



**Rueckert-Hartman College for Health Professions
Division of Counseling and Family Therapy
Student Manual**

MAC 60 Credit Hour Degree



Updated April 2014

Counseling Program Student Manual

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A Letter from the MA Counseling Program Director/Chair

Dear Prospective Students and Master of Arts Counselors in Training:

Welcome to the Rueckert-Hartman College for Health Professions, Division of Counseling and Family Therapy. With humility and pride, we offer to you, the Master of Arts (MA) in Counseling Program. We are humbled by the challenge and effort required to prepare Counselors to serve the diverse populations in need of important clinical mental health services. We are proud of the incredible effort of our dedicated faculty who have developed a leading counselor preparation program. Nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), you are assured that this program meets the professional standards for you to become a fully recognized professional in the field of Counseling.

The MA Counseling Program (MAC) is designed to prepare Counselors with the knowledge, skills, and abilities to provide compassionate interaction to serve the needs of our community. The MAC program includes rigorous academic learning, deeply reflective processes, and experiential education focused on your personal and professional development. You will have the opportunity to practice your learning beginning with core foundational classes, throughout advanced clinical training, and into your practicum experience where you will provide counseling to community clients in our state of the art clinic, *The Center for Counseling and Family Therapy*. You will work as a Counselor in one of over 100 community-based internship sites to hone your therapeutic relational skills and deepen your compassionate engagement.

We understand that one of the most influential factors in helping others to heal, grow, and change is *you – The Person of the Counselor!* You have the opportunity to delve deeply into your personal process while developing your personal style and approach within theoretically diverse, culturally informed program. Our well educated Ph.D. Faculty and Affiliate Faculty bring hundreds of years of combined real-world experience of working in community-counseling practice to your learning. They are here for you to know, to be guided by, to learn from, and to be advanced toward professional practice and licensure in the Counseling profession. You will leave this program perhaps a different person than the one who is entering the program. You will graduate from Regis more capable in your strengths, more deeply understanding of yourself and others, and as a capable *Counselor*, ready to serve others with excellence.

Welcome to the MA Counseling Program! This manual is designed to provide you with the fundamental information to guide your experience. Please call on your faculty advisor and our excellent support staff for additional questions or concerns. Take the opportunities to participate in our community events, students groups, and join us in this honorable profession – *Counseling!*

On behalf of all of our dedicated faculty and staff,

Tom Lonneman-Doroff, Ph.D., LPC

Associate Professor, Program Director and Chair
MA Counseling (MAC), Division of Counseling and Family Therapy
Rueckert-Hartman College for Health Professions

COUNSELING DIVISION OVERVIEW

Mission Statement

The mission of the Division of Counseling and Family Therapy (DCFT) is to involve students in a search for truth, values and a just existence within the framework of humanistic, depth and post-modern psychological traditions.

The vision of the DCFT involves a commitment to the two deepest roots of the Regis Mission, to educate counseling professionals who are grounded in the awareness and cultivation of their intrinsic values and the understanding of how to mobilize those values in the service of community.

Cultivating truth, values and a just existence in the field of counseling requires a holistic and humanistic perspective that recognizes the lived interplay of thought, feeling and action, as well as the deeper influences of soul and spirit, in the creation and transformation of human meaning and the relationships in which this meaning is enacted. At the heart of the therapeutic relationship and the art of counseling, disciplined thought encourages an openness to truth; an appreciation for the deep life of feeling fosters an understanding of the origins of one's values and a sense of beauty; and a responsible, ethical willingness to act in the world and in one's community opens one to a sense of a good and just existence. The healing aspects of a therapeutic relationship are founded in its ability to reflect the greater whole which balances thinking, feeling and action as intimations of truth, beauty and goodness.

Service to community in the field of counseling necessitates a broad understanding of the social, political and cultural influences that shape our lives and frame the question of "how ought we to live?" Counseling students wrestle with how best to incorporate theories and techniques of change into the practice of creating therapeutic relationships which will foster hope and courage in those we serve who are striving to live more productive and just lives.

DCFT Programs

In addition to the Master of Arts in Counseling Program, the Division also offers a Master of Arts in Marriage and Family Therapy Program (MFT) 60 credit hour COAMFTE accredited program; and four post-master's certificate programs: Counseling Children and Adolescents, Counseling Military Families, Transformative Counseling, and Marriage and Family Therapy. More information about the certificate programs can be found on page 27 of this Student Manual.

Guiding Principles

DCFT is committed to:

- **Academic Excellence**
The Program faculty expects each graduate student to achieve mastery in the discipline of Professional Counseling, including the ability to integrate knowledge and research in the field, to effectively translate theory into practice, and to demonstrate specific competencies in the intellectual and clinical aspects of counseling.

- **Professional Identity and Ethics**

Ethical decision making and behavior are fundamental components of Professional Counseling. The Division of Counseling and Family Therapy emphasizes the application of ethical principals in all areas of professional, clinical and personal experience. Application of ethical principles includes a careful examination of potential consequences to any action, an appreciation of context beyond personal and organizational interests, and a commitment to do no harm to those being served.

- **Community Leadership**

The Division of Counseling and Family Therapy develops leaders in service to others through the counseling profession. Leaders are counselors with vision who promote social justice, facilitate individual, family and community well being and make a positive impact on a pluralistic society.

- **Social Justice**

The Program emphasizes a life of service and devotion to the good of individuals, families and communities. Students are encouraged to cultivate a respect for human diversity, a concern for the poor, the marginalized and the oppressed, and a commitment to social change that reflects these values.

- **Global Awareness**

The Program is committed to preparing Professional Counselors to live and work in a global society. The faculty and students strive to create a learning environment that celebrates diversity, values the uniqueness of the individual, and instills a passion for justice for all people.

Objectives

I. **ACADEMIC EXCELLENCE**

1. Provide academic curricula, instruction and evaluation to ensure that the education of our students is consonant with current counseling practice, research and standards, and also reflects student needs.
2. To recruit, matriculate and support culturally diverse students and faculty using a variety of strategies including programmatic community involvement.
3. To provide quality and diversity in clinical fieldwork settings and instruction.

II. **PROFESSIONAL IDENTITY AND ETHICS**

4. To provide opportunities for students to interact with other professionals from a variety of backgrounds and perspectives to encourage their identification with their profession and participation in professional organizations and activities.
5. To emphasize the application of ethical principles in all areas of professional and personal life stemming from the Regis University foundation in moral action and the appropriate code of ethics.

III. COMMUNITY LEADERSHIP

6. To provide resources and support for student involvement in the community in a variety of contexts and roles appropriate for Professional Counselors.
7. To develop leaders in service to others with a concern for the common good and a commitment to social justice and social change.
8. To prepare students to live in a global society through providing a learning environment that recognizes diversity while also valuing the uniqueness of the individual.

Master of Arts Degree in Counseling Overview

Our highly interactive, on-campus Masters of Arts Counseling degree is designed to help you develop a strong foundation of current theoretical knowledge and practical counseling psychology skills that prepare you to work with diverse populations in mental health counseling settings. The Regis Counseling faculty is committed to creating open and supportive education environments that reflect the social, relational and cross-cultural contexts of learning that are essential for effective counselor training.

Regis University's Master of Arts in Counseling (MAC) program is a 60-credit-hour degree that meets the academic requirements for Colorado Licensed Professional Counselors (LPC) set forth by the Colorado Licensed Professional Counselor Examiners Board. The MAC degree is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and the Council for Higher Education Accreditation (CHEA). Also approved by the International Registry of Counselor Education Programs (IRCEP), CACREP's international affiliate, the degree curriculum provides hands-on training through one semester (6-credit hours) of Practicum in the department's state-of-the-art counseling laboratory, followed by two semesters of supervised counseling internship in an approved community agency setting.

The Masters in Counseling program (MAC) is offered at Regis University's North Denver (Lowell), Broomfield and Colorado Springs campuses. Most students complete the program in three years, taking an average of two to three courses a semester.

As a graduate counseling student at Regis, you will be a part of a challenging, supportive, learning community that promotes a sense of responsibility and willingness to advocate for human justice and social change in the world. You will become skilled at creating therapeutic relationships that foster hope and courage for clients who are striving to live more productive and just lives.

MA Counseling (MAC) Student Competencies

These outcomes exemplify standards for Progress, Retention and Completion of the Counseling Program:

ACADEMIC:

1. Achieve in-depth knowledge of the theoretical foundations of the discipline of counseling as demonstrated by meeting course, programmatic and university standards.
2. Develop and be able to communicate an individual theoretical orientation to counseling.
3. Demonstrate the ability to communicate effectively both verbally and in writing, using critical thinking skills, appropriate APA style and descriptive approaches suitable for psychological discourse.
4. Complete academic and clinical work in a timely manner within the structure of the classroom and clinical setting.

CLINICAL:

5. Be able to effectively integrate counseling theory and practice and exhibit effective counseling skills in both classroom and clinical settings following program and field placement policies and procedures.
6. Have the ability to critically analyze associated professional research and apply it in counseling practice
7. Engage in professional decision-making using independent judgment as well as appropriate resources.
8. Be committed to becoming a responsible and contributing member of the counseling profession through membership in the American Counseling Association and related activities with an understanding of the role of continuing supervision and education.

COMMUNITY LEADERSHIP:

9. Have the ability to assume a professional role in a variety of community counseling settings including advocacy and social change.
10. Be committed to ethical and social responsibilities with adherence to the ACA professional code of ethics.
11. Display clinical competence working with diverse cultures, perspectives and belief systems.
12. Be committed to community leadership and service to others.
13. Be successfully prepared to pursue LPC licensure.

The Division of Counseling and Family Therapy Diversity Statement

Because counselors work with clients having diverse lifestyles, beliefs and values, the Division exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University Programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility: To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (SDS), Room 225, Clark Hall, 303-458-4941, disability@regis.edu, in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with SDS prior to approval of the accommodation. It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Degree Requirements

Admission

Students may enroll in courses with the designation MCPY when admitted to the Division of Counseling and Family Therapy as either a *Fully Admitted* or *Provisionally* admitted student.

Full Admission

Fully admitted students are admitted to the program without the need of additional coursework or conditions.

- Students are expected to register for no more than 9 graduate credits per 16 week time period.
- Registering for more than 9 credits requires permission from your advisor.
- All students must maintain a grade point average of 3.0 or better and follow the sequencing of course prerequisites.
- Students are also subject to evaluation by faculty on the Student Performance Evaluation. Students performing below minimal criteria on the SPE will be referred to remediation/support. A remediation committee will meet with the student and a remediation/support plan will be written. The student must fulfill all requirements on the remediation/support plan and may require approval from the remediation/support committee before further progression in the program is permitted.

Provisional Admission

Provisional admission status is a period of time where students must demonstrate readiness for full admission to the program. Provisional admission does not insure that students will be admitted or be permitted to complete the MAC degree.

Provisionally admitted students are required to successfully complete additional criteria in order to be fully admitted to the program. These conditions include the following:

1. Completion of MCPY 505 Skills for Helping Professionals with a final course grade of “B-“ or better
2. Acceptable ratings on the Student Performance Evaluation conducted within MCPY 505 skills for the Helping Professions. Students performing below minimal criteria on the SPE will not be admitted into the program.

Special Student Admission (non-degree seeking students)

Special Student status is assigned to students who may be attending the program to complete up to 9 credits of coursework that would fulfill equivalency for licensure status such as the Licensed Professional Counselor in the State of Colorado or similar clinical counseling licensure status in other states. Admission is gained through contact with an admissions counselor for the Division of Counseling and Family Therapy, and through the approval of the MAC Program Director.

The MAC Program Director/Chair will review transcripts and syllabi in order to assure equivalent coursework has been taken to meet prerequisites for coursework being sought in the MAC program. Non-degree students

may not participate in MCPY 692/693 Practicum, and MCPY 698A/B MAC Internships. However, under special student status, the student may elect to enroll in Post-Graduate Certificate courses by contacting the MAC Program Director/Chair.

MAC Academic Requirements

To successfully complete the Counseling program, the following expectations must be satisfactorily completed.

1. Attendance at Orientation prior to enrollment in MCPY courses. If a student is admitted provisionally, all conditions outlined in the admission letter must be fulfilled and full admission granted into the program in order for successful completion of degree requirements.
2. All required classes for a total of 60 academic credit hours
 - All coursework must be completed with a grade of B- or better and a 3.0 GPA.
 - All coursework must be completed within the six year time frame in order to complete the degree
3. Six **Core Courses** must be taken and passed before a student can register for MCPY 635 Counseling Techniques I:
 - MCPY 602 Spirituality and Counseling
 - MCPY 605 Human Growth and Development
 - MCPY 610 Theories of Counseling
 - MCPY 620 Abnormal Psychology
 - MCPY 615 Cultural Issues and Social Justice
 - MCPY 625 Professional Orientation and Ethical Issues
4. The six core courses listed above and the following courses must be completed prior to Practicum: MCPY 635, 630, 636, 660, 672 and 645. (Please see item 10 below for possible additions based on client population during Practicum and/or Internship)
5. MCPY 630 Groups: Process and Counseling can be taken **after MCPY 635 Counseling Techniques I and concurrent with MCPY 636 Counseling Techniques II.**
6. Prior to applying for enrollment in Practicum, all students must receive acceptable ratings on the Student Performance Evaluations in MCPY 635 Counseling Techniques I, MCPY 636 Counseling Techniques II, MCPY 630 Groups: Process.
7. Counseling Techniques I and II (MCPY 635 and 636), the preparatory courses for fieldwork, may be retaken only once to achieve a satisfactory rating.
8. MCPY 640,650,685 and your three credit hour elective course can be taken at any time during the program by admitted students as these courses do not have prerequisites.
9. Enrollment in MCPY 692/693 Practicum: Clinical Supervision must be approved through application to the Clinical Coordinator.(Please refer to the Practicum & Internship Clinical Manual)
10. Requirement for placement at specific Practicum & Internship sites **where children and adolescents are the primary population. One of the following courses must be taken prior to or concurrently with Practicum:**

- a. MCPY 668 - Play in Family Therapy
 - b. MCPY 678 – Introduction to Play Therapy
 - c. MCPY 677 - Counseling Children & Adolescents
 - Note – It is highly recommended that you select the course that corresponds with the population seen at the specific site.
11. MCPY 692/693 Practicum is a prerequisite for enrollment in MCPY 698 A.
 12. MCPY 698A Internship and MCPY 698B Internship are taken in two sequential semesters.
 13. All Clinical Practicum and Internships courses must receive a Pass grade in order for the course to count toward degree requirements. If a student receives a grade of “Fail” in a Practicum or Internship course, none of the supervised experience hours within that semester will count toward degree requirements.
 14. Satisfactory student evaluations. See *III. Student Evaluation Process* in this handbook for further information.
 15. Successful completion of fieldwork requirements: Practicum and Internships A & B (800 hours) with a grade of Pass, including Triadic and Group Supervision.
 16. Personal Psychotherapy (20 hours at any time during the program, but preferably concurrent with fieldwork experience). Signature and verification of completion must be on completed and in your student clinical file.
 17. Satisfactory completion of the requirements for a Capstone Project (a written and oral clinical case presentation) during the final semester of Clinical Internship (MCPY 698B or 698C).

MAC Degree Guidelines and Courses (60 credits)

Listing of all courses

Course Number	Title of Course	Credits
MCPY 602	Spirituality and Counseling	3
MCPY 605	Human Growth & Development	3
MCPY 610	Theories of Counseling	3
MCPY 615	Cultural Issues & Social Justice	3
MCPY 620	Abnormal Psychology	3
MCPY 625	Professional Orientation & Ethical Issues	3
MCPY 635	Counseling Techniques I	3
MCPY 630	Groups: Process and Counseling	3
MCPY 636	Counseling Techniques II	3
MCPY 640	Research Methods & Program Evaluation	3
MCPY 645	Clinical Assessment	3
MCPY 650	Career Counseling and Development	3
MCPY 660	Substance Abuse Counseling	3
MCPY 672	Crisis, Trauma and Loss	3
MCPY 685	Qualitative Research Methods	3
MCPY 692/693	Practicum	6

MCPY 698 A	Internship A	3
MCPY 698 B	Internship B	3
Elective	Elective (Student's Choice from Post-Grad Certificate Courses)	3
	TOTAL CREDITS	60

Division of Counseling & Family Therapy Policies

Transfer Credits

Courses may be transferred from another regionally accredited institution with an equivalent counseling program. Courses may be transferred with up to 12 credits as long as the syllabus for each course transferred matches the equivalent syllabus in the MAC curriculum and the objectives set forth in the CACREP standards. They must be graduate level courses of a passing grade (B- or better) and completed no less than 6 years prior to the transfer in order to count toward the MAC degree requirement. Transfer courses may not be part of a previously completed Master's or Doctoral degree. An official transcript, a description of the course(s), and a course syllabus needs to be submitted to the student's advisor for consideration and will be approved on an individual basis by the Faculty Advisor. MCPY635 & MCPY 636 Counseling Techniques I/II, and MCPY 692/693 Practicum, and MCPY 698A/B MAC Internships **may not be transferred** to the Regis MAC program.

Required Program Orientation & Student Seminars

All Graduate students are required to attend the Division's Orientation prior to enrolling in coursework. Annually in February, Internship Fairs are held at both Lowell and Colorado Springs campuses to bring agency representatives from approved Internship sites on campus to talk with students. This is a very important event for every student planning to enter Practicum and Internship courses within the next year. In addition, during the summer and fall semesters, Internship Orientations are provided by the Division to orient students to the clinical portion of the program. Attendance at these events is encouraged but not required for students, and will be publicized by email.

Email Policy

Please click this link to read the current Regis University policy on email:

<http://regis.edu/content/cpedcn/pdf/emailpolicy.pdf> All students and faculty are **required** to utilize their RegisNet account for University business. This account will serve as the primary means of communication from the MAC Program. Please use your Regis email account. Faculty and staff may not respond to other accounts.

Grading

Taskstream Student Portfolio Submission

DCFT students admitted Spring 2013 and thereafter are required to submit course benchmark assignments to their individual TaskStream account. Submission of the benchmark assignment is a condition of receiving a passing grade in this course. All students (regardless of enrollment in TaskStream) will be graded according to the MAC benchmark rubric that measures attainment of CACREP student learning outcomes. If you were admitted prior to spring 2013, you will be graded with the rubric, but you will not use Taskstream. For a

tutorial on how to use the TaskStream portfolio system please view the podcast at <http://prezi.com/a7ikncxswwhf/taskstream-students/> Additional Taskstream training information is available at <https://in2.regis.edu/sites/spsteached/taskstream/default.aspx>

Grades in the Division of Counseling & Family Therapy are consistent with the University-wide Course Grading System. For more information, see the Regis University Bulletin <http://www.regis.edu/Academics/Catalog/Course%20Catalog.aspx#.UieUS3-wWjc>

Minimum grade required

A minimum grade of B- is required for this class to count toward your degree requirements. Any student who receives a letter grade below a B-; will be required to repeat the course until a passing grade is earned.

Grading Scale and Equivalent Points			
<i>Letter Grade</i>	<i>Percentage</i>	<i>Grade Point</i>	<i>Minimum number of points</i>
A	93 to 100	4.00	93-100
A-	90 to less than 93	3.67	90-93
B+	88 to less than 90	3.33	88-90
B	83 to less than 88	3.00	83-88
B-	80 to less than 83	2.67	80-83
C+	78 to less than 80	2.33	78-80
C	73 to less than 78	2.00	73-78
C-	70 to less than 73	1.67	70-73
D+	68 to less than 70	1.33	68-70
D	63 to less than 68	1.00	63-68
D-	60 to less than 63	.67	60-63
F	Less than 60	0	59 and below

Grade of Incomplete

A grade of incomplete (“I”) is assigned to a student who has experienced unforeseen circumstances and is unable to complete the requirements of the course. Examples of unforeseen circumstances include: an accident, a death, an illness, a major and unexpected life transition that impacts the student’s ability to complete the coursework; or other unforeseen and serious circumstances over which the student has little or no control. Incompletes are granted at the discretion of the instructor. To request a grade of incomplete, the student must submit a written request for the incomplete to the course instructor, explaining the unforeseen circumstances that have occurred.

Other requirements:

1. The request must be submitted prior to, or by, the last meeting date of the course. If the request is not submitted by the last meeting date of the course, the student will be graded on whatever assignments and

performance requirements (including attendance) have been completed. In cases where a student is incapacitated and unable to meet this deadline, if written evidence is presented regarding the circumstances, the instructor will work with the student regarding this deadline.

2. The student must have completed 75% of the course with a passing grade in order to be eligible for an incomplete. If the student has not completed 75% of the course, the student will be advised to withdraw from the course. Withdraw dates vary! Check webadvisor to determine the withdraw date for this course, or call Student Support Services, 303-458-4126. It is the student's responsibility to withdrawal from a course.
3. The length of time and the remaining requirements to complete the course are determined by the instructor; however, the maximum length of time for completion is the end of the following semester.
4. If the course work is not completed by the end of the following term**, the incomplete grade reverts to an "F" ("I/F") and is calculated in the GPA. It is up to the student to complete the work, send the work to the faculty, and keep track of the final due date.
5. Note that some corporations/companies may not reimburse tuition money if the grade of incomplete is assigned.
6. If students have questions about how an incomplete impacts their financial aid, they should contact financial aid directly (303-458-4128 or 800-568-8932)

**End of the following term" is defined as:

- a. For a 16 week course, the end of the following semester.
- b. for an 8 week course, the end of the next eight week period.
- c. for a variable course, the end of the following semester.
- d. For MCPY 692/693; MCPY 698, students have one year to complete the course.
- e. For those students who experience military deployment, they have one year to complete the course.

Grade Appeals

Appeals of grades earned in the Rueckert-Hartman College for Health Professions (RHCHP) must be initiated **within four weeks** after the official term end date in which a course is taken. When a student wishes to protest a grade received in a course, they must use the following procedure:

1. The student contacts the instructor of the course and reviews the issue. If the grade remains in dispute, the student should follow step 2.
2. The student submits a written request for review of the grade to the Program Chair . The document must provide rationale indicating why the grade earned is not appropriate, and all relevant documentation must be included (course syllabus, copies of exams, quizzes, papers, presentation materials, etc.) The document will include the student's name, address, e-mail address, course number, instructor name and the term in which the course was completed.
The instructor of the course will also provide documentation to the Chair.
Note: If the instructor is the Program Chair, then appeals will be made to the Assistant Dean.
3. If the grade dispute is not satisfactorily resolved, the student or the instructor may appeal the decision to the Associate Dean. This written appeal must be submitted within two (2) calendar weeks of receipt of the decision in step 2 above.
4. The Associate Dean will review the proceedings and any additional information provided by the student. The decision of the Associate Dean is final.

Academic Probation

Students must have a minimum cumulative grade point average of 3.000 to graduate. If a student's grade point average falls below 3.000 in the program, the student is placed on academic probation. Students placed on academic probation have one semester to raise their grade point average to a 3.000. If the student believes they have exceptional reason to request an extension to the one semester rule, then they must seek approval through their Faculty Advisor and the Degree Chair.

Academic Suspension

Students who fail to raise the cumulative grade point average to 3.000 are suspended. In addition, students who receive a grade of "C" or below in two courses are subject to academic review and may be suspended from the program. Suspension can be appealed to the Associate Dean. Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class may complete that class. Any additional registrations will be dropped.

Leave of Absence and Withdrawal from the Program

According to the policy of Regis University, students have up to (6) years to complete their degree from the time they start their program. Learning in the Counseling and Family Therapy degree programs by nature require sequencing of coursework, which can be disrupted by long periods of absence. Students who may need a leave of absence for longer than one semester need to complete a "Leave of Absence" form and submit to their faculty advisor. Students who would like to request Withdrawal from the program need to complete the "Leave of Absence" form indicating their intention to permanently leave the program.

STUDENT RESPONSIBILITIES**Ethics and Confidentiality**

An integral component of Counseling and Family Therapy Division courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which may result in humiliation, embarrassment, harassment, damage, or other injury to the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Note on practice courses in which students create DVD's of practice counseling sessions

A number of our courses require you to tape your practice counseling sessions and create a DVD, which you often submit to your instructor as part of an assignment. The same rules of confidentiality apply to the use and handling of practice-session DVD's as stated in the paragraphs above. All DVD's must be submitted to your instructor by the end of the term, and they will be destroyed. If you do not submit all DVD's to your instructor by the end of the term, you will not receive a grade for the course.

Academic Honor Code

Students and faculty of RHCHP are committed to the highest standards of academic integrity and assume full personal and professional responsibility for maintaining those standards. All members of the RHCHP community exhibit the qualities of honesty, loyalty and trustworthiness in all academic activities, holding themselves and each other accountable for the integrity of the learning community.

Violations of Academic Integrity

Violations of academic integrity are taken very seriously and include cheating, plagiarism, fabrication, collusion and other forms of academic misconduct. All violations will be reported with appropriate sanctions applied. Refer to the [program specific] Handbook or this link for the RHCHP Academic Integrity Policy. The RHCHP Academic Honor Code applies to any student in a RHCHP course, regardless of the student's home college or program, and will be enforced according to the policies and procedures of the RHCHP.

It is the responsibility of each student to review all aspects of the course syllabus and agree to adhere to the Rueckert-Hartman College for Health Professions Academic Honor Code. In doing so, the student acknowledges that the work represented in all examinations and other assignments is his or her own and that he or she has neither given nor received unauthorized information. Furthermore, the student agrees not to divulge the contents of any examination or assignment to another student in this or ensuing semesters.

Student Standards of Conduct

In the spirit of the Jesuit mission of Regis University, RHCHP students and faculty share responsibility for maintaining an appropriate learning environment. In order for faculty members to provide and students to receive effective instruction, the Division of Counseling & Family Therapy expects students to conduct themselves in a professional, orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others. Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

“Disruptive Behavior” or “Disorderly Conduct” as applied in all academic settings and formats means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, university events, or university sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or, in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session, inappropriate mediated communication; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the Regis University *Student Handbook: Code of Conduct*. <http://www.regis.edu/RC/Campus-Life/Student-Activities/Judicial-Affairs/Community-Standards-of-Conduct.aspx#.UjcfH-wV8M> Students who fail to adhere to acceptable behavioral standards may be subject to discipline which may include reprimand, dismissal from the class and/or expulsion from RHCHP.

Students who wish to appeal a decision regarding the consequences of their behavior should follow the Appeal Process outlined in the Regis University *Student Handbook*.

<http://www.regis.edu/~media/Files/University/Student%20Life/Student-Handbook/Student%20Handbook%20FINAL%20AUG2013.ashx>

Division of Counseling & Family Therapy Diversity Statements

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment

characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors and Marriage and Family Therapists work with clients having diverse lifestyles, beliefs and values, the Programs expose students to a wide range of social, relational, and cross-cultural contexts. The faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following: Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process. *ACA Code of Ethics Section A.2.a.b.*

PLAGIARISM POLICY

Plagiarism is defined as presenting as one's own, the ideas, words, or products of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. This includes copying and pasting from online media or from any website. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

All faculty have access to plagiarism detection software, which can be used with or without the student's knowledge in any RHCHP course.

Sanctions for plagiarism may include:

- A failing grade on an assignment,
- Failure of the course
- Referral for remediation and support
- Expulsion of the student from the University

Procedures for plagiarism:

An instructor who suspects that a student has committed plagiarism shall consult with the Program Chair as soon as practical after the instructor develops the suspicion. Prior to consultation, however, the instructor may take action to prove, detect, or preserve evidence of plagiarism. In taking such action the instructor should minimize disruption and embarrassment to the student(s).

The instructor and Program Chair shall review the evidence. If the evidence warrants a claim of plagiarism, the student shall be informed of the charge and given an opportunity to state his/her case. The student shall be informed of the possible penalties that may be imposed or recommended. The instructor, with the approval of the Program Chair, shall inform the student in person, or by a personal telephone call, and by certified mail (to the local address as contained in the University records) of the disposition of the matter. The student may be referred for remediation/support. All written documents will be placed in the student's file.

PLAGIARISM APPEAL

The student may appeal any plagiarism accusation or sanction given in the MAC Program. The appeal is made to the Associate Dean of the Division of Counseling and Family Therapy, whose decision is final.

Attendance Procedures

Student participation is essential in a learning environment. For this reason, the Division of Counseling and Family Therapy expects students to attend Division courses. 100% class attendance is expected, per Regis University policy. If you must be absent from a class, the following limits apply:

- For a 16 week course, you may have up to two absences.
- Exceptions are: Practicum, Internship, Techniques I, Techniques II, Groups (one absence is allowed)
- For an 8 week course, you may have up to one absence.
- For a weekend variable course, you may miss up to 4 hours of class time.
- Additional restrictions may be added to specific courses, at the discretion of the instructor.

Stipulations:

- a. Any absence beyond this limit (including any additional 4 hours of absence from a weekend variable course) will result in a non-passing grade of no higher than a C, or NP.
- b. For absences due to emergencies, illness, professional requirements, or unforeseen circumstances, these same stipulations apply.
- c. You are responsible for the material for any missed class. Your instructor is not responsible for making sure you get caught up with what you missed. It is your responsibility to gather and know the material presented during your absence.
- d. All assignments are due on the dates indicated on the syllabus. Other penalties (including an assignment grade of F) may occur for late assignments, at the discretion of the instructor. It is also at the discretion of the instructor to offer/not offer make-up work for any missed class, regardless of reason.
- e. Classes generally start promptly according to the scheduled time. Habitual lateness or leaving early (more than two times) will result in the loss of participation points. See your syllabus for specific point losses for lateness.
- f. Please notify the instructor, in advance, if you know you will be absent from class. This does not excuse you from these procedures; it is a professional courtesy.

Student Fitness and Performance Review Policy

Evaluating Student Fitness and Performance

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation (SPE) may be used at any time in core courses, techniques courses, and supervised practicum and internship courses to give students feedback on their professional growth and development. In the Techniques and Clinical courses, students are also provided with feedback through Course Performance Evaluation forms.

DCFT faculty support a developmental view of student counselor training and provide ongoing feedback and support to students having different levels of knowledge and competencies. Program faculty use the Student Performance Evaluation (SPE) and the Course Performance Evaluations as a means to provide students with feedback and as a basis for student competency goals, remediation, and evaluation.

Remediation/Support

Students who for various reasons do not meet developmental goals in the program are given feedback on the SPE or the Course Evaluation forms by the evaluating faculty member, and as necessary are referred to the DCFT Remediation Coordinator who will form a Faculty Remediation/Support Committee. Students who receive at least one "0" on the SPE will be automatically referred for remediation/support. The Remediation/Support Committee is composed of the student, and two or more members of the faculty (not including the faculty who completed the evaluation form), who meet to discuss areas of concern. A remediation plan is drawn up by the committee prescriptive to address the developmental growth of the student. Specific activities and target dates are included in the plan for the student to use as a guide to address their growth needs. Once the student has completed the plan, she/he arranges a second meeting with the Remediation/Support Committee to discuss continued support needs and progression in the program.

Within 10 working days of receipt of the Remediation & Support Committee recommendations, the student will notify the Associate Dean in writing of any appeal to the committee's recommendation. The Associate Dean of the Division of Counseling and Family Therapy after considering the committee's recommendation and after meeting with the student, will determine whether the recommendations of the committee will be upheld or modified. The Associate Dean need not meet with the student before making a decision if the Associate Dean has given the student a reasonable opportunity to meet and the student has either failed or refused to meet. The student will be notified of the Associate Dean's decision in writing within ten working days of the Associate Dean's meeting with the student. If the student is not satisfied with the Associate Dean's decision, the student may appeal the decision with the Academic Dean of Rueckert-Hartman College for Health Professions. This appeal must be done within 10 days of the Associate Dean's decision.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic standards rather than a judgment made on the basis of the student's violation of valid rules of conduct.

Faculty Initiated Required Withdrawal From the MAC Programs

In addition to the above, if a faculty member believes that any student is making unsatisfactory progress or is not meeting program or university standards, he or she will discuss the situation with the student. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member will refer the student to the Program Remediation & Support Committee.

The Program Remediation & Support Committee consists of two to three faculty members from the student's discipline, appointed by the Remediation Coordinator in consultation with the faculty. The committee will discuss issues of concern with the student and the student will have an opportunity to respond and present information regarding his/her progress in the program.

The Program Remediation & Support Committee will also meet with the faculty member who referred the student to the committee. After considering the matter, and within 10 working days of meeting with the student, the committee will report to the student, Program Chair, and the Associate Dean, recommending that the student

either be allowed to remain in the program with remediation and support or in some situations be dismissed from the program.

Within 10 working days of receipt of the Remediation & Support Committee recommendations, the student will notify the Associate Dean in writing of any appeal to the committee's recommendation. The Associate Dean of the Division of Counseling and Family Therapy after considering the committee's recommendation and after meeting with the student, will determine whether the recommendations of the committee will be upheld or modified. The Associate Dean need not meet with the student before making a decision if the Associate Dean has given the student a reasonable opportunity to meet and the student has either failed or refused to meet. The student will be notified of the Associate Dean's decision in writing within ten working days of the Associate Dean's meeting with the student. If the student is not satisfied with the Associate Dean's decision, the student may appeal the decision with the Academic Dean of Rueckert-Hartman College for Health Professions. This appeal must be done within 10 days of the Associate Dean's decision.

Regis University Intoxication/ Impairment Assessment Policy

Introduction

Consistent with its obligations under the Drug Free Schools and Communities Act of 1989 and its Alcohol & Substance Abuse Policies, Regis University is committed to providing a safe learning, living, and work environment which is drug free and does not tolerate alcohol abuse on campus by its students, employees, and guests ("community members").

Policy

On Regis University's Lowell Campus, a Campus Safety Officer, who has reason to believe that any community member displays symptoms of being impaired by the influence of drugs or alcohol, is authorized to use a Campus Safety Breathalyzer® ("Breathalyzer") to test that community member's blood alcohol concentration ("BAC"). A Breathalyzer® test will be conducted in the presence of a second Campus Safety Officer, when possible, or in the case of a student, in the presence of a Student Life staff member.

This policy describes when a Breathalyzer® test can be used at the Lowell campus. BAC is a measure of the amount of alcohol in a person's bloodstream, commonly expressed in percentage terms. For example, having a BAC of 0.08 percent means that the person has 8 parts alcohol per 10,000 parts blood. The Breathalyzer® is one tool of evaluation and can be used in conjunction with a series of field sobriety tests and according to Campus Safety's standard operating procedures. Any failure to take a Breathalyzer® shall be considered insubordination by an Employee and a violation of the Alcohol Policy by a Student. Regis may call medical professionals for consultation if any community member registers a BAC of .08 or higher, displays severely intoxicated or impaired behavior, is suspected of ingesting a controlled substance, or refuses to be tested. The cost of medical professionals and any emergency medical transportation will be borne by the community member who is intoxicated or impaired. All sobriety or drug use assessments conducted by Campus Safety will be documented in an incident report. Regis University is not required to monitor or care for any individual who is determined to be under the influence of drugs or alcohol.

Any non-student employee ("employee") who displays symptoms of either being impaired by the influence of alcohol or using drugs may be removed from the campus. When an employee displays symptoms of being impaired by the influence of alcohol or drug use, a Breathalyzer® test may be conducted. However, regardless of impairment, an on duty employee charged with operation of potentially dangerous equipment or other safety-sensitive or customer related duties may also be subjected to a Breathalyzer® test and if that employee registers

any BAC or appears to have used drugs, he/she will be removed from duties. If an on or off duty employee registers a BAC of .04 or higher he or she shall be considered impaired by alcohol and he/she may be removed from campus by Campus Safety and shall be discouraged from operating a motor vehicle. The cost of a taxi in such a case will be borne by the employee who is intoxicated or impaired. For any employee removed from campus due to use of drugs or alcohol, Campus Safety shall submit an incident report to Human Resources; however the report will be kept separate from the employee's personnel file.

Any guest who displays symptoms of either being impaired by the influence of alcohol or using drugs may be removed from the campus. When a guest displays symptoms of being impaired by the influence of alcohol or drug use, a Breathalyzer® test may be conducted. If a guest registers a BAC of .04 or higher, he/she shall be considered impaired by alcohol and he/she may be removed from campus by Campus Safety and shall be discouraged from operating a motor vehicle. The cost of a taxi in such a case will be borne by the guest who is intoxicated or impaired.

When a student displays symptoms of using or otherwise being under the influence of drugs or alcohol, a Student Life member and Campus Safety will be called for consultation and the Campus Safety officer may conduct a Breathalyzer® test. If a non-resident student registers a BAC of .04 or higher, he/she shall be considered impaired by alcohol and he/she may be removed from campus and shall be discouraged from operating a motor vehicle. Any student in violation of either the Alcohol Policy or the University Standards of Conduct outlined in the Regis University Student Handbook will be referred to the student conduct process for adjudication.

Only a Regis University Breathalyzer® may be used for testing purposes by Regis employees and may only be used by those individuals who have been trained in its proper use and care. A Breathalyzer® may not be used arbitrarily or without reason to believe that the community member has used or is displaying symptoms of being under the influence of drugs or alcohol. The Department of Campus Safety will maintain the Breathalyzer's® calibration information.

Campus Safety Officers are not expected to test or stop any individual driving a vehicle on campus who displays symptoms of being under the influence of drugs or alcohol. Any potential DUI or DWAI may be referred to local police departments for assessment.

Policy for Student Complaints of Faculty

If students have complaints regarding a DCFT faculty member, they should follow the following policy to address their concerns:

1. Email the faculty member outlining student concerns and request to set up an in person meeting with the faculty member to discuss these concerns. This email contact must be initiated by the student within 30 days of the end of the semester in which the incident prompting the complaint occurred.
2. The student can request that another faculty member be present at this meeting.
3. If the concern is not alleviated after the in person meeting, the student should send a detailed email to the Program Chair (or Assistant Dean, if the complaint is against the Chair) This email should include:
 - a. all correspondence with the faculty member that pertains to this concern,
 - b. the student's account of his or her concerns regarding the faculty member,

- c. the student's account of the face to face meeting,
- d. and what continues to concern the student. This email must be submitted to the program chair within 10 days of the in person meeting.

4. At that point, the Program Chair (or Assistant Dean) determines the course of action. The Chair (or Assistant Dean) will communicate this decision via email to the student within 14 days.

Graduation/Commencement at Regis University

Registration for graduation is required for degree seeking students. Deadlines are **early in the semester** the student intends to graduate. In addition, post-master's certificate students must apply for graduation in order for their post-master's degree certificate to be posted on their diploma as complete. Students are responsible for applying for graduation and commencement ceremonies through the Regis University website:

<http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Academic-Records-and-Registration/Graduation-and-Commencement.aspx>.

MAC Clinical Requirements

MAC Practicum

Practicum is the initial applied clinical experience completed at the Regis Center for Counseling and Family Therapy. Internship is the intensive clinical experience completed at an approved placement site that follows the completion of the Practicum. Practicum most often begins in the later portion of the second year of course work. Students are required to apply for practicum in advance of participation.

Practicum is taken following completion of MCPY 636 Techniques II and MCPY 630 Groups. Additional coursework is needed for students who plan to work with children or adolescents (see the degree requirements above). Practicum consists of two concurrent courses for a total of 6 credits, MCPY 692 combined with MCPY 693. Students are involved in three components of practicum:

1. Providing counseling to clients at the Regis clinic, The Center for Counseling and Family Therapy, located either at the Interlocken-Broomfield campus or the Colorado Springs Campus.
2. Participating in individual, triadic, and group supervision with an MAC Faculty Supervisor. Counseling and supervision are both held at the campus based clinic.
3. Facilitating or co-facilitating group(s) counseling at an approved community counseling agency. The group practicum experience also includes attending supervision and training at the off-campus site.

Students are provided with significant supervision, feedback, and evaluated for their performance during practicum. Successful completion of practicum results in eligibility to participate in the final portion of the applied clinical phase of the program, Internship.

MAC Internship

Following the successful completion of practicum, students complete their internship by working approximately 15-20 hours per week at an internship site such as a counseling agency, non-profit, or mental health organization. In addition to providing counseling, interns will attend supervision, meetings, and trainings offered at their internship site, as well as attend bi-weekly with a small group for supervision with a Regis Faculty Supervisor at a designated Regis campus. The CAPSTONE project, the final major assignment prior to graduation from the program is completed during the final semester of internship (see CAPSTONE) for more details).

Internship is typically completed over the course of two semesters, MCPY 698 Internship A and MCPY 698 Internship B. In some cases internship may take longer depending on the hours completed, or due to internship requirements at the off-site internship site. This may result in students attending an additional semester in the course MCPY 698 Internship C. Fifteen to twenty hours a week are recommended during Internship semesters. Students will apply to their internship sites according to specific deadlines outlined in the MAC Clinical Manual.

Please see the MAC Clinical Manual for full details for applying for Practicum and Internship experiences.

<http://www.regis.edu/RHCHP/Schools/Counseling-and-Family-Therapy/CFT-Current-Student-Resources.aspx>

Clinical Policies

PERSONAL PSYCHOTHERAPY REQUIREMENT

In addition to the academic and clinical knowledge required in the counseling profession, self-knowledge is also essential. To facilitate this personal exploration, the Division of Counseling and Family Therapy requires that each student complete a minimum of 20 individual and/or group psychotherapy sessions. The provider must be a licensed clinical therapist or an unlicensed clinically degreed Masters or higher level therapist, who is under the supervision of a licensed clinical therapist.

- Students may choose to participate as a client at the Counseling Lab to complete their 20 hours of psychotherapy at no cost to the student. **The 20 hours of counseling using the lab will only be allowed through student's enrollment in MCPY 635 Techniques I. After MCPY 635 and all courses thereafter, students may not use the lab services for their personal psychotherapy requirement.** Because there are some unavoidable dual relationships when students choose to use the lab for their psychotherapy requirement, faculty and student practicum counselors will make all possible efforts to honor confidentiality of participating student clients. Limits of confidentiality are also necessary as mandated by the American Counseling Association's ethical code and Colorado legal guidelines. These are detailed in the client consult forms at the lab.
- Students also have the option to use a licensed therapist from the community, or an unlicensed psychotherapist practicing under the direct supervision of a licensed clinician to fulfill the psychotherapy requirement.

The sessions must be concurrent with the student's program, and it is **strongly** recommended that they be initiated prior to or at the beginning of the placement experience. The faculty believes that the first requirement for being a good counselor is maintaining your own psychological health and well-being.

CAPSTONE PRESENTATION

The Division of Counseling and Family Therapy Capstone Project consists of two parts.

- The first is a **written clinical case presentation**.
- The second is an **oral presentation** based on the clinical case description.

In their fieldwork, students will have an opportunity to work with many different clients. For the Clinical Presentation, a student should focus on a specific case that he/she found to be a challenging and interesting. It should be a case that the student believes enhanced their clinical learning and skills. In addition, students are encouraged to choose a case that has completed treatment or is near termination. Child, adolescent, adult, geriatric, family or couples cases are all acceptable for this presentation. The case should involve a therapy case, not just crisis intervention or an intake assessment, with which the student has had ongoing involvement during their training.

The design and presentation of the clinical case will be strongly influenced by the therapeutic approach and treatment modality that was used. The structure of the oral and written presentations is described in the following pages.

The capstone project serves as the student's master's research project in a clinical case study format. Students should be aware that they must protect client confidentiality during this project as informed by the following codes of ethics:

The ACA Code of Ethics:

Counselors do not disclose confidential information that reasonably could lead to the identification of a research participant unless they have obtained the prior consent of the person. Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved (ACA Code of Ethics, 2005, section B.7.d. Disclosure of Research Information).

This capstone project will be a part of the student's academic record and could potentially be viewed by clinical faculty, and other Regis University designees who have a need to review student files for academic purposes. It is the responsibility of the student to protect the confidentiality and disguise information that could lead to identification of clients.

A student's written case description and oral presentation will be reviewed and evaluated by a faculty member at the student's oral presentation at a Counseling seminar and by the student's faculty advisor. Other students in the Counseling program will also observe the oral presentation. Students will be notified whether they passed or not within two weeks following the oral presentation. A No Pass on the Capstone Project will require a student to meet with their faculty advisor to discuss how to improve the presentation and make needed revisions. A grade of Pass is required for completion of the Counseling degree. All written capstone projects must be submitted electronically to the program's Administrative Assistant and are included as part of the students academic record.

For more information about the Capstone Presentation, please refer to the Clinical Manual.



HIPAA Privacy & Security Reminder

The goals for maintaining rigorous adherence to HIPAA compliance requirements within all Regis University-sponsored programs, projects and activities are designed to:

- Ensure the security and confidentiality of PHI and ePHI as covered by HIPAA;
- Protect against any anticipated threats or hazards to the security or integrity of such information, and
- Protect against unauthorized access, use or disclosure of such information.

Each student should have completed the necessary training on how to comply with the policies and procedures for maintaining HIPAA compliance. If you have not received or completed your HIPAA training at Regis University, you must inform your instructor.

Reminders

Protected health information is any information that allows you associate a person's identity with their health care information. This applies to all forms of media including: paper documents, electronic files and data, course notes, research papers, video and sound recordings, photos, charts, etc. As it pertains to Regis University-sponsored programs, project and activities, the following are reminders of common privacy and security practices for protected health information that must be followed:

- Any personal documents and notes in any form that contains individually identifiable health information on patients you come into contact with as a result of Regis University-sponsored training must be properly protected and its confidentiality must be maintained.
- Regis University students who are training at partner health provider organizations are prohibited from removing documents that contain individually identifiable health information without a written and signed authorization from the health care provider's Health Information Management (HIM) Department or authorized representative ***and*** the proper patient authorization.

Special note on minors—in most cases, minors cannot legally consent or authorize the release of their protected health information.

- Regis University students participating in Regis University-sponsored health care training and research activities must only use de-identified information or limited data sets in any presentations or publications outside of the health care provider organization. (See Appendix A on 'How to de-identify individual health information'.)
- For Regis University students participating in Regis University-sponsored health care training and research activities, the following activities involving individually identifiable health information are explicitly prohibited:

- Sending such information through unsecure email,
- Posting such information on any social networking site—regardless of the user account used by the Regis University student, faculty or staff to post the information, and
- Disclosing such information during classroom discussions and/or presentation.

Policy compliance and sanctions

It is the responsibility of each student to review all aspects of the course syllabus including the Regis University HIPAA Privacy & Security Reminders. In doing so, the student acknowledges that he or she agrees to adhere to these practices. Furthermore, the student agrees not to divulge the contents or to provide access of any examination or assignment to another student in this or ensuing semesters.

All violations of the Regis University HIPAA privacy and security policies and practices are taken very seriously. All violations will be reported to the Regis University HIPAA Privacy & Security Committee for review to determine the extent of the violation and the appropriate sanctions to be applied, where necessary.

Sanctions may include notification of the student's advisor with a note in the student's advising file, reductions in the grade for the course up to and including failure, and remedial action as directed by the Regis University HIPAA Privacy & Security Committee.

Reporting requirements

In the event that any Regis University staff, faculty or student becomes aware of the unauthorized use or disclosure of PHI or ePHI that is under the control and protection of Regis University, the incident must be reported within 5 days of discovery to:

Sheila Carlon, HSA Division Director
 Regis University
 3333 Regis Blvd.
 Denver, CO 80221
 303 458 4108
 PrivacyOfficer@Regis.edu

With a copy to:
 Susan Layton,
 Associate Vice President
 Regis University
 3333 Regis Blvd.
 Denver, CO 80221
 slayton@regis.edu



HIPAA Privacy & Security Reminder

Appendix A: How to de-identify individual health information

Health information must be stripped of all of the following elements that identifies the individual, his or her relatives, employers, or other household members

- Names;
- Social Security numbers;
- Telephone numbers;
- All specific geographic location information such as subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code, if, according to the current publicly available data from the Bureau of the Census: (1) The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and (2) The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000;
- All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;
- Fax numbers;

- Electronic mail addresses;
- Medical record numbers;
- Health plan beneficiary numbers;
- Account numbers;
- Certificate/license numbers;
- Vehicle identifiers and serial numbers, including license plate numbers;
- Device identifiers and serial numbers;
- Web Universal Resource Locators (URLs);
- Internet Protocol (IP) address numbers;
- Biometric identifiers, including finger and voice prints;
- Full face photographic images and any comparable images; and
- Any other unique identifying number, characteristic, or code (note this does not mean the unique code assigned by the investigator to code the research data)

Post-Graduate Certificates

Post-Graduate Certificate in Counseling Children and Adolescents

The Post-Graduate Certificate in Counseling Children and Adolescents (CCA) is designed to prepare professional counselors or therapists who wish to specialize in counseling children and adolescents. The certificate is a planned program of study which includes 18 graduate credits (6 courses). Certificate coursework is offered in evening and intensive formats so that students may complete the coursework within one calendar year.

This certificate is designed for community professionals with a Master's degree in counseling or closely related area of clinical psychotherapy are eligible for admission to the certificate program. Current DCFT students may also be admitted to the CCA certificate program concurrently during their Master's degree coursework. The CCA certificate cannot be awarded to current students until the semester following graduation from the Division and completion of the certificate coursework.

Center for Counseling and Play Therapy

In March 2010, the CCA certificate program developed the new Regis University Center for Counseling and Play Therapy which earned designation as an Approved Center of Play Therapy Education by the Association for Play Therapy (APT). Consequently, students enrolled in the CCA certificate program have an opportunity to attain the 150 clock hours (3 courses) of play therapy training required for those interested in pursuing their Registered Play Therapy (RPT) credential.

MFT 650 – Family Origins and Life Cycles (3)

MCPY/MFT 668 – Play in Family Therapy (3)

MCPY 670 – Advanced Play Therapy: Grief, Trauma, and Loss (3)

MCPY 677 – Counseling Pre-Adolescents and Adolescents (3)

MCPY 678 – Introduction to Play Therapy (3)

MCPY 679 – Sandtray Therapy Techniques (3)

MFT 650 FAMILY ORIGINS AND LIFE CYCLES (3.00)

An in-depth study of family life cycle including adult development. The impact of transitions such as career, marriage, divorce, and death at different stages of the family life cycle as guides to therapeutic understanding.

MCPY/MFT 668 PLAY IN FAMILY THERAPY (3.00)

Examines theoretical foundations and the process of utilizing play and filial therapy techniques with children, adolescents, and families from diverse populations. Individual, group, and systemic techniques will be applied to the assessment and treatment of families. Prerequisite(s): MCPY/MFT 635

MCPY 670 ADVANCED PLAY THERAPY: GRIEF, TRAUMA AND LOSS (3.00)

Explores interdisciplinary theories and advanced level techniques specific to the use of play therapy and other creative approaches in individual and group counseling with children and adolescents affected by abuse, divorce, grief/loss, trauma, and violence. Imagery, storytelling, dance, music, psychodrama, writing/poetry, movement, dream work and visual arts will be demonstrated and explored. Prerequisites: MCPY/MFT 635; MCPY 678 or MCPY/MFT 668

MCPY 677 COUNSELING PRE-ADOLESCENTS AND ADOLESCENTS (3.00)

Examines theories and techniques specific to developmental needs of pre-adolescents and adolescents (ages 11-18). Emphasizes individual and systemic approaches to prevention, assessment, counseling techniques, and consultation skills that pertain to: body and self image, peer and family relationships, conflict resolution, sexuality, drug and alcohol abuse, multicultural issues, and identity development. Creative interventions will pertain to art therapy and the use of poetry, drama, music, role play scenarios, games, and humor in the process of counseling. Prerequisite(s): MCPY/MFT 635

MCPY 678 INTRODUCTION TO PLAY THERAPY (3.00)

Includes a historical and theoretical basis of play therapy. Emphasizes Child-Centered, Gestalt, Adlerian, Reality Therapy/Choice Theory, Cognitive Behavioral, and other philosophical foundations regarding the process of play therapy. Experiential methods, role-plays, and supervision of non-clinical play therapy cases are incorporated. Prerequisite(s): MCPY/MFT 635

MCPY 679 SANDTRAY THERAPY TECHNIQUES (3.00)

Introduces the use of Sandtray techniques for use with individuals and families. Exploration of theory, applications, stages, and ethical issues. Emphasizes depth, Humanistic and Relational/Cultural approaches. Didactic and experiential methods used. Prerequisite(s): MCPY/MFT 635

Post-Graduate Certificate in Transformative Counseling

The certificate in Transformative Counseling (TC) requires 18 graduate credit hours. For current students as well as licensed, unlicensed counselors/therapists, and other related professionals, a graduate Transformative Counseling Certificate provides a revisioning of psychology and counseling which recognizes the role of cultural, archetypal, and mythological patterns in human experience.

The courses are as follows and have no prerequisites for DCFT students who have been accepted fully:

MCPY 681 – Transformative Counseling: A Depth Perspective (3)

MCPY 682 – Personal Mythology and Narrative (3)

MCPY 683 – Approaches to Dream Work (3)

MCPY 687 – Cultural Narratives: Literature, Myth, and Fairy Tale (3)

MCPY 674 – Grief Therapy and Life Transitions (3)

MCPY 676 – Ecopsychology: A Transformative Perspective (3)

MCPY 681 TRANSFORMATIVE COUNSELING: A DEPTH PERSPECTIVE (3.00)

Introduces Transformative Counseling. Explores transformative processes through imagination and dreaming. Includes Jungian-based readings, film, journaling, image and dream work, role play, expressive arts, and demonstrations in class. Additional Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required.

MCPY 682 PERSONAL MYTHOLOGY AND NARRATIVE (3.00)

Examines how the personal life story gives symbolic form to a person's core values and meaning. Emphasizes the relationship between personal stories, myths and therapeutic, transformative processes. Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required.

MCPY 683 APPROACHES TO DREAM WORK (3.00)

Explores the value that dream images, symbols, and motifs have for clinical practice for personal, cultural, and ecological transformation. Examines Jungian, Freudian, and Archetypal theories and applications of dream work. Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required.

MCPY 687 CULTURAL NARRATIVES: LIT/MYTH/FAIRY TALE (3.00)

Explores the role of imagination in fashioning the narrative and transformative patterns of our daily lives. Identifies traditional and universal themes which appear in cultural, political, ecological and personal texts. Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required.

MCPY 674 GRIEF THERAPY AND LIFE TRANSITIONS (3.00)

Explores life transitions and grief therapy as a necessary psychological experience for personal and communal transformation. Examines various clinical approaches and techniques through primary texts, demonstrations, case study and role play. Additional Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required. Prerequisite(s): MCPY/MFT 635

MCPY 676 ECOPSYCHOLOGY: A TRANSFORMATIVE PERSPECTIVE (3.00)

Explores and imagines the transformative possibilities of the earth-human relationship and the psychological and spiritual well being of individuals, families, communities, and the world. Applies transformative, clinical and eco-psychological perspectives. Additional Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required. Prerequisite(s): MCPY 610

Post-Graduate Certificate in Counseling Military Families

The Post-Graduate Certificate in Counseling Military Families is an 18-credit program (6 courses) for master's level clinicians who desire specialized training in counseling the military population, beyond their coursework in Clinical Mental Health Counseling or Marriage and Family Therapy. The coursework is offered in weekend intensive and evening formats, so students may complete the plan in approximately one year.

Community professionals with a Master's Degree in counseling or closely related area of clinical psychotherapy are eligible for admission to the certificate program.

Current graduate students in the MAC program may also be admitted to the CMF certificate. CMF certificate courses may be taken concurrently during their Master's degree coursework. The CMF certificate will not be awarded to current students until the semester following graduation from the MAC program.

MFT 650 – Family Origins and Life Cycles (3)

MCPY/MFT 660 – Substance Abuse Treatment (3)

MFT 662 – Counseling Military Couples (3)

MCPY 663 – Counseling Military Families (3)

MCPY 672 – Crisis, Trauma, and Loss (3)

MFT 667 – Couples Therapy (3)

Prerequisites: Master's degree in Counseling, Marriage and Family Therapy or related clinical mental health degree and the following courses: MCPY 630 Group Counseling, MCPY 645 Clinical Assessment, and MCPY 650 Career Counseling.

MFT 650 FAMILY ORIGINS AND LIFE CYCLES (3.00)

An in-depth study of family life cycle including adult development, nontraditional family structures and special populations. The impact of transitions such as career, marriage, divorce, military deployment, and death at different stages of the family life cycle as guides to therapeutic understanding.

MCPY/MFT 660 SUBSTANCE ABUSE TREATMENT(3.00)

Examines the psychological, spiritual, and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population.

MFT 662 COUNSELING MILITARY COUPLES (3.00)

Explores couple relationship dynamics within the military couple focusing on enhanced cognitive behavioral couple therapy, solution-focused therapy, EFT, and Gottman method couple therapy. Addresses issues of TBI, PTSD, IPV, and infidelity.

MCPY 663 COUNSELING MILITARY FAMILIES (3.00 credits).

Impact of military culture on the family, cycle of deployment, post-deployment, and integration into the community. Special emphasis on counseling spouse and children including: secondary trauma, substance abuse, domestic violence, attachment & intimacy.

MFT 667 COUPLES THERAPY (3.00)

Provides an overview of theories of couples therapy, focusing on the components of the marital system, covering premarital factors, dysfunctional marital styles, the developmental cycle of marriage, marital crisis, and the therapeutic process and interventions. Pre-requisite MCPY*635

MCPY 672 CRISIS, TRAUMA, AND LOSS (3.00).

Impact of trauma, & loss on military personnel/ families, and survivors of natural disasters, violence, and terrorism. Emphasis on counselors' immediate response, assessment and treatment protocols for recovery, trauma & addiction, post-traumatic stress, suicide prevention & assessment.

Post-Graduate Certificate in Marriage and Family Therapy

The Post Graduate Certificate in Marriage and Family Therapy is an 18 graduate credit program (6 courses) for counselors who desire to specialize in counseling couples and families beyond their coursework in the Master's in Counseling program. If students complete MFT Certificate courses while working toward the MAC degree, 6 credits may be transferred in toward the 18 credits. The coursework is offered in weekend and evening formats so that students may complete the plan in one year.

This certificate is designed for community professionals with a Master's degree in counseling or closely related area of clinical psychotherapy. Current graduate students in the MAC program may also be admitted to the

MFT certificate program concurrently during their Master's degree coursework. The MFT certificate will not be awarded to current students until the semester following graduation from the MAC program.

MFT 610 – Theories of Family Therapy (3)

MFT 650 – Family Origins and Life Cycles (3)

MFT 665 – Gender Development and Sexuality (3)

MFT 667 – Couple Therapy (3)

MFT 690 – Practicum: The Practice of Family Therapy (3)

MFT 699A – Supervised Marriage and Family Therapy Internship (3)

MFT 610 THEORIES OF FAMILY THERAPY (3.00)

This course explores the historical development of theories of family therapy which have grown out of the paradigmatic shift from focusing on the individual to focusing on influences of the family system and larger social contexts.

MFT 650 FAMILY ORIGINS AND LIFE CYCLES (3.00)

An in-depth study of family life cycle including adult development. The impact of transitions such as career, marriage, divorce, and death at different stages of the family life cycle as guides to therapeutic understanding.

MFT 665 GENDER DEVELOPMENT AND SEXUALITY (3.00)

Explores the physical, psychological, social, cultural, and ethical aspects of human sexuality and gender development. Male and female gender roles, sexual expression, sexual misconceptions, variations in gendered or sexual behavior, and common sexual and relationship concerns are applied to theories and techniques of sexuality counseling.

MFT 667 COUPLE THERAPY (3.00)

Provides an overview of theories of couple's therapy, focusing on the components of the marital system, covering premarital factors, dysfunctional marital styles, the developmental cycle of marriage, marital crises, and the therapeutic process and interventions.

MFT 690 PRACTICUM: THE PRACTICE OF FAMILY THERAPY (3.00)

Focuses on the practice and techniques of various approaches used to treat couples and families in therapy. Systemic/relational therapies will be explored through role-playing and videotaping.

MFT 699A SUPERVISED MFT INTERNSHIP (3.00)

Clinical supervision of individual, couple, and family counseling focusing on the principles and practice of Marriage and Family Therapy. Prerequisites: Admission to MAC program and completion and permission of MAC Clinical Coordinator.

Admission to Post-Graduate Academic Certificate Programs

Post-Graduate Certificates in counseling specializations are intended for psychotherapy professionals in the community already having a Master's degree in Counseling and/or those who practice as psychotherapists in Colorado:

Unlicensed State Registered Psychotherapists with a completed Master's Degree in Counseling or a closely related psychotherapy field;
Licensed Professional Counselors;

Licensed Marriage and Family Therapists;
Licensed Psychologists, or
Licensed Clinical Social Workers

Certificate plans are also available to current students admitted to the Division of Counseling and Family Therapy who wish to enhance their clinical expertise and training beyond the degree requirements.

Certificate Admission Requirements

Current students may apply to the Post-Graduate Certificates utilizing the mini-application provided below to:

Dr. Sondra Beres, Marriage and Family Therapy Chair

Dr. JoLynne Reynolds, Child and Adolescent Chair

Dr. Tom Lonneman-Doroff, Transformative Counseling Chair

Dr. Jim Ungvarsky, Counseling Military Families Chair

Certificates must be completed within six years of being accepted.



Rueckert-Hartman
College for Health Professions

Division of Counseling and Family Therapy
Regis University
11001 W. 120th Avenue, Suite 150
Broomfield, CO 80021

Fax: 303-964-6804

Application

Graduate Students for Post-Master's Certificate

Legal Name _____
Last First Middle

Previous Name(s) _____ Student ID # _____ Date of Birth _____

Permanent Address _____
Street City State Zip

Home Phone _____ Work Phone _____ Cell _____

Email Address _____ Preferred Start Term _____

Current number of courses completed in the Graduate Counseling or Family Therapy program _____

Please check the program you are applying for:

- Post-Master's Certificate in Marriage and Family Therapy
- Post-Master's Certificate in Counseling Children and Adolescents
- Post-Master's Certificate in Transformative Counseling
- Post-Master's Certificate in Counseling Military Families

Advisor Review:

Upon review of this applicant's courses taken and abilities demonstrated in the clinical environment, I
____ approve ____ deny (check one) the acceptance of this applicant into the certificate program.

Comments: _____

"I hereby certify that to the best of my knowledge, the information furnished on this application is true and complete without evasion or misrepresentation. I understand that if found otherwise, it is sufficient cause for rejection or dismissal. I further authorize Regis University to make appropriate inquiries when necessary to certify the accuracy of my records."

Applicant's Signature _____ Date _____

Certificate Coordinator's Signature _____ Date _____

STUDENT PERFORMANCE EVALUATION

The MAC program recognizes its obligation to ensure the scholastic, professional skill-based, ethical preparation and intellectual competencies of its students. In addition, emotional maturity should be demonstrated in interactions with others. Consequently, we are committed to consistently evaluating students in all of these areas. Faculty members, liaisons and supervisors using professional judgment are responsible for evaluating the performance and progress of counseling students. These evaluations will be made formally and informally from observations in classroom situations and in fieldwork placements throughout the course of the program.

The Student Performance Evaluation is completed by the instructor at the end of Counseling Techniques. They will also be used at the discretion of any faculty member who deems it valuable to give this form of evaluative feedback to a student and to the program core faculty. These evaluations will be shared with the student and then forwarded to the faculty advisor and the program chair. Unsatisfactory progress as demonstrated by scores of one or less on the Student Performance Evaluation will be discussed by the advisor and the student. If the advisor and or faculty remains concerned about the student meeting program standards, the student will be informed and referred to the program Remediation & Support Committee. At this point, a meeting with the Remediation & Support Committee, the student and other involved parties may be convened at the request of the student or faculty member.

Within 10 days of this meeting, a decision will be conveyed to the student as follows:

- No further action,
- A written remediation support plan with a plan to support for retention includes remedial work, special restrictions and a time line for student completion,
- A recommendation for dismissal from the program to the Program Chair.

Student Performance Evaluation

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

Rating Scale				
N - No Opportunity to observe		1 - Meets criteria minimally or inconsistently for program level		
0 - Does not meet criteria for program level		2 - Meets criteria consistently at this program level		
Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in an empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy – communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	N	0	1	2

Student Performance Evaluation (page 2)

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading or deceptive.	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

ACADEMIC

1. The student writes with good grammar, form and organization.	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section.	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized.	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research.	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts.	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic.	N	0	1	2
7. The student participates in class and interacts appropriately.	N	0	1	2
8. The student submits written work in a timely fashion.	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

Student

Faculty

Date

PROGRAM RESOURCES

The Division of Counseling and Family Therapy has faculty members that specialize in various areas of counseling psychology and education. They come from a variety of backgrounds and, in addition, have experience and expertise in counseling practice.

The full-time program faculty also serves as faculty advisors, sit on the program Remediation & Support Committee and supervise the academic and clinical components of the MAC program. Currently, Dr. Linda Osterlund is the Assistant Dean, Dr. Betsy Hall is the Associate Dean, Dr. Tom Lonneman-Doroff is Community Counseling Chair. Dr. Pat Sablatura is the Clinical Coordinator.

Affiliate faculty, liaisons and course consultants are mental health professionals and academicians who are active in their profession in the community. They bring their understanding of the current practices, constraints and opportunities that exist in Colorado. They, too, come from a variety of backgrounds and offer rich and diverse perspectives about counseling theory and practice.

Program Faculty & Advisors

JoLynne Reynolds, Ph.D., LPC
 Professor
 CCA Certificate Chair
 303-964-5386
jlreynol@regis.edu

Terry Christensen, Ph.D., LPC, RPT-S
 Professor
 Practicum Coordinator
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 Internship Coordinator
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Jim Ungvarsky, Ph.D.
 Assistant Professor
 CMF Certificate Chair & CS Coordinator
 719-264-7032
jungvars@regis.edu

Jody Huntington
 Assistant Professor
 CSI Coordinator
 303-964-6029
jhunting@regis.edu

NOTE: Please email to schedule appointments with faculty

For a list of the all Faculty and Affiliate Faculty, including descriptions of their expertise, academic backgrounds and credentials, and contact information visit www.regis.edu

REGIS WEBSITE

The Regis Website is a central location for information about the University in general, the Library, various academic resources and specific information about the MAC Program. It is located at <http://www.regis.edu/> Click **Current Students** to access current program information including forms, syllabi, book lists, course schedules, approved fieldwork placement sites and a list of affiliate faculty

UNIVERSITY ADDRESS:

Regis University
3333 Regis Boulevard
Denver, CO 80221-1099

1-800-388-2366

Regis University
Division of Counseling & Family Therapy
Mail Code P-20
11001 W. 120th Ave
Broomfield, CO 80021

1-800-388-2366, ext.5101

Regis University
Division of Counseling & Family Therapy
7450 Campus Drive, Suite 100
Colorado Springs, CO 80920

1-800-388-2366, ext. 5023

RESOURCE LIST

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Administrative Coordinator

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shorn@regis.edu

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Administrative Coordinator

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Patti Diffie
CS Clinical Administrative
Coordinator

719-264-7025
diffe886@regis.edu

Kathryn Raley
Administrative Assistant

303-964-6882
Raley598@regis.edu

Financial Aid

303-458-4126

Accounts Payable

303-458-4130

Campus Safety

303-458-4122

Campus Weather Line

303-458-1818

Course information,
registration, transcripts,
general information for

303-458-4126 ext. 5101

Course information,
registration, transcripts,
general information for

303-458-4126 ext. 5023

Broomfield

Colorado Springs

Graduation and diploma questions 303.458.4366

Information Technology Services 303-458-4050

Dayton Memorial Library 303-458-4030

Regis Center for Counseling & Family Therapy 719-264-7027
7450 Campus Drive
Colorado Springs, CO 80920

Regis Center for Counseling & Family Therapy 303-964-5786
11001 W. 120th Ave.
Broomfield, CO 80021

First: Check the Regis Website: www.regis.edu/

For the RHCHP General Catalog (information on RHCHP programs, grade appeals, disciplinary actions):<http://www.regis.edu/~media/Files/University/Academic/Course%20Catalog/2013-14%20Catalog/RHGeneral.ashx>

For the Regis University Bulletin, please see: <http://regis.edu/Academics/Course%20Catalog.aspx>.

STUDENT RESOURCES

Rueckert Hartman College for Health Professions Student Services

<http://www.regis.edu/RHCHP/RHCHP-Student-Portal/Rueckert-Hartman-College-for-Health-Professions.aspx>

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Regis University Libraries are dedicated to providing a full range of library services and resources to Regis students, without regard to their geographic location. The reference desk can be accessed by the link on the website or at 303-458-4031, 1-800-388-2366 Ext. 4031. <http://www.regis.edu/library/htm>

Smarthinking

Smarthinking is an online tutoring service which offers both asynchronous and live tutoring and writing assistance. Regis University provides 10 hours of FREE tutoring or writing assistance per year for all students through Smarthinking. The tutoring year is January 1 – December 31.

To access Smarthinking,

<http://www.regis.edu/Academics/Learning-Commons/Tutoring/Smarthinking.aspx#.UidY0n-wWjc>

Questions to ask advisor:

Grading policies for a course

Coursework to be transferred in

Degree Plan

Academic advising questions- course rotation, order, etc.

Future career questions, interests

Questions about the Capstone Project

Concerns about instructors, faculty supervisor, clinical placement, supervisor, etc.

Concerns about academic progress and grades

Problems completing a course (speak to instructor first)

Problems concerning a course (speak to instructor first)

Questions to ask instructors:

Questions that help to clarify expectations, assignments or other course criteria

Problems completing a course (also speak to advisor)

Problems concerning a course

Questions about grading

Academic questions about a course

Questions to ask internship faculty:

Specific questions about a training site for internship

Questions about the suitability of a site

Concerns about a site or supervisor

Concerns about not getting enough supervision

Available on the Regis website and WebAdvisor

List of courses and instructors - <https://webadvisor.regis.edu/WALPortal/WALPortal?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=2547642706>

DCFT approved clinical sites and related forms

Academic calendar

Graduation Application

Change of name or address - call 303-458-4126

List of current textbooks and syllabi

Getting a phone number – call 303-458-4126

Form and process for incomplete

MAC PROFESSIONAL AFFILIATION

ACA Code of Ethics

Students enrolled in The Division of Counseling and Family Therapy are required uphold all ethical and legal guidelines of the profession as outlined in the American Counseling Association (ACA) Code of Ethics & Standards of Practice and the Colorado Mental Health Statute and the Colorado Board of Licensed Professional Counselor Examiner Rules. These laws and rules can be obtained by contacting the board at the following address:

State Board of Licensed Professional Counselor Examiners
1560 Broadway, Suite 1350 Denver, CO 80202

ACA Code of Ethics and Standards of Practice

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

ACA Membership

To facilitate the identification and participation of students with their future professional counseling role, it is highly recommended that students in the Program join their professional association. The American Counseling Association (ACA) provides a wide variety of resources to professional counselors such as educational programs and workshops. Students may obtain an ACA brochure in the Division of Counseling and Family Therapy office, Broomfield/Interlocken Campus, Regis University or request information directly from ACA by calling 1-800-437-6647 or by contacting their website at www.counseling.org.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

CACREP serves as the national accreditation branch of the American Counseling Association. Its purpose is to ensure the uniform quality of national counselor education programs. CACREP PROGRAM STANDARDS are available in the Division of Counseling and Family Therapy office, Broomfield/Interlocken Campus, Regis University or at www.counseling.org.

Licensed Professional Counselor Examination

The Colorado State Board of Licensed Professional Counselor Examiners administers the Licensed Professional Counselor examination, which is the National Certified Counselor Examination. Regis University does not administer the exam and does not award the Licensed Professional Counselor License. Students are encouraged to contact the State Licensing Board early in the program to acquire licensing information to assist in planning their course work and to assist in planning post-graduate experience. The information includes the Colorado Mental Health Statute, the Licensed Professional Counselor Examination Rules and Regulations and application forms. These materials are also available at the Counseling Program Seminars scheduled each semester. To acquire information, contact:

State Board of Licensed Professional Counselor Examiners
1560 Broadway, Suite 1350 Denver, CO 80202
303-894-7766
www.dora.state.us.co



STUDENT INFORMED CONSENT CONTRACT

Description of Course Expectations and Program Experiences

The course content and experiential activities in the Division of Counseling and Family Therapy are designed to afford students the opportunity to advance their personal, intellectual, and professional development. Throughout the program of study, you will be expected to receive and integrate feedback concerning your personal, academic, and professional strengths, limitations, and performance in a manner in accordance with the professional standards. (Refer to the Student Performance Evaluation form for specific criteria regarding these standards.) This feedback will come from faculty, supervisors, peers, and clients. You will be expected to incorporate this feedback in a mature and professional manner.

The expectations of the counseling curriculum are that you will explore and recognize the effect that your personal beliefs, values, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various methods courses, practicum, and internships, will require that you develop and demonstrate your counseling skills as you work with classmates in role-play scenarios and with clients in actual counseling sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your counseling activities and experiences consistently and systematically.

The 1995 American Counseling Association Code of Ethics (Section F.3.a) states that faculty members:

.....assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors (faculty members) seek professional consultation and document their decisions to dismiss or refer students or supervisees for assistance. Counselors assure that students and supervisees have recourse to address decisions made to require them to seek assistance or to dismiss them.

If, in the professional judgment of a faculty member, a student's behavior is deemed below minimum program standards, unethical, illegal, and/or professionally unbecoming at any time during the course of training, a student may be referred for faculty review. At that time the Program Remediation and Support Committee will be called to review the performance, record, and behavior of the student and to make recommendations to the Program Chair and Assistant Dean of the Division of Counseling and Family Therapy.

Division of Counseling and Family Therapy Formal Endorsement Policy

Program faculty endorsement is given only:

- a) On the basis of demonstrated proficiency specific to the vocation and/or credentialing for which endorsement is sought;

- b) After the candidate has completed a substantial portion of the program, necessarily including the practicum and internships during the Division of Counseling and Family Therapy at Regis University;
and
- c) For the professional credentials for which the candidate has been prepared, necessarily including appropriate coursework and practicum and internship placements.



Rueckert-Hartman
College for Health Professions

Division of Counseling & Family Therapy

I have read and understand that I must uphold the (check below):

____ ACA Code of Ethics and Standards of Practice (Appendix D for MAC Students)

I have read the (check below):

____ DCFT Student Manual (MAC) including the Student Performance Evaluation. I am willing to adhere to the principles and requirement as described. I have also read the description of course requirements and program experiences required in the curriculum. I will be willing to participate fully in the courses and requirements of the Division of Counseling and Family Therapy. I further understand that a course grade of B- or better must be obtained to progress in and graduate from the program and successful completion of the Capstone Project.

Student Signature

Date

Print Student Name



Master of Arts in Counseling
Private Practice Agreement

I _____ agree not to operate an independent private practice while

Print name

I am enrolled in the Division of Counseling and Family Therapy (MAC) at Regis University.

I understand that in order to be ethical practitioners, “counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience” (ACA Code of Ethics, 2005, p. 9). In addition, “counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others” (ACA Code of Ethics, 2005, p. 10). I have read and understand this policy. I understand that violation of this policy will result in remediation or dismissal from the Division of Counseling and Family Therapy.

Signature

Date

Honor Society

Chi Sigma Iota - Rho Upsilon Chi Chapter	Delta Kappa - Kappa Chapter
<p>Mission: to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.</p> <p>Membership Chi Sigma Iota is open to all degree-seeking students in the Master of Arts in Counseling program or Master of Arts in Marriage and Family Therapy program at Regis. To become a member of CSI you must meet the following requirements:</p> <ul style="list-style-type: none"> • Have completed a semester of course work at the graduate level • Maintain a GPA of 3.5 or higher • Participate on a Rho Upsilon Chi committee, in a service and/or advocacy project. <p>How to Join Please visit our website at: www.csi-net.org/group/rho_upsilon_chi</p> <p>Contact Dr. Huntington at jhunting@regis.edu or any executive officer at ruc.csi@gmail.com</p>	<p>Mission: Delta Kappa, as the International Marriage and Family Therapy Honor Society, serves to further and complement the work being done by the AAMFT, the AFTA, and the IFTA. Delta Kappa, The International Marriage and Family Therapy Honor Society, has three primary aims. The first aim is to train emerging leaders in the field of marriage and family therapy to assume the mantle of leadership in the profession. The second aim is to provide a structure for developing scholarly forums that present cutting edge research and theory on marriage and family therapy to practitioners on an ongoing basis at the local, state, regional, national, and international level. The third aim is to recognize and promote the achievements of marriage and family therapy clinicians and scholars.</p> <p>Membership Delta Kappa members must meet the following requirements:</p> <ul style="list-style-type: none"> • Be students in an accredited marriage and family therapy program • Earned at least 12 credit hours • Have an average grade point average of 3.75 or higher <p>How to Join Please visit our website at: www.deltakappamft.org or contact Dr. Ungvarsky at jungvars@regis.edu</p>
<p style="text-align: center;">Benefits of Membership</p> <p>Professionalism: To develop your professional identity as a counselor or marriage and family therapist. Do not wait to involve yourself in your profession. People in the field recognize your membership as a mark of excellence that identifies you as exceptional.</p> <p>Enrich your education: Honor society membership can provide more insight into disciplines than can be gained through classroom experience alone. Honor society membership helps keep members current in their fields through publications and by means of local, state, regional, national and international meetings. Although this service may begin in graduate school it may continue beyond through our alumni program. This includes but is not limited to networking events, workshops, and advocacy events.</p> <p>Recognition: Recognition for the pursuit of personal excellence is a fundamental purpose of the Honor Societies. It is through the efforts of the individual members that the collective influence of the Society is realized. As a consequence, the Society seeks to identify and encourage all those who have made a commitment to excel in all that they do.</p>	

Regis Alumni and Student Counseling Alliance (RASCA)

RASCA's mission is to support students and alumni in the counseling community through education and mentorship. RASCA seeks to promote opportunities for leadership, networking, advocacy and skill enhancement in the following ways:

- Student and Alumni networking events
- Allowing students and alumni to become part of the speaker's bureau
- Leadership Academy
- State and National exam study sessions
- Workshops and trainings
- Mentoring

For membership information, please contact: Dr. Ungvarsky at jungvars@regis.edu

Background Checks

In accordance with the ethical and legal demands of the fields of Counseling and Marriage and Family Therapy, students in the DCFT will be required to have a background check before enrolling in the program. It also is common practice for agencies and/or field placement sites to have policies requiring drug screening and/or criminal background checks for their employees, volunteers, and for students who are assigned to the facility. Therefore, students may be required to submit to another background check prior to Practicum or Internship.

Regis University will assist students with understanding and complying with the requirements. However, the responsibility for providing such information, and the associated costs, rests with the student and not with Regis University. Failure to submit to such testing or to provide such information as required as a condition of a clinical placement or internship may result in disqualification from further study at the University. Similarly, results from drug screening tests or criminal records may result in disqualification from further study at the University.

DISQUALIFYING OFFENSES

Convictions and deferred adjudications of the following offenses will automatically disqualify an applicant from admission to the MAC Program at Regis University:

- Crimes against persons (homicide, assaults, kidnapping, and unlawful sexual behavior) as defined in Title 18-3-101 through 18-3-405.5 C.R.S.
- Any crime of child abuse or incest, as defined in Title 18-6-401 and 18-6-301 C.R.S.
- Any act of domestic violence, as defined in Title 18-6-800.3 C.R.S.
- Any offense involving moral turpitude (prostitution, public lewdness, indecent exposure, etc.), unlawful sexual behavior as defined by Colorado law.

- Registered sex offenders.
- Any crimes of theft, burglary or robbery except misdemeanor shoplifting.
- Felony crimes of arson, criminal mischief, fraud or forgery.
- Any offense related to the unlawful possession, use, sale, manufacture, transfer or distribution of a schedule I, II, III, IV, or V controlled substance.
- Any offense related to the unlawful possession, use, sale, manufacture, transfer, or distribution or more than one ounce of marijuana or any amount of marijuana concentrate.
- Multiple DUI offenses or Driving with Ability Impaired (DWAI) offenses (The Admissions Committee will consider DUI and DWAI offenses on a case-by-case basis for review).

The University reserves the right to deny admission, services, continued enrollment and re-enrollment to any applicants, students or other persons whose personal history, medical history, background or behavior indicates that their presence in University facilities, programs, or activities, or use of University services would endanger themselves, the health, safety, welfare, well-being or property of the University, its employees, students, guests, or others, or would interfere with the orderly performance and conduct of the University's or affiliated agencies' functions.