



Handbook of the Graduate Counseling Programs
Department of Counseling, Educational Leadership,
and School Psychology

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Introduction

Welcome to Rhode Island College (RIC) and the Department of Counseling, Educational Leadership, and School Psychology (CEP). This handbook includes the policies and procedures that govern all students enrolled in Graduate Counseling Programs at RIC. It outlines the procedures for students, their advisors, Program Director, and Department Chair.

About the Department of Counseling, Educational Leadership, and School Psychology (CEP)

The CEP department prepares professionals in the following areas:

Focus Area	Goal
Clinical Mental Health Counseling	License as a Mental Health Counselor
Advanced Counseling (post master's certificate)	License as a Mental Health Counselor
School Psychology	Certification as a School Psychologist

Mission of the Department of Counseling, Educational Leadership, and School Psychology

The mission of the CEP Department is to prepare graduate students who positively impact the lives of and opportunities for individuals, families, schools, and communities. Through interdisciplinary collaboration, community partnerships and excellence in teaching and scholarship, the CEP faculty foster the development of reflective practitioners. Our graduates are educators and human service professionals prepared to conduct ethical, culturally competent and evidence-based practice and are able to influence systemic change.

Mission of the Graduate Counseling Programs

The graduate counseling programs provide the academic requirements that prepare students to become licensed mental health counselors (LMHCs). Through a rigorous curriculum and supervised clinical practice, students learn to provide assessment, therapy, consultation, and prevention-oriented services to meet the diverse needs of individuals, families and groups in a variety of mental health and community settings. The faculty represent diverse training backgrounds, clinical experiences, theoretical orientations, and research interests. They are

strongly committed to practice-based learning and teaching evidence-based and culturally responsive practices. Faculty value inclusive excellence and strive to foster a community of belonging for all students. Graduates are reflective practitioners who integrate theory, current research, ethical decision-making, and social justice principles to cultivate wellness.

Program Objectives

The program objectives, outlined in [Appendix A](#) of graduate counseling programs are designed to develop skilled, ethical, and culturally humble counselors who can effectively support individuals, groups, and communities. Specific program objectives are outlined in Appendix A along with the corresponding Key Performance Indicators and Student Learning Outcomes.

Commitment to Diversity

The graduate counseling programs are committed to fostering diversity, equity, and inclusion by cultivating a learning environment that values and respects the unique perspectives, experiences, and identities of all individuals through the following four goals:

- **Goal 1:** Revise curriculum to infuse diversity and social justice knowledge, awareness, dialogue and skills throughout the program.
- **Goal 2:** Increase awareness regarding intersecting social identities, power, and privilege among students and faculty.
- **Goal 3:** Align mission statement and assessment processes with a diversity and social justice emphasis.
- **Goal 4:** Increase program diversity and representation

Master of Science Program in Clinical Mental Health Counseling

The Master of Science Program in Clinical Mental Health Counseling is accredited by the Council of Accreditation for Counseling and Related Educational Programs (CACREP) and prepares students to work in a variety of counseling and social service settings. This is a 60-credit master's program designed to prepare students with the academic requirements to become licensed mental health counselors (LMHCs). Specific program components include:

Didactic Courses	Practicum Courses	Internship
<ul style="list-style-type: none">• Thirty-nine graduate credit hours• One three-credit hour elective	<ul style="list-style-type: none">• Twelve semester hours of introductory and advanced practicum courses with clinical placements ranging from 50-100 hours	<ul style="list-style-type: none">• Six semester hours (one-year) internship seminar with 600 hours of fieldwork

Didactic Courses

Students engage with various theoretical models in mental health counseling including group and vocational counseling approaches. In addition, students become familiar with the influence of diversity and human development on counseling approaches, testing and measurement in counseling, research methodology, and biological perspectives in mental health. Students take one elective allowing them to focus on a particular area of interest in counseling.

Practicum Courses

Students learn specific counseling skills through four clinical practicum courses. The clinical practicum courses are limited to 12 students per section. In these courses, students develop and refine basic and advanced counseling skills through role plays, supervised clinical work, integration of theory and practice, and rigorous feedback.

Internship

During a year-long internship, students are placed at a clinical site where they receive supervision from on-site supervisors/practitioners and counseling program faculty. Examples of internship settings include community mental health centers, family service agencies, alternative education programs, private practices, psychiatric hospitals, children and adolescent residential programs, and other related social service agencies.

Reflective Practitioner Model

The program emphasizes the reflective practitioner model emphasizing the integration of self-awareness, critical thinking, and professional growth to equip students with the skills needed to provide effective and compassionate counseling in diverse settings. Furthermore, the training encourages students to remain open to ongoing learning experiences to increase their sensitivity to the evolving issues of diversity in counseling. Students receive extensive preparation in integrating research and practice as they investigate evidence-based practices, apply them in the field, and measure clinical outcomes.

Why CACREP Accreditation matters?

- CACREP is the recognized training standard for counselors by the Institute of Medicine and the Veteran's Administration
- CACREP promotes a unified identity as professional counselors and counselor educators
- CACREP curricula content areas are the required educational training for counseling licensure in most states, making this accreditation a pathway to portability

Admissions

Application Requirements

To be considered for admission, applicants submit the following by February 1:

- A completed application form accompanied by a \$50 nonrefundable application fee
- Official transcripts of all undergraduate and graduate records. Note: A minimum cumulative GPA of B (3.00 on a 4.00 scale) in undergraduate course work, and a minimum GPA of 3.25 in previous graduate work is recommended. Applicants with undergraduate GPAs less than 3.00 will be considered upon submission of other evidence of academic potential
- A writing sample responding to a prompt

- A résumé or curriculum vitae
- A professional goals essay
- Three letters of recommendation accompanied by candidate rating forms
- Performance-based evaluation. Note: This is an evaluation of your performance during a professional activity, not necessarily in the mental health field. Examples include annual reviews completed by employers.

Please Note: Standardized test scores are not required. Materials must be postmarked by February 1 to be reviewed. If materials are late, application packet may be considered in the next cycle (the following year).

Application Review Process

- Application is received by graduate school
- Application is forwarded to the CEP Department
- Application is reviewed by the Admissions Committee
- After a review of applications, selected applicants are invited for individual and group interviews scheduled from mid-February through mid-March
- Applicants receive official notification of their acceptance or denial from the RIC Graduate School in April

Orientation

Admitted students are assigned an Advisor who provides an orientation to the program. The first advising meeting is focused on developing a plan of study, discussing course content, and highlighting specific requirements of the program. Students also review and sign the form titled, "[Acknowledgement of Handbook and Expectations of Student.](#)"

Matriculation

After the plan of study is completed by the student and Advisor, it is approved by the Program Director, Department Chair and the Dean of FSEHD. The Plan of Study serves as official documentation for the required coursework and is valid for six years, if the retention requirements are met. It is the student's responsibility to apprise the assigned Advisor of any anticipated changes to the documented plan, and these changes must be approved by the advisor, Department Chair, Program Director, and Dean of the School of Education.

Non-Matriculated Status

Plans of study can contain no more than nine credit hours of coursework taken as a non-matriculated student.

Transfer Credits

After review and approval by the Advisor, Program Director, Chair, and Dean, matriculated students may transfer up to 12 graduate hours towards the 60-credit hour MS program. After matriculation, students must receive written permission to take courses at other institutions.

Course Sequence

The MS in Clinical Mental Health Counseling is designed to be completed in three years if a student attends summer/fall/ spring semesters consecutively with a six to nine credit course load each semester. Courses sequence outlined below progressively builds students' knowledge and skills in a structured way.

Three-year Plan for Spring Admit/Summer Start

	Summer	Fall	Spring
First Year	<ul style="list-style-type: none"> • CEP 509: Professional Orientation and Ethical Practice • CEP 531: Human Development Across Cultures 	<ul style="list-style-type: none"> • CEP 532: Theories & Methods of Counseling • CEP 536: Biological Perspectives in Mental Health • CEP 538: Practicum I: Intro to Counseling Skills 	<ul style="list-style-type: none"> • CEP 543: Clinical Assessment and Case Problems • CEP 612: Cross-Cultural Counseling • CEP 539: Practicum II: Clinical Interviewing & Treatment Planning
Second Year	<ul style="list-style-type: none"> • CEP 535: Vocational Counseling and Placement 	<ul style="list-style-type: none"> • CEP 534: Quantitative Measurement and Test Interpretation • CEP 553: Counseling Children & Adolescents OR CEP 544 in the Spring • CEP 537: Introduction To Group Counseling • CEP 683: Practicum III: Advanced Counseling Skills 	<ul style="list-style-type: none"> • CEP 544: Family Counseling Theory and Practice OR CEP 553 in the Fall • CEP 554: Research Methods in Applied Settings • CEP 684: Practicum IV: Advanced Clinical Interventions & Outcome Evaluation
Third Year	<ul style="list-style-type: none"> • CEP 656: Crisis Assessment & Intervention OR • ELECTIVE 	<ul style="list-style-type: none"> • CEP 648: Assessment & Treatment of Co-Occurring Disorders • CEP 610: Advanced Clinical Internship in Counseling I 	<ul style="list-style-type: none"> • ELECTIVE OR • CEP 656 Crisis Assessment & Intervention • CEP 611: Advanced Clinical Internship in Counseling II • Complete Comprehensive Examination

Three-year Plan for Spring Admit/Fall Start

	Summer	Fall	Spring
First Year		<ul style="list-style-type: none"> • CEP 509: Professional Orientation and Ethical Practice • CEP 532: Theories & Methods of Counseling • CEP 538: Practicum I: Intro to Counseling Skills 	<ul style="list-style-type: none"> • CEP 543: Clinical Assessment and Case Problems • CEP 612: Cross-Cultural Counseling • CEP 539: Practicum II: Clinical Interviewing & Treatment Planning
Second Year	<ul style="list-style-type: none"> • CEP 531: Human Development Across Cultures • CEP 535: Vocational Counseling and Placement • CEP 536: Biological Perspectives in Mental Health 	<ul style="list-style-type: none"> • CEP 534: Quantitative Measurement and Test Interpretation • CEP 553: Counseling Children & Adolescents OR CEP 544 in the Spring • CEP 537: Introduction To Group Counseling • CEP 683: Practicum III: Advanced Counseling Skills 	<ul style="list-style-type: none"> • CEP 544: Family Counseling Theory and Practice OR CEP 553 in the Fall • CEP 554: Research Methods in Applied Settings • CEP 684: Practicum IV: Advanced Clinical Interventions & Outcome Evaluation
Third Year	<ul style="list-style-type: none"> • CEP 656: Crisis Assessment & Intervention • Or ELECTIVE 	<ul style="list-style-type: none"> • CEP 648: Assessment & Treatment of Co-Occurring Disorders • CEP 610: Advanced Clinical Internship in Counseling I 	<ul style="list-style-type: none"> • ELECTIVE OR • CEP 656 Crisis Assessment & Intervention • CEP 611: Advanced Clinical Internship in Counseling II • Complete Comprehensive Examination

Schedule of Courses (Subject to Change)

Summer	Fall	Spring
CEP 509: Professional Orientation and Ethical Practice	CEP 509: Professional Orientation and Ethical Practice	
CEP 531: Human Development across Cultures		
CEP 532: Theories of Counseling	CEP 532: Theories of Counseling	
	CEP 534: Quantitative Measurement and Test Interpretation	
CEP 535: Vocational Counseling and Placement		
CEP 536: Biological Perspectives in Mental Health	CEP 536: Biological Perspectives in Mental Health	
CEP 537: Introduction to Group Counseling	CEP 537: Introduction to Group Counseling	
CEP 538: Practicum I: Introduction to Counseling Skills	CEP 538: Practicum I: Introduction to Counseling Skills	
		CEP 539: Practicum II: Clinical Interviewing and Treatment Planning
		CEP 543: Clinical Assessment and Case Problems
		CEP 544: Family Counseling Theory and Practice
	CEP 553: Counseling Children and Adolescents	
		CEP 554: Research Methods in Applied Settings
		CEP 612: Culturally Responsive Practice in Counseling

	CEP 610: Advanced Clinical Internship I	
		CEP 611: Advanced Clinical Internship II
CEP 648: Assessment and Treatment of Co-Occurring Disorders	CEP 648: Assessment and Treatment of Co-Occurring Disorders	
CEP 656: Crisis Assessment and Intervention		CEP 656: Crisis Assessment and Intervention
	CEP 683: Practicum III: Advanced Counseling Skills	
		CEP 684: Practicum IV: Advanced Counseling Interventions
	CEP 556: Advanced Interventions: CBT, ACT, and DBT (Elective) OR CEP 580: Clinical Practice: Gender and Sexual Orientation (Elective)	CEP 613: Foundations in Counseling Survivors of Trauma (Elective) OR CEP 580: Counseling and Working with Grief (Elective)

Elective Courses

The following elective courses are offered on a rotating basis every other year during the fall and spring semesters.

Fall

- CEP 556: Advanced Clinical Interventions: CBT, ACT, DBT
- CEP 580: Clinical Practice: Gender and Sexual Orientation

Spring

- CEP 613: Foundations in Counseling Survivors of Trauma
- CEP 580: Counseling and Working with Grief

Comprehensive Exam

In addition to the academic coursework outlined in the plan of study, students must successfully complete a comprehensive exam to earn the M.S. in Clinical Mental Health Counseling. Through the comprehensive examination, students engage in the processes of information gathering, analysis, synthesis, and reflection. The comprehensive examination reflects knowledge, skills, awareness, and dispositions developed throughout the graduate program and therefore relevant to student's long-term professional development. Interns must have successfully passed the Professional Impact Project in CEP 684 Practicum IV: Advanced Counseling Interventions and Group Student Led Experience in CEP 537 Introduction to Group Counseling to become eligible to take the comprehensive exam. Refer to [Appendix B](#) for detailed instructions and grading rubrics.

Full-time and Part-time Statuses

- To qualify for full-time status, students must register for at least nine credits (three courses) during a regular semester or at least six credits during a summer term
- The average part-time course load is two courses per semester
- Students with financial aid and /or loans should check with lending agencies to determine the requirements for full-time status

Clinical Placement

Clinical placements are required in CEP 539 Practicum II: Clinical Interviewing and Treatment Planning (20 hours); CEP 683 Practicum III: Advanced Counseling Skills (20 hours); CEP 684 Practicum IV: Advanced Counseling Interventions (100 hours); CEP 610 Advanced Counseling Internship I (300 hours/20 hours per week); and CEP 611 Advanced Counseling Internship II (300 hours/20 hours per week). See Practicum and Internship Handbook [HERE](#)

Time Limit for Completion of Degree

Depending on part-time or full-time status, students complete the program within three to six years.

Certificate of Graduate Studies in Advanced Counseling

The Certificate of Graduate Studies (CGS) in Advanced Counseling is a two-year post-master's certificate program that enables students with a qualifying master's degree to obtain 60 credits (consisting of coursework, practicum, and internship) needed for licensure as a mental health counselor in the state of Rhode Island. Please note that this certificate program is not CACREP accredited.

[The Rhode Island Department of Health](#) requires a qualifying masters in an "allied field" such as counselor education, psychology, marriage and family therapy, counseling psychology, community mental health, or education with a concentration in counseling or psychology. To ensure the CGS in Advanced Counseling at RIC aligns with the licensure requirements of the state where the student intends to practice, student must confirm the academic and field-based requirements with the respective state's licensing board. Core courses in counseling practicum and internship (a total of at least 12 credits) will be required of all CGS candidates.

Expected Outcomes

Upon successful completion of this program, graduates will be prepared for careers in a wide variety of clinical settings, such as community mental health centers, adoption agencies, family service agencies, alternative education programs, psychiatric hospitals, children and adolescent residential programs, and other social service agencies.

Admission

Application Requirements

To be considered for admission, applicants submit the following by the deadline, March 1st or November 1st

- Completed application form accompanied by a \$50 nonrefundable application fee
- Resumé or curriculum vitae

- Professional goals essay
- Three letters of recommendation commenting on clinical knowledge, skills, and professional dispositions completed by professional references, accompanied by candidate rating forms
- Performance-based evaluation. This is an evaluation of your performance in the mental health or related field. Examples include annual reviews completed by employers.

Please Note: Standardized test scores are not required. Materials must be postmarked by the due date to be reviewed. If materials are late, application packet may be considered in the next cycle.

Application Review Process

- Application is received by graduate school
- Application is forwarded to the CEP Department
- Application is reviewed by the Admissions Committee
- Applicants receive official notification of their acceptance or denial from the RIC Graduate School

Orientation

Admitted students are assigned an Advisor who provides an orientation to the program. The first advising meeting is focused on developing a plan of study, discussing course content, and highlighting specific requirements of the program. Students also review and sign the form titled, "[Acknowledgement of Handbook and Expectations of Student.](#)"

Matriculation

After the plan of study is completed by the student and Advisor, it is approved by the Program Director, Department Chair and the Dean of FSEHD. The Plan of Study serves as official documentation for the required coursework. It is the student's responsibility to apprise the assigned Advisor of any anticipated changes to the documented plan, and these changes must be approved by the advisor, Department Chair, Program Director, and Dean of the School of Education.

Assessment and Retention

Continued Success in the Counseling Program

The graduate counseling programs require students to develop the knowledge, skills, and dispositions of a counselor. Personal and professional attributes are also necessary to be successful. Students must develop in all areas through participation in the program. Faculty will monitor student development in all areas to assure success. Students who have difficulty in any area (academic, professional, and/or personal) will be required to address those before or during continuation of the program, as appropriate to the situation. The graduate counseling programs have the following retention requirements:

1. A minimum cumulative grade point average of 3.25 each semester. Grades below B are not considered graduate quality and are of limited application to degree work
2. A minimum grade of B- in CEP 531 Human Development across Cultures or 532 Theories of Counseling or their equivalent. Students who receive a grade below B- in either of these courses must consult with their advisor before registering for any subsequent course in the plan of study
3. A minimum grade of B in CEP 538 Practicum I: Introduction to Counseling Skills, 539 Practicum II: Clinical Interviewing and Treatment Planning, 683 Practicum III: Advanced Counseling Skills, 684 Practicum IV: Advanced Counseling Interventions, CEP 610 Advanced Clinical Internship I, and CEP 611 Advanced Clinical Internship II is required. Students who receive a grade below a B in any of these courses must retake the course
4. A passing grade of "meets expectations" on anchor assignments that are aligned to the Student Learning Outcomes (SLO) within each course
5. A minimum score of "meets expectations" on all items of the Counseling Competencies Scale – Revised (CCS-R) and Assessment of Clinical Mental Health Counseling Competencies (ACMHCC) 683 Practicum III: Advanced Counseling Skills, 684 Practicum IV: Advanced Counseling Interventions, CEP 610 Advanced Clinical Internship I, and CEP 611 Advanced Clinical Internship II is required
6. A satisfactory rating on the comprehensive examination.

Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

Assessment Plan

At the end of each academic year, the Program Director reviews each student's progress in the program. As outlined in Table 1, performance is assessed at each of the five stages:

Admissions, Matriculation, Advanced Practica, Internship, and Post Graduation. Assessment involves a comprehensive review of academic performance and personal and professional behaviors in relation to the standards established by Ethical Standards of ACA and NBCC, handbook of the graduate counseling programs, the graduate studies manual, and the RIC student handbook.

Table 1: Overview of the Assessment Plan

Stage 1: Admissions	<ul style="list-style-type: none">• Undergraduate GPA• Undergraduate major• Graduate GPA, if applicable• Letters of Recommendation• Performance-Based Evaluation• Clinical Experience• Undergraduate Major• Writing Prompt• Individual and Interview Group Performance
Stage 2: Matriculation	<ul style="list-style-type: none">• Completion of required coursework with a minimum GPA of 3.25• CEP 531 (minimum grade of B-)• CEP 509• CEP 532 (minimum grade of B-)• CEP 536• CEP 538 (minimum grade of B)• CEP 539 (minimum grade of B)• CEP 543• CEP 538: Counseling Competencies Scale - Revised (CCS-R)• CEP 538: Multicultural Counseling Assessment• CEP 539: Counselor Competencies Scale (CCS-R) and Assessment of Clinical Mental Health Counseling Competencies (ACMHCC) Part III
Stage 3: Advanced Practica	<ul style="list-style-type: none">• Completion of required coursework with a minimum GPA of 3.25• CEP 534• CEP 535• CEP 537• CEP 554• CEP 683 (minimum grade of B)• CEP 544/553• CEP 684 (minimum grade of B)• Elective

	<ul style="list-style-type: none"> • CEP 683: "Meets Expectations" on Counseling Competencies Scale - Revised (CCS-R) and Assessment of Clinical Mental Health Counseling Competencies (ACMHCC) Part III (completed by faculty) • CEP 684: "Meets Expectations" on Counselor Competencies Scale (CCS-R) and Assessment of Clinical Mental Health Counseling Competencies (ACMHCC) Part III (completed by site supervisor) • CEP 684: Multicultural Counseling Assessment • CEP 684: Professional Impact Project
Stage 4: Internship	<ul style="list-style-type: none"> • Completion of required coursework with a minimum GPA of 3.25 • CEP 612 • CEP 648 • CEP 656 • CEP 610 (minimum grade of B): "Meets Expectations" on Assessment of Clinical Mental Health Counseling Competencies (ACMHCC) Part III (completed by site supervisor) • CEP 611 (minimum grade of B): "Meets Expectations" on Assessment of Clinical Mental Health Counseling Competencies (ACMHCC) Part III (completed by site supervisor) • Evaluation of Internship Site and Supervisor • Multicultural Counseling Assessment • Comprehensive Examination
Stage 5: Post Graduation	<ul style="list-style-type: none"> • Graduate student survey

Failure to Meet Academic Retention requirements

If a student fails to meet the retention requirements, the Program Director can, after consultation with faculty, recommend to the Department Chair, who can then recommend to the FSEHD Dean, that a student be dismissed from the program. Students may also be dismissed for overt violations of the NBCC or ACA Code of Ethics.

Procedures for Remediation or Dismissal

Students are expected to conduct themselves professionally and follow ethical guidelines and legal standards relevant to clinical mental health counseling. To remain in good standing, students must meet all the retention requirements. Students who do not meet these minimum requirements for program retention and/or engage in violations of the ethical, clinical, and/or legal standards may be provided with a remediation plan via email and/or dismissed from the program. In case of egregious violations, a student may be immediately dismissed from the program thereby forgoing the Remediation Plan procedure.

1. The remediation plan will be developed by the Program Director, Clinical Field Director, and other faculty as needed and may include:
 - a. Feedback/evaluation: Specific feedback from the site supervisor, course instructor, Clinical Field Director, and/or other faculty regarding areas of improvement
 - b. Goals: Specific goals, actions, and timelines to achieve these goals for remediation. Students have ten working days to accept or grieve the remediation plan
 - c. Resources: Resources to support improvement in the areas outlined in the remediation plan.
2. At the end of the identified timeline, the student's progress toward the goals in the remediation plan will be evaluated. Based on this evaluation, the student may:
 - a. Be notified that have met the requirements outlined by the remediation plan, or
 - b. Receive a revised remediation plan, if deemed appropriate by the Program Director, Clinical Field Director, instructor, and other faculty. The updated plan may include:
 - Continued Monitoring: The student's progress, informed by frequent feedback from supervisor(s) and performance on specific standards and assessment measures, will continue to be closely monitored
 - Probationary Conditions: The student may be required to seek additional training, supervision, and/or assignments to address any remaining areas of concern.
 - c. Be dismissed from the program
3. Dismissal: If a student fails to meet the conditions of the remediation plan and/or demonstrates serious clinical misconduct or incompetence, they may be dismissed from the Program. Dismissal may occur if:
 - a. The student fails to demonstrate improvement in the identified areas of concern,
 - b. The student engages in behavior that is a violation of the NBCC and ACA Code of Ethics, legal standards, the College's Code of Conduct, Program's Student Professional Code of Conduct, and/or jeopardizes the integrity of the field placement and/or the College.

Practicum Reattempt and Dismissal Policy

Students enrolled in the graduate counseling programs are required to demonstrate core competencies required by the practicum course objectives. These competencies are critical for successful progression in the program and for eventual professional practice.

Initial Attempt: Students who do not meet the required competencies during their initial attempt in a practicum course may be able repeat the practicum course, subject to approval by the program director and program faculty.

Second Attempt: A student who is approved to repeat the practicum course will be provided with targeted support and a remediation plan designed to address previously unmet competencies.

Failure to Demonstrate Competency on Second Attempt: If a student fails to demonstrate required competencies during the second attempt of the practicum course, they may be dismissed from the program.

The decision to dismiss will be made by the program's faculty and/or Academic Review Committee after a comprehensive review of the student's performance, progress, and adherence to the remediation plan. The student will be given an opportunity to present relevant information before a final decision is made.

Appeal Process: Students may appeal a dismissal decision in accordance with the academic grievance procedure outlined in the [Manual of Academic Policies and Procedures](#).

This policy is intended to ensure that all students meet the necessary standards of competence to protect the integrity of the profession and the welfare of those they serve.

Personal/Professional Reasons for Remediation and/or Dismissal

Students may be recommended for remediation or dismissed for personal unsuitability for the profession. Judgments of unsuitability will be made by comparing student's behaviors with standards established by the FSEHD Advanced Competencies, the Counseling Competencies Scale - Revised (CCS), Assessment of Clinical Mental Counseling Competencies (ACMHCC), ACA And NBCC Code of Ethics, and/or other RIC standards as outlined in the college handbook.

Grievance Procedures

The graduate counseling programs follow the grievance procedures outlined in the [Manual of Academic Policies and Procedures](#).

Graduation

During their final semester, students follow the instructions created by the Commencement Office to apply for graduation. It is the responsibility of the student to ensure that they have met all graduation requirements.

Standards for Success in the Programs

Academic Integrity

All students are expected to adhere to the accepted standards of scholarly integrity in all presentations, examinations, research and writing of papers and theses/projects. Students who violate college rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the college. Individual schools may have additional standards and policies related to academic honesty. See section 9.1 Academic Honesty in [Manual of Academic Policies and Procedures](#).

Academic Standing

Evaluation of student progress is program-embedded beginning with the admissions portfolio and followed during the program in the form of student work in classes, instructor observations of professional work characteristics, and field-supervisor evaluation of student progress. Instructors with serious concerns about a student's performance will talk with the student and then submit a written statement describing the nature of the problem, a plan to solve the problem, evaluation criteria, and possible outcomes (e.g., grades, continuation in the program) to the student's Advisor. The Advisor coordinates efforts to resolve the issue with the student, instructor, campus services, and other faculty as needed.

Student Professional Code of Conduct for Graduate Counseling Programs

Ethical Codes

Students in the graduate counseling programs are expected to act in accordance with ethical codes outlined by the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) throughout their period of matriculation, including but not limited to both field and classroom related learning.

Confidentiality: The faculty recognize the value and importance of free and open classroom discussion and encourage students to express opinions. Students engaged in practicum courses and internship have access to confidential client information, including information pertaining to other individuals, providers, agencies and/or institutions. Students are expected to maintain confidentiality and adhere to the ethical standards and all applicable state licensure

code, state laws, and federal laws. When discussing/presenting clients, students protect confidentiality by not disclosing any identifying information. Peers in the classroom are expected to approach discussion with respect and courtesy, to protect the confidentiality by not divulging information to those not enrolled in the class. Faculty and students recognize that confidentiality may be breached when required by law (e.g., mandated reporting, duty to protect, etc.).

Professional Conduct: The following framework guides the policy on professional conduct.

- **Professional Behavior:** Professional behavior expectations are defined as behaviors that follow program policies, institutional policies, professional ethical standards, and societal laws in the classroom, field, and community.
- **Professional dispositions** include the commitments, characteristics, values, beliefs interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues. Examples of professional dispositions include willingness to acquire and integrate professional standards into one's repertoire of professional behavior, ability to manage personal stress and/or excessive emotional reactions that interfere with professional functioning, and changing behavior in response to feedback, remediation efforts and/or time. Graduate counseling students are expected to demonstrate:
 - Appearance and personal demeanor reflecting professionalism
 - Sound judgment in decision making
 - Potential for responsible and accountable behavior by knowing and practicing within the scope of competence, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements when necessary
 - Communication with others that is intended to resolve issues in a manner that is direct, professional, and geared toward problem resolution
 - Advocacy in an appropriate and responsible manner using proper channels of conflict resolution
 - Willingness to receive, accept, and integrate feedback from peers, faculty, instructors, and supervisors to enhance professional development
 - Professional and respectful behaviors with peers, colleagues, faculty, clients, and supervisors.

Personal Behavior: Stress Management and Emotional Difficulties

Appropriate management of stress and emotional difficulties are defined as the following:

- **Personal growth** “is a process of self-examination and challenging of a counselor’s assumptions to enhance professional effectiveness” (American Counseling Association, 2014). Examples of personal growth include willingness to consider alternative points of view, reformulate ideas, examine personal reactions, and ability to address identified personal concerns that have the potential to affect professional competency. When struggling with stressors that are likely to compromise academic performance, interfere with professional judgment and behavior, or jeopardize the best interests of clients/students, graduate counseling students are expected to demonstrate:
 - Recognition of need to engage in counseling or seek support and help
 - Use of effective and appropriate coping mechanisms
 - Use of self-care and supportive relationships with colleagues, peers, and others

Technology

Online and Digital Communication: Students' online and digital communications and postings must comply with ethical standards in the profession as well as RIC and FSEHD policies. FSEHD has the following social media policy:

“Be professional on Facebook, Twitter, Instagram, and other social media sites. Do not post anything you don’t want your potential employer to see. Do not “friend” any students or clients. Do not post any pictures or videos of students or clients, unless explicitly authorized and encouraged by agency, host district or school. Do not disclose any clients’, children’s, families’ and teachers’ names or describe them on social media.”

Students recognize that digital and Internet-based social networks and communications are not necessarily private and may cause boundary crossings and inappropriate/harmful dual relationships. Students who participate in online and other digital forums should assume that their posts may be viewed by people who have not been invited to do so. Any online or digital communications that are posted, linked to, commented on, uploaded, or subscribed to might be accessed and archived, posing potential harm to clients, professional colleagues, professional reputation, and careers. Students who use online and digital tools (such as Facebook, LinkedIn, X, email, text messages, and blogs) should be aware of how their communications, messages, and postings may be perceived by clients, peers, colleagues, RIC faculty and administrators, supervisors, and members of the public.

Students do not share confidential information about clients or other parties when using online or other digital technology. Further, any comments posted online about professional colleagues, field placement agencies, or members of the CEP community adhere to standards outlined by the Ethics Codes. Students recognize that communication with faculty via certain social media forums (e.g., dating websites) is inappropriate.

Telebehavioral Health

When delivering telebehavioral health, students use a Health Insurance Portability and Accountability Act (HIPAA)-compliant platform and develop and maintain necessary technical competence. Students ensure that telebehavioral health is appropriate for the client. Students take reasonable steps to ensure client's privacy. Students are aware of ways that technology issues might impact telebehavioral health. For example, technology may stop working during a session, other people might be able to access a private conversation, or stored data could be accessed by unauthorized people or companies. Students ensure that during the appointment, the client is physically located in the state in which their supervisor is licensed. Students have a legal and ethical responsibility to make their best efforts to protect all communications that are a part of the telebehavioral health sessions. Students use updated encryption methods, firewalls, and back-up systems to help keep client information private. Students encourage clients to take reasonable steps to ensure the security of these communications (for example, only using secure networks for telehealth sessions and having passwords to protect the device used for telehealth).

Harassment

The graduate counseling programs will not tolerate any form of harassment, which includes the following:

1. Conduct that intimidates, threatens, or endangers the health or safety of any person
2. Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person
3. Behaviors such as prank phone calls or abuse/harassment of others through electronic means

Background Criminal Investigation

Many school/agencies require a criminal background check before considering students for clinical field experiences. Students may be prohibited from completing fieldwork, by their field placement site, if background investigations reveal certain criminal offenses, arrests, and/or convictions. It is not the responsibility of the graduate counseling programs, CEP department,

FSEHD, or RIC to guarantee that students pass criminal background checks or to locate a site that does not require criminal background checks. A student who fails to pass a background check may not be able to complete the program or obtain licensure.

Professional Connections

Professional Counseling Organizations and Involvement

Students are encouraged to be involved with national and state professional counseling organizations listed below. Membership in these organizations can be beneficial to students in several ways. Specifically, meetings, conferences and publications of these organizations can help students stay abreast with advances in the profession. This professional involvement can also provide opportunity to network for graduates seeking placements and/or employment in counseling. Students may qualify for reduced membership rates in most organizations.

American Counseling Association (ACA)

www.counseling.org

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings.

American Mental Health Counselor Association (AMHCA)

www.amhca.org/home

The American Mental Health Counselors Association (AMHCA) is one of the leading national organizations for licensed clinical mental health counselors. AMHCA strives to be the go-to organization for licensed clinical mental health counselors for advocacy, education, leadership, and collaboration. The organization provides the backbone of resources needed for clinical mental health counselors to thrive in today's world.

Chi Sigma Iota (CSI) and Rho Iota Chi Chapter at RIC

www.csi-net.org

CSI is an international honor society that values academic and professional excellence in counseling. The Honor Society values and promotes strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity

National Board for Certified Counselors

<http://www.nbcc.org/>

NBCC is the largest credentialing body for counselors. NBCC established and monitors a national certification system for the counseling professionals, identifies counselors who have met certification requirements, and maintains a register and referral program for Nationally Certified Counselors.

North Atlantic Region Association for Counselor Education and Supervision (NARACES)

www.naraces.org

NARACES advances and supports counselor education and supervision programs in the North Atlantic region including Rhode Island. The association encourages quality education and supervision of professional counselors who specialize in addictions counseling, career counseling, clinical mental health counseling, college student affairs counseling K-12 school counseling, and marital, couple, and family counseling

Rhode Island Mental Health Counselors Association (RIMHCA)

<http://rimhca.org/>

The state affiliation of the American Mental Health Counselors Association (AMHCA) is the Rhode Island Mental Health Counselors Association (RIMHCA) which aims to enhance the quality of life in society by advancing the profession of clinical mental health counseling through collaboration, advocacy, research, ethical practice, and education, training and professional development.

Licensure and Certification

Graduates of the counseling programs may apply for professional credentials, recognizing their level of training and experience. Credentials may be granted by national professional boards/organizations or by the regulatory boards of individual states.

Licensure is a legislatively established form of regulation granted and administered by individual states. It may protect the practice of an occupation as well as the title. This makes it the most desirable, both for public protection (its primary purpose) as well as for members of that profession. Only states may grant licenses. State licensure establishes standards for insurance payers to use in identifying qualified practitioners. Examples of titles under current usage are licensed clinical mental health counselor, professional counselor, and marriage and family therapist.

Certification is a process of verifying one's professional qualifications. State laws may establish certification; national professional organizations/boards may also certify. Most often this includes a written examination of one's knowledge in the field. The National Board of Certified Counselors offers certification as a National Certified Counselor and several specialty certifications. Certification for school counselors is available through the Department of Education. Certification for drug and alcohol counselors is available both through professional organizations and through state certifying bodies. Certifications, memberships, and registries are not generally recognized by insurance payers, but are useful to the public in assessing a practitioner's qualifications.

The legislature in each state establishes the criteria for licensure and an appointed board determines an individual's eligibility for licensure. The graduate counseling programs are designed to be consistent with the standards of the representative professional organizations. Individual states, many of which base their legislation on professional organization standards, vary as to specific coursework, number of hours of supervised practice, supervisor qualification, and other required criteria.

The counseling programs recognize the importance of licensing and certification as part of the preparation for professional practice. However, because licensure is the sole province of the state regulating bodies, the programs cannot guarantee that students will be licensed or certified. Ultimately, the state licensing board determines whether an individual satisfies the licensure requirements.

The faculty in the counseling programs will assist students in planning their graduate plan of study to meet the current educational requirements for licensure/certification and will provide information and guidance about the current licensing/certification regulations. However, as noted above, these regulations change sometimes, or the licensing board may change its interpretation of these regulations. It is the students' responsibility to obtain their state's regulations and to meet specific state requirements. This is especially important since some states require that all coursework be completed within the graduate degree program and will not allow courses to be added later. Additionally, board membership changes and new legislation may alter licensure requirements or interpretation of these requirements during a student's program. It is the student's responsibility to be aware of and to meet these requirements. The cost of any coursework over and above that required for the student's program is the responsibility of the student, including the cost of meeting any future changing regulations.

Membership in state professional organizations and ongoing contact with licensing boards in their respective states will assist students in assuring their own eligibility for professional licensure.

Process of becoming Licensed in Rhode Island

1. At least three months prior to applying for licensure, consult the [licensing board's website](#) to identify the schedule of board meetings for application review, schedule of NCMHCE (licensing exam) which is typically offered on a monthly basis, and required application materials
2. Make sure that you have completed the required coursework and clinical hour requirements
 - a. 60 credits of coursework (refer to the licensing board's regulations for required course content areas)
 - b. Two years of supervised clinical work including 2000 hours and required supervision completed after earning master's degree or 60-credit hours
3. Send application with a copy of current transcript at least a month before the board meeting
4. After being approved to take the licensure examination by the department of health, complete and pass the NCMHCE
5. Receive license number
 - a. Confirm licensure status at <http://www.health.ri.gov/lists/licensees/>

Endorsement Policy

This policy pertains to letters of recommendations and/or endorsements addressed to potential employers or licensure boards. Students are encouraged to contact a faculty member is familiar with their academic and clinical work, Program Director, or Department Chair to request this letter or endorsement. A faculty member may agree or decline to write the letter or endorsement.

Appendix A: Program Objectives

Program Objective A: Professional Readiness: To equip students in the Clinical Mental Health Counseling program with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations.

Key Performance Indicators (KPI): Professional Counseling Orientation and Ethical Practice: Students develop professional identity as mental health counselors and acquire and apply knowledge about ethical standards, legal considerations, impact of technology, and strategies for continual self-evaluation and self-care

1. **Key Performance Indicator 1: Professional Counseling Orientation and Ethical Practice:** Students develop professional identity as mental health counselors and acquire and apply knowledge about ethical standards, legal considerations, impact of technology, and strategies for continual self-evaluation and self-care
 - a. **SLO 1.1: Knowledge:** Students examine the factors that have impacted the field of counseling
 - b. **SLO 1.2: Skill:** Students develop a strong professional identity as mental health counselor
2. **Key Performance Indicator 2: Social and Cultural Diversity:** Students develop and apply awareness of diversity, identity development, power and privilege, oppression, and discrimination and their implication for advocacy, worldviews, help-seeking, and counseling processes
 - a. **SLO 2.1: Knowledge:** Students examine and critique various theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
 - b. **SLO 2.2: Skill:** Students develop multicultural competencies relevant to case conceptualization, assessment, diagnosis, treatment planning, referral, and prevention
3. **Key Performance Indicator 3: Human Growth and Development:** Students demonstrate understanding of development across the lifespan, factors that impact development, and implications for counseling
 - a. **SLO 3.1: Knowledge:** Students demonstrate knowledge of theories of development across the lifespan and factors that impact development
 - b. **SLO 3.2: Skill:** Students formulate conceptualization informed by factors impacting human growth and development
4. **Key Performance Indicator 4: Career Development:** Students acquire and apply knowledge of career development, career planning, and decision-making
 - a. **SLO 4.1: Knowledge:** Students identify theories and models of career development, counseling, and decision making
 - b. **SLO 4.2: Skill:** Students evaluate processes for identifying and using career, vocational, educational, occupational and labor market information resources, technology, and information systems

5. **Key Performance Indicator 5: Career Development:** Students acquire and apply knowledge of career development, career planning, and decision-making

Key Performance Indicator 5: Helping Relationships

Description: Students demonstrate understanding of the varied counseling theories and skills to implement case conceptualization and intervention

- a. **SLO 5.1: Knowledge**

- b. Students review and critique theories and models of counseling
 - c. **SLO 5.2: Skill**
 - d. Students develop essential interviewing, counseling, and case conceptualization skills
- 6. **Helping Relationships:** Students demonstrate understanding of the varied counseling theories and skills to implement case conceptualization and intervention
- 7. **Group Counseling:** Students acquire and implement knowledge of group counseling, group work, group process and development, and leadership
- 8. **Assessment, Diagnosis, and Case Formulation:** Students acquire knowledge of psychometrics, risk assessment, mandatory reporting, diagnostic decision-making, case conceptualization, and intervention planning.
- 9. **Research and Program Evaluation:** Students demonstrate understanding of research methods, statistical methods, evidence-based practices, needs assessment, outcome measures, program evaluation, and application of research to improve counseling practice
- 10. **Practice of Clinical Mental Health Counseling:** Students develop knowledge and skills necessary for assessment and intervention within the field of clinical mental health counseling

Program Objective B: Learning Environment: To provide an active and inclusive learning environment where students engage in activities, learning, and development of knowledge, skills, and dispositions of a Clinical Mental Health Counselor.

Program Objective C: Professional Dispositions: To prepare students with the professional dispositions of a) ethical attitudes and behavior; b) multicultural competencies, c) personal and professional growth, d) healthy interpersonal relationships, and collaboration, and e) openness to feedback, and f) self-care.

Program Objective D: Student population: To recruit, support, and retain counseling students from diverse backgrounds.

Program Objective E: Current Professional Needs: To provide counseling training that is grounded in the latest knowledge in the field and is responsive to current and changing needs of the communities we serve, including attending to the intersecting identities of our clients/students within a multicultural and social justice framework.

Key Performance Indicator 6: Group Counseling

Description: Students acquire and implement knowledge of group counseling, group work, group process and development, and leadership

SLO 6.1: Knowledge

Students understand the theoretical foundations of group counseling and group work

SLO 6.2: Skill

Students develop skills for effectively delivery of group therapy

Key Performance Indicator 7: Assessment, Diagnosis, and Case Formulation

Description: Students acquire knowledge of psychometrics, risk assessment, mandatory reporting, diagnostic decision-making, case conceptualization, and intervention planning.

SLO 7.1: Knowledge

Students demonstrate knowledge of basic and statistical concepts of assessment for diagnostic, risk management, and intervention planning

SLO 7.2: Skill

Students demonstrate proficiency with procedures for risk assessment

SLO 7.3: Skill

Students demonstrate proficiency with diagnostic decision-making

Key Performance Indicator 8: Research and Program Evaluation

Description: Students demonstrate understanding of research methods, statistical methods, evidence-based practices, needs assessment, outcome measures, program evaluation, and application of research to improve counseling practice

SLO 8.1: Knowledge

Students learn the importance of research and infuse research findings at each stage of counseling practice

SLO 8.2: Skill

Students implement evidence-based interventions and monitor counseling outcomes

Program Objective 9: Practice of Clinical Mental Health Counseling

Description: Students develop knowledge and skills necessary for assessment and intervention within the field of clinical mental health counseling

SLO 9.1: Knowledge

Students learn and examine the causes and treatment of mental and emotional disorders

SLO 9.2: Skill

Students practice intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

SLO 9.3: Skill

Students practice techniques and interventions for prevention and treatment of a broad range of mental health issues

Program Objective 10: Professional Dispositions

Description: Students demonstrate the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.

Disposition A: Professional & Ethical Attitudes and Behaviors

Demonstrates consistent ethical behavior & judgments.

Disposition B: Multicultural Competencies

Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)

Disposition C: Professional & Personal Growth

Actively engages in activities, learning, development, and reflective practices that will improve counseling competency.

Disposition D: Interpersonal Relationships & Collaboration

Able and willing to cooperate and collaborate with peers, professors, supervisors and other professionals respectfully and effectively.

Disposition E: Openness to feedback

Able and willing to receive and integrate feedback from faculty, supervisors, and peers.

Disposition F: Self-care

Demonstrates an understanding of the importance of caring for self and follows through with this practice.

Appendix B: Comprehensive Examination

Timeline of the Comprehensive Exam

1. During the summer semester of the second year, the program director sends an email to all incoming interns providing an overview of the comprehensive examination
2. Interns enrolled in CEP 610 Advanced Clinical Internship I are assigned a comprehensive examination mentor
3. Interns can, but are not required to, reach out to their assigned faculty member for mentorship
4. Interns submit their resumé and philosophy of counseling video to a OneDrive folder at least one week before the scheduled oral comprehensive examination which occurs in mid-April
 - a. **Resume:** An up to date two-page resume arranged in reverse chronological order (most recent experiences listed first). This section draws on resume developed in course CEP 535 Vocational Counseling and Placement course, and professional experiences acquired during CEP 610 Advanced Clinical Internship I/611 Advanced Clinical Internship II. Resumé also includes professional memberships, attendance at professional meetings, certifications, presentations, publications, honors/awards, etc.
 - b. **Philosophy of Counseling Video:** A three to five-minute video that details counseling philosophy:
 - Identify specific theories of counseling and their constructs that have impacted you as a counselor-in-training
 - Reference one to two readings that really impacted you during graduate training
 - Reflect on how your philosophy of counseling has evolved during graduate training. This section draws on assignments in CEP 532 Theories of Counseling, related to counseling theories and application of your theoretical orientation, knowledge, and skills in practice-based courses. Be sure to include the impact of your experience supervising students in entry-level graduate courses within the program.
 - Identify your current counseling philosophy
5. Faculty mentor reviews the five-minute video and resumé and conducts a 30-minute oral comprehensive examination around mid-April. These dates/ times for the oral comprehensive examination are scheduled by the faculty mentor and student at a time of mutual convenience no later than the third week of April. The following sections are addressed during the oral comprehensive examination.
 - a. **Application of Career Counseling to Professional Identity Development**

Description: Reflect on your academic and vocational trajectory by using constructs informed by vocational counseling.

 - Use a career development theory of your choice and describe your current readiness for the profession of mental health counseling
 - Which career decision-making model best describes your next professional steps?
 - Discuss elements of your resume. How have your past professional experiences prepared you to enter the field of Mental Health Counseling?
 - Discuss your future professional goals.
 - b. **Cultural Humility**

Description: Analyze the evolution in your understanding of multicultural, social justice, and diversity issues in counseling informed by personal and professional experiences.

- Discuss the role of multicultural, social justice, and diversity issues in counseling and how you have learned about these issues through coursework (e.g., CEP 531 Human Development across Cultures, CEP 612 Cross-Cultural Counseling, etc.)
- Reflect on your evolving self-awareness as a cultural being, and your understanding of your own identities, context, culture, and biases/ assumptions/ worldview. How does this impact your experiences working with clients from diverse backgrounds?

c. Self-Care Plan

Description: Reflect on your own self-care as a cornerstone of counseling work.

- Reflect on your own challenges with burnout, compassion fatigue, and vicarious trauma, and their impact on your counseling practice
 - Reflect on how your own sociocultural context and intersecting identities affect how you experience these challenges
 - Reflect on the concept of self-care and the evolution of your self-care practices. How have you modified your practices over time? What barriers have you experienced and how have you addressed these?
 - What precautions might you take in the future to minimize the potential for burnout, compassion fatigue, and vicarious trauma, and to sustain yourself as a counselor?
6. Faculty mentor grades using rubrics ([outlined in Appendix B](#)) to score the video, resume, and oral comprehensive exam
 7. Students are expected to meet expectations to successfully complete the comprehensive examination. Faculty mentor indicates if the student has met the requirement by April 30.

Grading Rubrics

Section 1: Resume

Performance	1- Does not meet	2- Approaching	3- Meets	4- Exceeds
Resume Content	Omission of important and relevant information	Omission of some important and relevant information	Includes important and relevant information	Includes important and relevant information comprehensively
Resume Organization and Structure	Organization is poor; resume lacks a logical structure	Organization is acceptable; resume displays some logical structure	Organization is adequate; resume displays a logical structure	Organization is clear and well-developed; resume displays an exceptional logical structure

Section 2: Philosophy of Counseling Video

Performance	1- Does not meet	2- Approaching	3- Meets	4- Exceeds
Theories of Counseling and Key Constructs	Incomplete identification of theories of counseling that have impacted student's work as a counselor; major inaccuracies;	Somewhat adequate identification of theories of counseling that have impacted student's work as a counselor; minor inaccuracies in	Adequate identification of theories of counseling that have impacted student's work as a counselor; accurate	Thorough identification of theories of counseling that have impacted student's work as a counselor; thorough

	inaccurate application of key concepts	application of key concepts	application of key concepts	application of key concepts
Readings	Unclear and inadequate discussion of the impact of two readings on personal and professional growth	Somewhat adequate discussion of the impact of two readings on personal and professional growth	Adequate discussion of the impact of two readings on personal and professional growth	Thorough discussion of the impact of two readings on personal and professional growth
Evolution of Counseling Philosophy	Incomplete discussion of evolution of counseling philosophy	Somewhat adequate discussion of evolution of counseling philosophy	Adequate discussion of evolution of counseling philosophy	Thorough discussion of evolution of counseling philosophy
Personal Approach	Incomplete discussion of personal approach to counseling; major inaccuracies	Somewhat adequate discussion of personal approach to counseling; minor inaccuracies	Adequate discussion of personal approach to counseling; no inaccuracies	Thorough discussion of personal approach to counseling; no inaccuracies
Quality (Organization and Clarity) of Video	Unclear presentation of information; video is not user-friendly	Somewhat clear presentation of information; video is somewhat user-friendly	Clear presentation of information; video is user-friendly	Extremely clear presentation of information; video is user-friendly

Section 3: Application of Career Counseling to Professional Identity Development

Performance	1- Does not meet	2- Approaching	3- Meets	4- Exceeds
Career Development Theory and Current Readiness	Incomplete identification of a career development theory; major inaccuracies in describing current readiness	Somewhat adequate identification of a career development theory; minor inaccuracies in describing current readiness	Adequate identification of a career development theory; no inaccuracies in describing current readiness	Thorough identification of a career development theory; no inaccuracies in describing current readiness
Career Decision-Making	Incomplete identification of a career decision-making model and its implications	Somewhat adequate identification of a career decision-making model and its implications	Adequate identification of a career decision-making model and its implications	Thorough identification of a career decision-making model and its implications
Impact of Past Professional Experiences	Incomplete identification of the impact of past professional experiences listed in	Somewhat adequate identification of the impact of past professional experiences listed in	Adequate identification of the impact of past professional experiences listed in	Thorough identification of the impact of past professional experiences listed in

	the resume, and their analysis	the resume, and their analysis	the resume, and their analysis	the resume, and their analysis
Next Professional Steps	Next professional steps are not justified by the career decision-making model	Next professional steps are somewhat justified by the career decision-making model	Next professional steps are adequately justified by the career decision making model	Next professional steps are justified and discussed in the context of the career decision-making model

Section 4: Cultural Humility

Performance	1- Does not meet	2- Approaching	3- Meets	4- Exceeds
Awareness of the Role of Multicultural, Social Justice and Diversity Issues	Unclear and inadequate discussion of the role of multicultural, social justice, and diversity issues in the counseling process	Somewhat adequate discussion of the role of multicultural, social justice, and diversity issues in the counseling process	Adequate discussion of the role of multicultural, social justice, and diversity issues in the counseling process	Thorough discussion of the role of multicultural, social justice, and diversity issues in the counseling process
Learning	Incomplete reflection on the process of learning about multicultural, social justice, and diversity issues through coursework	Somewhat adequate reflection on the process of learning about multicultural, social justice, and diversity issues through coursework	Adequate reflection on the process of learning about multicultural, social justice, and diversity issues through coursework	Thorough reflection on the process of learning about multicultural, social justice, and diversity issues through coursework
Evolution as a Cultural Being	Incomplete reflection on the process of evolution as a cultural being; no discussion of own identities, context, culture, biases, assumptions, or worldviews	Somewhat adequate reflection on the process of evolution as a cultural being; no discussion of own identities, context, culture, biases, assumptions, or worldviews	Adequate reflection on the process of evolution as a cultural being; no discussion of own identities, context, culture, biases, assumptions, or worldviews	Thorough reflection on the process of evolution as a cultural being; no discussion of own identities, context, culture, biases, assumptions, or worldviews
Impact of the Evolution	Unclear understanding of how one's evolution impacts the counseling process when working with diverse clientele	Minimal understanding of how one's evolution impacts the counseling process when working with diverse clientele	Clear and adequate understanding of how one's evolution impacts the counseling process when working with diverse clientele	Clear and comprehensive understanding of how one's evolution impacts the counseling process when working with diverse clientele

Section 5: Self-care Plan

Performance	1- Does not meet	2- Approaching	3- Meets	4- Exceeds
Challenges with burnout, compassion fatigue, and vicarious trauma	Unclear and inadequate discussion of challenges with burnout, compassion fatigue, vicarious trauma, and their impact on counseling practice	Somewhat adequate discussion of challenges with burnout, compassion fatigue, vicarious trauma, and their impact on counseling practice	Adequate discussion of challenges with burnout, compassion fatigue, vicarious trauma, and their impact on counseling practice	Thorough discussion of challenges with burnout, compassion fatigue, vicarious trauma, and their impact on counseling practice
Sociocultural Context and Identities	Unclear and inadequate discussion of the role of sociocultural context and intersecting identities	Somewhat adequate discussion of sociocultural context and intersecting identities	Adequate discussion of sociocultural context and intersecting identities	Thorough discussion of sociocultural context and intersecting identities
Evolution in Self-Care	Incomplete identification of evolution in self-care practices guided by experiences	Minor inaccuracies in the identification of evolution in self-care practices guided by experiences,	Adequate identification of evolution in self-care practices guided by experiences	Thorough identification of evolution in self-care practices guided by experiences
Barriers to Self-Care	Incomplete identification of barriers to self-care; major inaccuracies	Somewhat adequate identification of barriers to self-care; minor inaccuracies	Adequate identification of barriers to self-care; no inaccuracies	Thorough identification of barriers to self-care; no inaccuracies
Precautions	Inadequate discussion of precautions	Minimal discussion of precautions	Adequate discussion of precautions	Comprehensive discussion of precautions

Appendix C: Contact Information

Program Faculty

Charles Boisvert, PhD, cboisvert@ric.edu

Kalina Brabeck, PhD, Department Co-Chair, kbrabeck@ric.edu

Michelle Crossley, PhD, Clinical Field Director, mcrossley@ric.edu

James Geckler, PhD, jgeckler@ric.edu

Jasmine A. H. Griffith, PhD, jgriffith@ric.edu

Prachi Kene, Ph.D., ABPP, Counseling Program Director, pkene@ric.edu

Administrative Assistant

Karen St Lawrence, kstlawrence@ric.edu

Main Office Number: 401-456-8023

Main Office Fax: 401-456-9628