. (2) At the meeting, the issuing faculty will review the Evaluation Form with the student and discuss a remediation plan. Within ten business days after the meeting, the issuing faculty will provide a final copy of the remediation plan (incorporating any changes agreed upon at the meeting) to the student for review and signature. The student will have five business days to review, sign, and return the remediation plan. Failure of the student to sign and/or return the remediation play by the close of business on the tenth business day will not impede the process and may be considered during the process.

The remediation plan may include:

1. Specific competency(ies) from the Standards which require(s) remediation,
2. Specific recommendations to achieve remediation,

3. Specific requirements to demonstrate remediation efforts have been successful, and 4. A specific deadline for subsequent monitoring to evaluate progress.

Both the student and issuing faculty may retain copies of the signed Evaluation Form and remediation plan. At any time during the remediation process, the issuing faculty member may refer the student to a faculty review committee.

(3) A faculty review committee will be convened if:

- a. The process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others, or violated the UWA Student Code of Conduct,
- b. A student fails to respond to the issuing faculty's request to schedule a meeting to review the Evaluation Form,
- c. A student fails to show reasonable progress in the remediation plan, or
- d. A student receives more than one Evaluation Form rated 1 during his or her Program of Study.

The committee will be comprised of three core faculty including the program coordinator, the faculty mentor, and one other member appointed by the program coordinator.

The student will be required to meet with the faculty review committee in accordance with the procedures described in #1 and #2 above. The faculty review committee may consult with any of the full Department of Counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in Counseling Program. The faculty review committee will monitor the student's progress on the remediation plan. If at any time the student is determined not to be making satisfactory progress, the faculty review committee may either modify the remediation plan or dismiss the student from the program.

(3) All faculty review committee decisions for a student's dismissal from the Counseling Programs will be forwarded to the Department Chair. The Department Chair will forward the committee's decision to the Academic Dean. The student may make a first appeal of the committee's decision to the Department Chair. Should an additional appeal be requested, a final appeal can be made to the Academic Dean of the College of Education. The final decision will be forwarded to the Dean of Graduate Studies.

Student Dismissal:

The following circumstances constitute some cases of "unsatisfactory" performance and will result in dismissal from the program without an opportunity for remediation or improvement.

- If a student's GPA remains a 3.25 GPA by the end of the online term or campus semester in which the student was placed on Academic Probation per the policies of the UWA Graduate School.

- A student earns a D and/or F or WF in the same course two times
- A student earns three grades of W, WP, and/or WF
- Failure to successfully meet all requirements of the student's improvement plan

- Any serious ethical violation or unprofessional behavior as determined by the governing laws, professional codes of ethics.

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