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ABOUT OUR PROGRAM

Program Description

The Master of Science in Clinical Counseling (MSCC) is a 60 credit graduate program that is equivalent to a CACREP accredited Clinical Mental Health Counseling degree for individuals who are preparing to deliver direct mental health clinical counseling services, and who are pursuing clinical counseling licensure to deliver these services.

Program Mission

The mission of the Master of Science in Clinical Counseling (MSCC) program is to improve the quality of the communities in which we live by educating students to become professional mental health counselors who think critically, provide high quality service to all people in need, demonstrate the ethics and standards of the profession in their personal and professional lives, while always respecting human dignity and diversity.

Program Objectives

The faculty members in the MSCC program strive to prepare students to be successful and competent members of the counseling profession*. Specifically, the program curriculum and activities are designed to facilitate the growth of graduates who:

1. Demonstrate professional counseling skills and techniques.
2. Master core content and foundational areas of knowledge in the counseling profession.
3. Integrate professional counselor identity and knowledge into prevention, intervention, consultation, education and advocacy.
4. Incorporate multicultural awareness and diversity issues into personal and professional activities.
5. Integrate ethical principles and standards into personal and professional activities.

*Education requirements for licensure vary from state to state. It is your responsibility to evaluate whether the Master of Science in Clinical Counseling meets the licensure requirements particular to the state in which you plan to practice. It is the student’s responsibility to confirm with the Department of Human Services (or similar agency) in his/her respective state to guarantee necessary coursework meets the state’s current licensure requirements.
ADMISSION AND ADVISING

Admissions Process

All applicants for graduate admission to Bellevue University are required to submit an Application for Admission accompanied by a one-time application fee of $75 (This fee is waived for Bellevue University Alumni). The application for admission to the MSCC program also includes the following:

- Resume
- Two letters of recommendation
- 1000 word essay describing the applicant’s interest in the profession, goals, experiences and preparation for success in the graduate program.
- Transcripts
- Completed background check (at the student’s expense)*

*While criminal history may not prevent acceptance, students should be aware that a criminal history may prohibit them from acquiring practicum or internship placements. Completion of the practicum and internships is required for graduation. Failure to pass the background check may also prevent the student from obtaining licensure.

The above items are submitted to the program director and forwarded to a MSCC faculty selection committee for review.

Student Coaching & Faculty Mentoring

Each student is assigned a Graduate Student Coach. Student Coaches:

- Are a resource to help students plan their academic career and answer questions.
- Assist with career and major exploration options.
- Clarify Bellevue University policies and procedures.
- Assist with course selection and registration.
- Meet with students to review advisement reports and discuss academic progress.
- Provide referrals to resources and services.
- Answer questions regarding graduation and conferral.
- Maintain confidentiality according to the Family Educational Rights and Privacy Act (FERPA).

The Program Director will assign a Faculty Mentor to each student upon admission. Faculty Mentors are full time MSCC faculty members who:

- Consult with mentees in the choice of elective course and timing of courses.
• Act as a resource to support students in the development of their professional counselor identity.
• Support academic growth by discussing progress and/or problems with course work.
• Assist the student in setting academic goals to support professional goals.
• Identify community resources for practicum and internship.
• Assist in researching interests beyond regular course work.

UNIVERSITY STANDARDS

Admission into the MSCC program does not guarantee graduation. Students must meet academic as well as personal and professional standards in order to progress through the program. Academic standards include maintaining a minimum GPA as outlined below. In addition to academic performance, nonacademic conditions may affect a student’s ability to progress through the program.

As gatekeepers for the profession of counseling, the MSCC faculty has an ethical responsibility to protect the welfare of the public and the profession. In order to meet personal and professional standards students must demonstrate their ability to uphold the Bellevue University Personal Conduct Policy described in the Bellevue University Student Handbook, the MSCC Professional and Personal Disposition Rubric and the American Counseling Association Code of Ethics. The Clinical Counseling program at Bellevue University provides a variety of opportunities for assessment of student progress. Throughout the entire course of study students will be evaluated on the areas of scholarship, writing, knowledge, clinical skills, personal conduct and professional behaviors as described below.

MSCC RETENTION, REMEDIATION & DISMISSAL POLICY

Effective June 6, 2016

Academic and Professional Standards of Progress

Admission into the MSCC program does not guarantee graduation. Students must meet academic as well as personal and professional standards in order to progress through the program. Academic standards include maintaining a minimum GPA as outlined below. In addition to academic performance, nonacademic conditions may affect a student’s ability to progress through the program. As gatekeepers for the profession of counseling, the MSCC faculty has an ethical responsibility to protect the welfare of the public and profession. In order to meet personal and professional standards students must demonstrate their ability to uphold the Bellevue University Personal Conduct Policy described in the Bellevue University Student Handbook, the MSCC Personal and Professional Disposition Rubric and the American Counseling Association Code of Ethics. The Clinical Counseling program at Bellevue University provides a variety of opportunities for assessment of student progress. Throughout
the entire course of study students will be evaluated on the areas of scholarship, writing, knowledge, clinical skills, personal conduct, and professional behaviors as described below.

**Scholarship & Writing Standards**

MSCC graduate students are expected to write at a graduate level standard which reflects critical and analytical thinking. Written work should incorporate the use of credible, peer-reviewed professional journals and publications. The current edition of the American Psychology Association (APA) writing style is used throughout the program as the standard for writing formal papers.

The Bellevue University Academic Honesty Policy 1035 provides detailed information pertaining to academic honesty, including procedures for determining disciplinary action, and a student’s right to appeal. Penalties for academic dishonesty or plagiarism may include a grade of “F” on the work in question or for the course. In addition, if the student is engaged in academic dishonesty, they may be subject to disciplinary action including reprimand, suspension, and/or expulsion from the University.

The Master of Science in Clinical Counseling of Bellevue University Academic Honesty Policy is in addition to the overall University Policy. Any time students commit academic dishonesty they show little concern for their own personal sense of integrity, and they infringe on the rights of all other members of the academic community. The following definitions and examples are forms of academic integrity violations:

**Cheating**
No student shall use or attempt to use materials, notes, or information from another student for normal course work that is intended to be done on an individual basis, either in class or out of class. Examples include, but are not limited to: (1) copying from another person’s research, paper, test or quiz, (2) using testing aids during a test where no permission has been given by the Instructor, (3) copying another’s work, (4) collaborating on any written work, without specific permission by the Instructor, or (5) allowing another person to do your work, (6) taking an exam for another student or (7) allowing another person to take an exam for you.

**Multiple Submissions**
No students shall submit a paper (in part or in whole) or any other assignment (in part or in whole) which was submitted for academic credit for any other course.

**Plagiarism**
No student shall present the work of another person as their own without the specific citation of the original author. Examples include, but are not limited to: (1) the use of another’s complete sentences or key words without quotation marks and accurate citations, (2) graphs and charts, or (3) ideas and information provided by another. Computer programs, files, and web pages must also be utilized only with the inclusion of a citation referencing or indicating the original source of the file and/or program.
Consequences of Academic Dishonesty
The first violation of the academic policy will result in a score of zero for the assignment, paper, exam, etc. The incident (including supporting documentation) will be reported to the Program Director who will keep the record of the incident on file until the student graduates from the program. The program director will forward the information about the violation to the office of Student Affairs. If a second violation of the academic honesty policy occurs, the student will receive a failing grade in the course in which the violation occurred. The incident (with supporting documentation) will again be reported to the Program Director who will keep the record of the incident on file until the student graduates from the program. This incident will be reported to the office of Student Affairs. If a third incident occurs, the student will be removed from MSCC program with no opportunity to return to the program. The student may appeal decisions regarding Academic Dishonesty as per the university policy.

Academic Standards
Graduate students are expected to maintain a 3.0 Grade Point Average (GPA). If an academic term is completed with a cumulative GPA less than the minimum standard of progress for graduation (3.0) a student may be placed on academic warning. If the next consecutive term is completed with a cumulative GPA less than the minimum standard of progress for graduation (3.0) a student may be placed on academic probation. If the next consecutive term of enrollment is completed with a cumulative GPA less than the minimum standard of progress for graduation (3.0) a student may be placed on academic suspension. Students placed on academic suspension may appeal. If the appeal is approved the student may continue in their course of study as long as the academic conditions of the appeal are met or until the student’s cumulative GPA is at or above good standing.

Academic Appeal Process
The student has the responsibility and right to call to the attention of an instructor any grade which they believe to be in error. Before filing an official appeal to the administration, the student must first meet with the instructor. If the instructor is no longer with the University, the student must meet with the instructor’s director to seek clarification of the grade. If the grade is correctly recorded and the student wishes to appeal it, submit the initial written appeal of the instructor’s grade to the respective College Dean within 60 calendar days of the posting of grades in BRUIN.

Professional and Personal Standards

In addition to academic performance, certain non-academic conditions may impair the student’s ability to work with others in class, practicum, or internship settings. These areas of personal and professional behaviors are critical to the student’s ability to successfully complete the program and enter the profession. In addition to the Bellevue University Personal Conduct Policy described in the Bellevue University Student Handbook, graduate students in the MSCC program are held to the standards of personal and professional conduct as outlined in the Professional and Personal Disposition Rubric and the American Counseling Association Code of Ethics. The purpose of the Professional and Personal Disposition Rubric is to support individuals in achieving excellence as they develop the proficiency, expertise, and leadership consistent with their roles as professional
counselors, administrators, and leaders in the field. The rubric guides development in the following areas:

**Professionalism and Maturity:** Displays maturity when seeking solutions to problems.

**Professionalism and Interaction with Others:** Relates to peers, professors and others in professional manner.

**Professionalism in Carrying Out Assignments:** Completes assignments in a timely manner with academic integrity.

**Professionalism and Judgment:** Demonstrates appropriate language, behavior, personal boundaries, and interactions with others.

**Professionalism and Valuing Human Diversity:** Demonstrates appreciation and value for human diversity in words and behavior.

**Professionalism and Self-Care:** Demonstrates understanding of the importance of caring for self and follows through.

**Professionalism and Networking:** Demonstrates an understanding of the importance of professional networking.

**Professionalism and Appearance:** Demonstrates personal appearance that meets the demands of the profession and situation.

**Professionalism and Ethical and Legal Standards:** Demonstrates an understanding of ethical and legal standards of professional groups and governing bodies.

The *Professional and Personal Disposition Rubric* is introduced to students at the first residency meeting. At several points in the program (Residency I & II, 501, 605, 691, 692, and 693) students are asked to self-evaluate their performance and receive feedback according to the rubric. If students Fail, that is they get a 1 (out of 3) on any scale, they have the potential to FAIL the course or Residency.

On an ongoing basis faculty will hold students to the standards outlined in the rubric and provide feedback to students regarding areas needing improvement. If faculty members have concerns regarding a student they will complete the *Notice of Professional and Personal Concern form* and submit it to the program director.

The *Notice of Professional or Personal Concern form* (including supporting documentation) will be submitted to the Program Director who will keep the record of the incident on file until the student graduates from the program. The Program Director will send a copy of the completed form and documentation to the student to their Bellevue email address. If a second notification occurs, the concerns will be reviewed by a committee of the fulltime faculty for consideration of remediation or dismissal.
Remediation & Dismissal

Students who are not making adequate progress either academically or professionally will be notified in writing by the program director regarding specific areas of concern. In some cases remedial action may be necessary. In such cases the faculty and student will work collaboratively to develop a remedial plan for improvement. If a plan cannot be developed to the satisfaction of faculty concerns, the student may be dismissed from the program. Additionally, if a student fails to make satisfactory progress on the identified concerns, they may be dismissed from the program. Dismissal decisions will be made by the program director in consultation with full-time faculty. Students will have an opportunity to contest the decision, if they desire, and present their case before a committee comprised of all full time faculty. Faculty will consider all evidence and observations pertinent to the issue and make a determination of whether or not the student may continue in the program. If the student wishes to appeal this decision, they may submit a written appeal to the College Dean within 60 calendar days.
MSCC CURRICULUM

Foundation Courses – 24 Credit Hours

MCC501 – Helping Relationships and Orientation to the Counseling Profession. This course assists the student in obtaining and demonstrating proficiency in basic helping skills associated with the practice of professional counseling and helping relationships. In addition, the course will address the history, philosophy, and trends associated with the field of professional counseling. Personal characteristics influencing the helping process, as well as self-care strategies of the professional counselor are explored in this course.

MCC502 – Introduction to Counseling Theories. This course surveys major conceptual and theoretical perspectives and practices commonly associated with the field of professional counseling. Students explore psychoanalytic, Adlerian, existential, person-centered, Gestalt, behavioral, cognitive-behavioral, reality, feminist, post-modern, and general family systems theories. This course addresses the historical and philosophical development of counseling theories, and how they impact current practice. Students are provided opportunities to reflect upon how to best match counseling theories based upon specific client issues, concerns, and characteristics for case conceptualization. Students identify how their own personal experiences, biases, and preferences impact theory selection, while developing their own personal style of counseling.

MCC503 Statistics and Quantitative Research Methods. This course orients the student to statistical concepts and measurements including scales of measurements, distributions, central tendency, validity and reliability. Quantitative research method design is addressed. Students explore the role of research as it relates to evidenced-based practice as professional counselors.

MCC504 Qualitative Research Methods and Program Evaluation. This course integrates and expands upon the content in MCC503, while further expanding the discussion of research methods to include qualitative research, mixed-methods design, and program evaluation. Grounded theory research, single-case study design, phenomenological principles, and qualitative interviewing techniques, data collection, coding and analysis are addressed. Students explore program evaluation concepts, including needs assessment, study design, outcome measures, and integration of data into program modification and improvement.

MCC520 Human Development Throughout the Lifespan. This course surveys theories, scholarship and research on human development throughout the lifespan. Students examine biological, neurological, cognitive, emotional, and social-cultural factors influencing individual development within a multicultural framework. The reciprocal influences of crises; transitions; normal and abnormal development; psychopathology; and familial and community relationships are addressed. Particular attention on the application of these concepts to the work of professional counselors is explored.

MCC530 Ethical, Legal and Professional Issues in the Practice of Counseling. This course addresses ethical, legal and professional issues commonly associated with the practice of professional counseling consistent with Council on Accreditation for Counselor and Related Educational Programs (CACREP) standards and the American Counseling Association’s (ACA) Code of Ethics. National, regional, state licensure and credentialing issues are addressed. This course identifies the systematic processes of identifying, implementing, and resolving ethical dilemmas mindful of various
stakeholder concerns, including acting in the best interests of the client. The course explores personal and professional value systems, standards of practice, and legal issues in terms of how they impact decision-making processes and professional behavior.

**MCC540 Assessment.** This course explores the history, development, and effective use of various types of assessment tools for evaluation and diagnosis purposes within a variety of professional counseling settings and applications. Students explore the ethical use and interpretation of standardized and non-standardized assessment tools including conducting behavioral observations, clinical interviewing, mental status examinations, symptom inventories, suicidal assessments, and personality assessments. Students further examine various factors influencing the use of assessment tools with multicultural and diverse populations.

**MCC550 Theories of Psychopathology.** An examination of the evidence-based understanding of both normal and disordered mental states is conducted. The etiology, development, manifestation, and potential treatment of mental disorders in infants, children, adolescents and adults are emphasized. Current theoretical and evidence-based models are explored including bio-medical, behavioral, cognitive, developmental, humanistic, interpersonal, psychoanalytic and trait models.

**Advanced Courses – 24 credit hours**

**MCC600 Diagnosis of Mental and Behavioral Disorders.** The taxonomy and nosology of psychopathology are reviewed using the structure and guidelines of the current editions of both the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) Manual. This course examines the disorders of infancy, childhood, adolescence, and adulthood. Emphasis is placed upon differential diagnosis for the purposes of case formulation and treatment planning.

**MCC605 Counseling Practicum.** This course assists the student in obtaining and demonstrating proficiency in basic helping skills associated with the practice of professional counseling and helping relationships. In addition, the course addresses the history, philosophy and trends associated with the field of professional counseling. Personal characteristics influencing the helping process, as well as self-care strategies of the professional counselor are also explored in this course.

**MCC610 Group Processes and Facilitation.** This course provides students with grounding in the principles of group dynamics, group facilitation styles and approaches, and theories and methods of group counseling essential for a professional counselor in a multicultural society. In a workshop environment, students develop the ability to assess how their own methods and the dynamics of group interaction facilitate cognitive, emotional and behavioral change. Students are provided with a minimum of ten hours of group experience, with at least one hour of group facilitation experience.

**MCC638 Social and Cultural Diversity.** This course explores how cultural factors, such as race, ethnicity, gender, sex, sexual orientation, socioeconomic status, religion and disability status, shape, inform, and impact minority populations, marginalized populations, diverse groups, and dominant culture. Experiential methods of learning are emphasized, including the development of self-awareness in the counselor, along with an appreciation for the experiences
of others from different background and experiences. Traditional counseling theories, as well as more recent approaches to counseling diverse groups, are analyzed for ethical and practical implications including their integration into assessment, diagnosis and treatment issues. The counselor’s role in addressing advocacy and justice is explored including issues of power and privilege.

**MCC642 Foundations of Addiction Counseling.** This course provides counselors in training with an overview of the addictive process and the practice of addiction counseling. Students develop conceptual knowledge, practical skills and self-awareness concerning the etiology of addiction and its impact across the life-span. Models of addiction and professional issues in Addiction Counseling such as co-occurring disorders, process addictions, and mental illnesses are addressed. Assessment, diagnosis, and treatment of addictions with diversity and advocacy issues are also explored.

**MCC645 Career Development.** This course introduces students to the theories of career development as well as the assessment tools and counselor practices associated with helping clients achieve congruence in their career development pattern. Students explore interrelationships between factors such as age, gender, family, life roles, and multicultural issues as they relate to career and educational planning.

**MCC 650 Couples and Family Counseling.** This course introduces students to a broad range of theoretical approaches and interventions in the field of couples and family counseling with an emphasis on the systemic and relational components commonly associated in working with couples and families. The impact of societal changes, trauma and mental health disorders on the family system are studied. Theories and models of couple and family resilience as well as the promotion of wellness over the family life span are introduced. Knowledge of how to effectively counsel couples and families, including problem identification, treatment planning, intervention, family wellness education and relapse prevention are emphasized.

**MCC670 Advanced Counseling Skills, Techniques and Practices.** This course builds upon foundational and advanced coursework reinforcing the applied aspect of counseling skills, techniques, and evidence-based intervention. Topics include case conceptualization, assessment, diagnosis, treatment planning, termination and documentation. Students examine and discern how personal counselor characteristics, belief systems, bias and attitudes influence the overall therapeutic process; and, students discuss effective strategies for monitoring and managing these issues. Students demonstrate the successful use of counseling skills and techniques appropriate for varying client issues, needs and situations.

**Advanced Elective Courses:** Choose One

**MCC661 Applied Neuroscience and Psychopharmacology.** This overview and introduction to the role and function of the central nervous system in psychopathology, and its pharmaceutical treatment, prepare the mental health professional to both have a basic understanding of psychopharmacology, and to work with prescribing physicians to maximize the effectiveness of medication, and to quickly detect adverse effects.
**MCC662 Treatment of Child and Adolescent Disorders.** Treatment methods for children and adolescents, both historical and those that are well established and/or based upon evidentiary support are reviewed. The applications of specific techniques are examined with respect to specific diagnoses and practice in their application is provided. Included are cognitive-behavioral therapy, behavior modification, token economy programs, parent training programs, and play therapy. The pros and cons of “manualized treatment” for children and adolescents are examined as are concerns regarding ethics and multicultural issues with respect to children and adolescents.

**MCC663 Human Sexuality.** This course is designed for counseling and human service professionals whose work brings them into contact with clients experiencing problems and concerns with their sexuality. Information about human sexuality across the lifespan is included. The course is designed to develop: a) students’ knowledge base related to human sexuality, b) an understanding of the variety sexuality issues which may be encountered in professional counseling practice, c) students’ skills in assessment and intervention techniques with sexuality issues, and d) increased awareness of one’s personal perceptions, attitudes and affect related to sexuality issues.

**MCC 665 Orthodox Judaic Theoretical Perspectives.** This course focuses on the Orthodox Jewish theoretical perspectives on mental health services. It includes the Jewish ethical and religious view of the community and its leadership in relation to mental health services. It services to increase the awareness and understanding of the unique mental health issues and needs of the community. It studies the community’s prevalent mental health disorders and social ills. It discusses the community barriers toward the acceptance and accessibility of services. It highlights the essential role of the Orthodox Jewish counselor in prevention, assessment and treatment.

**Internship Courses**

**MCC691 Clinical Internship I.** The Internship is an advanced clinical, experiential course designed to strengthen students’ skills and understanding of the practice of clinical mental health counseling through supervised practice. In this course, students complete 200 hours of supervised practice, forty-percent of the hours must be direct service with clients/patients/consumers. A minimum of ten hours of leading or co-leading group work is required prior to Internship III. Additionally, students attend weekly class lead by Program Faculty designed to deepen their learning and growth at the internship site.

**MCC692 Clinical Internship II.** The Internship is an advanced clinical, experiential course designed to strengthen students’ skills and understanding of the practice of clinical mental health counseling through supervised practice. In this course, students complete 200 hours of supervised practice, forty-percent of the hours must be direct service with clients/patients/consumers. A minimum of ten hours of leading or co-leading group work is required prior to Internship III. Additionally, students attend weekly class lead by Program Faculty designed to deepen their learning and growth at the internship site.

**MCC693 Clinical Internship III.** The Internship is an advanced clinical, experiential course designed to strengthen students’ skills and understanding of the practice of clinical mental health counseling through supervised practice. In this course, students complete 200 hours of
supervised practice, forty-percent of the hours must be direct service with clients/patients/consumers. A minimum of ten hours of leading or co-leading group work is required prior to Internship III. Additionally, students attend weekly class lead by Program Faculty designed to deepen their learning and growth at the internship site.

**MCC694 Clinical Internship IV.** OPTIONAL: The internship is an advanced clinical, experiential course designed to strengthen students’ skills and understanding of the practice of clinical mental health counseling through supervised practice. In this course, students complete a minimum of 200 hours of supervised practice, forty-percent of the hours must be direct service with clients/patients/consumers. Additionally, students attend weekly classes led by Program Faculty designed to deepen their learning and growth at the Internship site.

**PROBES**

Most of the Foundational and Advanced coursework will include PROBES. PROBES are part of our Assessment plan which measures how well we are delivering the CACREP Clinical Mental Health Standards as a program.

**PROBES:**

- Measure key knowledge and skills needed as a clinical mental health counselor.
- Passing the PROBE assignments at 80% or better is a course requirement.
- You can repeat the PROBE assignment one time. If you do not attain 80%, you fail and must repeat the course.
- Aggregate data regarding the Clinical Mental Health Counseling Standards measure will be collected from your Blackboard grades. This data helps us analyze and improve our program year by year.

In order to know which probes are applied to the course(s) in which you are enrolled, be sure to read the syllabus and watch the weekly assignment descriptions for the probe reminders.

**NOTE:** In the Counseling Practicum, Clinical Internship, and Residency experiences, students are required to earn a minimum of “2” on the evaluation items. Should a student fail to earn “2” on an assessment item, they are required to meet with their faculty mentor within 2 weeks to develop a remediation plan. If a student chooses not to contact and meet with faculty mentor, they are at risk for failing the course.

**PROFESSIONAL DEVELOPMENT**

**Residency**

The MSCC program includes two Residencies. Residencies are an opportunity to meet your faculty, gain additional counseling skills training and an orientation to the program and profession. Residencies are offered in Fall and Spring terms on campus and in Fall in New York (for the YIEP group).

- Residency I is required at the first available term after enrollment to the program.
Orientation to the Program
- Technology (Cyberactive Blackboard), Library & Writing Center Training
- Culture & Racism Overview and Experience
- Basic Counseling Skills Training
- Growth Group Experience
- Overview of Practicum & Internship Experiences

- Residency II is required once students begin taking advanced coursework and must be completed prior to Internship I.
  - Advanced Counseling Skills training
  - Group Counseling Skills training
  - Suicide Assessment and Intervention Training and Practice
  - Preview of Practicum & Internship

Residencies are scheduled during the first week of Fall term and the first week of Spring term from Sunday 5pm through Thursday 5pm.

NOTE: If a student does not take Residency in the first available term, he/she will only be allowed to take one course per term until the required Residency is completed.

Practicum and Internships

The MSCC is inclusive of 100 hours of practicum (40 hours of direct service) and a minimum of 600 hours of clinical internship (240 direct client contact hours). Residential and online students are responsible to complete these practicum and clinical internship hours under the supervision of a licensed counselor. Online students may complete clinical hours in their home state through an accountability and approval process with the Internship Director. Please see the MSCC Internship Manual for specific instructions and requirements.

Opportunities for Professional Development

Participation in professional organizations provides the students with opportunities to enhance their learning, network with professionals, and develop a professional identity. Students are strongly encouraged to participate in local, state, and national organizations such as the American Counseling Association (www.counseling.org); American Mental Health Counselors Association (AMHCA; www.amhca.org); State counseling organization such as Nebraska Counseling Association (necounseling.org), Iowa Mental Health Counselors Association (www.iamhca.net), the American Counseling Association of NY (www.counselingny.org) and many other state counseling professional organizations. If you live in another State, now is the time to become familiar with your area professional counseling organization. Additionally, the National Board of Certified Counselors (www.nbcc.org) is an important page to become familiar with as you move toward taking a licensure exam. Faculty members share opportunities with students to attend and present at professional conferences.
Graduate Counseling and Human Services Community

All admitted MSCC graduate students are members of the online Graduate Counseling and Human Services Community, an online community information center through cyberactive.bellevue.edu. This online community is a forum for faculty to communicate program and professional information including practicum, internship and job opportunities, programmatic changes, professional conference information, national licensure information, and faculty updates.

Liability Insurance

Through practicum and internship experiences students have the opportunity to work directly with clients as counselors in training. As direct providers students are at risk for litigation. Therefore, all students who have direct client contact must obtain and provide documentation of adequate personal liability coverage. Students must provide evidence of coverage prior to participation in the practicum and internship courses, and maintain this coverage throughout their enrollment in practicum. Professional organizations such as ACA (American Counseling Association) offer free or low cost liability insurance for student members. Students are encouraged to join professional organizations and utilize this benefit, but may seek insurance from a provider of their choice.

Faculty Recommendations for Students

As students prepare for internships, employment, or licensure they often ask faculty members for references (written or verbal endorsements). Upon request, faculty members will provide a reference only if the student is in good standing academically and the faculty member believes the student is qualified to perform the role for which they are applying. Regardless of academic standing, faculty, as gatekeepers for the profession, will not provide a reference if the faculty member believes the student is impaired in such a way that they are not able to comply with professional standards of conduct and/or the ACA Code of Ethics in fulfillment of the role they are seeking. If a faculty member agrees to serve as a reference, the student will need to sign a waiver form before the reference can be provided.

Endorsement for Licensure

Graduates of the Master of Science in Clinical Counseling program may be endorsed for licensure by the MSCC Program Director or designate. Graduates must provide all requested documentation when requesting endorsement for state licensure - this may include (but is not limited to) written permission to access their Bellevue University academic record and a copy of their practicum and internship hours (logs) which have been signed by their site supervisor. Students should maintain copies of all of their practicum and internship documents as these may be required for licensure endorsement by the MSCC Program Director and/or to meet state licensure application requirements.
UNIVERSITY RESOURCES

OneStop Service Center

The OneStop Center provides prospective students, current students, alumni, and visitors with an array of services to resolve their most common questions related to Bellevue University.

Hours: Mon. – Thurs 7:00 a.m. – 7:00 p.m. and Fri. 7:00 a.m. – 5:00 p.m. CST
Email: OneStop@Bellevue.edu
Phone: 1-800-756-7920 or (402) 293-2000 - Press option 0

BRUiN

BRUiN, the student portal, provides online access to services such as registering for classes, accessing the CyberActive ®Online Classroom, student email, grades, and the virtual library. bruin.bellevue.edu

CyberActive ®Online Classroom

The CyberActive ®Online Classroom provides the platform for online classes as well as the Graduate Counseling & Human Services Community. Residential classes also utilize the online platform to enhance learning. cyberactive.bellevue.edu

Library

Located on the main campus in Bellevue, Nebraska, the Freeman/Lozier Library is technologically advanced with numerous electronic services. The library's collection includes more than 100,000 volumes, 5,200 current periodical titles and access to many more reference works through Internet Subscription Databases and reciprocal agreements with numerous other libraries. Both Online and classroom students can access librarian help in real time via the internet. A 24/7 librarian is available Email: library.bellevue.edu

Disability Services

Bellevue University is committed to ensuring equal access to all programs for people with disabilities. Wherever possible, the University exceeds mere compliance with the civil rights laws of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students are encouraged to register with Disability Services as early as possible, as eligibility must be established before services are provided. For more information contact:

Email: disability@bellevue.edu
Phone: 1.402.557.7422 or 1.402.557.7422
Bellevue University Service Desk

For technical assistance:
Hours: Monday-Friday 7:00 a.m. - 8:00 p.m. CST
Saturday-Sunday 9:00 a.m. - 6 p.m. CST
Login: 24 hour ticket review, submission and updates http://servicedesk.bellevue.edu
Email: 24 hour ticket submission servicedesk@bellevue.edu
Phone: 1-800-756-7920 or 402-293-2000 - Press option 4 for technical support

Personal Counseling

Students experiencing situations requiring personal counseling services can be assisted through the Dean of Students’ office. Bellevue University contracts with Boys Town for local counseling services. There is no cost to the student beyond what their insurance covers, and Bellevue University pays whatever co-pay and/or deductible is not covered by insurance. Bellevue University covers the entire cost of counseling services for students who are insurance indigent.

Should you live outside the Omaha Metro area, resources for locating counseling services you may need, we recommend these two national registries of therapists across the country: therapists.psychologytoday.com and goodtherapy.org.

Military-Veteran Services

Bellevue University provides personalized assistance with VA educational benefits, ongoing services and support, and a drop-in services center.
Email: va@bellevue.edu
Phone: 1.402.557.7329 or 1.800.756.7920
Bellevue University  
Master of Science Clinical Counseling Program

Professional and Personal Disposition Form

Purpose: The purpose of the Professional and Personal Disposition Form is to support students in achieving excellence as they develop proficiency, expertise and leadership consistent with their roles as professional counselors, administrators and leaders in the field.

This rubric will be an assessment point in the following MCC graduate curricula: MCC 501, 605, 670, 691, 692, 693 and during Residency.

Name of student _________________________________  Date _______________________

Faculty: Please provide a brief explanation in the comments section if any goal is scored = 1.

### Professional and Personal Disposition Rubric

<table>
<thead>
<tr>
<th>Goal</th>
<th>Levels of Achievement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Improvement (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unable to Assess</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professionalism and Maturity:
Displays maturity when seeking solutions to problems.

- Enlists inappropriate personnel to address the problem or ignores possible solutions to problems.
- Tries to resolve problems independently and/or seeks help from faculty sometimes without a clear view of options.
- Resolves problems by focusing on solutions; Is prepared with necessary documentation; Seeks assistance from appropriate faculty.

### Professionalism and Interaction with Others:
Relates to peers, professors and others in a professional manner.

- Focuses on blaming others rather than seeking solutions. Rude. Disrespectful in interactions with others.
- Polite but sometimes overly critical of others and/or has difficulty acknowledging differing opinions.
- Polite, recognizes others’ ideas and honors differences between themselves and others.

### Professionalism in Carrying out Assignments:
Completes assignments in a timely manner with academic integrity.

- Seldom demonstrates adequate preparation of academic materials; Fails to meet deadlines; Academic dishonesty
- Adequate preparation and meets deadlines most of the time. Demonstrates honesty and integrity. Seeks help from others when needed.
- Thorough preparation of assignments; Often exceeds expectations. Demonstrates honesty and integrity in assignments.

### Professionalism and Judgment:
Demonstrates appropriate language, behavior and personal

- Uses objectionable language, reveals inappropriate sensitive and personal information about self; poor control of emotions/ temper.
- Doesn’t use objectionable language or lose temper. May share too much personal information in the course of course.
- Models appropriate language and emotions in routine as well as difficult situations. Only shares personal information when
| Professionalism and Valuing Human Diversity: | Demonstrates appreciation and value for human diversity in words and behavior. | Rude to others | Interactions with peers and authority figures are at times negative, demeaning, sarcastic, and/or combative. Often indicates insensitivity to feelings of others, particularly cultural differences. | Interactions with peers and authority figures are positive and respectful. Works with others well. Still room for improvement in understanding diversity issues and their importance as demonstrated by words and actions. | Respectful of differing opinions and human diversity. Seeks opportunities to include others who may be excluded. Treats others with respect and open mindedness. The student is aware of his/her own belief systems, values, and limitations and thus respects the fundamental rights, dignity, and worth of all people. |
| Professionalism and Self-Care: | Demonstrates understanding of the importance of caring for self and follows through. | Doesn’t seek out feedback from others and/or unable to utilize feedback from peers, professors and supervisors. Limited understanding of the need for self-care. | Able to receive feedback from peers, professor and supervisors but not always able to integrate it fully. Can identify some aspects of needed self-care but limited implementation. | Able to receive, integrate and utilize feedback from peers, professors and supervisors; Able to identify own plan for improved self-care and follows through. |
| Professionalism and Networking: | Demonstrates an understanding of the importance of professional networking beyond required course work. | No demonstration of professional networking opportunities in home community. | Is familiar with professional organizations and networking opportunities in home community. | Recognizes the value of professional organizations and is a student member of ACA or similar organization. |
| Professionalism and Appearance: | Demonstrates personal appearance that meets the demands of the profession and situation. | Appearance/attire and/or cleanliness do not meet the expectations of the situation. | Appearance/attire and/or cleanliness are appropriate to the situation. | Role models professionalism through personal appearance, attire and cleanliness. |
| Professionalism and Ethical and Legal Standards: | Demonstrates an understanding of ethical and legal | Shows no awareness of where to access information about ethical and legal standards related to the counseling | Has working knowledge of ethical and legal standards but doesn’t always relate them readily to assignments and | Is able to incorporate ethical and legal standards of professional organizations and governing bodies into |
It is important to understand that all expectations of professionalism relate directly to the ethical standards of the Clinical Counseling profession. Listed below are ethical codes and standards that support the Personal and Professional Disposition Rubric goals:

**Professionalism and Maturity:**

### CACREP Standard I.P:
Consistent with established institutional due process policy and the American Counseling Associations (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student’s transition out of the program and, if possible, into a more appropriate area of study.

### ACA Code of Ethics F.9.a:
Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

### ACES Standard 2.a.ii:
The supervisor (faculty advisor) helps the student create goals that are realistic, measurable and attainable within the context of the particular academic setting.

**Professionalism and Interaction with Others:**

### CACREP Standard I.AA.4:
Faculty regularly assess student learning and performance on professional identity, professional practice and program area standards.
ACA Code of Ethics D.1.a: Counselors are respectful of approaches that are grounded in theory and/or have an empirical or scientific foundation but may differ from their own.

ACES Standard 2.b.i.: The faculty member helps the student create goals that include the core areas of counselor competence (e.g. relationship building, cultural competencies, and professionalism).

Professionalism in Carrying Out Assignments:
CACREP Standard I.E: The institution provides access to learning resources appropriate for scholarly inquiry, study and research

Professionalism and Judgment:
ACA Code of Ethics F.9.b: Counselor educators, through ongoing evaluations, are aware of and address the inability of some students to achieve counseling competencies.

Professionalism and Valuing Human Diversity:
CACREP Standard II.G.2.e: Students understand counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind or body.

ACA Code of Ethics A.4.b.: Counselors are aware of and avoid imposing their own values, attitudes, beliefs and behaviors on others.

Professionalism and Self Care:
CACREP Standard II.G.1.: Students understand self-care strategies appropriate to the counselor role.

Professionalism and Networking:
ACA Code of Ethics: C.2.d.: Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary.

ACA Code of Ethics: D.1.b: Counselors work to develop and strengthen relationships with colleagues.

CACREP Standard II.C : Students actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

Professionalism and Appearance:
ACA Code of Ethics F.8.d: Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

Professionalism and Ethical and Legal Standards:
CACREP Standard CMHC A.2: Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

ACA Code of Ethics F.5.a: Students have a responsibility to understand and follow the ACA Code of Ethics.

ACA Code of Ethics I.1.a. Counselors know and understand the ACA Code of Ethics and other applicable ethics codes from professional organizations or certification and licensure bodies of which they are members. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct.

At the time of completion of this evaluation, the original should be sent to the Clinical Coordinator to be maintained in the student’s file and a copy should be sent to the student.