



Department of Counseling Student Handbook

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

**Master of Arts in Counseling:
Clinical Mental Health Counseling Program
60 Credit Hour Degree**



Updated May 2021

A Letter from the Chair, Department of Counseling

Dear 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) Counseling Department. We are humbled by the challenges required to prepare Counselors to serve the diverse populations in need of important mental health services. We are proud of the incredible effort of our dedicated faculty who for over twenty years have built a leading counselor preparation program. We are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation assures that this program meets the highest quality professional standards for you to become a fully recognized professional in the field of Counseling. Importantly, your education is also steeped in the Jesuit values of serving others and in our philosophy of teaching from the heart of our experience as counseling practitioners.

We as faculty and administrators focus our full efforts to prepare Counselors with the knowledge, skills, and abilities to provide compassionate action to serve the needs of our community. Our programs include rigorous academic learning, deeply reflective processes, and experiential education focused on your personal and professional development. You will have the opportunity to apply and practice your learning beginning with core foundational classes, throughout advanced clinical training, and into your practicum experience. You will provide direct counseling to community clients in our state-of-the-art clinic, *The Center for Counseling and Family Therapy*. Your work will culminate by serving as a *professional counselor intern* in one of over 100 community-based internship sites where you will 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 *The Person of the Counselor – You!* To grow as the *Person of the Counselor*, you will have the opportunity to delve deeply into your personal process while developing your unique counseling style and approach within a theoretically diverse, culturally informed curriculum. Our well educated Ph.D. faculty and affiliate faculty members bring hundreds of years of combined real-world experience of working in community-counseling practice to your learning. We are here for you to get to know, to be guided by, to learn from, and to help you advance toward professional practice and licensure in the counseling profession. You will leave this program 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* who is ready to serve others with heart, with excellence, and as a leader in our profession.

Welcome to the profession of Counseling! This manual is designed to provide you with the fundamental information to guide you. Please call on your faculty advisor, our excellent support staff, or me, for additional questions or concerns. Take the opportunities to participate in our community events, our student honor society Chi Sigma Iota, or our student interest groups, and join us in this honorable profession – *Counseling!*

On behalf of all of our dedicated faculty and staff,



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Overview of the Program

What it Means to Be a Regis University Student

Regis University has a unique Jesuit Catholic Mission:

Regis University Mission Statement:

As a Jesuit Catholic university, Regis seeks to build a more just and humane world through transformative education at the frontiers of faith, reason and culture.

Regis University Outcomes and Key Jesuit Values

Regis University, in conjunction with the Higher Learning Commission, is committed to universal learning outcomes for all students. The “Regis 9” highlights the university level outcomes of knowledge, skills, and values for students graduating from Regis University. The outcomes are linked to coursework and assessed regularly to foster continued quality in our programs and to assure our curriculum has the greatest possible impact on student learning. The Key Jesuit Values are inherent in the instructional processes and learning at Regis University. These values highlight the virtues that every student may experience and gain in their learning - values that graduates will bring to their service to the community in their professional role.

Regis University Learning Outcomes: “The Regis 9”

Knowledge	Knowledge of a discipline or content area Knowledge of diverse cultures, perspectives, and belief systems Knowledge of arts, sciences, and humanities
Skills	Ability to think critically Ability to communicate effectively Ability to use contemporary technology
Values	Commitment to ethical and social responsibility Commitment to leadership and service to others Commitment to learning as a lifelong endeavor

Key Jesuit Values

1. Cura Personalis - Latin phrase meaning "care for the person," cura personalis is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body and spirit of the person.
2. Magis - Latin meaning the “more,” magis embodies the act of discerning the best choice in a given situation to better glorify or serve God. Magis does NOT mean to always do or give “more” to the point of exhaustion. Magis is the value of striving for the better, striving for excellence.

3. Men and Women for and With Others - This value embodies a spirit of giving and providing service to those in need and standing with the poor and marginalized. We are encouraged to pursue justice on behalf of all persons.
4. Unity of Mind and Heart - Our hearts and minds are not divided; they are congruent when the whole person is educated and engaged.
5. Contemplatives in Action - Although we are thoughtful and philosophical, we do not merely think about social problems, we take action to address them. Developing the habit of reflection centers and strengthens one's spiritual life and guides our actions.

Finding God in all Things - This may be the one phrase that sums up Ignatian Spirituality. It invites a person to search for and find God in every circumstance of life; God is present everywhere and can be found in all of creation.

DIVISION OF COUNSELING AND FAMILY THERAPY OVERVIEW

The Department of Counseling is a part of the Division of Counseling and Family Therapy (DCFT) in Rueckert-Hartman College of Health Professionals (RHCHP). Within DCFT are two departments. The Department of Counseling offers the Master of Arts in Counseling: Clinical Mental Health Counseling degree, the Department of Couples and Family Therapy offers a Master of Arts in Marriage and Family Therapy Program. The Division also offers four post-master's certificate programs: Counseling Children and Adolescents, Counseling Military Families, Depth Psychotherapy, and Marriage and Family Therapy. More information about the certificate programs can be found on page 27 of this Student Manual or at the Division's web page at <https://www.regis.edu/academics/colleges-and-schools/rueckert-hartman/counseling-family-therapy/index>

Division of Counseling and Family Therapy 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 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.

DCFT 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.

Department of Counseling

Master of Arts in Counseling: Clinical Mental Health Counseling Overview

Our highly interactive, on-campus Masters of Arts in Counseling: Clinical Mental Health Counseling (MAC CMHC) program 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: Clinical Mental Health Counseling (MAC-CMHC) degree is a 60-credit-hour program meeting the academic requirements for Colorado Licensed Professional Counselors (LPC) set forth by the Colorado Licensed Professional Counselor Examiners Board. The MAC-CMHC degree is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP): <https://www.cacrep.org/> and the Council for Higher Education Accreditation (CHEA): <https://www.chea.org/>. Also approved by the International Registry of Counselor Education Programs (IRCEP): <http://www.ircep.org/>, CACREP's international affiliate.

The MAC CMHC degree program is offered in its entirety at Regis University's Thornton campus. Some courses are periodically offered at the Northwest Denver campus based upon student and faculty needs. Most students complete the program in three and one-half years, taking an average of two to three courses a term, but have up to 6 (six) years to complete degree requirements. A full-time student load is considered to be 6-9 credits over a semester or 2-3 courses

The degree curriculum provides hands-on training through one term (6-credit hours) of Practicum in the DCFT Center for Counseling and Family Therapy (CCFT) on the Thornton campus, a state-of-the-art counseling training facility. The practicum experience in the CCFT is followed by two terms of supervised counseling internship in an approved partnership with a community mental or behavioral health provider.

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.

Department of Counseling CMHC Mission Statement

Through the development of the whole person in mind, body, and spirit, students seeking degree programs in the Department of Counseling will gain an understanding of their values and an ethical willingness to effect personal and cultural transformation.

The Department of Counseling provides clinical mental health training and supervision to future Professional Counselors. Learning experiences are informed by Jesuit educational values and traditions. Students engage in personal reflection and critical thinking while developing a discerning mind and heart, dedicated to the service of others in need.

Graduates are prepared to live as reflective, inquisitive, creative, and service oriented leaders. They are ready to make a positive impact with an emphasis on social justice and advocacy in a changing society.

Master of Arts in Counseling CMHC Program Objectives and Learning Outcomes:

1. 1. Students will understand and apply a comprehensive knowledge of individual and family developmental theories (CACREP 2016 Standard 2.F.3.)
2. Students will demonstrate appropriate ethical and legal foundations of the profession into their clinical decision-making and clinical services provided (CACREP 2016 Standard 2.F.1.i)
3. Students will demonstrate the ability to practice counseling using multicultural and pluralistic characteristics (CACREP 2016 Standard 2.F.2.a)
4. Students will understand and apply a working knowledge of the theories and models of career development in counseling (CACREP Standard 2.F.4.a)
5. Students will demonstrate the clinical ability to use essential interviewing, counseling and case conceptualization skills with a range of clients (CACREP 2016 Standard 2.F.5.g)
6. Students will understand and apply appropriate knowledge of therapeutic factors in effective group therapy (CACREP 2016 Standard 2.F.6.c)
7. Students will demonstrate the ability to assess, treat, and report trauma, abuse, suicidal and/or homicidal ideation at the individual and systemic level (CACREP 2016 Standards 2.F.7.c)
8. Students will demonstrate skills and practices of assessment that provide appropriate research and evaluation processes to deliver effective clinical mental health services for diverse client populations. (CACREP Clinical Mental Health Standard J.)
9. Students will demonstrate the ability to implement and provide appropriate counseling techniques and interventions for the prevention and treatment of a broad range of mental health issues (CACREP Standard CMHC 5.C.3.b)
10. Students will understand and apply a working knowledge of qualitative, quantitative and mixed research methods (CACREP 2016 Standard 2.F.8.f)

11. Students will demonstrate key professional dispositions including: a) an ability to receive and integrate feedback; b) self-awareness of one's own impact on others; c) acceptance of social and cultural diversity; d) professional attitudes and behaviors consistent with the ACA code of ethics; and e) a commitment to lifelong learning.

DCFT & MAC CMHC 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 (2014) statements regarding diversity include the following:

Counselors are aware of-and avoid imposing-their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in the areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

ACA code of Ethics Section A.4b.

Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race religion/spirituality, gender, gender identity, sexual orientation, marital partnership status, language preference, socioeconomic status, immigration status or any bias proscribed by law.

ACA Code of Ethics Section C.5 <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Disability Accommodations and Procedures

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.

MAC CMHC Degree

MAC CMHC Degree Requirements

Types of Admission

Students may be admitted under the status of full admissions or provisionally admitted to the degree program. Each status entitles the student to particular registration requirements.

Full Admission

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

- Students may register for MCPY Core Foundational and Standard Required Courses.
- First semester students may be registered for a limit of 2 courses (6 credits). Additional courses taken during first term require permission from the students assigned advisor.
- Students are expected to **register for no more than 12 graduate credits (4 courses)** per term.
- Registering for more than 12 credits requires permission from the MAC CMHC Department Chair with support from your academic advisor. .
- All students must maintain a grade point average of 3.0 or better and follow the sequencing of course prerequisites to maintain full admission status..
- A student who receives two grades of “C+” or less and/or a grade of “no pass” in clinical coursework will be subject to academic review and may be suspended for up to one year or dismissed from the program.
- No grades in courses less than a “B-” will be counted toward degree requirements (e.g., “C+” or less). In courses that are graded with “P” (Pass) or “N” (No Pass), only grades of “P” will count towards graduation of master’s degree requirements
- Students are also subject to evaluation by faculty on the Student Performance Evaluation (SPE). 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 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. Must attend Student Orientation prior to taking courses.
2. Completion of MCPY 505 Skills for Helping Professionals with a final course grade of “B-“ or better.
3. Provisional students **may take only MCPY 505 and no other concurrent classes** within DCFT programs or Certificates during their first semester,
4. 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.

MAC CMHC Academic Matriculation Requirements

The following requirements must be satisfactorily completed in order to graduate (Refer also to the current Regis Bulletin (catalog) for year of admittance):

1. ***Student orientation attendance and full admission:***

- All accepted degree students must attend Student Orientation prior to participation in MCPY courses.
- Students admitted as *provisional status* must fulfill all conditions outlined in the admission letter to obtain eligibility for full admission in the program, and complete each course with a 3.0 GPA to continue in program.
- Full admission to the degree program must be obtained in order to pursue degree requirements.

2. ***Meet credit hour requirements, grade requirements and timeframe:***

- A total of 60 credit hours is required. See the MAC-CMHC Degree Guidelines and Courses, below.
- All coursework must be completed with a 3.0 GPA or higher, i.e a grade of B- or higher.
- All coursework must be completed within the six year time frame, or an extension/waiver may be obtained from the Department of Counseling Chair.

3. ***Follow course sequence.*** Register for and successfully complete the Six ***Core Foundational Courses*** prior to registration for MCPY 635 Counseling Techniques I. The Core Foundational Courses include:

- MCPY 602 Spirituality and Counseling
- MCPY 605 Human Growth and Development
- MCPY 610 Theories of Counseling
- MCPY 615 Cultural Issues and Social Justice
- *MCPY 622 Diagnosis & Treatment Planning in Clinical Mental Health Counseling
- MCPY 625 Professional Orientation and Ethical Issues

4. The following ***Clinical Skills Preparation*** courses are required **following completion of the six Core Foundational Courses** listed above.

- MCPY 635 Techniques I
- MCPY 636 Techniques II
- MCPY 630 Groups: Process and Counseling. May be taken **after** MCPY 635 Counseling Techniques I and **concurrent** with MCPY 636 Counseling Techniques II.
- Counseling Techniques I and II (MCPY 635 and 636), the preparatory courses for fieldwork, may be retaken only one time to achieve a satisfactory rating.

5. Each of the following six ***Standard Required Courses*** may be completed any term prior to program completion however, students are highly encouraged to complete these courses before Practicum and Internship in order to be fully prepared for their clinical field experiences.:

- MCPY 640 Research Methods & Program Evaluation
- MCPY 645 Clinical Assessment
- MCPY 650 Career Counseling and Development*
- MCPY 660 Substance Abuse Counseling*
- MCPY 672 Crisis, Trauma and Loss*
- * Indicates courses recommended prior to Internship if working with special populations (see below).

6. ***Two Elective Course Requirement:*** Two elective courses (6 total credits) may be chosen from any of the graduate certificate options, and/or MCPY 685 Qualitative Research. Prerequisites apply to all elective courses taken. With the exception of the Depth Psychotherapy coursework, students must complete MCPY 635 Counseling Techniques 1 prior to enrolling in certificate course electives. Students will be required to choose electives that may be prerequisite for placement in agencies that serve special populations. Please see above, #7 for specific recommendations of electives related to the populations/issues you will work with in practicum/internship. Certificate courses used as electives have the prefix of CFT Counseling Military Families, MFT Marriage and Family Therapy, any MCPY

course related to Depth Psychotherapy, or any MCPY course related to the CCA certificate: Counseling Children and Adolescents.

7. ***Special Population Training Requirement:*** In order to work with special populations in practicum or internship, **a minimum of one (strongly suggest two) of the following courses or electives must be taken prior to or concurrently with Practicum:**

Children

MCPY 678 – Introduction to Play Therapy
(See also Families, below)

Adolescents

MCPY 677 - Counseling Adolescents

Families and/or Couples

MCPY 668 Play in Family Therapy
Any Courses from the MFT Certificate,
Recommended a theories or foundational course + practice.

Working with the Military

Any courses from the CMF Certificate

Standard Required Courses related to populations/issues to take Prior to Practicum/Internship. Although the Standard Required Courses can be taken at any time in the program, it is highly recommended that you select the course that corresponds with the population treatment issues seen at the specific site and complete them prior to practicum and internship. The following courses are ***highly recommended prior to practicum and internship*** if working with populations whose needs include significant assessment, career counseling, substance abuse treatment, or crisis/trauma/loss treatment.

Trauma Related Work

MCPY 672 Crisis, Trauma, and Loss

Grief and Loss/Hospice/Elderly

MCPY 672, Crisis, Trauma, and Loss (minimal)
MCPY 674 Grief Therapy and Life Transitions (preferred)

Careers/Vocations/Work Transition/College Counseling/Employee Assistance Programs

MCPY 650 Career Counseling

Substance Abuse/Addictions

MCPY 660 Substance Abuse Counseling

Focus on Assessment and Diagnosis/Treatment Plans

MCPY 645 Assessment

8. ***Enrollment in and Completion of Practicum:***

- Prior to applying for Practicum – all students must attend a Clinical Orientation and receive a certificate of attendance.
- The three ***Clinical Skills Preparation*** courses MCPY 635, 630, and 636 **must be completed prior to enrollment in practicum**
- Enrollment in MCPY 692/693 Practicum: Clinical Supervision, must be approved through an **application submitted to the Clinical Coordinator**. (See *MA Counseling Practicum & Internship Clinical Manual*).
- Prior to applying for enrollment in Practicum, **all students must receive acceptable ratings on the Student Performance Evaluations (SPE)** in MCPY 635 Counseling Techniques I, MCPY 636 Counseling Techniques II, MCPY 630 Groups.
- Students must independently seek, apply for, interview at, and be accepted by an approved practicum group-site and internship site.
- Students will fulfill counseling duties at the Center for Counseling and Family Therapy on a Regis campus, as well as fulfill a Group Counseling Practicum component at an offsite location. (See MAC Clinical Manual).

9. ***Enrollment in and completion of MCPY 698 Internship***

- MCPY 692/693 Practicum is a prerequisite for enrollment MCPY 698A Internship and MCPY 698B Internship are taken in two sequential terms.
- Internship 698 C may be required or arranged if internship requirements are not met within A and B.

- All Clinical Practicum and Internships courses must receive a grade of PASS in order for the course to count toward degree requirements. If a student receives a grade of NO PASS/FAIL in a Practicum or Internship course, none of the supervised experience or clinical hours within that term will count toward degree requirements.
- Satisfactory student evaluations. See *III. Student Process* in this handbook for further information.
- Successful completion of fieldwork requirements: Practicum and Internships A & B (800 hours) with a grade of Pass, including Triadic and Group Supervision.
- **See the MAC Clinical Manual for further details.**

10. ***Completion of the Counselor Preparation Comprehensive Examination (CPCE).*** The CPCE is required to be completed at any time during the terms where you are enrolled in MPCY 635 Techniques I and prior to the completion of MCPY 698 Internship A. Failure to complete the CPCE prior to the completion of MCPY 698 Internship A will result in an Incomplete/No Pass grade which will remain until the exam is completed. (See the MA Counseling Clinical Manual for further details).
11. ***Capstone Project:*** Satisfactory completion of the requirements for a Capstone Project, a written and oral clinical case study presentation is completed during the final term of Clinical Internship (MCPY 698B or 698C)
12. ***Interprofessional Education (IPE):*** *Recommended for all students is to participate in IPE events as part of the Rueckert-Hartman College for Health Professions integrated healthcare training. Participation may be through courses requirements or volunteer opportunities that may result in direct client contact hours.*

Advising and Program Planning

Planning Your Program

Progression Through the Program

Upon admission all students are assigned a faculty program advisor who helps them develop a planned program of study. Students should refer to this Student Handbook as well as the Clinical Manual for complete information and policies for success in the program. To make an appointment with your advisor use email to arrange an appointment. A list of all MAC CMHC faculty with emails and phone numbers are included in Appendix C. A program degree self-audit and advising form is available for you to use in Appendix I of this manual.

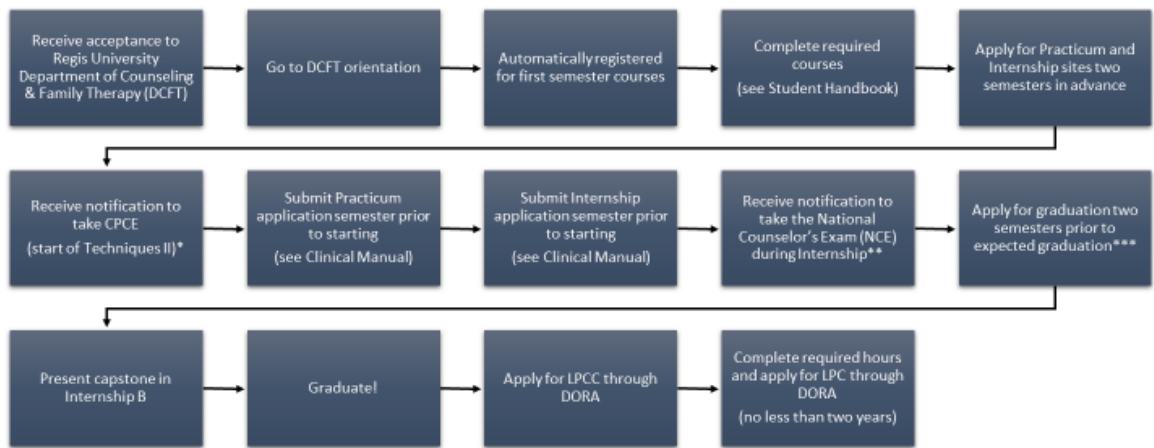
Email Policy

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 in order to comply with FERPA policies regarding student confidentiality.

The following flow chart illustrates the different phases of the program for student progression.

Regis University
Department of Counseling: Program Timeline



*The CPCE needs to be completed by the end of Internship A

**The NCE can be taken at anytime during Internship or after graduation. It is required to apply for your LPC, but not to graduate and not to apply for your LPCC

***The graduation application can be found in WebAdvisor

Attendance at Program Orientation, Clinical Orientation & Student Seminars

New Student Orientation

All graduate students are required to attend the Department of Counseling MAC CMHC New Student Orientation prior to enrolling in coursework.

Clinical Orientation

Clinical Orientations for Practicum and Internship are provided each semester to orient students to the clinical portion of the program, attendance required prior to application to Practicum. Students are encouraged to attend one clinical orientation during the first year of the program to understand field experience requirements. Students will be notified by email for all events.

Internship Fair

The annual Internship Fair is held annually (typically in March) at the Thornton campus. The Internship Fair brings community mental health providers from approved Internship sites on campus to meet and recruit student interns. This is a very important event for every student planning to enter Practicum and Internship courses within the next year.

Time Limits on Completion of Degrees

Students have a total of 6 years to complete their graduate degree coursework. Most students in the MAC CMHC program average degree completion is 3.5 years. Each student should take into account family, work, and life obligations when planning their degree program. If toward the end of the 6-year period students find they need more time to complete their degree, an extension can be requested through written request to the Department of Counseling Chair. Extensions on degree completion may be granted by the Department of Counseling Chair for students who may have encountered health or life situations that have impeded their

progress. To request an extension in completion of your program send your request in writing by email Dr. Thomas Doroff tlonnema@regis.edu

MAC CMHC Degree Guidelines and Courses (60 credits)

Note: Students are limited to 2 courses (6 credits) in their first semester (a third may be added with advisor permission. Students are limited to 4 courses (12 credits) per semester, overload by permission only.

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 622	Diagnosis & Treatment Planning in Clinical Mental Health Counseling	3
MCPY 625	Professional Orientation & Ethical Issues	3
MCPY 635	Counseling Techniques I (Prerequisite—all Core Foundational courses above).	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 692/693	Practicum (Prerequisite – Counseling Techniques II)	6
MCPY 698 A	Internship A (Prerequisite – Practicum)	3
MCPY 698 B	Internship B (Prerequisite- Internship A)	3
2 Elective Courses MCPY, or MFT	Student's choice of two courses (3 Credits each) from any of the certificate program courses or additional electives: <ul style="list-style-type: none"> • Marriage and Family Therapy (MFT) Certificate Courses • Counseling Children & Adolescents Certificate Courses (MCPY) • Depth Psychotherapy Certificate Courses (MCPY) • Optional elective: MCPY 685 Qualitative Research Note: All prerequisites apply, additional electives may be taken beyond 6 credits.	6
CPCE	Counselor Preparation Comprehensive Exam, taken any time between MCPY 635 Techniques I and MCPY 698 Internship A.	Required
Capstone Project	The Capstone Project is completed in Internship B or C, and is a cumulative case study encompassing all program learning.	Required
IPE	Interprofessional Education. Participate in any integrative healthcare events through the Rueckert-Hartmann College of Health Professions and DCFT. Classes, practicum, and/or internship. Events include End of Life Simulation, Implicit Bias, Medical Errors, Project Homeless Connect, 9News Health Fair, and more. Fulfills integrative healthcare learning component, and should be placed on your resume.	Recommended
TOTAL CREDITS		60

Advising Guide Key:

Six Core Foundational Courses: Taken prior to MCPY 635 Techniques 1

Clinical Skills Preparation Courses: Required Prerequisites are the Six Core Foundational Courses. MCPY 635 Techniques 1 must be taken as the first clinical skills course. After completion of 635 students may take MCPY 630 Groups Counseling concurrently with MCPY 636 Counseling Techniques II..

Additional Required Courses: These can be taken any time during the program preferably prior to practicum. No prerequisites are required to take these courses are required. It is recommended that students complete 645 Clinical Assessment, MCPY 650 Career Counseling, MCPY 660 Substance Abuse Counseling and MCPY 672 Crisis, Trauma, and Loss prior to Practicum and Internship. Completion of these courses to prepare you to assist clients with interpretations of assessments, career counseling concerns, substance abuse treatment and recovery from crisis, trauma and loss .

Practicum and Internship: Taken following completion of Clinical Skills Prep Courses (Techniques 1, Techniques II, and Group Counseling). Students must fulfill application process to enroll and show evidence that they have secured an internship site. Students are required to take any additional specialized courses to work with special populations (for counseling children, adolescents or families) prior to or concurrent with practicum .

Elective Courses: Two 3 credit hour courses (6 total credits) must be selected from any of the Graduate Post-Graduate Certificate course offerings or other approved optional electives. Additional electives may be taken, over the 6-credit requirement. Please note that there may be course prerequisites that apply to some electives (often MCPY 635 Techniques I). Students must take a *special population training requirement* course if working in practicum with children, adolescents, and parents. Your elective may fulfill the special population training requirement, if selected from one of the courses listed above.

Counselor Preparation Comprehensive Exam (CPCE): Completed in any term during Techniques II, Practicum, or Internship A. The exam must be completed prior to the end of term when enrolled in MCPY 698 Internship A. See MAC Clinical Manual for further details and study guide.

Capstone Project: A final case study based on student's cumulative understanding of the program and skills. The case study is based on a client chosen from the internship experience. Capstone includes a final written paper presented and evaluated among peers and faculty clinical supervisors, typically during Internship B.

Interprofessional Education (IPE): Participate with other healthcare professional schools including Nursing, Physical Therapy, Pharmacy, Healthcare Administration and more. Events include collaborate, shared, clinical assessment, treatment planning, and healthcare profession, and offer a "badge" to place on your resume, as a distinctive experience through the Rueckert-Hartmann College for Health Professions.

Sample Course Sequencing

Note: Students are limited to 2 courses (6 credits) in semester 1 (a third may be requested with permission of the advisor). Students in all other semesters are limited to 4 courses (6 credits) per semester. Overload requires permission of advisor).

Part-time (2 courses a semester)

	Sem. 1	Sem. 2	Sem. 3
Year 1	MCPY 605 Human Gr & Dev MCPY 602 Spirituality in Couns.	MCPY 610 Counseling Theories MCPY 625 Prof Orient. & Eth.	MCPY 622 Diagnosis & Tr. MCPY 615 Cult. Iss. & Soc. Justice
Year 2	MCPY 650 Career Counseling MCPY 660 Substance Ab. Couns	MCPY 640 Research Methods MCPY 645 Clinical Assessment	MCPY 635 Counseling Techn. I MCPY 672 Crisis Trauma and Loss
Year 3	MCPY 630 Group Counseling MCPY 636 Counseling Techn. 2	Elective 1 Elective 2	MCPY 692 Practicum: CI Sup. MCPY 693 Couns. Practicum
Year 4	MCPY 698A Internship A	MCPY 698B Internship B	

Full-time (3 courses a semester)

	Sem. 1	Sem. 2	Sem. 3
Year 1	MCPY 605 Human Gr & Dev MCPY 602 Spirituality in Couns. MCPY 610 Counseling Theories	MCPY 625 Prof Orient. & Eth. MCPY 622 Diagnosis & Tr. MCPY 615 Cult. Iss. & Soc. J.	MCPY 650 Career Counseling MCPY 660 Substance Ab. Couns MCPY 645 Clinical Assessment
Year 2	MCPY 635 Counseling Techn. I MCPY 672 Crisis Tr. & Loss MCPY 640 Research Methods	MCPY 630 Group Counseling MCPY 636 Counseling Techn. 2 Elective 1	MCPY 692 Practicum: CI Sup. MCPY 693 Couns. Practicum Elective 2
Year 3	MCPY 698A Internship A	MCPY 698B Internship B	

For a copy of the MAC CMHC Degree Self-Audit Form, refer to Appendix I

Program Approved Elective Courses

Counseling coursework that can be used for degree electives include courses offered in any of the Division's three Post-Graduate Certificate Programs and/or MCPY 685 Qualitative Research.

Student should select electives based upon the client populations they wish to work with during their field experiences (Practicum and Internship). In some cases specific elective coursework must be taken to be approved for internship placements with special populations. For internship sites working with young children, MCPY 678 Introduction to Play Therapy is a prerequisite course. For sites specializing in adolescents, MCPY 677 Counseling Pre-Adolescents and Adolescents is required. MCPY 668 Play in Family Therapy is required for working with families. To learn more about the course and read course descriptions please refer to Appendix A.

Elective Coursework Options (Post-Graduate Certificates)

Post Graduate Certificate in Counseling Children and Adolescents	Post-Graduate Certificate in Depth Psychotherapy	Post-Graduate Certificate in Marriage and Family Therapy
MCPY 678 Introduction to Play Therapy (3.00) Pre-requisite: MCPY 635	MCPY 674 Grief Therapy (3.00) MCPY 675 Ecopsychology: A Transformative Experience (3.00)	MFT 610 Theories of Family Therapy (3.00) MFT 650 Family Origins and the Life Cycle (3.00)
MCPY 670 Adv. Play Therapy: Grief/Abuse/Trauma (3.00)		

<p>Pre-requisite: MCPY/MFT*635&MCPY*678</p> <p>MCPY/MFT 668 Play in Family Therapy (3.00) Pre-requisite: MCPY/MFT*635</p> <p>MCPY 677 Counseling Pre-Adolescents & Adolescents (3.00) Pre-requisite: MCPY/MFT*635</p> <p>MCPY 679 Sandtray Therapy Techniques (3.00) NOTE: MACP Program students only. Pre-requisite: MCPY/MFT*635</p> <p>MCPY 680 Current Trends in Play Therapy Pre-requisite: MCPY 635 and MCPY 678</p>	<p>MCPY 686 Psychotherapeutic Relationship: A Depth Perspective (3.00)</p> <p>MCPY 682 Personal Mythology and Narrative (3.00)</p> <p>MCPY 683 Approaches to Dream Work (3.00)</p> <p>MCPY 687 Cultural Narratives: Literature, Myths, and Fairy Tales (3.00)</p>	<p>MFT 665 Gender Development and Sexuality (3.00)</p> <p>MFT 667 Couple Therapy (3.00)</p> <p>MFT 690 Practicum: The Practice of Family Therapy (3.00)</p> <p>MFT 699A Supervised MFT Internship A (3.00)</p>
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MAC-CMHC Clinical Requirements

MAC CMHC 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 Thornton campus or the Colorado Springs Campus.
2. Participating in individual, small 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 can reference a list of approved clinical sites for placement by logging into WorldClass and visiting the DCFT and Me Site. Instructions on enrolling in the DCFT and ME site are included in Appendix H.

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 term of internship (see CAPSTONE) for more details).

Internship is typically completed over the course of two terms, 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 term in the course MCPY 698 Internship C. Fifteen to twenty hours a week are recommended during Internship terms. 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. The MAC Clinical Manual is available on the WorldClass DCFT and Me student webpage.

Clinical Field Experience Policies & Recommendations

Personal Counseling for Students in the Program

In addition to the academic and clinical knowledge required in counseling and family therapy, self-awareness is also essential. To facilitate this personal exploration the DCFT faculty strongly recommend that each student complete a minimum of 20 hours individual, couples or group psychotherapy sessions with a licensed mental health psychotherapist or an unlicensed psychotherapist under supervision of a licensed practitioner. Up to 50 hours of psychotherapy hours done during the clinical field portion of the program and can be counted towards the indirect hour requirements of practicum and internship. For a list of affordable personal counseling services available to students in the Denver Metro area see Appendix G.

It is strongly recommended that psychotherapy hours be initiated prior to or at the beginning of the clinical practicum and internship experiences. The faculty believes that the first requirement for becoming a competent therapist is maintaining your psychological health and well-being.

Clinical 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, and family 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 syllabus for MCPY 698 Counseling Internship and in the MAC CMHC Clinical Manual.

HIPAA Guidelines

As part of each student's clinical field experience, the program requires adherence to HIPAA guidelines when students work with clients and client records throughout Practicum and Internship. Below is the HIPAA policy explained in full for students in the program.

HIPAA Privacy & Security Reminder

Health Insurance Portability and Accountability Act of 1996 (42 U.S.C. §§ 300gg, 1181 et seq. and 1320d et seq.; 45CFR Parts 144, 146, 160, 162 and 164), also known as HIPAA, sets guidelines for protection of health records. Regis University maintains 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. In these cases, parental or guardian consent would be required.

- 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 terms.

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 the Regis Privacy Officers where they will be investigated. Filing a report can be done on the HIPAA Security and Privacy Oversight webpage at

<https://www.regis.edu/policies/hipaa>

Please refer to the Clinical Manual for more information about HIPAA privacy and security policies.

Developing Your Identity as a Counselor

As part of your professional development in the program students are encouraged to be active in national and state professional counseling associations

Professional Counseling Associations & Agencies

[American Counseling Association](#)

Benefits of membership in the American Counseling Association includes:

- Access to award-winning publications
- Advancement of your career with Career Central
- Get continuing education just for counselors
- Advocate for the counseling care of tomorrow
- Expand your networking connections
- Get discounts on insurance, travel costs and more

Source: <https://www.counseling.org/membership/aca-and-you>

Colorado Counseling Association

Benefits of membership include:

- Legislative advocacy, leadership training and up-to date information
- Continuing education opportunities at reduced rates
- Professional identity
- Legal representation at a reduced rate for consultation and defense of CCA members
- Support in ethical decision making
- Paneling and billing support
- Members only job board

- CCA video library
- CCA member logo

Source: https://www.coloradocounselingassociation.org/cca/Membership_Benefits.asp

Colorado Department of Regulatory Agencies (DORA)

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, or online at: www.dora.state.us.co

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

CACREP accredits masters and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world. CACREP PROGRAM STANDARDS may be obtained through the Division of Counseling and Family Therapy or at: <http://www.cacrep.org/>

National Board for Certified Counselors

The National Board for Certified Counselors (NBCC) is associated with CACREP and acts as a certifying body for Counselors. The NBCC provides licensure standards in direct line with CACREP Program Standards. Upon taking the National Counselor Exam (NCE) through a state licensing board, you may be eligible to become a National Certified Counselor (NCC). The (NCC) shows colleagues and the public that you have voluntarily met national standards for the general practice of counseling. More information may be obtained at: <http://www.nbcc.org/>

State of Colorado: Licensed Professional Counselor, National Counseling Exam (NCE)

The Colorado State Board of Licensed Professional Counselor Examiners administers the Licensed Professional Counselor examination using the *National Certified Counselor Examination (NCE)* (see NBCC above). 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 MA Counseling Program Clinical Orientation Seminars scheduled each term. 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

Opportunities for Professional Involvement and Advocacy

Program and University Honor Societies

HONOR SOCIETIES	
<p><u>Chi Sigma Iota - Rho Upsilon Chi Chapter</u></p> <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 one term of full-time 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 Contact Dr. Huntington at jhunting@regis.edu or any executive officer at ruc.csi@gmail.com</p>	<p><u>Alpha Sigma Nu (ASN)</u></p> <p>Mission: Alpha Sigma Nu (ASN) is the national honor society of Jesuit colleges and universities in the United States. The society was founded in 1915 at Marquette University to honor a select number of students each year on the basis of scholarship, loyalty, and service. The Regis University chapter of Alpha Sigma Nu recognizes students of all ages in all Regis University colleges who distinguish themselves in the principles on which the society was founded. The only honor society permitted to bear the name Jesuit, ASN encourages its members to a lifetime pursuit of intellectual development, deepening Ignatian spirituality, service to others, and a commitment to the core principles of Jesuit education.</p> <p>Membership: Application required with the following criteria:</p> <ul style="list-style-type: none"> • Minimum GPA of 3.5 • Students must have distinguished themselves in displaying qualities of scholarship, loyalty, and service. • An application • An essay • Two letters of affirmation • Resume <p>How to Join Questions about Regis University's ASN chapter, as well as application guidelines may be directed to the <u>Office of the Provost</u> or 303.458.1843.</p>
<p>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>	

DCFT Student Groups

MA Counseling Student Representatives Council “MAC Reps” – The student representatives are nominated and approved by students and faculty. They provide a voice and advocate for student concerns and issues and provide a bridge for communication between students and administration, solving key problems. Each student participates on the council with additional opportunities to work with the Colorado Counseling Association’s Student Governance Council reaching as far as local, state, and national legislation and advocacy. Regular events each semester may include wellness, coloring, yoga, counseling topics, listening sessions, pizza night as well as *April is Counselor Awareness Month*, presenting various events that recognize *professional counselor identity*, sponsored by the American Counseling Association.

Student Special Interest Groups

Narrative Therapy and Post-Modern Psychology Student Group: This group draws together those with an interest in narrative therapy and post-modern theories and approaches. The group seeks to invoke the power of story through both personal and cultural narratives, reaching out into the world to address such concerns as power, identity, construction of reality, fragmentation, isolation, and community. The group provides an invigorating source of community with regular meetings and events such as *story slam*. Contact faculty advisor: Steven Bennett, Ph.D., sbennett@regis.edu

RU Mindful: Regis University Mindfulness Group is a student-centered group that focuses on the interest of mindfulness, integration of mindfulness into one’s personal life and community, integration of mindfulness into the practice of counseling and family therapy, meditation practices, mindfulness in life, wellness, activities, speakers and fellowship. Events are held each semester including field trips, hikes, yoga, speakers, as well as regularly scheduled meditation prior to class. Contact faculty advisor: Tom Lonneman-Doroff, Ph.D., tlonnema@regis.edu

Students of Color Network (SOCN): Focuses on the interests of students of color in the professional, personal, and educational context. Provides an environment of support, spending time in community, and conversation. Includes opportunities to address microaggressions, equality, marginalization, and social justice, personal and professionally. Contact faculty advisor: Marty Munoz, Ph.D., mmunoz@regis.edu

Create your own Student Interest Group:

Within the Division of Counseling and Family Therapy students may form Student Interest Groups by following the University’s guidelines and filling out the Student Organization Form found at the below link. All student groups require a faculty sponsor.

<http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Student-Activities/Student-Government-Association/Clubs-and-Organizations/Clubs-Organizations-Registration-Form.aspx>

Student Scholarships and Awards

The Office of Financial Aid provides information on sources of financial aid for graduate students at Regis. Their website provides an overview of the types of financial aid available to students. Some of these that may be of interest to DCFT students are the Colorado Graduate Grant, The Alumni Scholarship, and the RegisInspired Scholarship. A description of these are available on the Office of Financial Aid webpage:

<https://www.regis.edu/financial-aid/types-of-financial-aid/graduate-doctoral-students/index>

In addition to these resources, the Division offers several sources of funding which are included in the descriptions below. These opportunities are advertised each semester through emails to DCFT students along with deadlines for applications and criteria for applicants.

The Dr. Patricia Sablatura Scholarship Award

Dr. Pat Sablatura was a beloved MAC CMHC faculty in our program for over 15 years who passed away in 2018. In honor of Dr. Patricia Sablatura's memory, a DCFT scholarship has been created to award two scholarships for \$2500.00 to Graduate Counseling or Graduate Marriage and Family Therapy students who are currently enrolled in Internship each year. The Dr. Patricia Sablatura Scholarship provides financial assistance to graduate students committed to completing their degree program in the Division of Counseling and Family Therapy in the Rueckert-Hartman College for Health Professions at Regis University. The donors, in alignment with Dr. Sablatura, desire that when awarding this scholarship, preference be given to students who are underrepresented or marginalized, such as Hispanics and/or women. Among Pat's great devotions was her desire to provide for marginalized populations and to create access to those who might not otherwise be able to receive an education. Many students in the Division of Counseling and Family Therapy are financially stressed and are obligated to work full-time while trying to succeed in their graduate studies. In recognition of the added burden of carrying 20-30 hour/week internship in the final semesters, this scholarship will be awarded to a student enrolled in Internship A, B or C.

The F. Leonard Pomponio and Elizabeth M. Adams Master of Arts in Counseling and Family Therapy Outstanding Graduate Awards

Up to five graduates each semester who have excelled in and exceed expectations in DCFT courses, practicum and internship will each receive \$10,000 at a commencement award ceremony (or other celebration as per the Program and/or University tradition).

Assessment of Learning Outcomes

How Learning Outcomes Are Assessed

The program publishes an annual [Program Outcomes Report](#) as well as a [Comprehensive Annual Review Report](#). Each of these reports are available to all students and program constituents on the Regis website: <https://www.regis.edu/academics/majors-and-programs/graduate/counseling-ma> In these reports students can see the program's annual pass rate on the state licensure exam and outcomes of students in each of the CACREP core areas of knowledge and skills.

Individual Student Evaluation Process

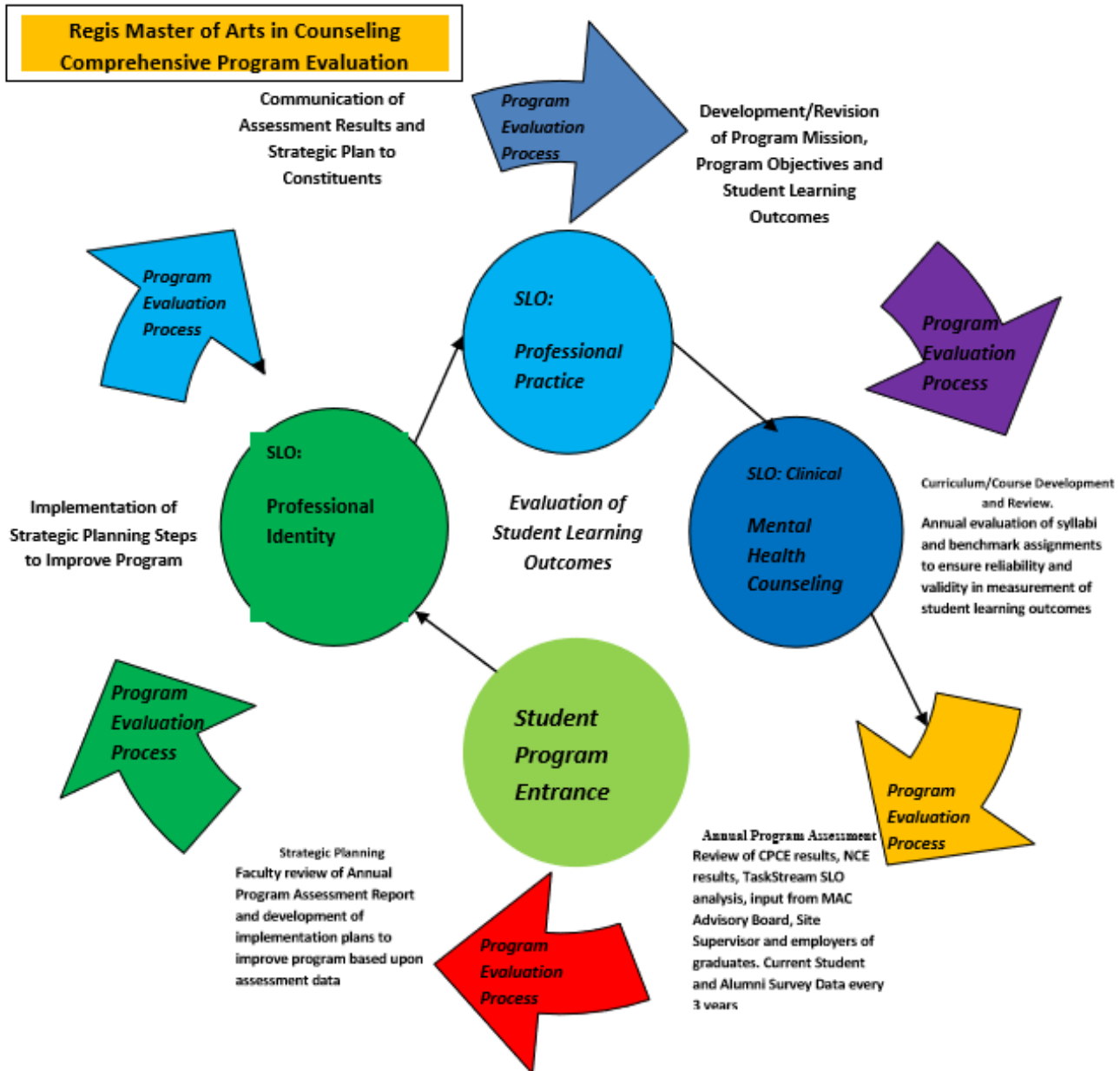
Individual students are evaluated developmentally throughout the program starting with their applicant interview to assess their readiness and fit with the program. Once admitted, each student is evaluated at key developmental points as they progress through the program to assess their acquisition of CMHC professional knowledge, skills, and dispositions. Student evaluation methods use both summative and formative in nature throughout this process. In order to maximize overall student success throughout the program, a faculty support and remediation process is made available for students who need assistance in acquiring satisfactory professional knowledge, skills, and/or dispositions; and when necessary, dismissal from the program (CACREP Standard 4.F,G,H).

Program Evaluation Process

Simultaneously, program faculty engage in an annual process of comprehensive program evaluation to determine program effectiveness and make informed decisions of changes that can be made to improve the program. Faculty use summative and formative forms of program evaluation including but not limited to 1) aggregate student assessment data that address student knowledge, skills, and professional dispositions, 2) demographic and other

characteristics of applicants, students, and graduates; and 3) data from systematic follow-up studies of graduate, site supervisors, and employers of program graduates (CACREP Standard 4.B). The program evaluation process includes collection of quantitative and qualitative evaluation data, faculty analysis and review of this data, and a faculty driven reflection process to determine aspects of the program that work well and those that need improvement. Although data is gathered every year in a systematic manner, key program learning outcomes are identified each year for evaluation and subsequent program improvement. All program learning outcomes are evaluated within a 3-year rotation.

The flow chart below shows both how students are evaluated (the inner circle) and how the overall program is evaluated and improved in a continual comprehensive process (outer circle).



Evaluation of Students in the Program

Individual Student Portfolios

Each student in the program develops a “portfolio” of benchmark assignments and evaluations that accumulate as they move through program completion. In each course in the degree program has one “Benchmark Assignment” that is used to assess learning outcomes for that particular course. In several key courses, benchmark assignments are uploaded to your student portfolio where faculty use a standard rubric to rate attainment of each program outcome.

All MAC CMHC students are required to submit key course benchmark assignments to their student portfolio. Submission of the benchmark assignment is a condition of receiving a passing grade in this course. All students will be graded according to the MAC benchmark rubric that measures attainment of CACREP student learning outcomes.

Professional Identity Standards and associated learning outcomes are measured during the first year of coursework for students. The CACREP Professional Identity Standards are immersed in the curricular experiences defined primarily as core courses and techniques courses. Professional Identity Standards and associated learning outcomes are measured within each of these courses as each student is graded on his/her performance on course benchmark assignments. The benchmark assignments within each course are designed by faculty to assess key learning objectives in the program. Benchmark assignments are submitted by each student to a portfolio, measuring student achievement as well as program achievement.

Students in the MAC-CMHC program are required to take the Counselor Preparation Comprehensive Exam (CPCE) during their clinical skills preparation or practice phase of the program. This exam provides students with summative feedback on their acquisition of knowledge within the CACREP Professional Identity Standards of the curriculum. Additionally, the program is further evaluated against the outcomes on this exam. Each student receives a personal letter from the Department of Counseling Chair providing them with their scores in each learning area with comparisons to national means. Students are encouraged to use this information as a guide in preparing to take the National Counselor Examination (NCE) during their internship, to complete licensure requirements in the State of Colorado. NCE outcomes are further used to evaluate student and program outcomes.

Students receive formative feedback through the Student Performance Evaluation (SPE). Faculty utilize the SPE in situations where students may require remediation or support to be successful in the program. Formative feedback is also provided by faculty supervisors during clinical skills preparation through clinical practice phases of the program by utilizing the Student Counseling Skills Evaluation (SCSE). Based on direct and recorded observation of student skills practice sessions, faculty evaluate students during MCPY 635 Counseling Techniques I and MCPY Counseling Techniques II courses.

Professional Practice Standards and the associated learning outcomes are evaluated during the Counseling Practicum experience. During Practicum, students are given formative feedback from faculty supervisors based on in-vivo observation of client sessions, and recorded client sessions. Triadic and group supervision is also provided weekly as part of the Practicum experience. Summative and formative feedback is given at midterm and at the end of the Practicum experience using the Student Practicum Skills Evaluation (SCSE) form. This form is linked directly to the student learning outcomes in the CACREP area of Professional Practice. Students must receive a minimum of satisfactory ratings on the SCSE in order to progress into the Internship phase of the program.

Clinical Mental Health Counseling Standards and associated learning outcomes are measured in specific degree courses and through each student's performance in all courses through Internship. Benchmark assignments for each of these courses are rated by faculty using SLO rubrics for the course. In addition to the benchmark assignments for the aforementioned courses in this area, the student's performance in the internship phase of the program (MCPY 698 A and B) are matched to the Clinical Mental Health Standards and measured by faculty and site clinical supervisors. Site supervisors and faculty supervisors use the Student Counseling Skills Evaluation SCSE to rate the student on the learning outcomes associated with the CACREP CMHC Standards.

The final exit exam for students occurs during the second term of internship, when each student must complete and pass the *Clinical Capstone Presentation and Paper* as part of the course requirements. The final Capstone Paper and Presentation is rated by faculty evaluators the Capstone Project Faculty Evaluator Form which is a rubric based form linked to the associated with CACREP Clinical Mental Health Standards and the MAC Program Learning Outcomes.

Faculty/Course Evaluations also include general course outcomes and are used to evaluate course success overall, as well as faculty efficacy in curriculum delivery. Course evaluations are used to initiate substantive changes for a particular course, overall curriculum, as well as for feedback for faculty to improve curriculum delivery and thus improved adherence to standards and outcome success.

All associated standards, outcomes, and the results are used to evaluate success and achievement for students, as well as within each course and the overall program. Program evaluation is conducted annually, to also include direct feedback from students, community stakeholders in the program, and faculty input. Program evaluation is also linked to the Regis 9 University Outcomes. Course and program changes are enacted yearly, and then re-evaluated in subsequent program evaluation cycles.

Expectations of Students

STUDENTS ETHICAL AND PROFESSIONAL OBLIGATIONS

Mutual Respect and Self-Disclosure Guidelines

An integral component of growth in counselor training programs often involves mutual sharing of experiences, perceptions and beliefs as a part of class discussions topics or as a part of class assignments. Mutual respect and openness to diverse life styles and beliefs should guide peer responses to classroom discussions, role-plays, and assignments. Course discussions guided by mutuality help students to integrate respect for diversity and develop a greater understanding of opposing perceptions, values, and lifestyles. When self-disclosing as part of a class discussion or assignment, students have the right to choose how much he/she/they disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

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.

Confidentiality and Counseling Skills Recordings

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

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,
- using computers or visiting websites for non-class sanctioned activities;
- 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#.UijcfH-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>

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 this link for the RHCHP Academic Integrity Policy:

<http://www.regis.edu/~media/Files/University/Academic/Academic%20Integrity%20Policies/RHCHPAcademicIntegrityPolicy.ashx>. 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 terms.

Academic Policies

Transfer Credits

Coursework completed within a regionally accredited institution of higher education, of up to 12 credits (4 courses) completed toward a professional counseling or equivalent degree may be considered for transfer toward the MAC-CMHC degree. Courses may be transferred from CACREP accredited program or a non-CACREP equivalent counseling training program. Each course transferred, reviewed through the course syllabus must show direct equivalency to the CACREP standards, course goals and objectives, and student learning outcomes noted within the Regis DCFT, MAC-CMHC program, or DCFT Certificate syllabi. Coursework must also be at the equivalent MA graduate level with a passing grade (B- or better) and completed within 6 years of the transfer request. Courses that were previously a requirement of either a Masters or Doctoral degree from which the student has graduated are not eligible for transfer. Clinical skills, practicum, and internship courses **may not be transferred**: MCPY635 & MCPY 636 Counseling Techniques I/II, and MCPY 692/693 Practicum, and MCPY 698A/B MAC Internships.

Students are required to submit an official transcript, description of the course(s), and a course syllabus (per course) to their faculty advisor for consideration. Courses will be approved on an individual basis by the faculty advisor in consultation with the Department of Counseling Chair documented in the student's academic record, including submission of transcripts and syllabi.

Grades

Grades in the MAC CMHC program 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 requirements

A minimum grade of B- is required for any course in the program 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

Grades 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 term.

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 14 week course, the end of the following term.
- b. For a 7 week course, the end of the next eight week period.
- c. For a weekend variable course, the end of the following term.
- 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.

Academic Appeal Policy

The Division of Counseling and Family Therapy Grade Appeals policy and procedure is delineated here, the primary policy and procedure is outlined in the most current Regis University Academic Catalog, RHCHP Policies, Policies may differ by academic unit.

<https://www.regis.edu/~media/Files/University/Academic/Course%20Catalog/2017-Course-Catalog.ashx>

Grade Appeals

Grade appeals involving an issue of academic integrity are handled by the Academic Integrity Board of Rueckert-Hartman College for Health Professions. The policy and procedure is delineated here is specific to the Division of Counseling and Family Therapy (DCFT) Student Manual and applies to all programs, certificates, and courses within DCFT.

The following procedure is to be followed if students wish to protest a grade received in a course when progression is not affected.

1. All grade appeals must be initiated within two weeks after the official term end date following receipt of the grade that is being challenged. DCFT official term end dates include the date a grade is posted via WebAdvisor for 7 week 1, 7 week 2, 14 week variable, and Weekend Variable classes.
2. The student first contacts the instructor and reviews the issues. DCFT students are required to provide a written rationale for the grade change and all relevant documentation (a copy of the assignment, quiz, exam, presentation etc., highlighting areas of dispute; syllabus highlighting specific areas of dispute; and specific written evidence that substantiates the requested grade change. Instructors are required to provide a written decision within two weeks of receipt of the grade change request by the student. If the grade remains in dispute the student should follow step 3.
3. The student contacts the appropriate program director/chair and, in writing, protests the disputed grade. DCFT students must contact their program’s Department Chair within 3 business days of the receipt of the instructor decision (see step 2). The department director/chair then follows the following procedures:

Both the student and the instructor submit written statements explaining the issue to the appropriate department director/chair. For DCFT students, all written documentation required in step 2 must be provided, including the name of the course, instructor, term course taken, student address, phone

number, and email. The department director/chair reviews all the documentation submitted to determine the validity of the challenge. The department director/chair contacts the student and instructor to schedule an appointment, if necessary. The department director/chair may choose to seek additional information from other sources, if indicated by the circumstances. The department director/chair makes a decision about the disputed grade and conveys that decision in writing to the student and instructor within 2 weeks of the request of grade appeal by the student. If either party wishes to contest the department director's/chair's decision, the dissatisfied party may appeal the decision within two weeks of receipt of the decision, via step 4.

NOTE: If the instructor of record is the program director/chair, a designee will be appointed.

4. Further appeal is made to the DCFT Associate Dean (or in their absence, the Assistant Dean). The Associate Dean reviews the proceedings to date, obtains any new information deemed necessary, and makes the final determination. The Associate Dean notifies all parties in writing of the final decision. The decision of the Associate Dean (or the Assistant Dean in their absence) 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 term 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 term 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 or 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 term are required to contact their faculty advisor and obtain and complete the *Leave of Absence* form and submit it 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, and submit to their advisor.

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 contact and discuss the matter, in person, with the student. The instructor shall also consult with the Program Chair as soon as practical once they have developed the suspicion of plagiarism. 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. With the help of the program chair, the evidence will be submitted to the Academic Integrity representative. The student may be referred for remediation/support. The student may appeal any plagiarism sanction given in the MAC Program. The appeal is made to the RHCHP Academic Integrity Board

To read the Academic Integrity policy, go to this link: <http://rhchp.regis.edu/academicintegrity.html>

Attendance Policy

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. The Division has an attendance policy which includes a maximum number of times a student can miss a course without needing to automatically retake the class. This policy is spelled out below. In addition to this policy, instructors may have their own policies that limit absences further or may spell out how absences can impact a student's grade in the course. These absence policies can be more, but not less restrictive than the policy outlined here and can be changed at the discretion of the course instructor. If you must be absent from a class, the following limits may apply:

- For a 14 week course, you may have up to two absences
- Exceptions are: Practicum, Internship, Techniques I, Techniques II, Groups (one absence is allowed)
- For an 7 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. (We can also put my statement here instead)

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 term 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 and Licensure Information

Graduation/Commencement at Regis University

Registration for graduation is required for degree seeking students. Deadlines are early in the term 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>

Endorsement Policy

The Regis MAC CMHC Faculty Clinical Coordinator will provide a credentialing or licensure endorsement during Internship B for students who wish to apply to Colorado DORA for licensure (CO LPCC and/or LPC) The following requirements must be met by students who wish endorsement:

1. Completion of all degree coursework with grades of "B" or better in all coursework and a GPA of 3.0 or better.
2. Has maintained satisfactory ratings on all Student Performance Evaluations and Skills Evaluations throughout their degree program;
3. Has completed all requirements for field experience coursework (Practicum and Internship) with satisfactory evaluations from faculty and site supervisors;
4. Has successfully completed and passed the Clinical Capstone Project in Internship B;
5. Has taken the CPCE exam prior to graduation.

Eligibility for State Licensure

The Regis University MAC CMHC program meets the academic requirements for licensure in the State of Colorado for Licensed Professional Counselors as a CACREP accredited CMHC degree. Completion of the MAC CMHC degree does not automatically result or guarantee licensure due to Colorado requirements for additional post-master's supervised experience and examinations.

After completion of your Master's in Counseling: CMHC degree, the state of Colorado requires the following for LPC license eligibility:

- Completion of the Colorado Mental Health Professions Jurisprudence Exam
- Passing score on the National Counselor Examination (NCE)
- 2000 clock hours of post-master's degree supervised experience over a minimum of 24 months

Information on applying and obtaining state licensure in Colorado can be found on the [Department of Regulatory Agencies](#) website (DORA)

Counseling licensure in the United States is regulated at the state level. Different states may have different counseling license titles and different licensure requirements. If you plan to seek licensure as a counselor in another state, it is important that you check the that state's licensure requirements to be sure you are fulfilling what is needed for licensure. Information on mental health counseling licensure (LPC or LMHC) in other states is provided by the American Counseling Association on their website: <https://www.counseling.org/knowledge-center/licensure-requirements/overview-of-state-licensing-of-professional-counselors>

Stipulations:

- 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.
- For absences due to emergencies, illness, professional requirements, or unforeseen circumstances, these same stipulations apply.
- 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.
- 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.
- You are expected to attend a course for the duration of the scheduled start time through dismissal from class by the instructor. This includes being on time at the scheduled start, remaining in class until all students are dismissed, and being on time returning from breaks. 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.
- Attendance in class includes participation in discussions and activities required and will be graded accordingly. Instructors may determine point reductions for failure to participate while attending, as well reduce participation points due to your absence or from class or due to lateness, even when the absence is designated as allowable, as in the above criterion.
- 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 Retention, Remediation, and/or Dismissal from the Program

Gatekeeping and Remediation

The MAC CMHC faculty recognizes its obligation to ensure the scholastic, professional skills-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. DCFT faculty, affiliates, advisors, and supervisors (hereafter referred to as “evaluators”), use their professional judgment and a developmental view of training to evaluate the performance and progress of students.

Consequently, we are committed to consistently evaluating students in all of these areas. These evaluations will be made formally and informally from observations in classroom situations and in fieldwork placements throughout the course of the program.

The American Counseling Association Code of Ethics makes the following statement regarding the role of counselor supervisors assisting supervisees/students in addressing areas of the supervisee that might impede performance as a counselor:

F6b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients.

ACA Code of Ethics, 2005 <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

The criteria used by faculty evaluators to make such judgments include observations of student behavior/professional conduct in or outside of classrooms, evaluations of students' performances in simulated practice situations, evaluations of students' performances in fieldwork placements, and the disciplines' codes of ethics.

The Student Performance Evaluation

The Student Performance Evaluation (SPE) is used to give students feedback on these areas of professional development, behavior, or competency as counselors or therapists in training. Faculty may use this form at any time during students' enrollments in the Division (see Appendix B). The purpose may be developmental/supportive or remedial.

The SPE is generally not used in the following situations: problems that are solely about academic performance and/or grades, cases of academic integrity, HIPAA violations, or a Title IX allegation. These issues are handled through different procedures. In the cases of HIPAA violations, academic integrity violations, or Title IX allegations, RHCHP and University procedures supersede DCFT remediation.

If a faculty evaluator believes that any student is making unsatisfactory progress or is not meeting program or university standards, he or she is encouraged to give the student concrete feedback about what is needed to improve. If the faculty evaluator believes (or witnesses) that the student's performance does not or cannot improve to acceptable standards of professional conduct the student will be referred for Remediation and Support.

Remediation and Support Referral and Process:

The purpose for referral for remediation/support is to help students to succeed in completion of the learning outcomes defined by the program faculty. Most students who are referred to remediation/support engage in behaviors that unknowingly inhibit their ability to navigate smoothly through their course work. Remediation/support can provide these students with opportunities for personal awareness, growth and change.

When a student is referred for remediation/support, the following steps occur:

1. Establishing Need for Remediation and/or Support

Students who do not meet developmental goals in the program or who engage in behavior or performance deemed inappropriate (see above) are given feedback on the SPE by the faculty evaluator. Students who receive at least one rating of “0” on the SPE (performance is rated as “below expectations”) will be referred to the Remediation Coordinator.

2. Establishing Remediation Committee

The Remediation Coordinator will form a committee, composed of the student and 2-3 members of the faculty (not including the original evaluator). The Remediation Coordinator may obtain additional information about students’ performance that would inform the Committee, *as it pertains to the ratings on the SPE*. (examples include but are not limited to: written statements from the evaluator or other instructors, advisors, or supervisors; email correspondence to/from the student; information available in Colleague and the Student Portfolio System).

3. Remediation/Support Committee Meeting

The Remediation Coordinator and/or the appointed committee will set up an in-person, one-hour meeting with the student. The committee will discuss the SPE and 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.

A Remediation/Support Plan is drawn up by the committee to address the developmental growth or remedial needs of the student. Specific, concrete activities and target dates are included in the plan, with the expectation that the student will follow through with the prescribed activities, within the timeline stated on the form. The plan is signed by all present at the Remediation/Support Meeting.

Within 10 business days of the Remediation Meeting, the Committee will send to the student the final remediation plan. These can include but are not limited to: recommending that the student be allowed to remain in the program with remediation and support; recommending the student voluntarily withdraw from or take a leave of absence from the program; or, in some situations, that the student be dismissed from the program. **The student must agree to the plan within 5 business days.**

4. Follow up Remediation/Support Meeting

The need for a follow up meeting is determined case by case. Typically, a follow up, one-hour Remediation Committee Meeting is scheduled to evaluate progress and discuss continued support needs and student progress in the program. The Committee may hold multiple follow up meetings, if deemed appropriate.

If the stipulations of the Remediation Plan are satisfactorily met, the remediation is considered ended, and the Committee disbands.

Student Appeal of Committee recommendations other than Dismissal

1. Students may appeal the Final Remediation & Support Plan by following these procedures:
 - a. The student may write a letter to the Associate Dean, stating their reasons for the appeal. The letter may be an email (if sent by Regis email).

- b. **The letter must be received by the Associate Dean within 5 business days of the student's receipt of the Final Remediation & Support Plan.**
 - c. Within 10 business days of receiving the written appeal, the Associate Dean will notify the Remediation and Support Committee and the student of the decision.
 - d. If the Associate Dean needs additional time to make a decision, the student will be notified in writing.
 - e. The decision of the Associate Dean is final and binding.
2. If the Final Remediation & Support Plan recommends **suspension/dismissal**, students may follow the same appeal process outlined above. Within 10 business days of receiving the written appeal, the Associate Dean will notify the Committee and the student of the decision. If the Associate Dean needs additional time to make a decision, the student will be notified in writing. The Associate Dean's decision is final and binding.

* All correspondence referred to above can be accomplished through use of electronic mail.

Procedures for Withdrawal or Dismissal from a DCFT Program

Following the due process outlined here, if the student has not made satisfactory progress in meeting the stipulations of the Remediation Plan, the student may be advised to withdraw from the program, or the Committee may recommend dismissal from the program.

A withdrawal/dismissal recommendation will be followed by a letter of dismissal or a letter confirming the withdrawal from the Program Chair to the student, within 10 business days of the Remediation Meeting. If the student does not accept the committee and program chair's decision, the student has 5 business days (from the date of receiving by certified mail the program chair's decision) to submit a written appeal of the decision to the Associate Dean. The Associate Dean has 10 business days to review and respond to the student. Final decision for dismissal rests with the Associate Dean of DCFT.

Student Awards

The F. Leonard Pomponio and Elizabeth M. Adams Master of Arts in Counseling Outstanding Graduate(s) Award(s): Up to five graduates who have excelled in and exceed expectations in DCFT courses, practicum and internship will each receive \$10,000 at a commencement award ceremony (or other celebration as per the Program and/or University tradition). Announcements for applications to receive this award will be emailed to students in field experience courses each semester with criteria for the award and application materials.

The Elizabeth M. Adams Master of Arts in Counseling and Family Therapy Outstanding Graduate Award: From the top (up to five) graduates from The F. Leonard Pomponio and Elizabeth M. Adams Master of Arts in Counseling Outstanding Graduate Award, the faculty will select ONE individual for the overall outstanding graduate who will receive \$5000.00 at a commencement ceremony, (or other celebration as per the Program and /or University tradition).

University Student Policies

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.

Nondiscrimination and Sexual Misconduct Policy

Consistent with the requirements of Title IX of the Education Amendments of 1972, Regis University community members have the right to be free from all forms of gender and sex-based discrimination during the course and scope of their employment or engagement in educational or other activities at the University. Sexual harassment, sexual violence, sexual exploitation, domestic violence, dating violence and stalking are some forms of gender and sex-based discrimination that are considered violations of the University Nondiscrimination and Sexual Misconduct policy.

University personnel on campus have different reporting responsibilities and different abilities to maintain confidentiality, depending on their roles. An employee's duty to report may vary based on the law, the situation and the employee's role. Mental Health Counselors have a privilege to withhold information, to the extent consistent with the law, only where they are acting in the scope of their license or certification for these functions and/or working in their professional capacity. Individuals who do not wish to have their claims of gender-based discrimination, sexual harassment, misconduct or violence investigated should limit their disclosures to those employees not required to report.

Questions, concerns or complaints related to Title IX should be directed to the Regis University Title IX Coordinator:

Michelle Spradling
EO and Title IX Coordinator
Regis University
3333 Regis Boulevard
West Hall K4-107E
Denver, CO 80221-1099
303.964.6435

mspradling@regis.edu

<http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Campus-Safety/Title-IX.aspx>

*Please note that faculty and staff have reporting obligations that can be referenced on page 5 of the following document: <http://www.regis.edu/~media/Files/University/Policies-Procedures/NONDISCRIMINATIONANDSEXUALMISCONDUCTPOLICY.ashx>

Appendix A: Post-Graduate Certificates

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 using the application located on Webadvisor. The following faculty serve as coordinators to the certificates:

- Dr. Teresa Christensen, Child and Adolescent Certificate Coordinator
- Dr. Annamarie Fidel-Rice, Depth Psychotherapy Certificate Coordinator
- Dr. Hector Luis Vargas, Marriage and Family Therapy, Certificate Coordinator
- Josh Kreimeyer, Counseling Military Families, Certificate Coordinator

Certificates must be completed within six years of being accepted.

Post-Graduate Certificate in Counseling Children and Adolescents

Offered on-campus, the post-graduate certificate in Counseling Children and Adolescents (CCA) is developed for community professionals with a master's degree in counseling or closely related area of clinical psychotherapy who meet the requirements for admission to the certificate program. Current graduate students in the Master of Arts in Counseling and Master of Arts in Marriage and Family Therapy programs 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 term following graduation from the master's degree program and upon completion of the certificate coursework.

The Regis University Center for Family Counseling and Play Therapy is a *designated Approved Center of Play Therapy Education by the Association for Play Therapy* (APT). Therefore students completing the CCA certificate program meet the academic requirements for the Registered Play Therapy (RPT) national certification through the APT. The certificate is a planned program of study which includes 18-credit hours (six courses). CCA

certificate courses are offered in weekend and intensive formats so that students may accommodate work schedules and complete the coursework within one calendar year.

MCPY 678 Introduction to Play Therapy (3.00)

Includes a historical and theoretical basis of play therapy. Emphasizes various theoretical approaches and philosophical foundations regarding the process of play therapy. Experiential methods, role-plays, and supervision of non-clinical play therapy cases are incorporated.

Pre-requisite: MCPY/MFT*635

MCPY 670 Adv. Play Therapy: Grief/Abuse/Trauma (3.00)

Explores interdisciplinary theories of creativity and expressive arts as well as their therapeutic practices in the use of imagery, storytelling, dance, music, psychodrama, poetry, writing, movement, dream work & visual arts.

Pre-requisites: MCPY/MFT*635 AND MCPY*678

MCPY/MFT 668 Play in Family Therapy (3.00)

Examines theoretical foundations and the utilization of play in family therapy. Explores filial therapy techniques as well as other models of parent-child relational therapy with families from diverse populations and various presenting issues. Pre-requisite: MCPY/MFT*635

MCPY 677 Counseling Pre-Adolescents & 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 pre-adolescents and adolescents.

Pre-requisite: 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. NOTE: MACP Program students only.

Pre-requisite: MCPY/MFT*635

MCPY 680 Current Trends in Play Therapy

This course is designed to explore current trends in play therapy and creative interventions with children, adolescents, and families. Students will also explore assessment, diagnosis, treatment planning, and legal and ethical considerations specific to counseling children, adolescents, and families. Specific topics may include: assessment and diagnosis in child and adolescent counseling, animal assisted therapy, art therapy, and adventure/nature based therapy.

For more information contact Dr. Teresa Christensen, Coordinator, Regis University Center for Play Therapy tchrste@regis.edu or (303) 964-5386

Post-Graduate Certificate in Depth Psychotherapy

Offered on-campus, the post-graduate certificate in Depth Psychotherapy (DP) evaluates issues of meaning, values and a just existence from an individual, community and cultural perspective. The DP courses highlight the communal nature of the world and the powerful influences of both inherited and evolving cultural and ecological realities and narratives. The stories that shape us and the stories we create directly impact the psychological wellbeing of individuals, families and communities. The DP curriculum looks to human imagination, feeling, intuition and community dialog as essentials in addressing the basic mental health needs of our times.

The certificate is a planned program of study which includes 18 graduate credits (six courses). Certificate course work is offered in evening or weekend intensive formats so that students may complete the course work 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 who meet the requirements for admission to the certificate program.

Current graduate students in the Master of Arts in Counseling and Master of Arts in Marriage and Family Therapy programs may also be admitted to the DP certificate program concurrently during their master's degree coursework. The DP certificate cannot be awarded to current students until the term following graduation from the master's degree program and completion of the certificate coursework.

MCPY 674 Grief Therapy and Life Transitions (3 credits)

Explores life transitions and grief therapy as necessary psychological experiences for personal and communal transformation. Examines various clinical approaches and techniques through primary texts, demonstrations, case study and role play.

MCPY 676 Ecopsychology: A Transformative Perspective (3 credits)

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.

MCPY 686 The Psychotherapeutic Relationship: A Depth Perspective (3 credits)

Explores the dynamics and effective use of the therapeutic relationship to bring about transformation. Particular emphasis is placed on understanding transference and counter-transference and the distinct and shared experiences of client and therapist in the therapeutic process.

MCPY 682 Personal Mythology and Narrative (3 credits)

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.

MCPY 683 Approaches to Dream Work (3 credits)

Explores the value that dream images, symbols, and motifs have for clinical practice and for personal, cultural, and ecological transformation. Examines Jungian, Freudian, and Archetypal theories and applications of dream work.

MCPY 687 Cultural Narratives: Literature, Myths, and Fairy Tales (3 credits)

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.

For more information contact Dr. Annamarie Fidel-Rice, Coordinator, DP Post-Graduate Certificate afidelri@regis.edu or (303) 964-5759

Post-Graduate Certificate in Marriage and Family Therapy

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 Psychologists, or
- Licensed Clinical Social Workers

Current graduate students in the MAC program may also be admitted to the MFT certificate program after completion of MCPY/MFT 635 Counseling Techniques I. MFT certificate courses may be taken concurrently during the Master's degree coursework, with the exception of MFT 699A Supervised MFT Internship, which should be completed Post-Master's. The MFT certificate will not be awarded to current students until the term following graduation from the MAC program, following successful completion of MFT 699A Supervised Internship.

The Post-Graduate Certificate in Marriage and Family Therapy is an 18- graduate credit program (6 courses) for counselors who desire specialized training in counseling couples and families, beyond their coursework in Clinical Mental Health Counseling. Much of the coursework is offered in weekend intensive and evening formats, so students may complete the plan in approximately one year. The post-graduate certificate in MFT must include 18 credit hours in addition to the credits taken for the master's degree. Students who take certificate courses as part of their degree may transfer up to 6 credits for the certificate. This certificate grants co-equivalency for LMFT licensure when combined with the MAC degree.

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. Pre-requisite MFT *635

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. Pre-requisite MFT *635

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.

Pre-requisites MFT*635, MFT*665 and MFT*667

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. Pre-requisite MFT*690

For more information contact Dr. Hector Luis Vargas, Coordinator, MFT Post-Graduate Certificate, hvargas@regis.edu or (303) 458-4963

Appendix B: Student Performance Evaluation



Referral for Remediation and Support Committee Division of Counseling & Family Therapy Student Performance Evaluation

Student _____ Term/Year _____
Faculty _____ Course Number _____

<p>Rating Scale N - No Opportunity to observe 0 - Does not meet criteria for program level 1 - Meets criteria minimally or inconsistently for program level 2 - Meets criteria consistently at this program level</p>				
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
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. Management of Personal Issues in a Professional Manner - manages personal stress, psychological concerns, and emotional reactions so they do not adversely affect coursework or work with others. This includes (but is not limited to) course activities, class assignments; case conceptualization or other clinic duties; interactions with peers, faculty, and clients; and relationships with supervisors and other professionals.	N	0	1	2
7. 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	
Integrity				2
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	
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 engages in appropriate self-management behaviors. Examples include (but are not limited to) meeting stated course (or other) deadlines; following directions from instructors and supervisors; arrival on-time to classes and other commitments; staying for entire commitments and not leaving early; and neat, orderly deliverables.	N	0	1	2
2. The student participates in class and interacts with peers, instructors, and supervisors appropriately.	N	0	1	2
3. The student initiates communication with instructors, advisors, and supervisors when they have questions and concerns.	N	0	1	2

COMMENTS: (Describe recommended areas for professional growth and development; attach additional sheets as needed)

Faculty

Date

Appendix C: List of MAC CMHC Faculty & Staff

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

Program Faculty & Advisors

Betsy Hall, Ph.D., LCSW
Professor and DCFT Associate Dean
303-964-5749
ehall@regis.edu

Tom Lonneman-Doroff, Ph.D., LPC
Professor and Department of Counseling Chair
303-625-1242
tlonnema@regis.edu

John Arman, Ph.D, LPC
Professor and MAC Clinical Coordinator
303-964-5051
jarman@regis.edu

Steve Bennett, Ph.D., LPC
Professor
303-458-3565
sbennett@regis.edu

Terry Christensen, Ph.D., LPC, RPT-S
Professor and Coordinator Center for Play Therapy
303-625-1252
tchrste@regis.edu

Camille DeBell, Ph.D., LPC
Professor and DCFT Academic Coordinator
303-964-5727
cdebell@regis.edu

Jody Huntington, Ph.D.
Professor and Student Affairs Coordinator & CS Coordinator
719-264-7061
jhunting@regis.edu

Josh Kreimeyer
Assistant Professor
719-264-7032
Kreim368@regis.edu

Jessica Manson, Ph.D., LPC, RPT

Assistant Professor
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Marty Munoz, Ph.D., LPC
Professor
303-964-5116
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JoLynne Reynolds, Ph.D., LPC, NCC RPT-S
Professor and CACREP Liaison
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jlreynol@regis.edu

Fred Washburn, Ph.D., LPC, NCC
Assistant Professor
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fwashburn@regis.edu

Administrative Staff

Luis Alvarez, MA LPC
Director Center for Counseling and Family Therapy
303-458-3504
lalvarez005@regis.edu

Meghan Kepler
Administrative Staff Coordinator
303-964-6386
keple452@regis.edu

Andrea Hernandez
Administrative Assistant
303-964-6421
Ahernandez030@regis.edu

Tricia Middleton
Administrative Assistant
303-458-4313
tbaker@regis.edu

Rowan Geistmann
Administrative Assistant, Regis Center for
Counseling and Family Therapy
rgeistmann@regis.edu

Appendix D: Other University Resources

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

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 Thornton	303-458-4126 ext. 5101	Course information, registration, transcripts, general information for Colorado Springs	303-458-4126 ext. 5023
Graduation and diploma questions	303.458.4366		
Dayton Memorial Library	303-458-4030	Information Technology Services	303-458-4050
Regis Center for Counseling & Family Therapy 500 E. 84 th Ave. Thornton, CO 80029	303-964-5786		

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>.

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://libguides.regis.edu/library>

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>

The Learning Commons

The Learning Commons is your link to free academic support. Designed to promote student confidence, our Writing Center, Tutoring, and Academic Success Workshops help with writing and studying in a range of subjects, in person and online, in one-on-one and group sessions.

To access Learning Commons Resources

<https://www.regis.edu/Academics/Learning-Commons.aspx>

Student Disabilities and Support Services

Regis is committed to creating a learning environment that is equitable, inclusive and welcoming. If you have a disability (or think you may have a disability) that may affect your work in this class and feel you need accommodations, contact Student Disability Services & University Testing (SDS/UT) to schedule an appointment and initiate a conversation about reasonable accommodations. To receive any academic accommodation, you must be registered with SDS/UT, which works with students and faculty to identify reasonable accommodations. SDS/ UT can be reached in Clarke Hall, suite 241, by phone at (303)458-494, or by email at disability@regis.edu. For more information, please visit the [SDS/UT’s website](http://regis.edu/disability) at regis.edu/disability.

Available on Regis website:

Academic calendar
 Graduation Application
 Change of name or address - call 303-458-4126
 Getting a phone number – call 303-458-4126
 Form and process for incomplete

Available on the Regis WebAdvisor

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

Available on WorldClass “DCFT and Me”

DCFT approved clinical sites and related forms
 List of current textbooks and syllabi

Appendix E: Required Division Forms



RUECKERT-HARTMAN COLLEGE FOR
HEALTH PROFESSIONS

Division of Counseling & Family Therapy

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 Associate 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

No Private Practice Policy**AGREEMENT AND
PROCESS FOR APPLYING FOR AN EXCEPTION TO POLICY**

Students shall not be permitted to operate a private practice while enrolled in the Division of Counseling and Family Therapy. During orientation, students will be required to sign a form (Appendix E) agreeing they will refrain from operating a private practice during their program of study. Students may request an exception to this policy by filling out the exception form, attaching all relevant materials, and submitting these to the chair of their respective program.

The request for an exception must include copies and/or links to all advertising materials, client disclosures, or any other materials promoting the student's practice that describes his/her credentials and the services s/he provide within his/her private practice for approval by the Division. If the exception is approved, an exception form (Appendix E) will be completed and signed by the student and program director and placed in the student's file. Students who receive exceptions are expected to submit any changes they make in advertising materials, client disclosures, or any other materials promoting their practice that describe their credentials and the services they provide for approval by the Division before making them publicly available. These materials should be submitted to the chair of their respective program.



Division of Counseling and Family Therapy

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 or MAMFT) 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, 2014, p. 8). 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, 2014, p. 9). Also, “marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies” (AAMFT Code of Ethics, 2015, Principle 3.10). In addition, “marriage and family therapists accurately represent their competencies, education, training, and experience relevant to their practice of marriage and family therapy in accordance with applicable laws” (AAMFT Code of Ethics, 2015, Principle 9.1). I have read and understand this policy. I understand that violation of this policy may result in remediation or dismissal from the Division of Counseling & Family Therapy programs.

Student Signature

Date

I am currently certified and/or practicing as a _____.
 (e.g., Coach, CAC-I, Pastoral Counselor, Registered Psychotherapist)

In order to continue in this independent practice, I will seek approval and complete required paperwork with the MAC or MFT program chair.



Division of Counseling and Family Therapy

Private Practice Exception Form

We, the Division of Counseling and Family Therapy grant an exception to the following student to continue to operate an independent practice, limited to the services outlined below.

I, _____ (name of student), understand that I have been granted an exception to continue work within my independent practice, as outlined above, while I am enrolled in the Division of Counseling and Family Therapy (MAC or MAMFT program) at Regis University. **I understand that I am not allowed to advertise that I am enrolled in a graduate program or have received training from the Regis University Division of Counseling and Family Therapy until my degree has been conferred.**

This exception is contingent on my agreement to limit my independent practice as described below:

Limits to Practice:

In addition, I agree to submit any changes I make in advertising materials, client disclosures, or any other materials promoting my practice that describe my credentials and the services I provide within my private practice for approval by the Division before making them publicly available. I may need to provide additional documentation of my supervisor’s credentials and a supervisory contract, upon request.

I understand that violation of this agreement may result in an immediate void of this exception, as well as remediation and/or dismissal from the Division of Counseling and Family Therapy programs.

 (Student Signature) (Date)

 (Program Chair Signature) (Date)

COPY: Student’s File (imagenow)
 Appendix E: Chi Sigma Iota, Delta Kappa, RASCA

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 disqualify an applicant from admission to the MAC Program at Regis University, unless otherwise waived by DCFT:

- 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.

Appendix F: Registration and Advising Suggestions

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

Important Tips for Registration Success

Key #1: Know the Course Requirements and Curriculum:

- ✓ Be sure to **check the current version of the student handbook** found at this link or go directly through the Regis.edu website student portal:
http://www.regis.edu/~media/Files/RHCHP/Schools/Counseling_Therapy/MAC_STUDENTMANUAL_Revised_August2018.ashx
- ✓ Do not google the MAC student manual or use the Regis.edu search box – as an old archived manual may pop up and be misleading (we are getting this fixed).
- ✓ You are encouraged to **complete all of the core/foundational courses first**, so that you may take Techniques I as soon as possible.
- ✓ Note that **all MA Counseling courses are offered every semester**.
- ✓ You are **required to take 2 electives**.
- ✓ Electives may be chosen from any of our certificate programs, and/or you may take MCPY 685 Qualitative Research, or other offered electives.
- ✓ Those who enrolled prior to Spring 2017– you may remain on your old plan of 1 elective, as long as you have taken MCPY 685. If you have not yet taken MPCY 685, you may take any 2 electives of your choice.

- ✓ Those who enrolled prior to Fall 2016 – MCPY 620 Abnormal Psychology has been replaced by MCPY 622 Diagnosis and Treatment Planning. If you have taken MCPY 620 you do not need to take MCPY 622, OR, if you have taken MCPY 622, you are not required to take MCPY 620.

Master the Process of Registration

- ✓ If you are unable to get into a course, please **register and get on the wait list**.
- ✓ **Then wait!** We do everything in our power to create additional sections when we have a long wait list and enough students to run a class as long as our numbers are accurate (see below).
- ✓ **Wait further.** Sometimes getting into a class means riding out the time (wait!) as often many students drop courses just as the semester arrives. (This is because students over-register, i.e. register for more courses than they need).
- ✓ If you absolutely need to get into a class to progress in the program, and you are on the waiting list as # 1 or #2, you may contact the instructor directly and ask if they will raise the course capacity – the instructor will need to notify scheduling staff to do so.
- ✓ If you want to know if a course will add new sections, please contact your advisor.
- ✓ **Please register only for the courses you plan to take.** Over-registering to “reserve” a course spot leads to a poor count with numbers, and we cannot adequately create new sections. When students drop at the beginning of the semester this may result in classes being canceled.
- ✓ **Registering for a course with prerequisites that you have not yet completed will result in you being dropped from the course** and notified. This could happen as late as the first week of the semester, leaving you without other options.
- ✓ Provided you have taken ALL other courses in the curriculum - If your progress forward is impeded by the unavailability of one course – contact your advisor.
- ✓ Any exceptions to curriculum requirements and prerequisites require authorization of the Counseling Department Chair.

Make a Curriculum Plan and Use Your Calendar

- ✓ The most important tip is – read the student manual curriculum requirements – and make a semester by semester plan through graduation.
- ✓ Review your curriculum plan with your advisor if necessary. Most problems in progression through the program arise when no specific curriculum plan was made.
- ✓ Be sure to **have flexibility and an alternative plan** in case you don’t get into each course on a particular semester.
- ✓ If you want to predict the future of electives – please contact the certificate coordinator for a copy of the course rotations (usually 3 year) of the particular courses you are seeking:
 - Military: Dr. Joshua Kreimeyer, kreim368@regis.edu
 - Marriage and Family Therapy: Dr. Luis Vargas, hvargas@regis.edu
 - Depth/Transformative Psychology: Dr. Annamarie Fidel-Rice, afidelri@regis.edu
 - Counseling Children and Adolescents: Dr. Terry Christensen, tchriste@regis.edu
- ✓ Beginning Fall 2018 Division of Counseling and Family Therapy **courses have changed to 7 week 1, 7 week 2, 14 week semester, and weekend variable.**
- ✓ All courses will be listed as variables going forward on Webadvisor.

- ✓ All courses start on the start dates according to the academic calendar for RHCHP: <https://www.regis.edu/RHCHP/Academics/Academic-Calendar.aspx>
- ✓ Remember that for each 3 credit course – to leave at least 6-8 hours per week (12 preferred) of reading and study time. Some weeks may be as high as 12 hours as you work on projects and papers, review videos & transcripts, etc.
- ✓ Give yourself the gift of knowledge and read your books! It is also in the ACA ethical codes that you be knowledgeable and competent, for which you signed an agreement at the beginning of your program.
- ✓ On your Calendar block out/schedule your courses, course study and reading time.

Contact the Proper Person to Help You

- ✓ When contacting us about registration first contact your advisor. If they do not respond in 1-2 business days, then contact them again. If you can't get through to them you may contact the chair tlonnema@regis.edu
- ✓ Do not contact staff or anyone except your advisor for registration questions, including questions about when sections will be created availability of courses, etc. Your advisor will take those questions forward to the appropriate person(s). If the staff has contacted you directly for some reason, then your reply to them is ok.

Appendix G: Personal Counseling Services

Denver/Thornton/ /Aurora/Westminster

Action Counseling

7100 N. Broadway Denver, CO 303-429-7144
Sliding fee scale based on the client/ family's income or ability to pay.

Affordable Counseling Connection

9101 Harlan St. Suite 135 Westminster, CO 303-295-3326
Sliding fee scale based on the client/ family's income or ability to pay.

Catholic Charities Family Services

2525 W. Alameda Ave. Denver 303-742-0828
www.ccdenver.org

Provide medications only with counseling through their center. Call for counseling intake. Will take Medicaid, some private insurance, have a sliding fee scale.

Colorado Counseling Professionals

9101 Harlan St., Ste 135 Westminster, CO 303-430-4010
Sliding fee scale based on the client/ family's income or ability to pay.

Comitis Crisis Center

9840 E. 17th Ave. Aurora, CO hotline: 303-343-9890
Business: 303-341-9160

Sliding fee scale based on the client/ family's income or ability to pay. Open 24 hours.

Denver Family Institute

7200 E. Hampden Ave. Suite #301 Denver, CO 303-756-3340
www.denverfamilyinstitute.org

Provides counseling for individuals, couples, and families, as well as marriage and family therapy. Payment is based on a sliding fee scale, call for an appointment.

Maria Droste Counseling Services

1355 S. Colorado Blvd Denver, CO 303-756-9052

Counseling for children and adults. Will take Medicare, Medicaid, and have a sliding fee scale. Open to all counties. Spanish speaking available.

North Valley Rehabilitation Hospital

8451 Pearl Thornton 303-288-3000

Inpatient services only.

People House Inc.3035. W. 25th Ave. Denver, CO 303-480-5130 303-525-3038

Affordable counseling for adults, families, and children. Bilingual and spiritual services.

Sliding scale fee.

Professional Psychology Center at University of Denver

2460 South Vine St. Denver, CO 303-871-3926

Provides medication only with counseling. Office hours are M- Th 8:30 a.m. – 8:30 p.m., and Friday 8:30- 2:30.

Samaritan Center for Counseling3585 W. 76th Ave. Westminster, CO 303-427-0949

Sliding fee scale based on the client/ family's income or ability to pay.

Senior Support Services946 E. 18th Ave. Denver, CO 303-832-1622

Sliding fee scale based on the client/ family's income or ability to pay. Senior Citizens Only.

Servicios de la Raza

4058 Tejon St. Denver 303-477-3817

Office hours are M-F 8 a.m. -12 p.m. and 1 p.m. – 5 p.m. Call to set up an appointment.

University of Colorado Health/ Sciences Center4200 E. 9th Ave. Denver 303-724-1000

Outpatient psychiatric services, providing counseling for children, adults, and families. Take Medicare, Medicaid, private insurance, and self-pay. Do not have a sliding fee scale.

University of Colorado at Denver, Counseling and Family Therapy Center

Auraria Campus 303-556-4372

Sliding fee scale based on the client/ family's income or ability to pay. Call for assistance.

APPENDIX H: How to Enroll in DCFT and ME

Announcing the new one stop shop for all of your DCFT resources, located conveniently in WorldClass:

DCFT and Me

Here you will find all of the on-going resources you need as a student in the Division of Counseling and Family Therapy. It will take you through all the stages of your journey, providing you with the information that you need to be successful every step along the way! For example, you can easily browse and locate all of the current MAC and MFT clinical sites. In order to get access to this you must self-register in WorldClass. Once you enroll, you will always have access to it anytime simply by logging into WorldClass.

Follow these steps:

1. Log into WorldClass <https://worldclass.regis.edu> with your Regis credentials.
2. Scroll down below the Announcements on the left side to the **Services and Support** box
3. Select the Self-Registration link in the Services and Support box (*refer to screen shot to the right*)
4. Select **DCFT and Me**
5. Select **Register**
6. Select **Submit** (your information should be pre-filled)
7. Select **Finish**
8. Moving forward the **DCFT and Me** course will be available under the Select a Course tool.

If you have any questions or problems with accessing DCFT and Me, contact ITS help
1-800-388-4050

Set up Notifications

You can set up an alert so that you can be notified when there is an announcement or something new added to DCFT & Me or any of the courses you are enrolled in.

1. Log into WorldClass (worldclass.regis.edu)
2. In the upper right corner look for your name and click on it to get the dropdown menu of options.
3. Go to Notifications
4. Enter in your Regis NET email address where you would like to receive notifications. You may also choose to add a mobile phone number as well.
5. Next scroll down to review which notifications you would like to receive, and whether you want it to go to text message (SMS) or Email.
6. It is recommended at very least you set up to be notified when an announcement is available or updated. Feel free to choose as many of the options as you are interested in. This applies to ALL your courses not just DCFT & Me.
7. Save

APPENDIX I; MAC Degree Self Audit & Planning Form

The following degree requirements outline requirements for the program. Use this to monitor your progress and/or consult with your faculty advisor. **Click to check boxes.**)

Six Core Foundational Courses

- MCPY 602 Spirituality and Counseling. Grade Received:
- MCPY 605 Human Growth and Development. Grade Received:
- MCPY 610 Theories of Counseling. Grade Received:
- MCPY622 Diagnosis & Treatment Planning in Clinical Mental Health Counseling. Grade Received:
- MCPY 615 Cultural Issues and Social Justice. Grade Received:
- MCPY 625 Professional Orientation and Ethical Issues. Grade Received:

Clinical Skills Preparation Courses After Completion of Core Courses

- MCPY 635 Techniques I. Grade Received:
- MCPY 636 Techniques II. Grade Received:
- MCPY 630 Groups: Process and Counseling. Grade Received:
- Counseling Techniques I and II (MCPY 635 and 636), the preparatory courses for field work, may be retaken only once to achieve a satisfactory rating. Grade Received:

Other Required Courses (may be completed any semester prior to program completion)

- MCPY 640 Research Methods & Program Evaluation. Grade Received:
- MCPY645 Clinical Assessment. Grade Received:
- MCPY 650 Career Counseling and Development*. Grade Received:
- MCPY 660 Substance Abuse Counseling*. Grade Received:
- MCPY 672 Crisis, Trauma and Loss*. Grade Received:

*Indicates courses recommended prior to Internship.

Please type in any electives completed and the grade received.

Enrollment in and Completion of Practicum:

- Clinical Orientation and certificate of attendance submitted with application. Y or N: **(Before enrollment into Practicum)**
- Enrollment/completion in MCPY 692/693 Practicum. Passing Grade:

Enrollment in and completion of Internship

- MCPY 698A Internship in Counseling. Grade Received:
- MCPY 698B Internship in Counseling. Passed Capstone: Y or N:

60 academic credit hours must be completed according to curricular requirements above:

- All coursework must be completed with a 3.0 GPA or higher, i.e. a grade of B- or better. Provide final GPA:
- All coursework must be completed within the six-year time frame.
 - If unable to complete within six-year timeframe, must obtain a waiver by the MA Counseling Program Director-Chair.