

**MASTER'S DEGREE IN EDUCATIONAL
PSYCHOLOGY with an emphasis in
CLINICAL MENTAL HEALTH
COUNSELING
2015-2016**



<http://ed-psych.utah.edu/prof-counseling/>

UPDATED: April 1, 2014

PROGRAM PHILOSOPHY

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 is a distinct licensure specialty from other helping professions such as psychology, social work, psychiatry, and psychiatric nursing although, like other mental health professions, a variety of issues may be addressed through professional counseling, including, but not limited to:

- 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 mission of the Clinical Mental Health Counseling emphasis is to educate and train professional counselors who will promote the optimal functioning of individuals, families, groups, and communities. Built upon a foundation of knowledge and skills in counseling those from diverse backgrounds, program graduates will be able to employ evidence-based practices to address the mental health needs of individuals, groups, and families. The course of study in the M.Ed. program in Educational Psychology will support the acquisition of knowledge and foster professional and personal growth through self-reflection, guided face-to-face and online instruction, and feedback through individual and small group supervision.

The Clinical Mental Health Counseling emphasis "*Philosophy of Training*" involves providing you with a program of study that leads to professional practice. The philosophy of the program is to provide trainees with the skills to become practicing mental health professionals in the community. This means that you will become familiar with the research process as a consumer of research findings. To this end, course offerings allow you to learn while you are also engaged in part- or full-time employment and there is not a formal research project requirement (e.g. 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. We are dedicated to providing you with quality supervision. It is our belief that training in professional counseling must involve face-to-face instruction with licensed professionals who are skilled in the profession, and can act as role models of professional counselors. This is why we limit the number of student applicants that we accept per academic year. A smaller, more personal student cohort gives us the opportunity to attend to your individual needs, provide you with supervision, and provides you with opportunities to interact on campus (and through practical placements in the field) with instructors and professional colleagues. Students in this program value this cooperative atmosphere among their class peers within a personalized learning environment.

PROGRAM OBJECTIVES & CURRICULUM

Your course of study is intended to develop your ability to meet the following objectives:

- Develop competencies in counseling individuals, families, and groups using appropriate techniques, materials, and resources to address personal and developmental issues.

- Understand a variety of theoretical perspectives of human interaction and how these impact counseling.
- Develop self-awareness, knowledge, and skills related to issues of diversity and multiculturalism.
- Learn and understand the ethical principles and professional values that are an essential part of mental health counseling.
- Learn how to seek appropriate consultation with colleagues, other professionals, and informed lay persons.
- Develop the skills to establish effective relationships with individuals and agencies that also provide services to assist clients.
- Understand basic principles of social and cultural factors on the functioning of individuals, families, and communities.
- Learn the role, function and professional identity of a mental health counselor.
- Understand professional issues unique to mental health counseling.
- Learn to value continuing professional education and life-long learning in maintaining your professional counseling skills.

ORGANIZATIONAL STRUCTURE

The Master's Educational Psychology with emphasis in Clinical Mental Health Counseling is offered within the Counseling and Counseling Psychology (CCP) Program in the Department of Educational Psychology. Our department is housed within the College of Education at the University of Utah. The program faculty are expert instructors and leading researchers in their fields of study. They teach required courses as well as serve in all program functions including administering the master's comprehensive examination. They adhere to the highest standards of professional practice and are licensed professionals in their respective fields.

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 (CMHC) 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 emphasis follows, in general, the standards of accreditation by the Council of Accreditation of Counseling and

Related Educational Programs (CACREP) and meets the educational requirements for licensure qualification as described by the Utah Division of Occupational Licensure (DOPL).

Although we are not currently accredited we are compliant with both the CACREP and MCAC standards, which are as follows:

MCAC STANDARDS

- Professional Counselor identity, ethical behavior, and social justice practices. Including but not limited to: assisting students to acquire knowledge related to the history of the helping profession; professional counseling roles and functions; ethical standards related to professional organizations in the field of counseling; and public policy processes including system advocacy strategies on behalf of the profession, clients, and the communities that counselors serve.
- Human development and wellness across the life span. Including but not limited to: the study of life span development; maturational and structural theories of human development; wellness counseling theories; strategies to deal with developmental processes and transitions; human behavior; disabilities; environmental, contextual and multicultural factors that contribute to healthy human development and relevant culturally competent counseling practices; and the promotion of social justice in society.
- Neuroscientific, physical, and biological foundations of human development and wellness. Including but not limited to: facilitating students' acquisition of new knowledge related to neuroscience, health and wellness; addictions; and the use of neuroscientific research findings for culturally competent counseling practices and social justice advocacy interventions.
- Ecological, contextual, multicultural, social justice foundations of human development. Including but not limited to: the study of culture from ecological, contextual, multicultural, and social justice perspectives; evidence-based strategies for working with diverse groups (related to but not limited to age, race, culture, ethnicity, disability, sexual orientation, gender, class, religion/spirituality); the impact of power, privilege, and oppression and micro/macro aggressions on human development; and culturally competent counseling and social justice advocacy interventions.

- Counseling, consultation, and social justice advocacy theories and skills. Including but not limited to: training in preventive counseling; consultation; individual, group, couples, marriage, family and addictions counseling; systems change intervention strategies and skills; and social justice advocacy interventions.
- Group theory, practice, and social justice advocacy. Including but not limited to: principles of group dynamics, group process, and group leadership; theories and methods of group counseling; and the application of group work theory and practice to organizational dynamics and social justice advocacy in different environmental settings (e.g., family, school, university, workplace, and community settings).
- Career and life development. Including but not limited to: the study of vocational/career development theories and decision-making models; career assessment instruments and techniques; occupational and related educational systems; career development applications; career counseling processes/techniques; and the application of social justice theories to people's vocational/career development.
- Assessment of human behavior and organizational/community/ institutional systems. Including but not limited to: assessment and diagnosis of individual psychiatric disorders as defined by classification systems such as the Diagnostic Statistical Manual (DSM) and the International Classification of Diseases (ICD); understanding of defined diagnostic disorders relative to the helping context; knowledge of cultural biases associated with classification systems; assessment strategies designed to promote healthy human functioning; and assessment strategies that focus on organizational/community/social justice advocacy dynamics as they impact human development, wellness, and the perpetuation of psychiatric disorders as listed in various classification systems.
- Tests and measurements. Including but not limited to promoting an understanding of the theoretical and historical basis for, as well as knowledge of cultural biases associated with: assessment techniques; testing methods; knowledge of various types of tests and evaluation strategies that result in knowledgeable selection, administration, interpretation; and use of assessment/evaluation instruments and techniques that foster social justice among diverse client populations.
- Traditional and social justice-oriented research and evaluations. Including but not limited to: quantitative and qualitative research design and methods; statistical analyses, principles, practices, and application of needs assessments; the design and process of program evaluation; organizational, community, and social justice advocacy evaluation strategies; and knowledge of cultural biases associated with research practices.
- Practicum/Internship experiences. At least two (2) academic terms of supervised field placement experiences that focus on issues related to the promotion of mental health, human development, wellness, cultural competence, and social justice advocacy (at least three semester hours or five quarter hours per academic term in a counseling and/or related human service setting with 300 hours of supervised field training). The practicum/internship experience (commensurate with program goals and State licensure requirements) shall be completed under the clinical supervision of appropriately credentialed professionals (e.g., licensed professional counselor, social worker, marriage and family therapist, school counselor, psychologist, or physician with a specialty in psychiatry)

CACREP STANDARDS

- **PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE:**
 - a. history and philosophy of the counseling profession and its specialty areas
 - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
 - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
 - d. the role and process of the professional counselor advocating on behalf of the profession
 - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
 - f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
 - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
 - h. current labor market information relevant to opportunities for practice within the counseling profession
 - i. ethical standards of professional counseling organizations and

credentialing bodies, and applications of ethical and legal considerations in professional counseling j. technology's impact on the counseling profession k. strategies for personal and professional self-evaluation and implications for practice l. self-care strategies appropriate to the counselor role m. the role of counseling supervision in the profession

- **SOCIAL AND CULTURAL DIVERSITY:** a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. the effects of power and privilege for counselors and clients f. help-seeking behaviors of diverse clients g. the impact of spiritual beliefs on clients' and counselors' worldviews h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- **HUMAN GROWTH AND DEVELOPMENT:** a. theories of individual and family development across the lifespan b. theories of learning c. theories of normal and abnormal personality development d. theories and etiology of addictions and addictive behaviors e. biological, neurological, and physiological factors that affect human development, functioning, and behavior f. systemic and environmental factors that affect human development, functioning, and behavior g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan h. a general framework for understanding differing abilities and strategies for differentiated interventions i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- **CAREER DEVELOPMENT:** a. theories and models of career development, counseling, and decision making b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems d. approaches for assessing the conditions of the work environment on clients' life experiences e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development f. strategies for

career development program planning, organization, implementation, administration, and evaluation g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy h. strategies for facilitating client skill development for career, educational, and lifework planning and management methods of identifying and using assessment tools and techniques relevant to career planning and decision making j. ethical and culturally relevant strategies for addressing career development

- **COUNSELING AND HELPING RELATIONSHIPS:** a. theories and models of counseling b. a systems approach to conceptualizing clients c. theories, models, and strategies for understanding and practicing consultation d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships e. the impact of technology on the counseling process f. counselor characteristics and behaviors that influence the counseling process g. essential interviewing, counseling, and case conceptualization skills h. developmentally relevant counseling treatment or intervention plans development of measurable outcomes for clients j. evidence-based counseling strategies and techniques for prevention and intervention k. strategies to promote client understanding of and access to a variety of community based resources l. suicide prevention models and strategies m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid n. processes for aiding students in developing a personal model of counseling
- **GROUP COUNSELING AND GROUP WORK:** a. theoretical foundations of group counseling and group work b. dynamics associated with group process and development c. therapeutic factors and how they contribute to group effectiveness d. characteristics and functions of effective group leaders e. approaches to group formation, including recruiting, screening, and selecting members f. types of groups and other considerations that affect conducting groups in varied settings g. ethical and culturally relevant strategies for designing and facilitating groups h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
- **ASSESSMENT AND TESTING:** a. historical perspectives concerning the nature and meaning of assessment and testing in

counseling b. methods of effectively preparing for and conducting initial assessment meetings c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide d. procedures for identifying trauma and abuse and for reporting abuse e. use of assessments for diagnostic and intervention planning purposes f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations h. reliability and validity in the use of assessments i. use of assessments relevant to academic/educational, career, personal, and social development j. use of environmental assessments and systematic behavioral observations k. use of symptom checklists, and personality and psychological testing l. use of assessment results to diagnose developmental, behavioral, and mental disorders m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

- **RESEARCH AND PROGRAM EVALUATION:**
 - a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice b. identification of evidence-based counseling practices c. needs assessments d. development of outcome measures for counseling programs e. evaluation of counseling interventions and programs f. qualitative, quantitative, and mixed research methods g. designs used in research and program evaluation h. statistical methods used in conducting research and program evaluation i. analysis and use of data in counseling j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

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 a 1000 clock hour supervised counseling experience (split between practicum and internship).

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>

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.

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 your 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 Internship in Professional Counseling (EDPS 6910) include successful completion of: EDPS 6010, (Introduction to Statistics); EDPS 6200 (Counseling Theories and Procedures); EDPS 6210 (Counseling Skills); EDPS 6300 (Introduction to Measurement); EDPS 6350; (Group Counseling Procedures); EDPS 6360, (Multicultural Counseling); EDPS 6710, (Skills Training Practicum); EDPS 7180, (Personality Assessment); EDPS 6960 (Master's Ethics); EDPS 6820 (Professional Issues in Counseling); and EDPS 7600 (Diagnostic Adult Psychopathology). The internship experience occurs over two semesters, with approximately 30 hours per week of supervised experience beginning Fall semester, which translates into 900 hours of supervised work (the remaining 100 hours having been completed in practicum).

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 Professional Counselor 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

ACADEMIC STANDARDS, STUDENT EVALUATION, AND APPEALS

Academic Standards: Students obtaining a Master's degree in the Clinical Mental Health Counseling emphasis area must maintain a 3.0 cumulative grade point average, sustain a minimum 3.0 grade point average each semester, and earn a B- or higher in all required courses. Course grades lower than a B- must be repeated within 12 months to earn a higher grade (B- or above), and all incomplete grades must be resolved with a B- or higher within 12 months. A cumulative GPA that is below 3.0 for more than one semester is grounds for program dismissal.

Annual Evaluation: At the end of each academic year, faculty in the CCP program meet to review and evaluate student progress. Students will be evaluated in the following areas: academic performance; meeting program timeline deadlines; clinical skill development; ethical/professional behavior; personal/interpersonal behavior; and multicultural competence. A copy of this annual evaluation will be provided to the student and a copy will remain in the student's departmental file. In the event that concerns are raised in the evaluation meeting regarding a student's progress in any area, the Training Director will consult with the student to consider what steps may be needed to remedy the concern.

Appeal Process: In some cases, students may disagree with the outcome of student evaluations, student 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.

- In the case of students who are experiencing difficulty in the program or who have received an unsatisfactory evaluation, the student will meet with the Training Director to follow up and establish plans for remediation.
- If the student continues to disagree with an evaluation, the student may pursue the disagreement using more formal means. Detailed information about the process of this appeal is contained in the University of Utah Student Code

(<http://www.admin.utah.edu/ppmanual/8/8-10.html>).

The faculty is committed to student progress and success in the Program. You are strongly urged to maintain contact with the Training Director throughout the Program. If unforeseen circumstances prevent your timely progression through the program, please consult as early as possible with the PC Training Director to explore possible solutions.

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 (even through EDPS 6710 employs only volunteer clients liability insurance provides added protection to you for unforeseen circumstances). This insurance can be purchased at: <http://www.acait.com/>

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 3 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 program specialist JoLynn Yates 801-581-7148

FORMS DUE:

Fall Year 2: Program of Study Form

Fall Year 2: Supervisory Committee Form

November 1 of year before graduation: Apply for Graduation

See Department program assistant 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, letters of recommendation, and Graduate Record Examination (GRE) scores. 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 15. Complete the online Graduate School application through the Apply Yourself System (<http://app.applyyourself.com/?id=utahgrad>) before the department's December 15th admission application deadline.

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

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 \$54.00 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 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 Professional Counseling program at the following links:

Utah Mental Health Counselors Association
www.umhca.org

American Counseling Association (ACA)
www.counseling.org

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

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>

CCP PROGRAM STAFF & DEPARTMENT OFFICERS

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Program Administration

JoLynn Yates, Academic Coordinator
Program of Study Form
Supervisory Committee Form
Permission Codes

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Daryl Dowdell, Administrative Assistant
Preimbursement

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https://educationutah.co1.qualtrics.com/SE/?SID=SV_24gMcFim9SjA6QB

Travel Request

https://educationutah.co1.qualtrics.com/SE/?SID=SV_2gEhntSzqAQWzop

PROFESSIONAL COUNSELING CURRICULUM

The Clinical Mental Health 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 4000 hours of clinical mental health counselor training as specified in the Utah 58-60-405 Mental Health Professional Practice Act and such practice must under the supervision of a licensed mental health professional and pass a national licensure exam before being granted a license.

University of Utah

DOPL

		Credit Hours	Credit Hours	
EDPS 6820	Professional Issues in Mental Health Counseling	2	2	Professional Orientation and Ethical Practice
EDPS 6822	Master's LPC Ethics and Standards	2		
EDPS 6360	Multicultural Counseling	3	2	Cultural Diversity
EDPS 6350	Group Counseling	3	2	Group Work
EDPS 6330	Career Development and Assessment	3	2	Career Development
EDPS 6200	Counseling Theories	3	6	Helping Relationships (Skills, theory)
EDPS 6210	Counseling Skills	3		
EDPS 6340	Substance Abuse Counseling	3	2	Substance use
EDPS 6300	Introduction to Measurement	3	2	Psychometric Test and measurement theory
EDPS 7600	DSM: Adult Psychopathology	3	4	Mental Status/DSM/Psychopathology
EDPS 7180	Personality Assessment			
EDPS 6010	Introduction to Statistics and Research Design	3	2	Research and Evaluation in Mental Health Counseling
EDPS 6710	Practicum in Counseling	6	4	Practicum and Internship
EDPS 6910	Internship in Counseling	8		

A comparison of educational requirements for licensure and University of Utah degree requirements.

CLINICAL MENTAL HEALTH COUNSELING CURRICULUM SEQUENCE

Year 1: Fall 2014

2 EDPS 6820 Prof Issues (M)
2 EDPS 6822 Master's Ethics (M)
3 EDPS 6010 Statistics (T)
3 EDPS 6200 Counseling Theories (W)
3 EDPS 6210 Counseling Skills (R)

13 hours

Year 2: Fall 2015

3 EDPS 6340 Substance Abuse (M)
3 EDPS 6710 Practicum (T daytime)
3 EDPS 6050 Lifespan Development (T)
3 EDPS 6068 Meditation & Stress (OL)

12 hours

Year 2: Summer 2016

3 EDPS 7235 Interventions (May-daytime for 1 week)
*2 EDPS 6910 Internship (W)

5 hours

Year 3: Fall 2016

3 EDPS 6910 Internship (T)
3 EDPS 6250 Family Counseling (T)

6 hours

Year 1: Spring 2015

3 EDPS 6360 Multicultural Counseling (T)
3 EDPS 7600 DSM (R daytime)
3 EDPS 6300 Measurement (R)

9 hours

Year 2: Spring 2016

3 EDPS 6710 Practicum (W daytime)
3 EDPS 6330 Career (T)
3 EDPS 6350 Group Counseling (W)
3 EDPS 7180 Personality Assess (R)

12 hours

Year 3: Spring 2017

3 EDPS 6910 Internship (T)
CPCE administered in February

3 hours

*To graduate, you need a total of 8 credit hours of internship over the course of at least two semesters. If you begin internship in Summer, you would 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.

TOTAL 60 HOURS