

University of Utah

**Master's Degree in
Clinical Mental Health Counseling**

2025-2026

STUDENT HANDBOOK

Student Acknowledgement

I have reviewed the University of Utah's Master's Degree in Clinical Mental Health Counseling 2025-2026 Student Handbook. I will use it as a resource and follow the guidelines it provides.

Name:

Cohort Year:

Signature:

Date:

UNIVERSITY OF UTAH

The University of Utah, the state's flagship institution of higher education, was founded on February 28, 1850. Today, the University of Utah (known as the "U"), graduates more than 8,700 students each year with baccalaureate and graduate degrees.

The beautiful campus of the U, nestled in the foothills of the Wasatch Mountains, is located in Salt Lake City. The campus enrolls more than 34,900 students—a diverse group that comes from all 29 Utah counties, all 50 states, and 102 foreign countries. The U offers 75 undergraduate degree programs, along with more than 50 teaching majors and minors, and 96 graduate majors.

The University of Utah was the official site of the 2002 Olympic and Paralympic Villages and is the home of Rice-Eccles Olympic Stadium.

The U offers outstanding programs in engineering, business, and the fine arts, among others; its law and medical schools are ranked in the top 50 nationwide (according to U.S. News and World Report). The university is ranked among the top 35 research institutions in the nation, according to the National Science Foundation. Cutting-edge research and care are offered through the Huntsman Cancer Institute and the Eccles Institute for Human Genetics. University Hospital serves as a clinical training ground for more than 1,000 students, and the John A. Moran Eye Center is the largest eye-care and vision-research center between the Mississippi River and the West Coast.
(<http://utah.com/colleges-universities/university-of-utah>)

CLINICAL MENTAL HEALTH COUNSELING

Clinical mental health counselors facilitate the growth and development of individuals, families, and groups through the helping relationship. They practice in a range of settings, including outpatient, inpatient, and community mental health agencies, individual and group private practice settings, and other contexts where counseling and mental health services are provided. Clinical Mental Health Counseling (CMHC) is a distinct licensure specialty from other helping professions such as psychology, social work, psychiatry, and psychiatric nursing. Like other mental health professions, a variety of issues may be addressed through professional counseling, and the University of Utah CMHC program emphasizes the use of culturally- relevant, empirically supported, and strength-based approaches in addressing these issues, including:

- Anxiety and depression
- Lifespan adjustment issues
- Family and interpersonal problems
- Substance abuse and other addictions
- Adaptation to disability and illness
- Sexual abuse and domestic violence
- Eating disorders
- Career development

- Management of job stress
- Grieving death and loss

MISSION STATEMENT

The fundamental mission of the Master's in Clinical Mental Health Counseling specialty is to educate and train counselors who will promote the optimal functioning of individuals, families, groups, and communities. Built upon a foundation of knowledge, skills, and dispositions within a multicultural and social justice framework, program graduates will be able to translate research-validated practices into effective strategies for individuals, families, and groups from diverse backgrounds. The course of study will support the acquisition of competency-based knowledge while fostering professional and personal growth through self-reflection and constructive feedback.

PROGRAM PHILOSOPHY

The Clinical Mental Health Counseling's "Philosophy of Training" provides students with a well- established program of study that leads to a license-eligible degree. The philosophy of the program is to provide trainees with the skills to become practicing professionals in the community while understanding the research and science behind mental health practice. Through this research-based practice students will become familiar with the research process as a consumer of research findings. The training is also focused on providing a generalist model to prepare students for a range of professional roles across various settings while working with diverse communities.

PROGRAM MODEL & RATIONALE

The Master of Education (M.Ed.) in Clinical Mental Health Counseling (CMHC) is a three-year, 6-semester (fall and spring required, with optional summer SLC classes and required SG classes), 60-credit hour degree that leads to licensure in the State of Utah as a Clinical Mental Health Counselor. The program is housed in the Department of Educational Psychology located in the College of Education at the University of Utah. There is not a formal research project requirement (e.g., a thesis) for completing the M.Ed. degree.

Most required courses meet once per week in the early evening and face-to-face coursework is supplemented with meaningful online offerings. Some daytime courses are required. The CMHC program is dedicated to providing students with quality supervision. Training in CMHC involves didactic, and skills focused instruction with licensed professionals who are skilled at providing direct services, and who can serve as mentors for future mental health counselors.

The CMHC program emphasizes the importance of a learning environment where the strengths of every student are recognized. Accordingly, the program adheres to the American Counseling Association (ACA) and the American Mental Health Counseling Association (AMHCA) ethical guidelines and standards. Students are trained for professionally and culturally competent practice as CMHC counselors including, diagnosis and assessment, treatment and intervention (including evidence-based

practice), treatment planning, consultation, and advocacy, with a particular focus on the social justice components of these responsibilities. The course sequence provides developmentally appropriate training experiences that build on each other in order for students to become entry-level, license eligible practitioners.

There are 8 core faculty, seven hold doctoral degrees in Counseling Psychology, and one holds a M.Ed and is a licensed CMHC. They further maintain membership in the American Psychological Association (multiple divisions) and professional organizations that fit their specialty area (e.g., American Counseling Association, Association of Women in Psychology, Utah Clinical Mental Health Association, etc.) Most of the faculty have experience conducting research and clinical experience in community settings across diverse populations. All have experience providing therapy, supervision, and service, and conducting research.

Counseling & Counseling Psychology Core Faculty

Name and Title	Clinical Interests
Jason Burrow-Sanchez, PhD, Professor	Prevention and treatment of substance abuse in adolescent populations in school and community settings.
Joanna Drinane, PhD, Assistant Professor, Licensed Psychologist	Psychotherapy process and outcome through a cultural lens; understanding how intersections of identity shape the therapeutic relationship.
Zac Imel, PhD, Professor, Licensed Psychologist	Understanding the behaviors of effective (and less effective) therapists, the utilization of mental health services, emerging linguistic techniques for modeling psychotherapy process.
A.J. Metz, PhD, Associate Professor	Academic success and career development of underrepresented and underserved populations.
Karen Tao, PhD, Associate Professor, Licensed Psychologist	Reduction of disparities in mental health and education for historically marginalized groups. Identity development.
Natalie Noel, PhD, Assistant Professor, Licensed Psychologist	Positive psychology, trauma, intersectional feminist and multicultural issues, academic success, and career development.
Jeremy Coleman, PhD, Assistant Professor	Scale development, as well as exploring the role of social class, classism, and cultural processes in the delivery of psychotherapy.

Amy Edwards, M.Ed. Adjunct Associate Professor, Licensed CMHC	Assistant Director of CMHC Training Program
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Department Affiliates and Adjunct Faculty

Name and Title	Courses Typically Taught for CMHC Program
Mina Barimany, Ph.D.	Family & Couples
Nathan Cruz, M.Ed.	Professional Issues in MH Counseling & Ethics
Kevin Laska, Ph.D.	Counseling Skills, Diagnosis/Psychopathology
Wei Wei, Ph.D. Assistant Professor	Statistics; Measurement
Ashley Greenwell, Ph.D. Adjunct Instructor, Licensed Psychologist	Trauma Focused Therapy
Jake Van Epps, Ph.D. Adjunct Instructor, Licensed Psychologist	Diagnosis/Psychopathology Counseling Theories
Tracy Ellis, Ph.D. Licensed Psychologist	Personality Assessment

Areas of competency & program objectives

The following ten described objectives are competency areas that align with the standards of the psychology and counseling accreditation council (MPCAC) serve as the basis for evaluation of student professional progress and readiness for practicum, internship, and professional practice. They also guide the CMHC program development and evaluation.

ETHICAL AND PROFESSIONAL STANDARDS

Students will demonstrate knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

Students will exhibit behavior and comportment that reflect the professional values and attitudes of counseling and psychology.

Students demonstrate an understanding and use of supervision during applied experiences.

EVIDENCE-BASED THEORIES AND PRACTICE OF COUNSELING AND PSYCHOTHERAPY

Students will demonstrate knowledge of individual and group theories of counseling and psychotherapy including the impact of trauma on individuals groups and communities.

Students will relate effectively with individuals, groups, and communities.

Students will apply evidenced-based intervention and prevention strategies designed to alleviate suffering.

MULTICULTURALISM AND DIVERSITY

Students will demonstrate knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds, characteristics, and contexts.

THEORIES OF PSYCHOPATHOLOGY AND RELEVANT CLASSIFICATION SYSTEMS

Students will be able to apply concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity.

METHODS OF EVALUATION OF INDIVIDUALS

Students will be knowledgeable in the administration, interpretation, and utility of methods of evaluation.

RESEARCH METHODS

Students will demonstrate knowledge of scientific methods used by counselors and psychology practitioners in their clinical work and research.

Students will be science practitioners who can accurately evaluate the utility of published research.

CAREER DEVELOPMENT

Students will demonstrate knowledge of the role of work in peoples' lives.

Students will demonstrate understanding of the development of work and career choices across the lifespan.

BIOLOGICAL BASIS OF BEHAVIOR

Students will demonstrate knowledge and understanding of the relationship between biological factors and human functioning.

DEVELOPMENTAL BASIS OF BEHAVIOR

Students will demonstrate knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.

SYSTEMS BASIS OF BEHAVIOR

Students will demonstrate knowledge of individuals in the context of their environment and how the environment affects functioning.

Demonstrates understanding of the use of systems changes to enhance the functioning of individuals, families, groups, organizations, and/or institutions.

ORGANIZATIONAL STRUCTURE

The CMHC program is offered through the Department of Educational Psychology in the College of Education.

The College of Education comprises five departments: Education, Culture & Society; Educational Leadership & Policy; Educational Psychology; Special Education; and the Urban Institute for Teacher Education. The mission of the College of Education is to create a learning environment that fosters discovery and dissemination of knowledge to promote learning, equitable access, and enhanced learning outcomes for all students. Through the integration of outstanding teaching, research, and community outreach, the College of Education investigates significant issues impacting education policy and practice, while preparing its students for leadership and excellence within a diverse and changing educational community.

The Department of Educational Psychology is characterized by an emphasis on the application of behavioral sciences to educational and psychological processes. Within the department are four programs: Counseling and Counseling Psychology (CCP), School Psychology, Learning Sciences, and Reading and Literacy. The CCP program offers a Ph.D. in Counseling Psychology (APA-accredited), an M.Ed. degree in Clinical Mental Health Counseling, and an M.Ed. degree in School Counseling (MPCAC accredited).

The role of faculty advisor in the CMHC program is to support the professional development of the CMHC student, provide support if the program director is unavailable, and serve as a faculty representative if a remediation plan is necessary. The program director facilitates a connection between faculty advisors and student advisees at the beginning of the academic year. Further connection and interaction is the responsibility of the student to initiate.

PROGRAM OF STUDY

The Clinical Mental Health Counseling emphasis requires a minimum of sixty (60) semester hours. Consequently, this program is designed to meet the educational requirements for licensure as a clinical mental health counselor in the state of Utah and is congruent with national standards for master's level licensure in most other states and jurisdictions across the country.

The Clinical Mental Health Counseling program is currently accredited with the Master's in Psychology and Counseling Accreditation Council (MPCAC) and in general follows the standards of accreditation by the Council of Accreditation of Counseling and Related Educational Programs (CACREP). The CMHC program meets the educational requirements for licensure qualification as described by the Utah Division of Occupational Licensure (DOPL).

Our educational standards follow MPCAC and CACREP curriculum standards, which are as follows:

MPCAC 2024 CURRICULUM STANDARDS

a. Ethical and professional standards

- i. Ethical/Legal Standards, Policy, and Practice: Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations
 1. Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations.
 2. Recognizes situations that challenge adherence to professional values and demonstrates the application of an ethical decision-making model by applying it to ethical dilemmas.
 3. Demonstrates integration of ethical values in professional conduct.
- ii. Professional Values and Attitudes: Exhibits behavior and comportment that reflect the professional values and attitudes of counseling and psychology.
 1. Demonstrates understanding of counseling and psychological practice as an applied behavioral science.
 2. Demonstrates knowledge and awareness of professional identities relevant to counseling and psychology.

3. Maintains professionally appropriate communication and conduct across different settings.

4. Demonstrates personal accountability and accepts responsibility for own actions.

iii. Understanding and use of supervision during applied experiences

1. Demonstrates understanding of the role and practice of supervision.

2. Demonstrates knowledge of the critical role of reflective practice.

3. Demonstrates knowledge of the impact of self-care on professional practice.

4. Responds appropriately to supervision.

b. **Evidence-based theories and practice of counseling and psychotherapy** i.

Knowledge:

1. Demonstrates knowledge of individual and group theories of counseling and psychotherapy.

2. Demonstrates knowledge of theories regarding the impact of trauma on individuals, groups and communities.

ii. Skills:

1. Relationships: Relates effectively with individuals, groups, and communities.

a. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines.

b. Negotiates differences and handles conflict satisfactorily.

c. Provides effective feedback to others, receives feedback nondefensively, and integrates feedback appropriately.

d. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

2. Conceptualization and Intervention: Applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, communities, and/or systems.

a. Formulates and conceptualizes cases.

b. Plans and implements interventions utilizing at least one consistent theoretical orientation.

c. Displays skills in developing the therapeutic alliance.

d. Displays skills in crisis intervention.

e. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback.

c. **Multiculturalism and diversity**

Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics (e.g., cultural, individual, and role differences, including those based on

age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context. i. Knowledge and Self-Awareness:

1. Demonstrates knowledge and awareness of self, as shaped by individual and group diverse identities.
2. Demonstrates knowledge and awareness of others, as shaped by individual and group diverse identities.
3. Demonstrates knowledge of the intersection between self and others as shaped by individual and group diverse identities.

ii. Skills:

1. Applies knowledge of self as a cultural being in assessment, treatment, consultation, and all other professional interactions.
2. Applies knowledge of others as cultural beings in assessment, treatment, consultation, and all other professional interactions.
3. Applies knowledge of the intersection of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions.
4. Is able to work effectively with diverse individuals in assessment, treatment, and consultation.

d. Theories of psychopathology and relevant classification systems

i. Knowledge:

1. Demonstrates knowledge of theories of psychopathology, including but not limited to biological and sociocultural theories.
2. Demonstrates knowledge of classification systems of behavior and limitations of those systems.

ii. Skills:

1. Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity.

e. Methods of evaluation of individuals

i. Knowledge:

1. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures.
2. Demonstrates awareness of strengths and limitations (including diversity-related limitations) of administration, scoring, and interpretation of assessment measures.

ii. Skills:

1. Selects and utilizes appropriate methods of evaluation.
2. Engages in effective clinical interviewing.
3. Engages in effective progress monitoring.

f. Research methods

i. Knowledge:

1. Demonstrates knowledge of scientific methods used by counselors and psychology practitioners in their clinical work.
2. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology.
3. Demonstrates knowledge of application of scientific methods to evaluate practices and interventions.
4. Demonstrates knowledge of program evaluation methods. ii. Skills: Critiques published research effectively.

g. Career development and/or the role of work in peoples' lives

- i. Demonstrates knowledge of the role of work in peoples' lives.
- ii. Demonstrates understanding of the development of work and career choices across the lifespan.

h. Biological basis of behavior

Demonstrates knowledge and understanding of the relationship between biological factors and human functioning.

i. Developmental basis of behavior

Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.

j. Systems basis of behavior

- i. Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning.
- ii. Demonstrates understanding of the use of systems changes (whether prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.

CACREP 2024 CURRICULUM STANDARDS

Section 3: Foundational Counseling Curriculum

The following standards apply to all entry-level programs for which accreditation is being sought unless otherwise specified. The curriculum for entry-level programs provides for obtaining essential knowledge and skills necessary to function effectively as a professional counselor across service delivery modalities. Curriculum knowledge domains and outcome expectations are frequently interrelated and not mutually exclusive. Ethical behavior, diversity, equity, inclusion, and critical thinking are integral to counselor preparation and should be infused throughout the curriculum. Diversity refers to all aspects of intersectional and cultural identity. Counselor preparation programs address culturally sustaining content and strategies across the eight foundational curriculum areas. The eight foundational curriculum areas represent the knowledge required of all entry-level counselor education graduates. Counselor education programs must document where and in what manner each of the numbered standards listed below is covered in the curriculum.

A. Professional Counseling Orientation and Ethical Practice

1. history and philosophy of the counseling profession and its specialized practice areas
2. the multiple professional roles and functions of counselors across specialized practice areas
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
5. the role and process of the professional counselor advocating on behalf of the profession
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
12. the purpose of and roles within counseling supervision in the profession

B. Social and Cultural Identities and Experiences

1. theories and models of multicultural counseling, social justice, and advocacy
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
11. the role of religion and spirituality in clients' and counselors' psychological functioning

C. Lifespan Development

1. theories of individual and family development across the lifespan
2. theories of cultural identity development
3. theories of learning
4. theories of personality and psychological development
5. theories and neurobiological etiology of addictions
6. structures for affective relationships, bonds, couples, marriages, and families

7. models of resilience, optimal development, and wellness in individuals and families across the lifespan
8. models of psychosocial adjustment and adaptation to illness and disability
9. the role of sexual development and sexuality related to overall wellness
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
13. effects of crises, disasters, stress, grief, and trauma across the lifespan

D. Career Development

1. theories and models of career development, counseling, and decision-making
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
4. approaches for assessing the conditions of the work environment on clients' life experiences
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
6. career development program planning, organization, implementation, administration, and evaluation
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
8. strategies for advocating for employment support for individuals facing barriers in the workplace
9. strategies for facilitating client skill development for career, educational, and life-work planning and management
10. career and postsecondary training readiness and educational decision-making
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups
12. ethical and legal issues relevant to career development and career counseling

E. Counseling Practice and Relationships

1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
2. critical thinking and reasoning strategies for clinical judgment in the counseling process
3. case conceptualization skills using a variety of models and approaches
4. consultation models and strategies
5. application of technology related to counseling
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
9. interviewing, attending, and listening skills in the counseling process
10. counseling strategies and techniques used to facilitate the client change process
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
12. goal consensus and collaborative decision-making in the counseling process
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans
14. development of measurable outcomes for clients
15. evidence-based counseling strategies and techniques for prevention and intervention

16. record-keeping and documentation skills
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
18. classification, effects, and indications of commonly prescribed psychopharmacological medications
19. suicide prevention and response models and strategies
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
21. processes for developing a personal model of counseling grounded in theory and research

F. Group Counseling and Group Work

1. theoretical foundations of group counseling and group work
2. dynamics associated with group process and development
3. therapeutic factors of group work and how they contribute to group effectiveness
4. characteristics and functions of effective group leaders
5. approaches to group formation, including recruiting, screening, and selecting members
6. application of technology related to group counseling and group work
7. types of groups, settings, and other considerations that affect conducting groups
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
10. direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

G. Assessment and Diagnostic Processes

1. historical perspectives concerning the nature and meaning of assessment and testing in counseling
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion referenced assessments, and group and individual assessments
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
4. reliability and validity in the use of assessments
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
6. ethical and legal considerations for selecting, administering, and interpreting assessments
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
8. use of assessments in academic/educational, career, personal, and social development
9. use of environmental assessments and systematic behavioral observations
10. use of structured interviewing, symptom checklists, and personality and psychological testing
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
12. procedures to identify substance use, addictions, and co-occurring conditions
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
14. procedures for assessing clients' experience of trauma
15. procedures for identifying and reporting signs of abuse and neglect
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
17. procedures for using assessment results for referral and consultation

H. Research and Program Evaluation

1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
3. qualitative, quantitative, and mixed methods research designs
4. practice-based and action research methods
5. statistical tests used in conducting research and program evaluation
6. analysis and use of data in research
7. use of research methods and procedures to evaluate counseling interventions
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
9. culturally sustaining and developmentally relevant outcome measures for counseling services
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

[https://www.cacrep.org/for-program s/2024-cacrep-standards/](https://www.cacrep.org/for-program-s/2024-cacrep-standards/)

Given the applied nature of this discipline, the program and courses at the University of Utah incorporate an experiential component involving role plays, self-disclosure or self-reflective journals, and field assignments, as well as an 800-clock hour supervised counseling experience (combined practicum and internship).

CLINICAL MENTAL HEALTH COUNSELING CURRICULUM

The Clinical Mental Health Counseling program meets the current educational and program experience requirements of R156-60c-302a and R156-60c-302b of the Utah Clinical Mental Health Counselor Act Rules and thus prepares students for licensure in the state of Utah. Students who intend to seek licensure in another state are strongly encouraged to consult the licensure laws in that state and complete necessary requirements while they are matriculating at the University of Utah. Graduates of this program are required to complete an additional 3000 hours of clinical mental health counselor training as specified in the Utah 58-60-405 Mental Health Professional Practice Act, such practice must be under the supervision of a licensed mental health professional, and pass two national licensure exams (NCE & NCMHCE) before being granted a license. A comparison of educational requirements for licensure and University of Utah degree requirements:

Course	Credit Hours	DOPL Requirement
EDPS 6820 Professional Issues in Mental Health Counseling	2	Counseling Orientation and Ethical Practice
EDPS 6822 Ethics and Standards in Professional Counseling	2	Counseling Orientation and Ethical Practice

EDPS 6360 Multicultural Counseling	2	Social and Cultural Diversity
EDPS 6361 Advanced Multicultural Counseling Lab	1	Social and Cultural Diversity
EDPS 6250 Family & Couples	3	Counseling & Helping Relationships
EDPS 6350 Group Counseling	3	Group Counseling and Group Work
EDPS 6200 Counseling Theories	3	Counseling & Helping Relationships
EDPS 6210 Counseling Skills	3	Counseling & Helping Relationships
EDPS 6340 Substance Abuse Counseling	3	Substance- Related and Addictive Disorders
EDPS 6050 Lifespan Development	3	Human Growth & Development
EDPS 6300 Introduction to Measurement	3	Assessment and Testing
EDPS 7600 DSM: Adult Psychopathology	3	Mental Status & the Appraisal of Maladaptive and Psychopathological Behavior
EDPS 7180 Personality Assessment	3	Assessment and Testing
EDPS 6010 Introduction to Statistics and Research Design	3	Research and Program Evaluation
EDPS 6710 Counseling Practicum	6	Practicum and Internship
EDPS 6330 Career Development & Coun.	3	Career Development
EDPS 6910 Internship in Professional Counseling	8	Practicum and Internship

CMHC COURSE SEQUENCE AND CURRICULUM

Courses must be completed in the semester and order presented below.

Any deviation from this course sequence must be approved by the CMHC program director.

University of Utah CMHC Course Sequence: Salt Lake City

Ö	Course #	Course Name	Day Typically Offered	Credits
Year 1 Fall				
	EDPS 6820	Professional Issues	M (first 8 weeks)	2
	EDPS 6822	Master's Ethics	M(second 8 weeks)	2
	EDPS 6010	Statistics	T	3
	EDPS 6200	Counseling Theories	W	3
	EDPS 6210	Counseling Skills	R	3

Year 1 Spring				
	EDPS6360/61	Multicultural Counseling/ Ad MC Lab	T	2/1
	EDPS 7600	Diagnostic Adult Psychotherapy	W	3
	EDPS 6300	Measurement	R	3
Year 2 Fall				
	EDPS 6340	Substance Abuse	M	3
	EDPS 6050	Lifespan Development	T	3
	EDPS 6710	Counseling Practicum 1	TBD (daytime)	3
	EDPS 6068	Meditation and Stress**	Online	3
Year 2 Spring				
	EDPS 6330	Career Counseling	T	3
	EDPS 6710	Counseling Practicum 2	TBD (daytime)	3
	EDPS 6350	Group Counseling	W	3
Year 2 Summer				
	EDPS 6960	Trauma In Counseling** beginning with cohort entering 2025 this is required. Previous cohorts can substitute an alternative interventions course with approval from the Program Director	TBD	3
	EDPS 6910	Internship Summer (optional)*	M	1-4
Year 3 Fall				
	EDPS 6250	Family and Couple Counseling***	TBD (daytime)	3
	EDPS 6910	Internship 1*	M	1-4
Year 3 Spring				
	EDPS 7180	Personality Assessment***	R	3
	EDPS 6910	Internship 2*	T	1-4
Take CPCE Exam in final academic year of the program, year 3.				
Completed 60 hours for the program in three years			TOTAL CREDITS	60
Completed 800 hours Practicum & Internship (350 hours must be direct service)				

*To graduate, students are required a total of 8 credit hours of Internship over the course of at least two semesters and it must include Internship 1 and Internship 2; a summer internship is optional, but the fall and spring internship experience is required. If you begin your internship in the summer, you sign up for internship credit hours in the summer and then take fewer internship credit hours in the fall and spring semesters. If you do not begin internship in the summer, you will need to take the 8 credit hours over the course of the fall and spring semesters.

** These courses can be taken at any point after the first semester of the program. You can consult with the program director to establish the best schedule for you.

***These courses can be taken in year 2 or 3 of the program. You can consult with the program director to establish the best schedule for you.

University of Utah CMHC Course Sequence: St. George

Ö	Course #	Course Name	Day Typically Offered	Credits
Year 1 Summer				
	EDPS 6210	Counseling Skills	Summer Schedule*	3
	EDPS 6360/61	Multicultural Counseling/ Advanced MC Lab	Summer Schedule*	2/1
Year 1 Fall				
	EDPS 6820	Professional Issues	M	2
	EDPS 6822	Ethics	M	2
	EDPS 6200	Counseling Theories	W	3
	EDPS 6010	Statistics	T	3
Year 1 Spring				
	EDPS 7600	Diagnostic Adult Psychotherapy	W	3
	EDPS 6300	Measurement and Assessment	R	3
Year 2 Summer				
	EDPS 6350	Group Counseling	Summer Schedule*	3
Year 2 Fall				
	EDPS 6340	Substance Abuse Counseling	M	3
	EDPS 6050	Lifespan Development	T	3
	EDPS 6710	Counseling Practicum 1	TBD (daytime)	3
Year 2 Spring				
	EDPS 6330	Career Counseling	T	3
	EDPS 6710	Counseling Practicum 2	TBD (daytime)	3
	EDPS 6068	Meditation and Stress***	Online	3
Year 3 Summer				
	EDPS 6960	Trauma In Counseling** beginning with cohort entering 2025 this is required. Previous cohorts can substitute an alternative interventions course with approval from the Program Director	TBD	3

EDPS 6910**	Internship (optional)**	M	1-4
Year 3 Fall			
EDPS 6250	Family and Couple Counseling****	TBD (daytime)	3
EDPS 6910**	Internship 1**	M	1-4
Year 3 Spring			
EDPS 7180	Personality Assessment****	R	3
EDPS 6910**	Internship 2**	M	1-4
Take CPCE Exam in final academic year of the program, year 3.			
Completed 60 hours for the program		TOTAL CREDITS	60
Completed 800 hours Practicum & Internship (350 hours must be direct service)			

*These courses are offered in a Summer Semester via broadcast (1 time per week for 3 weeks; 3-hours per class meeting) followed

by a week-long in-person course in St. George (7 days total; 4-hours per class meeting)

**To graduate, students are required a total of 8 credit hours of Internship over the course of at least two semesters and it must include Internship 1 and Internship 2; a summer internship is optional, but the fall and spring internship experience is required. If you begin your internship in the summer, you sign up for internship credit hours in the summer and then take fewer internship credit hours in the fall and spring semesters. If you do not begin internship in the summer, you will need to take the 8 credit hours over the course of the fall and spring semesters.

***These courses can be taken at any point after the first semester of the program. You can consult with the program director to establish the best schedule for you.

**** These courses can be taken in year 2 or 3 of the program. You can consult with the program director to establish the best schedule for you.

COMPREHENSIVE EXAM

Successful completion of the program also requires that students pass a comprehensive exam, typically conducted at the culmination of the student's program of study. This is a multiple-choice examination that mirrors the National Counselor Examination (NCE). The specific exam is the Counselor Preparation Comprehensive Examination (CPCE), a 160-item exam used by over 220 colleges and universities that train professional counselors. Information about this exam can be found at: <http://www.cce-global.org/cpce> Study materials are available for check-out through our administrative assistants.

All admitted applicants in the Clinical Mental Health Counseling track will register and take the CPCE examination that is required for M.Ed. degree completion. Pass rates are established by national normative data and by the CCP faculty. Three faculty members from the CCP program are selected to serve as the student's Comprehensive Examination Supervisory Committee. These three committee members also serve as the student's supervisory committee and oversee the year-end evaluation of the student's program of study.

The CPCE national norms are used to determine the minimum passing score for the CPCE. These norms are published monthly. The program director typically receives the score report around the 15th of the month following the test administration. The

minimum passing score varies with each test version and is based on the national mean. The score is not a percentage. The maximum score anyone can receive is 120 (the test has 160 questions but 40 of them are questions in the development process and do not count toward your score). The CCP faculty review the score report and use that data to set our program's passing score. In January of 2024 the passing score was 87, which means students who had 87 or more correct answers passed the CPCE.

Individuals will have two opportunities to take and pass the CPCE. If an individual is unable to achieve the pass rate after two attempts, an alternate examination will be administered.

INTERNSHIP REQUIREMENTS AND PREREQUISITES

The internship in professional counseling is intended as a capstone experience for the final year of the M.Ed. degree program of study. Numerous internship placements are available throughout the metro area, and the internship coordinator will assist you in identifying a suitable match to your interests. Arrangements for the professional counseling internship are made through the internship coordinator in the semester (spring) prior to the beginning of the internship year. Prerequisites for enrolling in the EDPS 6910 (Internship in Professional Counseling) include successful completion of:

EDPS 6822
EDPS 6010
EDPS 6200
EDPS 6360/61
EDPS 7600
EDPS 6300
EDPS 6820
EDPS 6340
EDPS 6050
EDPS 6710
EDPS 6068
EDPS 6330
EDPS 6710
EDPS 6350

The internship experience occurs over two semesters (fall and spring of the third year), with an optional summer semester between the 2nd and 3rd year of the program, with approximately 30 hours per week of supervised experience. **350 of these 800 practicum and internship hours must be direct service hours.** See below for definition of Direct Clinical Services.

The focus of the training program is to prepare mental health counselors to work across a variety of settings. This includes ensuring students' practicum and internship experiences reflect the philosophy and mission of the program.

Direct clinical services include synchronous in-person or tele-mental health services provided to client(s) via individual counseling, group counseling, couples counseling, family counseling, clinical intakes, psychological evaluations, and testing. Direct clinical service may also include co-therapy with another provider (e.g., group co-therapist, conducting therapy with a licensed provider).

Indirect clinical service includes activities directly related to the care of a client(s) but does not require synchronous interaction between a provider and a client. Some examples include session observation, record keeping, progress note writing, clinical supervision*, case consultation, reviewing protocol or research on treatment for a particular diagnosis or treatment, attending clinical training workshops or presentations.

*Clinical supervisors must meet the following requirements: 1) On-site individual supervision for at least one hour per week (minimum of 40 hours across the internship year), 2) A master's degree or doctoral degree in a mental health-related field (e.g., clinical mental health counseling, social work, psychology), and 3) A minimum of 2 years of pertinent professional experience post full licensure.

It is very important for students to consult with the program director, internship coordinator and/or the assigned advisor to discuss whether future career objectives and licensure goals are aligned with the type of clinical training students receive during their master's internship experience while in the program. For example, if a student aims to provide individual, couples, or group counseling services, the practicum/internship experiences and direct services they engage in should reflect training in these types of counseling modalities.

LICENSURE INFORMATION

The clinical mental health counseling emphasis meets the educational requirements for licensure as a clinical mental health counselor in the state of Utah. Licensure is regulated by the Behavioral Health Licensing Board under the rules and regulations of the Division of Occupational and Professional Licensing (DOPL) in the state of Utah.

Information pertaining to licensure and application materials can be obtained from:

Department of Commerce

*Division of Occupational and Professional Licensing
Heber M. Wells Building/160 East 300 South Salt
Lake City, Utah 84145-0805 (801) 530-6628 OR
access the DOPL web page at:*

http://www.dopl.utah.gov/licensing/professional_counseling.html

If a student anticipates moving to another state after graduation with the goal of attaining licensure, it is the individual's responsibility to learn about and address licensure requirements.

ACADEMIC STANDARDS, STUDENT EVALUATION, AND APPEALS

ACADEMIC STANDARDS

Student Grades: In the academic arena, student grades based on formal coursework are examined. Students are expected to maintain an acceptable cumulative Grade Point Average (GPA), which, defined by the graduate school, is at least a B or 3.0 average. The graduate school requires the department to place a student on probation if the student's cumulative GPA drops below 3.0. Following graduate school policy, when a student's cumulative GPA is below 3.0, the student's academic record will be designated as "probationary status."

Probationary status requires that the student formally appeal to the CCP faculty to remove the probationary status designation. This requires rectifying a sub-standard GPA and involves a formal letter and petition that will be voted on for approval by the CCP faculty. The record of this appeal process will be placed in the student's permanent academic file.

The graduate school will not accept any grade below a C- as credit towards a degree. Further, the CCP faculty has determined that all students must earn a minimum grade of B- or credit (CR) in required courses. Any grade below B-, if there exists an active Incomplete designation on the student's transcript, or any No-credit (NC) report on the transcript must be rectified or retaken as soon as possible (but within 12 calendar months) and, if not ameliorated with a grade of a B- or better or CR (for credit only coursework), may result in the student's dismissal from the program for failure to meet the academic standards of the program. If a required course that has received a substandard grade is not passed with a B- or better on a second attempt, a formal petition from the student to the CCP faculty is required for approval to re-take a course a third time. If a student does not pass (at a B- or better) any required course after a third attempt, the student may be dismissed from the program for failure to meet the minimum CMHC academic standards.

Comprehensive Examination: Academic competence is also assessed through taking the comprehensive exam, the Counselor Preparation Comprehensive

Examination (CPCE Exam), and obtaining a score that is above the national average. Any student not obtaining the national average is provided one opportunity to retake the exam. The student meets with the program director and discusses a study plan and retake of the exam. After two attempts at passing the CPCE, there is an alternate oral exam that is offered. The student is then required to form a three-member committee of which includes program director and one other CCP faculty member. Failure to pass the oral exam after the two attempts of the CPCE is grounds for program dismissal for not meeting the minimum CMHC academic standards.

Personal/Interpersonal Functioning: Occasionally, a student may experience personal or interpersonal difficulties that lead the faculty to question the student's ability to function as a professional. However, if, in the collective judgment of the faculty, a student is experiencing such difficulties, the student may first be informally advised by their advisor and/or program director to seek appropriate professional or other help to remediate and resolve the difficulty. As a result of the annual student evaluation, the faculty may also collaboratively develop a remediation plan. Problems that would meet the definition of a personal/interpersonal difficulty are those that are likely, in the professional judgment of the faculty, to interfere with the student's ability to function competently and safely in providing psychological services to students/clients and/or function credibly as a student member of a professional mental health service team. Some characteristics of personal/interpersonal difficulties include but are not limited to: (a) the student does not acknowledge, understand, or address the problem when it is identified; (b) the problem is not merely a reflection of a knowledge or skill deficit that can be remedied by additional standard training; (c) the quality of services delivered by the student is sufficiently negatively affected by the problem as to raise concern in the judgment of a supervisor about the welfare and best interest of a student's client; (d) the problem is not restricted to one area of academic/professional functioning; (e) a disproportionate amount of attention by faculty or supervisors is required and the problem continues to persist; (f) the student's behavior does not change as a function of feedback, remedial efforts, and/or other faculty interventions to ameliorate the problem; (g) the problematic behavior has ethical or legal ramifications for the program and its continuing accreditation status; and/or (h) the student's behavior negatively affects the public's view of the program or an agency in which the student practices or with which the program has an ongoing professional relationship.

If a student has been identified with problems that affect their personal/interpersonal functioning to the extent that questions of student competency are raised by the CCP faculty or practicum/internship supervisor, the student's program of study will be designated as on probationary status. In this instance, probationary status requires that a remediation plan is established in consultation with the student (where possible) and the CCP faculty (directed by the program director) to ameliorate the problem. The student, the program

director, and the advisor will collaboratively establish a remediation contract that must be satisfied before the student can appeal to have the probationary designation removed from the student's program of study.

The student must, upon satisfactorily rectifying the personal/interpersonal problem through the successful fulfillment of the terms of the remediation contract, initiate a letter that is approved and countersigned by the program director and/or advisor petitioning the CCP program to remove the probationary status designation from the student's program of study. If the student is not successful in removing a probationary designation for a personal/interpersonal problem within one academic year, the student will be dismissed from the CMHC program for failure to meet minimum academic standards of the program.

Ethical Standards and Professional Guidelines: The continued development of CMHC as a profession is dependent upon those in the field consistently implementing ethical standards of conduct in their professional work. The CMHC program endorses the ACA and AMHCA Ethical Standards. These standards are used in the licensing laws in the state of Utah. Students in the program must adhere to these standards and principles in all of their work as counselors-in-training. Students must familiarize themselves with the Code of Ethics during their first semester in residence in the program. Students who are suspected of violating any of the standards or principles will be subject to program sanctions including, but not limited to, remediation, probation or program dismissal. Although students will have the right to due process as described below, suspected egregious violations of certain ethical standards or principles (e.g., falsification of data, sexual misconduct, or violations of confidentiality) may result in immediate suspension or dismissal.

The privilege of attending the University of Utah and becoming a part of the counseling/ counseling psychology community both in Utah and in the broader profession of psychology is accompanied by the responsibility to adhere to the highest ethical standards and standards of academic integrity without which the university, program, and profession could not function. A key component of academic integrity is honesty. All students are expected to adhere to the University of Utah Student Code of Conduct and to the highest levels of academic integrity. Examples of breaches of academic integrity, or academic misconduct, include falsifying research data, cheating, and plagiarism.

According to the University of Utah Student Code of Conduct, plagiarism is "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of misconduct." The program has zero tolerance for academic misconduct,

considered a breach of both professional ethics and academic integrity, and such breaches will be treated seriously. Consequences for academic and behavioral sanctions are defined in the Student Code (Sections B.3. and B.6) (<http://regulations.utah.edu/academics/6-400.php>) and may include (but are not limited to) redoing an assignment, receiving a lowered grade, failing a course, or dismissal from the program.

Graduate School Policies: Students can consult the University of Utah Graduate Student [Policies online at http://gradschool.utah.edu](http://gradschool.utah.edu) for information concerning graduate registration, graduate admissions, international admissions, credit and grading policies, degree requirements, dissertation regulations and deadlines, graduate records, and master's examinations.

STUDENT EVALUATION

CCP Faculty meet three times a year to review and evaluate student progress. These meetings are timed to align with key points of development in the program: the advancement to Practicum, the advancement to Internship and graduation from the program which creates eligibility for licensure. Students are evaluated in the following areas: academic performance, clinical skill development, ethical behavior, professionalism, multicultural competence, and self-care. Faculty use grades, supervisor evaluation, instructor evaluation and results from the CPCE test to evaluate each student. Feedback from adjunct faculty is also solicited and used as part of the evaluation. Students who are deemed to be experiencing issues of concern or who have been flagged for attention (e.g., academic problems, feedback on counseling practice that is below the expected level of competency, personal or interpersonal difficulties, or failing to proceed through the program in a timely manner) are also evaluated.

If a student is having difficulties, those problems will be clearly specified in the annual evaluation. A meeting is also arranged with the student to address specific issues, and this is documented by the program director and/or advisor. In collaboration with the students, expectations are delineated along with a timeline for rectifying the problem or issue. Depending on the issue, the student may be asked to meet with the faculty to discuss the situation and possible solutions; the student may be given a specified time frame (e.g., one semester, one academic year, or until some other specific date) in which feedback must be attended to and problems resolved. In these instances, the student's program of study may be placed on probationary status and/or the student may be required to limit further coursework or other activities until the problem is resolved. The student will also be advised in writing if dismissal is pending based on non-completion of requirements or related difficulties. At each stage of the process, the student is urged to consult the program director and/or advisor for clarification, advice, and support.

CMHC EVALUATION PROCESS There are two faculty meetings a year when CMHC students are evaluated.

Spring – First Faculty Meeting of the semester

- ☐ Evaluate Year 2 for readiness for Internship

- practicum supervisor evaluations (See Appendix)
 - student evaluations from course instructors (See Appendix)
 - grades
 - Evaluate Year 3 for readiness for Graduation
 - Internship supervisor evaluations (See Appendix)
 - student evaluations from course instructors
 - grades
 - CPCE results
- Spring – Last Faculty Meeting of the semester (4th Monday in April)
- Review Student's remediation progress who are on probationary status
 - Evaluate Year 2 for readiness to advance to Year 3
 - Evaluate Year 1 for readiness for practicum and advancement to Year 2
 - self-assessment
 - student evaluations from course instructors
 - grades

At least two weeks prior to the Annual Student Evaluation Meeting (4th Monday in April), the program director sends an official email to all students in the program stating the date of the evaluation meeting and a web link to complete the Student Self-Assessment (SSA) (See Appendix).

Students must complete the Student Self-Assessment at least one week prior to the annual evaluation meeting. Students on probationary status must provide a detailed update on the progress they have made toward removing the probationary status designation.

The program director reviews the SSAs and compiles information in preparation for the annual meeting. The program director also compiles grades and instructor evaluation for Year 1 students so faculty can evaluate readiness for practicum the following fall.

At the Mid-Year Student Evaluation Meeting, the first Faculty meeting of the Spring semester, the program director provides a summary of each student in year 2 and 3 of the program using grades, supervisor evaluation, and instructor evaluation. The program director also reports on students who are on probation or for whom they deem “needing faculty attention.” Examples of issues/concerns needing faculty attention include poor academic performance, poor clinical skill development (low competency ratings from counseling skills instructor or practicum/internship supervisor), concerns about ethical/legal/professional behavior, concerns about multicultural competence, difficulties integrating self-care or struggles with work-life balance. Students will meet with their advisors and/or program director to discuss strengths and any specific growth areas before the end semester. A specific written plan will be developed only if

concerns are noted at the mid-year evaluation meeting. This is developed in collaboration with the advisor and/or program director, the student if possible, and is placed in the student file by the academic coordinator.

At the Annual Student Evaluation Meeting, the program director presents a synopsis of each student's progress addressing academics (e.g., grades), professional practice, professional/ethical behavior, multicultural competency, and personal/interpersonal behavior and competency activities (with input augmented by practicum and internship supervisors and adjunct faculty).

Based on faculty feedback and discussion, a brief written summary is completed by the program director and a copy is provided to the student and academic coordinator by the end of the semester when grades are due. If there are concerns, a meeting will be scheduled with the student, program director and/or advisor to review the annual evaluation and provide specific feedback to the students. In collaboration with the student, a remediation plan will be developed, and the expectations and timeline will be delineated.

For students who will be entering their second and third year of the program, the self-assessment will be reviewed by student and advisor/program director in the fall to collaboratively create goals for the following year.

APPEAL PROCESS

In some cases, a student may disagree with the outcome of their evaluation, course grades, or supervisory or practicum evaluations. In these cases, the following procedures have been identified to guide students in the process of appealing such decisions.

Appeal: The first course of action is for the student to meet with the person involved (faculty member or site supervisor). In the interest of collegiality and in keeping with ethical behavior, as well as to empower students to handle conflicts in a productive and forthright manner, students are encouraged to first attempt to resolve issues directly with whom they have a perceived conflict or grievance. However, because of the power differential inherent in the faculty-student relationship, along with student concerns about evaluation, it may be difficult or unwise to proceed in this direct manner. When this is the case, the student may want to contact the program director or another faculty member who may act as a consultant in the matter. If doing so would present a conflict of interest, the student may take their concern directly to the department chairperson.

If the student meets with the person involved and the concern is not dealt with to the student's satisfaction, the student may present their concern orally or in writing to the program director. The program director will then approach the individual to discuss a satisfactory resolution of the concern. Please note that it is a university policy that representatives of the university report instances of

alleged discrimination or sexual harassment to Office of Equal Opportunity/Affirmative Action (OEO/AA).

If the results of this interaction are unsatisfactory from the student's perspective, the student may communicate, verbally or in writing, to the chair of the department. If those results are unsatisfactory from the student's perspective, they can then communicate verbally or in writing to the dean of the College of Education.

If the chair or dean fails to respond, or if the student disagrees with the decision, or if the program disagrees with the decision, a formal appeal may be submitted to the Academic Appeals Committee of the College of Education within 15 days of the chair or dean's failure to respond. Detailed information about the Academic Appeals Committee, along with specific steps to follow an appeal, is contained in the University of Utah Student Code found at:

<http://regulations.utah.edu/academics/6-400.php>.

The CCP faculty is committed to student progress and success in the program. Students are strongly urged to maintain contact with their program director throughout the program. If unforeseen circumstances prevent the timely and successful progression through the program, students are urged to consult as early as possible with program director to explore possible solutions. Students may request one-year extensions of time deadlines for exceptional circumstances. The faculty will review each request on an individual basis, considering such factors as whether the student is continuing to make acceptable progress, the student's success in other areas of the program besides the one in question, and the student's demonstration of a responsible and coherent plan to remedy the identified problem.

ADDRESSING CONFLICT, HARASSMENT, OR HOSTILE CLIMATE

In addition, students will want to be aware of the following guidelines if they experience conflict, harassment, or a hostile climate that negatively affects their experience in the program. Due process for appealing or resolving such grievances is based on the University of Utah Code of Student Rights and Responsibilities (Student Code) online at <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Note that grievance procedures associated with the annual review of student performance or other academic evaluations in the program are discussed in detail above. Students in the CMHC program have the right to be treated with respect, and the faculty desire to create an environment in which individual and cultural differences are valued and faculty and students work together with a sense of collaboration and mutual consideration. Despite the best efforts of both students and faculty, however, occasionally circumstances may occur in which the imbalance of power or other factors negatively affects student welfare or put students at risk. In such cases, for example, a student may invoke grievance procedures.

The University of Utah nondiscrimination statement, to which the CMHC program and department of Educational Psychology adhere, prohibits discrimination on the basis of “race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran.” Specific questions related to discrimination may also be addressed by contacting the University's Office of Equal Opportunity/Affirmative Action (OEO/AA), which can be found on the web at: <http://www.oeo.utah.edu>. It is the responsibility of faculty and other representatives of the university to report instances of sexual harassment or discrimination to OEO/AA.

In addition, the Center for Disability Services provides direct assistance to students with disabilities to encourage and enhance their independence, ongoing cooperative efforts to develop and maintain an accessible physical environment, and educational efforts to create a supportive psychological environment so students can achieve their educational objectives. The Center for Disability Services may be contacted at <http://disability.utah.edu>, 162 Union Bldg, 200 South Central Campus Drive, Room #162, Salt Lake City, Utah 84112-9107. Voice/TDD: (801) 581-5020 - Fax: (801) 581-5487 - Operator: (801) 581-7200.

INFORMATION ABOUT PROFESSIONAL ORGANIZATIONS

Students and potential applicants may want to review additional information relevant to the CMHC specialization at the following links:

American Counseling Association: <https://www.counseling.org/>

ACA Code of Ethics: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

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

AMHCA Code of Ethics <http://www.amhca.org/page/codeofethics>

Utah Mental Health Counselors Association <http://umhca.org/>

PROVISION OF COUNSELING SERVICES DURING THE PROGRAM

Students involved in the skills training practicum (EDPS 6710) or internship experiences must provide evidence of professional liability insurance. This insurance can be purchased through the American Counseling Association (ACA) or the Association for Mental Health Counselors (AMHCA).

Students *must* be registered for an internship (EDPS 6910) in order to receive credit towards their program of study for engaging in the provision of supervised mental health counseling.

Students are not permitted to provide mental health services while matriculating in this program unless they are registered for either Practicum (or 6710) or Internship (6910).

The only exception to this rule is if a student is practicing under another license which authorizes the delivery of services being offered by the student (e.g., LCSW).

ADDITIONAL PROGRAM AND DEPARTMENT POLICIES

You *must* be registered for a minimum of three credits during each fall and spring semester to maintain your status as a matriculated graduate student at the University of Utah (note: students may, but are not required to, enroll in summer). Students must also be enrolled for three semester hours of graduate credit in the semester that they take the master's comprehensive examination (or CPCE). Students must complete all requirements for the degree within a four-year time limit. Failure to meet the four-year time limit deadline is grounds for dismissal from the program.

All students must file supervisory committee forms with the departmental academic program specialist, which are due by the student's second year in the graduate program. Students should also be aware that their admission to candidacy form (also known as the program of Study Form) must be completed in the semester the student intends to graduate. To complete these forms, please consult with the Academic Coordinator, 801-581-7148

FORMS DUE:

Fall Year 3: Program of Study Form

Fall Year 3: Supervisory Committee Form

November 1st of the year before graduation: Apply for Graduation

See the Academic Coordinator for forms.

ADMISSIONS REQUIREMENTS AND PROCEDURES

The Counseling and Counseling Psychology (CCP) faculty evaluate admissions quality and diversity of experience and background, past academic achievement, personal statement and letters of recommendation. Applicants must meet the admissions requirements of the University of Utah Graduate School and demonstrate interest and commitment to Professional Counseling. Applications for admission are reviewed once per year. All materials must be received by December 1.

The graduate school allows six (6) semester hours of transfer work from other institutions OR nine (9) semester hours of graduate credit earned in a non-matriculated status at the University of Utah. These may be applied towards degree requirements at the discretion of the faculty. All transfer credit or credit earned in a non-matriculated status at the University of Utah must be approved by the CCP faculty and by the graduate school of the University of Utah.

The application deadline is December 1. The Counseling and Counseling Psychology program will conduct video interviews typically in January. A group interview/open house is held in February for applicants selected from the pool of students that apply for the CMHC program. Applicants will be notified after the open house of their admittance status. This is typically done by March 1.

DIFFERENTIAL TUITION

Differential tuition is an additional fee paid by all students in the EDPS department's professional training programs. Currently differential tuition is approximately \$69.00 per credit hour. Differential tuition fees are returned in their entirety to the program and support students matriculating in that program through a variety of means including travel funding, professional development workshops, professional membership fees, etc. Further, these funds are used to support student socials, orientation sessions, student awards, and an annual supervisor and student recognition event. Students should contact their student representative for more information on how to take advantage of differential tuition funds. For more details regarding university tuition, fees, and differential tuition see:

<http://fbs.admin.utah.edu/download/income/Graduate/EPFeeRes.pdf>

ADDITIONAL RESOURCES / LINKS

Students and potential applicants may want to review additional information relevant to the counseling profession and the CMHC program at the following links:

- Utah Mental Health Counselors Association: www.umhca.org
- MPCAC: <http://www.mpcacaccreditation.org/>
- Council for Accreditation of Counseling and Related Professions (CACREP): www.cacrep.org
- National Board for Certified Counselors: www.nbcc.org
- Counselor Preparation Comprehensive Examination (CPCE):
 - <http://www.cce-global.org/Org/CPCE>
- University of Utah Student Code:
 - <http://www.admin.utah.edu/ppmanual/8/8-10.html>

APPENDICES

- A. Faculty and Staff Contact/Resources
- B. Program Course Checklist
- C. Student Self-Assessment
- D. Course Descriptions

A. CCP PROGRAM DIRECTORS & STAFF

CCP Program Faculty

Zac Imel, Professor

Director, Clinical Mental Health Counseling Program: zac.imel@utah.edu

Amy Edwards, Adjunct Associate Professor

Assistant Director, CMHC Counseling Program: amy.edwards@utah.edu

Karen Tao, Associate Professor

Director, Counseling Psychology Program: k.tao@utah.edu

A.J. Metz, Associate Professor

Director, School Counseling: aj.metz@utah.edu

Associate Chair, Department of Educational Psychology

Robert Zheng, Professor

Department Chair: robert.zheng@utah.edu

Program

Administration

Academic Advisor email:

phone: 801-581-6811

SAEC 3243

Administrative Assistant

email:

phone: 801-581-7153

SAEC 3244

Lindsay Taylor - Executive Secretary

email: lindsay.taylor@utah.edu

phone: 801-581-7148

Important Resources

- Educational Psychology Department Website:
 - <http://ed-psych.utah.edu/prof-counseling/>
- University of Utah Technology Support: 801-585-3450
- University of Utah Canvas Support: 801-581-6112
- Questions Regarding Graduate Admissions: <http://admissions.utah.edu/> ◦ 801-581-7283
- Parking and Transportation: <http://commuterservices.utah.edu/campus-parking/>

- 801-581-6415
- Resume and Career Services: <http://careers.utah.edu/> ○ 801-581-6186
- State of Utah Licensure Information:
 - <http://www.dopl.utah.gov/licensing/cmhc.html> ○ <http://www.counselor-license.com/states/utah-counselor-license.html#context/api/listings/prefilter>

B. Program Course Checklist

Major: Clinical Mental Health Counseling
 Degree: Master of Education
 Catalog Year: 2025-2026 60 semester hours

Student:
 UNID: u00000000

	Credits	Course
	2	EDPS 6820 Professional Issues
	2	EDPS 6822 Master's Ethics
	3	EDPS 6010 Statistics
	3	EDPS 6200 Counseling Theories

	3	EDPS 6210 Counseling Skills
	2	EDPS 6360 Multicultural Counseling
	1	EDPS6361 Advanced Multicultural Counseling Lab
	3	EDPS 7600 Diagnostic Adult Psychotherapy
	3	EDPS 6300 Measurement
	3	EDPS 6340 Substance Abuse
	3	EDPS 6330 Career Counseling
	3	EDPS 6250 Family and Couple Counseling
	3	EDPS 6050 Lifespan Development
	3	EDPS 6350 Group Counseling
	3	EDPS 5068/6068 Meditation & Stress
	3	EDPS 7180 Personality Assessment
	3	EDPS 6960 Trauma in Counseling
	6	EDPS 6710 Counseling Practicum
	8	EDPS 6910 Internship

___ Completed 60 hours for the program

___ Completed 800 hours (Practicum and Internship); 350 direct hours*

___ Passed CPCE

*Direct service hours include provision of: Individual, couple, family, or group counseling services; assessment; psychoeducational activities; mental health consultation.

C. Student Self-Assessment

D. CMHC Course Descriptions

Course Number & Title	Course Description
ED PS 6010 Statistics	Provides a foundation in descriptive and inferential statistics, as well as a survey of the basics of research design. Topics covered include graphing of data, percentiles, mean, median, mode, standard deviation, the standard normal distribution, correlation, simple regression, probability, logic of hypothesis testing, z-tests, students'-ration, one and two sample hypothesis tests, independent and correlated samples hypothesis tests, research design and planning, reliability, instrument validity, internal validity, population generalizability, and a survey of various approaches to research.
ED PS 6050 Lifespan Development	This course will provide students with a broad overview, critical discussion, and analysis of human developmental theories as they pertain to human development across the lifespan. The course will explore human development through a topical approach. A variety of influential life span development theories will be examined across a variety of topics, with the goal of providing a framework for comparing and contrasting various theories. This course will consist of a combination of lectures, in-class discussions, and independent activities. The instructor reserves the right to amend the syllabus as needed during the semester.
EDPS 5068/6068 Meditation and Stress Reduction	Meets with EDPS 5068. This online course provides systematic training in the practice of meditation and explores scientific and traditional views of meditation.
ED PS 6200 Counseling Theories	Counseling theories are the foundation upon which the work of counseling is built. This course is designed to provide graduate students with an opportunity to gain knowledge in the major theories of counseling, and to familiarize themselves with the client conceptualization and treatment techniques used in each of the theories. Students will compare and contrast the major theories of counseling in terms of their founders, views of human nature, personality, psychopathology, goals, therapeutic strategies, effectiveness, criticisms, multicultural applications, and future directions. Using class lectures, discussion, experiential activities, readings, and demonstrations, students will begin to develop their own theoretical orientation.

ED PS 6210 Counseling Skills	This course is designed for helpers from various disciplines and reflects five critical areas of skill development: (1) interviewing and counseling skills, (2) multicultural counseling competence, (3) self-awareness, (4) giving and receiving
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	feedback, and (5) critical thinking and ethical judgment. Basic interviewing and counseling skills, relationship skills, formulation of counseling objectives and modes of intervention. Pre-practicum experience to prepare students to work with clients.
ED PS 6250/7250 Family & Couple Counseling	This course is designed as an introduction to the field of Family and Couples Therapy. Students who successfully complete the course should be well versed in the basics of both the founding and contemporary theories of the discipline. Further, students will be exposed to a number of clinical vignettes and case scenarios that demonstrate the application of the theories in family and couple therapies. Systems theory guides the majority of what will be presented in class. Through class readings, lectures, classroom discussion, and role plays, students will be able to make a more informed decision as to whether or not family therapy is a field that holds potential for them in their own professional pursuits. Additionally, students may derive some personal or family insights from the content of this class
ED PS 6300 Measurement	This course is an introduction to the fundamentals of psychological measurement. It will cover both quantitative and non-quantitative measurement topics, although emphasis will be given to the quantitative topics. The non-quantitative topics include types of tests and their uses, controversies of appropriate and inappropriate test use, and ethical/social issues of testing. The quantitative topics include commonly used scoring scales and their interpretation, approaches to investigating test validity, and methodology for estimating test reliability. Representative tests of intellectual ability, personality, and vocational interests will be examined to illustrate points covered within these topic areas.
ED PS 6330 Career Development	This course will provide an overview of major theories of career development, choice, and adjustment and their application in career counseling. Topics include career assessment, psychological meaning of work, sources of career information, interview techniques, and career development interventions. Current research questions, methods, and results derived from major career theories also will be explored.

ED PS 6340 Substance Abuse	This course is designed to provide an introduction and overview of the current theory, practice, and research related to substance abuse counseling. Emphasis is placed on developing awareness and knowledge of the specific issues related to substance abuse counseling as compared to other areas of counseling. Additional course objectives include awareness of the professional and ethical issues related to
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	substance abuse counseling, discussion of practical approaches in various prevention and treatment settings (e.g. schools, clinics, community, etc.), as well as interventions that are appropriate and relevant in a multicultural society.
ED PS 6350 Group Counseling	This course is designed as an introduction to the use of groups in counseling practice. The purpose of this course is to provide counseling students with a foundational understanding of the knowledge and skills required to facilitate group therapy utilizing various theoretical orientations, techniques, and strategies. This course provides an opportunity for experiential learning in a group setting and is intended to help students explore group techniques and group dynamics in a supportive, non-evaluative environment. Issues of diversity, in all of its forms, will be integrated and discussed throughout this course in order to promote culturally relevant and sensitive group counseling interventions.

ED PS 6360 Multicultural Counseling	<p>This course will broadly examine several aspects of cultural diversity represented in the U.S.</p> <p>Specifically, the course will explore aspects of various cultural experiences (i.e., race/ethnicity, class status, sexual/affectional orientation, gender, and religion) as they impinge upon the client, counselor, and the counseling relationship as well as how they relate to counseling theories and research. We will incorporate various sources of knowledge and content to provide a comprehensive perspective on the multiple layers of cultural diversity represented in the U.S. These sources include readings, class discussions, video presentations and experiential activities, and process groups. The course will provide a balance between increasing your awareness of various cultural groups' unique experiences and identifying your own strengths and biases related to working with those from different cultural groups. Lastly, this course will provide you with a solid base of awareness and knowledge in order to provide a foundation for your development as a multicultural oriented counselor or psychologist.</p>
ED PS 6361 Advanced Multicultural Lab	<p>This course will broadly examine several aspects of cultural diversity represented in the U.S. Specifically, the course will explore aspects of various cultural experiences (i.e., race/ethnicity, class status, sexual/affectional orientation, gender, and religion) as they impinge upon the client, counselor, and the counseling relationship as well as how they relate to counseling theories and research. We will incorporate various sources of knowledge and content that were taught in ED PS 6360 to</p>
	<p>increase awareness and skills through process groups and practical application. The course will provide a balance between increasing your awareness of various cultural groups' unique experiences and identifying your own strengths and biases related to working with those from different cultural groups. Lastly, this course will aid in your development of basic skills in order to provide a foundation for your development as a multicultural oriented counselor or psychologist.</p>

ED PS 6710 Counseling Practicum	The practicum course takes place in conjunction with the Education Assessment and Student Support Clinic (EASSC) of the Department of Educational Psychology at the University of Utah and is designed to help students gain competency in the provision of mental health counseling. Students are assigned a caseload of up to four ongoing individual clients and receive weekly individual and group clinical supervision. This course is a pre-requisite for the EDPS 6910.
ED PS 6820 Professional Issues in Mental Health Counseling	This course focuses on professional issues facing mental health counselors. Topics include training, professional identity, and skills of mental health therapists. Students will explore development of their counselor identity, learn about the historical development of counseling as a profession, research major professional organizations, read outcome research relevant to therapist competence, and become familiar with credentialing requirements and process of licensure.
ED PS 6822 Ethics and Standards in Professional Counseling	This course focuses on the legal, ethical and professional issues that influence the research and professional practice of mental health counselors. Current professional issues, ethical codes for the American Mental Health Counseling Association and the American Counseling Association, and relevant legal issues will be discussed in detail. This course is a seminar; therefore, students are to be actively involved in discussions of relevant topics in an informed, prepared manner. While some lecture material will be presented, the major emphasis will be on class discussion and team presentations.
ED PS 6910 Master's Internship	The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Some core courses, such as this course, include experiences designed to enhance these qualities. These attributes are considered by the course instructor and core faculty in assessing your overall qualifications for a career as a professional counselor in a culturally diverse society. A primary goal of this course is to help you prepare you for your future clinical practice. As such, this course will address three general domains of professional development: counseling skills, professional demeanor, and
	utilization of supervision. This class is required for students who are currently placed at a clinical internship site.

See: <https://catalog.utah.edu/#/home> for courses offered by the department. The department's course offerings can be found in detail by following the link above. The department's offerings are heavily weighted toward graduate offerings. Syllabi for recently taught courses can be found at the following website: <http://ed-psych.utah.edu/syllabi-review.php><http://ed-psych.utah.edu/syllabi-review.php>
