

GRAND VIEW UNIVERSITY

Department of Counselor Education Programs

CMHC Student Handbook

2026 – 2027 Academic Year

Official Approval

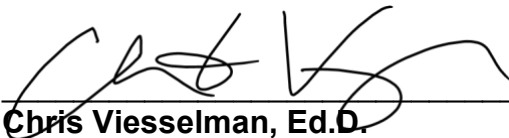
This manual has been reviewed and approved by the academic leadership of Grand View University as the governing policy document for the Clinical Mental Health Counseling Faculty for the 2026–2027 academic year. Approval constitutes institutional endorsement of the policies, procedures, and standards described herein. No content in the manual supersedes the University Catalog or Institutional Student Handbook



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Provost and Vice-President of Academic Affairs | Grand View University

Date: 08/03/2026



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Welcome from the Department Chair

Dear Students,

Welcome to the Clinical Mental Health Counseling Program Handbook. You are beginning a meaningful and transformative journey toward becoming a professional counselor, advocate, leader, and agent of change within your communities. We are honored to support you throughout this process and are excited to partner with you as you develop the knowledge, skills, self-awareness, and professional identity necessary for ethical and effective counseling practice.

The counseling profession is both deeply rewarding and highly demanding. Throughout your time in the program, you will engage in rigorous academic coursework, experiential learning opportunities, clinical training, self-reflection, and professional development experiences designed to prepare you for competent and compassionate practice. In addition to gaining foundational counseling knowledge and skills, you will be challenged to examine your own values, biases, strengths, and areas for growth as you develop into a multiculturally responsive and ethically grounded professional counselor.

This handbook serves as an important resource throughout your program journey. It contains essential information regarding program expectations, academic policies, professional dispositions, field experience requirements, student support resources, and university procedures. Students are responsible for reviewing and adhering to the policies and expectations outlined within this handbook, as well as all applicable university policies and professional ethical standards.

Our faculty are committed to fostering a collaborative, supportive, and inclusive learning environment that values diversity, advocacy, wellness, and lifelong learning. We encourage you to actively engage with your peers, faculty mentors, supervisors, and the broader counseling profession as you progress through the program.

We are excited to welcome you into the counseling profession and look forward to supporting your success throughout your time in the program.

With appreciation,



Jil Hus, Ph.D., LMHC, ACS, NCC, BC-TMH, CCMHC

Assistant Professor & Department Chair

Department of Counselor Education Programs

Section 1: Program Overview

Mission, Vision, & Values

The mission of the Clinical Mental Health Counseling Program at Grand View University is to educate and prepare ethical, culturally responsive, developmentally competent, and research-informed professional counselors through rigorous academic preparation, intentional supervision, experiential learning, and supervised clinical practice. We cultivate professional identity, critical thinking, advocacy, and clinical excellence, equipping graduates to provide evidence-based mental health services that promote the well-being of diverse individuals, families, groups, and communities while demonstrating a commitment to lifelong learning, leadership, and service.

Program	Master of Science in Clinical Mental Health Counseling (CMHC)
Credit Hours	60 semester credit hours
Accreditation	CACREP (2024 Standards)
Delivery	Online with required on-campus Residency
Practicum	CMGR 595 — 100 hours minimum (60 Indirect/40 Direct)
Internship I	CMGR 598 — 300 hours minimum (180 Indirect/120 Direct)
Internship II	CMGR 599 — 300 hours minimum (180 Indirect/120 Direct)
Department Chair	Jil Hus, Ph.D., LMHC, ACS, NCC, BC-TMH, CCMHC
Department Vice Chair	Kimberly Garcia, PhD, LPC, ACS, NCC
Clinical Director (CMHC)	John Pryor, Ph.D., LCPC(KS), LPC(MO), NCC, ACS
Campus Address	1200 Grand View Avenue, Des Moines, IA 50316

Professional Identity Orientation

The CMHC program is designed to support students in developing a strong professional counselor identity grounded in ethical practice, multicultural responsiveness, advocacy, wellness, and professional competence. Students are expected to demonstrate professionalism in their academic work, interpersonal interactions, clinical experiences, and engagement with faculty, peers, supervisors, and clients.

Program Outcomes

1. Deliver a high-quality education that meets the Council for Accreditation of Counseling Related Educational Programs (CACREP) requirements by enhancing knowledge of counseling and counseling concepts.
2. Provide practicum and internship experiences that prepare students to become professional counselors to meet the demands of their clients and apply their knowledge and skills in an unpredictable society.
3. Provide education to train counselors to uphold ethical standards in their practice and community by infusing current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.
4. Develop practitioners who become lifelong learners by providing a curriculum that educates about the research process, proper use of assessment, and the importance of continuous re-evaluation.
5. Enhance students' employability into entry-level professional counseling positions by continuously reflecting on input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies.

Accreditation Standards & Alignment

Grand View University's CMHC program prepares motivated, competent, culturally literate, and ethical counselors. Our curriculum aligns with CACREP 2024 standards and is delivered through a combination of online coursework and required on-campus Residency experiences.

The CMHC program operates within an integrated quality framework designed to ensure:

- Ethical training
- Clinical competence
- Due process protection
- CACREP 2024 compliance
- Client and public safety

Section 2: Institutional Information

University Mission

Grand View University engages, equips, and empowers students to fulfill their individual potential and serve society. Committed to the development of the whole person - mind, body and spirit - and to preparing students for successful careers and responsible citizenship both in their communities and in a diverse and changing world, Grand View offers a liberal arts education that:

- Challenges students to inquire with a disciplined and critical mind, communicate effectively, and display an awareness of the global issues that affect us all.
- Creates a community of learners where differing perspectives are welcome, where friendly interaction is the norm, and where intellectual and personal integrity is expected and modeled.
- Offers a supportive environment where students can engage in community with others, discern life purpose, and grown in leadership.
- Affirms Christian faith and ethics as a vision for life, a vision that enhances our respect for the diversity and dignity of all people, for relating to others, and for the pursuit of lifelong learning.

Informed by its Danish Lutheran heritage, Grand View is a School for Life.

<https://www.grandview.edu/about/about-gv/mission>

Accreditation Information

Grand View and its undergraduate and graduate programs are accredited by the **Higher Learning Commission**, a regional accreditation agency recognized by the U.S. Department of Education.

Grand View University is authorized by the Bureau of Iowa College Aid to operate in Iowa and to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of post-secondary distance education. In addition to the grievance policy stated in the Student Complaints and Student Grievances sections of the Grand View University Catalog, students may contact the Bureau of Iowa College Aid by going **here**.

Non-Discrimination Policy

FERPA

All faculty must comply with the Family Educational Rights and Privacy Act (FERPA) of 1974. Review Gvu's Student Handbook (pp. 41–42) for program-specific guidance. You may not share individually identifiable student information outside of authorized channels, including in AI tools or third-party platforms.

Diversity, Equity & Inclusion

<https://www.grandview.edu/about/about-gv/engagement-community-opportunity>

Non-Discrimination Policy

All faculty uphold GVU's Non-Discrimination Policy in all teaching, supervisory, and clinical training settings. Certain disclosures may trigger mandatory reporting obligations. When in doubt, consult the Chair and/or GVU Human Resources.

Key Personnel & Offices

Registrar's Office

The Registrar's Office provides academic and enrollment services in support of Grand View's diverse academic community and is the steward of student academic records. We coordinate services in the areas of course information, course selection, grading, concentration declaration, degree progress, classroom assignment, certification of enrollment and degrees awarded, administration of final examinations, and protection and release of academic records. Many student and faculty academic services are available online. <https://www.grandview.edu/academics/registrar>

If you have a question, please contact the Registrar's Office at **registrar @ grandview.edu**.

Financial Aid

Grand View is one of the most affordable private, four-year universities in the region. At Grand View, we want to make your education affordable, so we created **Viking Central**. We combine an academic plan of study, a financial plan and capped [tuition](#) increases to make your education more affordable and predictable. Combine that with our generous [scholarships](#) and aid packages, and a Grand View education is more affordable than most private schools.

Accessibility Services

Grand View is committed to enriching the academic experience of every qualified student and endorses reasonable accommodations for participation in all programs and activities. If you have a temporary health issue(s) or a disabling condition(s) and are seeking support, please review the information below. <https://www.grandview.edu/student-life/services/accessibility-services>

Students with disabilities should schedule an appointment with the Director of Accessibility Services (DAS) at **accessibilityservices @ grandview.edu** or **515-263-2971** to:

- Review University policies and procedures
- Request accommodations
- Develop an accessibility plan
- Discuss personal advocacy issues
- Assess learning difficulties and needs

Counseling Services

Welcome! The Grand View University Student Counseling Center provides free counseling to students through in-person or telehealth licensed counselors. Services include individual and couples counseling, education, consultation and referral to campus or community resources. <https://www.grandview.edu/student-life/services/student-counseling>

Career Center**515-263-2888****careers@grandview.edu****<https://www.grandview.edu/student-life/career-center/resources/career-planning-guide>****IT Help Desk**

Opening a Help Desk ticket is the quickest and most efficient way to get service through Grand View's IT Department. Your service request will be automatically routed to the appropriate support person after you submit a request in one of three easy ways:

<https://www.grandview.edu/student-life/services/information-technology>

1. Email your request to **[helpdesk @ grandview.edu](mailto:helpdesk@grandview.edu)**
2. Submit your request via a form at **helpdesk.grandview.edu**
3. Call us at **(515) 263-6100**

Other Campus Resources

Academic Learning & Teaching (ALT) Center	Tutoring, academic support, and study skills. grandview.edu/student-life/support/alt
GVU Library	Research support, databases, and instructional partnerships. grandview.edu/student-life/library
GVU Bookstore	https://bookstore.grandview.edu

Section 3: Program Structure & Curriculum

The CMHC program requires 60 credit hours across eight CACREP core curricular areas plus CMHC-specific requirements.

Core Curricular Areas (CACREP 2024)

- Professional Counseling Orientation & Ethical Practice
- Social & Cultural Diversity
- Human Growth & Development
- Career Development
- Counseling & Helping Relationships
- Group Counseling & Group Work
- Assessment & Testing
- Research & Program Evaluation

CMHC Specialization Areas

- Foundations of CMHC
- Contextual Dimensions of CMHC
- Practice of CMHC

Core Courses (33 Credits):

	Course	Title	Credits
	CMGR 500	Professional Counseling Orientation	3
	CMGR 505	Professional Ethics	3
	CMGR 510	Career Counseling	3
	CMGR 515	Applied Micro-skills	3
	CMGR 520	Multiculturalism in Counseling	3
	CMGR 535	Human Growth and Development	3
	CMGR 537	Counseling Theories	3
	CMGR 545	Assessment and Appraisal	3
	CMGR 555	Group Counseling	3
	CMGR 560	Research and Program Evaluation	3
	CMGR 592	Clinical Orientation and Professional Development Seminar	0
	CMGR 594	Pre-Practicum-Foundations of CMHC Practice	3

Specialty Specific Courses (21 Credits):

	Course	Title	Credits
	CMGR 525	Crisis Intervention	3
	CMGR 540	Theory and Treatment of Substance Abuse	3
	CMGR 550	Diagnosis and Treatment Planning	3
	CMGR 570	Psychopharmacology	3
	CMGR 595	Counseling Practicum	3
	CMGR 598	Internship I	3
	CMGR 599	Internship II	3

Electives-Take Two Courses (6 credits):

Course	Title	Credits
CMGR 539	Introduction to Clinical Supervision	3
CMGR 575	Introduction to Marriage and Family Therapy	3
CMGR 580	Counseling Children and Adolescents	3
CMGR 585	Introduction to Play Therapy	3
CMGR 586	Humanistic Play Therapy and Techniques	3
CMGR 587	Play Therapy and Techniques through Tele-Health	3
CMGR 590	Introduction to Sex Therapy	3
CMGR 524	Trauma Informed Clinical Practice Across the Lifespan	3
CMGR 542	Counselor Wellness and Self-Care	3

All courses above will be counted in computing the 3.0 GPA required for this program. No more than two grades of C+, C, or C- can apply to the degree.

**The CMHC program now offers an independent study course as an elective option-This course provides students with the opportunity to pursue individualized study in a specialized area of counseling under the supervision of a core counseling faculty member. Topics may include advanced clinical skills, emerging issues in counseling practice, specialized populations, research, or professional development areas not fully addressed in the standard curriculum. The course requires the development and completion of a structured learning plan, approved by the supervising faculty member and program leadership. Research-related work must be completed over two consecutive semesters under faculty supervision and the total number of credit hours across those semesters is 3. A form is required for this work, and you will need to reach out to your advisor.*

Course Sequencing & Rotation**FALL FULL-TIME**

Fall start	Fall 1	Spring 1	Summer 1	Fall 2	Spring 2
Semester		592 – 1st 7 weeks	595	598	599
1st 7 wks	500	520			
1st 7 wks	535	515	525	555	560
2nd 7 wks	505	550	545	570	510
2nd 7 wks	537	594	540	Elective	Elective
Credits	12	12	12	12	12

FALL PART-TIME

Fall start	Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2	Fall 3	Spring 3	Summer 3
Semester						592 – 1st 7 Weeks	595	CMGR 598	CMGR 599
1st 7 wks	500	535	520	515	540	560	555	elective	
2nd 7 wks	505	537	545	525	550	594	570	510	elective
Credits	6	6	6	6	6	6	9	9	6

SPRING FULL-TIME					
Spring start	Spring 1	Summer 1	Fall 1	Spring 2	Summer 2
Semester		592 – 1st 7 Weeks	595	598	599
1st 7 wks	500	520			
1st 7 wks	535	515	555	540	560
2nd 7 wks	505	550	545	570	510
2nd 7 wks	537	594	525	Elective	Elective
Credits	12	12	12	12	12

SPRING PART-TIME									
Spring start	Spring 1	Summer 1	Fall 1	Spring 2	Summer 2	Fall 2	Spring 3	Summer 3	Fall 3
Semester					592 – 1st 7 Weeks		595	CMGR 598	CMGR 599
1st 7 wks	500	535	520	515	525	555	540	560	elective
2nd 7 wks	505	537	545	510	594	550	570	elective	
Credits	6	6	6	6	6	6	9	9	6

Non-Degree Seeking and CMHC Certificate Students

Grand View University welcomes students who are completing coursework outside of the full Clinical Mental Health Counseling (CMHC) master's degree. These pathways are designed for students seeking additional training or meeting professional licensure requirements.

Non-Degree Seeking Students

Students may enroll as non-degree-seeking to complete individual counseling courses for professional development, transfer requirements, licensure requirements, or other educational goals. Enrollment as a non-degree-seeking student does not guarantee admission into the CMHC master's program. Should you later apply and be admitted to the degree program, previously completed coursework will be evaluated in accordance with university transfer and program policies.

Clinical Mental Health Counseling (CMHC) Certificate

The CMHC Certificate is intended for individuals who have already earned a master's degree in counseling from an accredited institution and need additional coursework to meet Iowa's educational requirements for Licensed Mental Health Counselor (LMHC) licensure.

The certificate consists of eight required courses (24 credit hours), including coursework in crisis intervention, substance use disorders, assessment and appraisal, diagnosis and treatment planning, psychopharmacology, practicum, and two internship experiences.

Although certificate students enter the program with prior graduate counseling education and experience, they are expected to meet the same academic, clinical, ethical, and professional

standards as students enrolled in the full CMHC master's program. This includes successful completion of all coursework, participation in required supervision, fulfillment of clinical hour requirements, and demonstration of competency throughout practicum and internship.

Students are responsible for ensuring they understand the licensure requirements of the state in which they intend to practice. While the CMHC Certificate is designed to meet Iowa's educational requirements for LMHC licensure, requirements vary by state, and students planning to seek licensure outside of Iowa should verify requirements with the appropriate state licensing board.

Play Therapy Certificate Pathways

The Play Therapy curriculum is available through several enrollment pathways to meet the needs of students and professionals at different stages of their careers.

Mission & Purpose

The Play Therapy Certificate prepares counselors to use developmentally appropriate, evidence-informed play therapy interventions to prevent or resolve psychosocial difficulties and promote healthy growth and development in children, adolescents, and families. Graduates are academically prepared to pursue the Registered Play Therapist (RPT) credential through the Association for Play Therapy (APT); however, completion of the certificate does not, by itself, guarantee RPT eligibility.

Certificate Objectives

Upon completion of the Play Therapy Certificate, students will be able to:

1. Demonstrate knowledge of the theories, history, and principles of play therapy.
2. Apply developmentally appropriate play therapy techniques and interventions, including competencies for telehealth delivery.
3. Integrate ethical, culturally responsive, and evidence-informed practices into play therapy with children and families.
4. Recognize the importance of lifelong professional development and ongoing engagement with the evolving field of play therapy.

Play Therapy Certificate Students

Students admitted to the Play Therapy Certificate complete the full certificate curriculum, including all required coursework and clinical experiences. Successful completion of the program results in the awarding of the Grand View University Play Therapy Certificate.

While the curriculum is designed to align with the educational standards established by the Association for Play Therapy (APT), completion of the certificate alone does **not** guarantee eligibility for or award of the Registered Play Therapist (RPT) credential. Students are responsible for meeting all additional APT requirements, including any post-graduate supervised experience and application requirements.

Post-Graduate Certificate Students

Licensed or license-eligible mental health professionals who have previously earned a qualifying graduate counseling degree may enroll in the Play Therapy Certificate to obtain specialized training in play therapy.

Post-graduate certificate students complete the same required coursework and clinical experiences as all certificate students and are held to the same academic, clinical, and professional standards.

Non-Degree-Seeking Students

Mental health professionals and graduate students may enroll as non-degree-seeking students to complete individual play therapy courses for professional development or to earn play therapy instructional hours.

Enrollment in individual courses does not constitute admission to the Play Therapy Certificate, does not result in the awarding of the certificate, and does not include the structured clinical training sequence required of certificate students. Students who later wish to earn the Play Therapy Certificate must apply for admission and successfully complete all certificate requirements.

Required Curriculum

The Play Therapy Certificate consists of nine required courses (27 credit hours). Coursework is organized into three sequential phases that align with the educational recommendations of the Association for Play Therapy (APT).

Students **must complete each phase in order** before progressing to the next. Completing courses out of sequence may still satisfy Grand View University's certificate requirements but could create complications when applying for the Registered Play Therapist (RPT) credential through APT. Students are encouraged to consult with their faculty advisor before modifying the recommended course sequence.

Phase	Course #	Course Title	Credit s	Track
1	CMGR 520	Multiculturalism in Counseling	3	CMHC
1	CMGR 575	Introduction to Marriage and Family Therapy	3	CMHC
2	CMGR 580	Counseling Children & Adolescents with Disabilities	3	CMHC
2	CMGR 585	Introduction to Play Therapy	3	CMHC

3	CMGR 586	Humanistic Play Therapy and Techniques	3	CMHC
3	CMGR 587	Play Therapy and Techniques through Telehealth	3	CMHC
2	CMGR 595	Counseling Practicum	3	CMHC
3	CMGR 598	Counseling Internship I	3	CMHC
3	CMGR 599	Counseling Internship II	3	CMHC

Association for Play Therapy (APT) Credentialing Requirements

The Grand View University Play Therapy Certificate is designed to align with the educational standards of the Association for Play Therapy (APT). However, earning the certificate does **not** automatically qualify a student for the Registered Play Therapist (RPT) credential.

At the time of publication, the APT requires applicants for the RPT credential to complete:

- **150 hours** of graduate-level play therapy instruction.
- **350 hours** of direct supervised play therapy experience with clients.
- **35 hours** of play therapy supervision provided by a **Registered Play Therapist-Supervisor (RPT-S)**:
 - At least **20 hours** must be individual supervision.
 - Up to **15 hours** may be group supervision.
- Supervised play therapy experience and supervision intended to count toward the RPT credential must be completed under the supervision of an active **RPT-S**.

Students should be aware that Grand View University faculty supervision fulfills the supervision requirements for the University's clinical courses. However, unless a faculty supervisor is also credentialed as an **RPT-S**, that supervision does **not** count toward the APT supervision requirement for the RPT credential.

Clinical Field Experience

Students enrolled in the Play Therapy Certificate complete the University's required clinical sequence:

- **CMGR 595 – Counseling Practicum**
- **CMGR 598 – Counseling Internship I**
- **CMGR 599 – Counseling Internship II**

These courses satisfy Grand View University's field experience requirements for the certificate and provide opportunities to integrate play therapy knowledge and skills into supervised clinical practice.

Students entering the certificate after completing a graduate Clinical Mental Health Counseling program are also required to complete this clinical sequence. Although these students have previously completed graduate practicum and internship experiences, those experiences may not satisfy the Association for Play Therapy's requirements for supervised play therapy experience. Completing the certificate's clinical sequence ensures students receive supervised opportunities to apply play therapy interventions while completing the certificate curriculum.

Student Responsibility

Students are responsible for understanding and meeting all current Association for Play Therapy credentialing requirements. This includes, but is not limited to:

- Completing the required graduate-level play therapy instruction.
- Obtaining the required supervised play therapy experience.
- Receiving the required supervision from a qualified Registered Play Therapist-Supervisor (RPT-S).
- Meeting any additional eligibility or application requirements established by the Association for Play Therapy.

Depending on a student's clinical placement, client population, and opportunities to provide play therapy services, additional supervised play therapy experience beyond the certificate's minimum clinical requirements may be necessary before the student is eligible to apply for the Registered Play Therapist credential.

Because credentialing requirements may change over time, students are encouraged to review the current standards published by the Association for Play Therapy and consult with their faculty advisor throughout the program. Final determination of eligibility for the Registered Play Therapist (RPT) credential rests solely with the Association for Play Therapy.

Residency Requirements

Beginning with students admitted under the 2024 CACREP standards, the Clinical Mental Health Counseling Program requires completion of two residency experiences designed to support professional identity development, clinical skill-building, and engagement in experiential learning activities.

Residency #1 is an in-person, on-campus residency, for 3-full days and is held each Fall semester and is attached to CMGR 555 – Group Counseling, which takes place during Module 07 of that course. This residency provides students with opportunities to participate in experiential group counseling activities, skills practice, professional collaboration, and face-to-face engagement with faculty and peers. Attendance and active participation throughout the full residency experience are required in order to successfully pass the course and residency. Students will be notified of the specific dates during that module, at least 2 semesters prior.

Residency #2 is a virtual residency held each Spring semester and is attached to CMGR 594 – Pre-Practicum, which takes place during Module 06 of that course. The virtual

residency is designed to prepare students for entry into clinical field experiences through synchronous skills practice, case conceptualization activities, ethical decision-making, supervision preparation, and professional competency development in an online learning environment. Attendance and active participation throughout the full residency are required to successfully pass the course and residency. Students will be notified of the specific dates during that module, at least 2 semesters prior.

Both residency experiences are **required** program components and must be successfully completed prior to graduation. Students are encouraged to plan accordingly for residency participation as part of their academic progression through the program.

Section 4: Academic Expectations & Policies

Attendance & Participation

Students enrolled in asynchronous online courses are expected to actively participate in Blackboard content and deliverables. These courses offer the flexibility to study on your own schedule. Because you are not meeting in real-time, your active participation in digital coursework, readings, and collaborative discussions remains essential to mastering the material. Students enrolled in synchronous courses are expected to attend and actively participate in required meetings. Synchronous courses are designed to foster engagement, collaboration, clinical skill development, and professional interaction with faculty and peers. Students should attend class on time, remain engaged throughout the session, and maintain a professional learning environment free from unnecessary distractions. Cameras, microphones, and participation expectations may vary by instructor and course activity and will be communicated within each course.

Discussion boards are considered an essential component of the learning experience within asynchronous and hybrid coursework. Students are expected to contribute thoughtful, substantive, and respectful responses that demonstrate engagement with course materials, critical thinking, and professional communication. Discussion posts should move beyond agreement statements and contribute meaningfully to academic dialogue and collaborative learning.

Students are responsible for carefully reviewing each course syllabus for *instructor-specific* expectations regarding attendance, participation, assignment submissions, and late work policies. Faculty members may approach deadlines, extensions, participation grading, and classroom engagement differently based on their individual teaching philosophy, pedagogy, course structure, and learning objectives. Because expectations may vary across courses and instructors, students should not assume policies are universal throughout the program.

Academic Integrity

The Clinical Mental Health Counseling Program is committed to maintaining the highest standards of academic honesty, ethical conduct, professionalism, and integrity. As future professional counselors, students are expected to uphold the ethical principles of honesty, accountability, respect, and responsibility in all academic, clinical, and professional activities. Academic integrity is not only an institutional expectation, but also a foundational component of professional counselor identity and ethical practice.

Students are expected to submit original work that accurately reflects their own knowledge, understanding, critical thinking, and scholarly effort. All sources, ideas, quotations, paraphrased material, and references must be appropriately cited in accordance with current APA formatting guidelines and university expectations. Academic dishonesty includes, but is not limited to:

- Plagiarism, including copying or presenting another person's work, ideas, or writing as one's own
- Submitting work completed by another individual or outside service
- Unauthorized collaboration on assignments or examinations

- Fabrication or falsification of academic, clinical, or field experience documentation
- Cheating on quizzes, examinations, or assignments
- Reusing previously submitted work without instructor approval (self-plagiarism)
- Misrepresentation of participation, attendance, clinical hours, or supervision experiences

The program recognizes that emerging technologies, including artificial intelligence (AI) tools, may be used in academic and professional settings. However, students remain fully responsible for the content, originality, accuracy, ethical use, and authorship of all submitted work. Faculty members may establish individual course policies regarding the acceptable and unacceptable use of AI-assisted technologies, and students are responsible for reviewing and adhering to expectations outlined within each course syllabus. Use of AI-generated content in place of a student's own critical thinking, analysis, or scholarly writing may constitute a violation of academic integrity standards.

Concerns regarding academic integrity may result in academic consequences, remediation processes, referral to university administration, or additional professional review in accordance with departmental and institutional policies. Because counseling is a profession grounded in ethical practice and public trust, repeated or serious violations of academic integrity may also raise concerns related to professional dispositions, fitness for the profession, and continuation within the program.

Students are encouraged to seek clarification from faculty when uncertain about citation practices, collaboration expectations, or appropriate use of academic resources and technology. Maintaining academic integrity reflects a commitment to personal responsibility, professional ethics, and the values of the counseling profession.

Student AI Use Expectations

Students may use AI tools **only as permitted by the instructor** and in alignment with this policy.

Permitted Uses (Unless Otherwise Restricted)

- Brainstorming ideas or topics
- Research assistance: using AI to streamline the search process (e.g., "Provide a list of 10 peer-reviewed journal articles regarding Cognitive Behavioral Therapy for adolescent anxiety"). **You are responsible for independently verifying that all AI-suggested citations are real, accurate, and relevant before submitting them.**
- Organizing outlines or study materials
- Grammar, spelling, and clarity checks

Conditional Uses (Disclosure Required)

- Generating alternative perspectives for critique
- Comparing personal work to AI-generated examples
- Draft support that informs but does not replace student thinking

Prohibited Uses

- Submitting AI-generated work as one's own

- Using AI to complete assignments, discussion posts, reflections, or assessments without substantial original contribution
- Using AI to generate clinical documentation, case conceptualizations, treatment plans, self-reflections, supervision materials, or evaluations
- Entering confidential or identifiable client, student, or site information into AI platforms
- Using AI to fabricate or falsify practicum/internship hours, logs, evaluations, or experiences

Clinical Training Note

AI use in practicum and internship documentation is prohibited unless explicitly authorized by the program or instructor. AI misuse in clinical training may be treated as a major academic honesty violation.

Disclosure Requirement

When AI use is permitted but requires transparency, students must include a brief **AI Use Statement** that identifies:

- The AI tool used
- The purpose of use
- How the student's original thinking and work were applied

Failure to disclose required AI use may be considered a **minor or major academic dishonesty violation**, depending on scope, intent, and impact.

Include your AI Use Statement at the **end of every submission** where AI was used. The statement must name the tool, describe how you used it, and confirm that all clinical analysis and original writing are your own work.

Example Statement: *"I used [Name of AI Tool] to assist in identifying peer-reviewed sources and to check my final draft for grammatical flow. All clinical analysis and original writing were produced by me."*

Policy Review and Revision

Given the rapidly evolving nature of AI technologies, this policy will be reviewed annually by Counselor Education faculty in consultation with relevant University committees. Revisions will be made as needed to maintain alignment with ethical standards, accreditation requirements, and institutional policies.

This policy is intentionally aligned with the Grand View University Academic Responsibility / Academic Honesty Policy and is enforceable using the same definitions, procedures, sanctions, and appeal processes.

Technology Expectations

Students enrolled in the Clinical Mental Health Counseling Program are expected to maintain consistent access to reliable technology necessary for participation in online, hybrid, and technology-supported learning environments. Because the program incorporates

asynchronous coursework, synchronous class meetings, virtual supervision, clinical documentation systems, and telehealth-related training experiences, students are responsible for ensuring they have the technological capability to successfully engage in all required academic and clinical activities.

Students are expected to:

- Maintain regular access to a reliable computer and internet connection
- Utilize university-supported learning platforms and communication systems appropriately
- Regularly monitor university email, course announcements, and learning management system notifications
- Participate professionally in synchronous online meetings and virtual class sessions
- Use functioning webcams, microphones, and audio equipment when required for coursework, supervision, skills practice, and residency experiences
- Protect the confidentiality and privacy of client, peer, and course-related information in accordance with ethical and legal standards

Students should participate in online classes and supervision sessions from environments that are conducive to learning, minimize distractions, and support professionalism and confidentiality. Appropriate attire, respectful communication, and professional conduct are expected in all virtual learning spaces.

Because counseling professionals increasingly utilize technology within clinical practice, students are expected to develop competency in the ethical and professional use of technology throughout the program. This includes responsible use of email, videoconferencing platforms, electronic documentation systems, telehealth technologies, and digital communication tools. Students are expected to adhere to applicable university policies, program expectations, and the technology-related standards outlined in the American Counseling Association Code of Ethics.

Faculty members may utilize different instructional technologies and participation requirements depending on course objectives and teaching methods. Students are responsible for reviewing course syllabi carefully and seeking assistance proactively if technological difficulties arise. Failure to maintain adequate technology access or engagement may negatively impact attendance, participation, skill development, and academic performance.

Registration & Course Enrollment

Students are responsible for registering for courses through the Self-Service portal within MyGVU in accordance with published registration timelines and program requirements. Self-Service serves as the primary system for course registration, schedule review, degree planning, and access to important academic information.

Students are encouraged to work closely with their assigned academic advisor to ensure appropriate course sequencing and timely progression through the program. Because some courses have prerequisites, clinical requirements, or specific sequencing expectations, students should review their degree plan carefully before registering each term.

Questions regarding registration, enrollment status, degree progress, or registration holds should be first directed to the student's academic advisor. Students are responsible for ensuring that registration is completed accurately and by all applicable university deadlines.

Section 5: Professional Dispositions & Conduct

Students enrolled in the Clinical Mental Health Counseling Program are expected to demonstrate professional dispositions and behaviors consistent with the counseling profession throughout their academic, clinical, supervisory, and interpersonal experiences. Professional dispositions reflect the attitudes, values, interpersonal skills, and personal characteristics necessary for ethical and effective counseling practice. These expectations apply across classroom interactions, residency experiences, field placements, supervision, communication with faculty and peers, and engagement with clients and community partners.

Professionalism includes demonstrating responsibility, dependability, respectful communication, preparedness, accountability, appropriate boundaries, and professional conduct in academic and clinical settings. Students are expected to interact respectfully with peers, faculty, supervisors, staff, clients, and community members while maintaining behavior consistent with the standards of the counseling profession.

Ethical behavior is foundational to counselor identity and includes adherence to institutional policies, clinical expectations, and the ethical standards established by the American Counseling Association Code of Ethics. Students are expected to demonstrate honesty, integrity, confidentiality, ethical decision-making, and accountability in all professional activities.

Openness to feedback is an essential component of counselor development. Students are expected to receive, reflect upon, and integrate feedback from faculty, supervisors, peers, and clients in a constructive and professional manner. Counselor training is developmental in nature, and students are encouraged to approach supervision and evaluation with humility, curiosity, and a willingness to grow.

Cultural humility involves ongoing self-reflection, openness to learning, awareness of personal biases, and respect for the diverse identities, experiences, and worldviews of others. Students are expected to engage in multicultural learning experiences with sensitivity, professionalism, and a commitment to advocacy, inclusion, and equity.

Emotional regulation refers to the ability to manage emotional responses in a manner that supports professional functioning, effective interpersonal interactions, and ethical clinical practice. Students are expected to demonstrate appropriate self-management, resilience, and coping skills when navigating stress, conflict, feedback, and emotionally challenging situations.

Interpersonal effectiveness includes the ability to communicate respectfully, collaborate professionally, navigate conflict appropriately, demonstrate empathy, and maintain healthy professional relationships. Students are expected to engage in constructive communication and contribute positively to learning and clinical environments.

Self-awareness is a critical component of counselor development and involves the ability to reflect on one's own beliefs, values, experiences, emotional responses, strengths, and areas

for growth. Students are encouraged to engage in ongoing self-reflection and personal development as part of becoming ethical, competent, and multiculturally responsive professional counselors.

Because the counseling profession requires both academic competence and professional readiness, concerns related to professional dispositions may result in additional feedback, remediation, evaluation, or review in accordance with program policies and professional standards.

Ethical Standards

Students enrolled in the Clinical Mental Health Counseling Program are expected to conduct themselves in accordance with the ethical standards of the counseling profession throughout all academic, clinical, supervisory, and professional experiences. The program adheres to the ethical principles and professional standards established by the American Counseling Association Code of Ethics, and students are expected to become familiar with and consistently apply these standards throughout their training and professional development.

Ethical practice includes, but is not limited to, maintaining professionalism, demonstrating integrity and honesty, respecting client autonomy and diversity, practicing within one's level of competence, engaging appropriately in supervision, and upholding ethical decision-making processes. Students are expected to demonstrate ethical behavior within classroom interactions, residency experiences, practicum and internship settings, supervision, peer collaboration, and all forms of professional communication

Confidentiality

Confidentiality is a core ethical and legal responsibility within counselor education and clinical practice. Students are expected to maintain the privacy and confidentiality of all client, peer, supervisory, and educational information obtained through coursework, class discussions, residency experiences, clinical training, recordings, documentation, supervision, and field placements. Confidential or identifying information should not be disclosed outside of approved educational or clinical contexts and must be protected in accordance with ethical standards, site policies, applicable laws, and professional expectations.

Students should also recognize that confidentiality extends to virtual learning environments, telehealth platforms, recorded skills practice sessions, and electronic communication. Appropriate safeguards must be taken to protect sensitive information and maintain professionalism in both in-person and technology-assisted settings.

Failure to adhere to ethical standards, confidentiality expectations, or applicable licensure-related regulations may result in remediation, disciplinary action, removal from clinical experiences, or additional review in accordance with departmental and university policies.

Section 6: Professional Development & Administrative Review

Remediation Procedures

The Student Success and Professional Development Committee (hereafter, the Committee) coordinates the academic progression, retention, and professional identity development of students in the CMHC program. The Committee creates structured systems and intentional programming that enhance student engagement, competency development, and readiness for clinical practice.

The Clinical Mental Health Counseling Program is committed to supporting students' academic success, professional development, and readiness for clinical practice. Most concerns are addressed through regular feedback and mentoring. When concerns cannot be resolved informally or involve significant academic, clinical, or professional issues, the program may initiate either a Professional Development Process, an Administrative Review, or both.

Professional Development Process

The Professional Development Process is designed to support students in developing the professional knowledge, skills, behaviors, and dispositions expected of counselors. This process is developmental rather than punitive and focuses on helping students successfully meet program expectations.

When appropriate, students may be asked to complete a Professional Development Plan (PDP). A PDP is individualized and includes:

- A description of the concern(s)
- Clear behavioral or competency-based expectations
- Methods for evaluating progress
- A timeline for completion
- Possible outcomes if expectations are not met

Professional Development Plans are developed through faculty review and require approval by at least two core faculty members, including the Department Chair.

Administrative Review

An Administrative Review addresses concerns that may affect a student's enrollment, academic standing, eligibility for clinical training, or continued participation in the program. Depending on the nature of the concern, temporary administrative measures (such as a pause in clinical activities or an enrollment hold) may be implemented while the review is completed. Administrative Review is an academic process and does not, by itself, constitute disciplinary action.

Student Responsibilities

Students participating in either process are expected to:

- Respond promptly to communications from the program.
- Attend scheduled meetings.

- Participate professionally and collaboratively.
- Complete all required actions within established timelines.

If a student does not respond to two documented requests for a meeting within approximately two weeks, the program may proceed with the review based on the available information.

Possible Outcomes

Following review, outcomes may include:

- Continued enrollment with no further action
- Continued monitoring
- Completion, modification, or extension of a Professional Development Plan
- Administrative conditions or restrictions related to clinical training
- Recommendation for dismissal from the program when concerns cannot be satisfactorily resolved

Students may not graduate while an Administrative Review is active. Graduation eligibility during a Professional Development Plan is determined individually based on successful completion of the plan.

Fitness for the Profession

The Clinical Mental Health Counseling Program has an ethical responsibility to the counseling profession, future clients, clinical sites, and the public to evaluate and support the development of students who demonstrate the knowledge, skills, ethical behavior, professional dispositions, and personal readiness necessary for competent professional counseling practice. Counselor education involves both academic preparation and ongoing evaluation of professional suitability for the profession.

Consistent with the ethical standards of the American Counseling Association and the expectations of CACREP, the program engages in gatekeeping practices intended to support student development while also protecting client welfare and maintaining the integrity of the counseling profession. Gatekeeping refers to the program's responsibility to assess students' academic performance, clinical competence, professional behavior, ethical conduct, interpersonal effectiveness, emotional and psychological stability, and overall readiness for clinical practice and professional counseling roles.

Fitness for the profession includes the ability to demonstrate appropriate professional dispositions, maintain ethical behavior, regulate emotions effectively, respond constructively to feedback, engage appropriately in supervision, maintain professional boundaries, communicate respectfully, and provide competent and responsible care to clients. Students are expected to function in ways that support safe, ethical, and effective counseling relationships and professional interactions.

If concerns arise regarding a student's academic performance, professional behavior, clinical competence, ethical decision-making, impairment, interpersonal functioning, or readiness for clinical practice, the program may initiate additional support, evaluation, remediation, or review processes in accordance with departmental and university policies. Whenever appropriate, faculty will work collaboratively with students to identify concerns,

establish developmental goals, and support professional growth through feedback, supervision, and remediation planning.

However, successful completion of academic coursework alone does not guarantee continuation in the program, eligibility for field placement, endorsement for graduation, or recommendation for licensure. Students must consistently demonstrate the professional competencies and dispositions necessary for ethical and effective counseling practice throughout their training program.

Section 7: Field Experience & Clinical Training

Field experience and clinical training are foundational components of counselor education and professional identity development within the Clinical Mental Health Counseling Program. Practicum and internship experiences provide students with opportunities to apply counseling knowledge and skills in supervised clinical settings while developing competence, professionalism, ethical decision-making abilities, and multicultural responsiveness in real-world practice environments.

Through supervised clinical experiences, students begin integrating academic learning with direct counseling practice, case conceptualization, documentation, treatment planning, professional collaboration, and reflective self-awareness. Clinical training is intended to support the development of competent, ethical, and professionally prepared counselors capable of working effectively with diverse individuals, families, groups, and communities.

Students participating in practicum and internship experiences are expected to uphold the ethical standards of the American Counseling Association, adhere to site and university policies, engage actively in supervision, maintain professionalism, and demonstrate readiness for increasing levels of clinical responsibility. Because field experience courses represent the transition from student learning into professional counseling practice, students are expected to approach clinical training with responsibility, openness to feedback, self-awareness, and a commitment to ongoing professional growth.

The Clinical Mental Health Counseling Program maintains specific requirements regarding eligibility, supervision, site placement approval, clinical documentation, direct and indirect hours, and professional conduct during field experiences. Students are responsible for carefully reviewing all field experience policies and procedures outlined within this handbook, course syllabi, **the clinical manual (available in CMGR 592)**, and program communications prior to beginning practicum and internship experiences.

Supervision Policies

Hour requirements are set by CACREP and are non-negotiable.

Course	Total Hours Required	Direct Client Contact
CMGR 595 — Practicum	100 hours minimum	40 hours minimum direct contact
CMGR 598 — Internship I	300 hours minimum	120 hours minimum direct contact
CMGR 599 — Internship II	300 hours minimum	120 hours minimum direct contact

Course	Supervision Format	Required Hours
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CMGR 595 — Practicum	Weekly individual/triadic + group supervision	1:1 — 1 hr/week avg; Group — 1.5 hrs/week
CMGR 598 — Internship I	Weekly group supervision	Group — 1.5 hrs/week
CMGR 599 — Internship II	Weekly group supervision	Group — 1.5 hrs/week

Non-Negotiable Hour Policy

Practicum hours do NOT carry over to Internship. Internship I hours carry to Internship II only if the student remains active at the site and all supervision requirements are met. Hours accumulated during breaks without active enrollment and weekly faculty supervision do NOT count toward requirements.

Section 8: Licensure & Professional Identity

The Clinical Mental Health Counseling Program is designed to prepare students for entry into the counseling profession and to meet educational requirements associated with licensure as a mental health counselor within the state of Iowa. The curriculum has been developed in alignment with applicable state licensure standards and the educational expectations established by CACREP. However, licensure requirements vary significantly across states and may change over time due to legislative, regulatory, or board policy updates.

Licensure and Credentialing

Students intending to pursue licensure outside of Iowa are responsible for independently reviewing and understanding the licensure requirements of the state in which they intend to practice. This may include differences in coursework requirements, credit hours, practicum and internship expectations, examinations, post-graduate supervision requirements, application procedures, and additional state-specific training or documentation. Although program faculty may assist students in understanding general licensure processes, the ultimate responsibility for verifying and meeting licensure requirements rests with the student.

Students should also recognize that counselor licensure portability across states may be limited and can vary depending on state regulations, years of post-licensure experience, examination requirements, and reciprocity agreements. Relocating to another state or intending to additional state licensure after graduation may require additional coursework, supervision, examinations, or documentation prior to obtaining licensure eligibility in that jurisdiction.

Examinations

Most states require graduates to complete a national counseling examination as part of the licensure process. Students are encouraged to become familiar with examination requirements commonly associated with professional counseling licensure, including the National Board for Certified Counselors examinations such as the National Counselor Examination (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE). Specific examination requirements vary by state licensing board.

In addition to completing graduate coursework and required examinations, most states require a period of supervised post-graduate clinical experience prior to independent licensure. Post-graduate supervision requirements often include a specified number of supervised clinical hours completed under the direction of a qualified licensed supervisor over a designated time period. Students are encouraged to familiarize themselves early with the post-graduate supervision and associate licensure requirements applicable to their intended state of practice.

Completion of the Clinical Mental Health Counseling Program does not guarantee licensure, certification, employment, or eligibility in all states. Students are strongly encouraged to

remain informed regarding licensure regulations and to communicate proactively with relevant state licensing boards throughout their academic and professional journey.

Professional Organizations

Students are encouraged to become actively involved in professional counseling organizations and licensing resources throughout their graduate training and professional careers. Participation in professional organizations supports networking, advocacy, continuing education, leadership development, ethical practice, professional identity formation, and ongoing engagement with the counseling profession.

Important professional organizations and licensing resources include:

- **American Counseling Association**-The primary national professional organization for counselors, providing ethical standards, advocacy, professional development, publications, conferences, and educational resources across counseling specialties.
- **American Mental Health Counselors Association**-A national professional organization focused specifically on clinical mental health counseling, clinical standards, advocacy, education, and professional development for mental health counselors.
- **National Board for Certified Counselors**-The credentialing organization responsible for national counselor certification and administration of counseling examinations, including the National Counselor Examination (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE).
- **Council for Accreditation of Counseling and Related Educational Programs**-The accrediting body responsible for establishing educational standards and quality assurance for counselor education programs.
- **Chi Sigma Iota**-The international counseling honor society dedicated to promoting scholarship, professionalism, leadership, research, and excellence within the counseling profession.
- **Iowa Board of Behavioral Science**-The state licensing board responsible for overseeing licensure requirements, regulations, applications, supervision standards, and professional practice guidelines for counselors and other behavioral health professionals within the state of Iowa.

Students are encouraged to regularly review these organizations' websites, ethical standards, examination requirements, licensure updates, advocacy initiatives, and professional development opportunities as part of their ongoing counselor identity development and career preparation.

Professional Development

Students are strongly encouraged to engage in professional development activities throughout their time in the Clinical Mental Health Counseling Program. Active involvement in the counseling profession supports professional identity development, expands knowledge and clinical skills, fosters mentorship and collaboration, and helps students build meaningful connections within the field.

Participation in professional conferences provides opportunities for students to learn about emerging research, clinical practices, ethical issues, advocacy efforts, and current trends within the counseling profession. Conferences also allow students to engage with practicing clinicians, counselor educators, researchers, supervisors, and professional organizations at the local, regional, and national levels.

Networking opportunities are an important aspect of professional growth and career development. Students are encouraged to build professional relationships with faculty, peers, supervisors, alumni, and counseling professionals through coursework, residency experiences, field placements, professional organizations, conferences, and community involvement. Networking can support mentorship, collaboration, employment opportunities, and continued professional engagement following graduation.

Advocacy is a foundational value within the counseling profession. Students are encouraged to participate in advocacy efforts that promote mental health awareness, equity, social justice, access to care, professional recognition of counseling, and support for diverse and underserved communities. Advocacy may occur at the individual, community, institutional, state, or national level and reflects the counseling profession's commitment to wellness and systemic change.

Section 9: Communication & Administrative Processes

Professional communication is an important component of counselor training and professional identity development. Students enrolled in the Clinical Mental Health Counseling Program are expected to communicate respectfully, professionally, and responsibly with faculty, peers, supervisors, staff, and community partners across all academic and clinical settings. Developing effective professional communication skills is an important part of counselor identity development and supports successful collaboration, advocacy, clinical practice, supervision, and professional relationships throughout one's counseling career.

Communication Expectations & Etiquette

Students should regularly monitor and respond to university email accounts, course announcements, learning management system (LMS) notifications (Blackboard Ultra), and Navigate Announcements, as these platforms serve as primary methods for program and course-related communication. Important information regarding coursework, field experiences, residencies, supervision, program updates, scheduling, and university policies may be communicated through all of these platforms and students are responsible for remaining informed of all program communications.

Students are also expected to demonstrate professional etiquette in all written, verbal, and virtual communications. Professional communication includes using respectful language, appropriate tone, clear subject lines, professional greetings, and thoughtful messaging practices. Communication should reflect professionalism consistent with graduate-level counselor training and the expectations of the counseling profession.

Course Specific Communication Expectations

Students are expected to communicate directly with the faculty member(s) assigned to their course regarding questions about grades, feedback, assignment requirements, late work, attendance, participation, accommodations, and other course-specific expectations. Because individual instructors may have different course policies, grading practices, and expectations, students should review the course syllabus carefully and seek clarification from the course instructor when questions arise. Faculty members are best positioned to address concerns related to their courses and provide guidance regarding available options, course requirements, and applicable policies. Proactive and professional communication is encouraged to support student success and timely resolution of concerns.

Response Times

Faculty members strive to respond to student emails and course-related communications in a timely manner. Students should generally expect a response within 24–48 business hours, excluding weekends, holidays, university closures, and academic breaks. Response times may be longer during periods of high academic activity, travel, or university-approved leave.

Online Work & Blackboard Discussions

Students are expected to engage respectfully during online discussions, synchronous class sessions, supervision meetings, group work, residency experiences, and all technology-

assisted interactions. Disrespectful, hostile, disruptive, or inappropriate communication may result in additional review in accordance with program and university policies related to professionalism and student conduct.

Administrative Processes

Students are responsible for understanding and following all program and university procedures related to academic progression, enrollment changes, clinical training, and graduation planning. Many administrative processes require advance planning, documentation, approvals, and adherence to university deadlines. Students are encouraged to communicate proactively with faculty advisors, program leadership, and appropriate university offices when questions or concerns arise regarding academic or program-related procedures. Approval of requests may depend upon factors such as program requirements, course availability, faculty capacity, accreditation standards, sequencing considerations, academic standing, and university policies.

Background Check Process

All students admitted to the Clinical Mental Health Counseling program are required to complete a criminal background check after admission and enrollment in coursework. The background check will be conducted through Third Degree and must be completed according to program instructions. The cost of the background check is approximately \$30 and is the responsibility of the student.

Please note that completion of a background check is a program requirement and may be necessary prior to participation in clinical training experiences. Certain findings on a background check may affect a student's ability to secure practicum or internship placements and, consequently, eligibility to meet program and licensure requirements.

Field Experience Applications

Students should reference the Clinical Manual for information regarding Field Experience.

Leave of Absence

Students considering a leave of absence are encouraged to consult with program faculty, advisors, and appropriate university offices (i.e. registrar's office) to understand how time away from the program may impact course sequencing, residency participation, field placement eligibility, licensure timelines, financial aid, and anticipated graduation dates. A student is eligible to take a leave of absence at any point in the program, for the duration of one semester. After one semester, the student will be required to re-apply to both GVV and the CMHC program, through the admissions offices.

Graduation Applications

Graduation applications must be submitted according to university deadlines and procedures. Students are responsible for monitoring degree progress, completing all program requirements, and ensuring that all academic, financial, and administrative obligations have been satisfied prior to graduation. Students should also be monitoring email communication from the registrar's office that will communicate deadlines and information pertaining to graduation.

Final Thoughts

As you progress through the Clinical Mental Health Counseling Program, remember that counselor development is an ongoing process that extends far beyond the completion of coursework and clinical hours. Becoming an effective counselor requires continuous learning, self-reflection, professional engagement, and a commitment to ethical and compassionate practice.

There will be moments throughout your training that challenge you academically, professionally, and personally. These experiences are often an important part of growth and development within the counseling profession. We encourage you to remain engaged in the process, seek support when needed, trust your capacity to learn, and remain grounded in the values that brought you to this profession.

The faculty hope this handbook serves as a useful guide throughout your time in the program and helps provide clarity regarding expectations, resources, and professional standards. While policies and procedures are important, we also hope you leave this program with a deeper sense of confidence, purpose, empathy, and connection to the work of counseling.