



**Master of Science in Clinical Behavioral Health,  
Emphasis in Addictions Counseling**  
*Metropolitan State University of Denver*

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This *Student Handbook* was developed for the purpose of informing students of the policies and procedures that pertain to both the Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling (CBH) and the profession of addiction/mental health counseling. The handbook serves as a detailed guide for counseling students throughout their course of study.

All students are responsible for:

- Thoroughly reading this handbook
- Being knowledgeable of its contents throughout their course of study
- Periodically checking for possible future revisions to the handbook that will be posted online
- The most current handbook overrides any previous handbooks and applies to all students

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## WELCOME

The faculty and staff of the Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling at MSU Denver would like to congratulate you on your acceptance to our 61-credit Master of Science in Addictions Counseling program. As you know, students admitted to our program have gone through a competitive selection process. Our goal is to train highly competent scholars and practitioners who will exert a positive influence on our community. We look forward to working with you as you train to become a Licensed Addiction Counselor and Licensed Professional Counselor.

Our faculty wish to provide you with information, resources, support, and encouragement, while challenging you to discover new and exciting perspectives as you develop your counseling knowledge, skills, and experiences. In an effort to assist you with program, college, and curriculum requirements, we have designed this *Student Handbook*, which contains the basic information needed to function in our program. It is planned as an easily accessible guide and source of information.

Advising is a vital component of your education within the Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling program (CBH). The role of the academic advisor is to provide information about the educational opportunities within the graduate program, to discuss degree completion pathways, and the implications of options available, to help in decision-making, and generally, to help the student develop and achieve their educational goals.

The relationship between student and faculty is incredibly beneficial. Students may seek advising and/or mentoring from any faculty member from any specialization in CBH. Building these relationships early and often in your program will be important in your development of a counselor in training. For example, within these mentor meetings students can explore future job opportunities based on interest, specific instructional design, personal counseling practice, research interests, etc. It is the student's responsibility to contact a faculty member to schedule an appointment. To learn more about your faculty and their areas of expertise, individual biographies can be found at the program website.

<https://www.msudenver.edu/human-services-counseling/faculty-and-staff/>

Your training in our program will inevitably cause you to look closely at yourself, your family, your values, and your commitment to the profession of addictions and professional counseling. You will be asked to participate in exercises intended to train you in counseling processes that affect client change. Students often find themselves experiencing the unspoken expectation that, because personal issues are raised in the classroom, instructors will or ought to assist in working through or resolving them. It is important to convey to you that the classes in which you will enroll are academic training classes, ***they are not counseling sessions***, and that your instructors and advisors, while sensitive to issues that may emerge, should not be expected to act in the capacity of counselors or therapists with you, either in or out of the classroom.

Your acceptance of admission into our program requires that you assume responsibility for taking care of personal issues in an appropriate forum outside of CBH. ***We strongly recommend*** that students who find themselves experiencing levels of discomfort or distress while undergoing training seek individual, couple, or group counseling with professionals who have no connection with our academic program. Likewise, while not required, participation in individual, couple, or group counseling outside of the academic program is highly recommended as an avenue of personal and professional development and growth. Please contact the Counseling Center at MSU Denver for any concerns that arise, this is paid for through your student fees. The Counseling Center may be reached at: 303-615-9988 or <https://www.msudenver.edu/counsel/>.

We all look forward to playing an integral role in your development as a Licensed Addiction Counselor/ Licensed Professional Counselor (LAC/LPC) and hope you will enjoy your learning experience with us!



### **Mission Statement**

To educate and empower future leaders in the field of addiction and professional counseling who will provide excellence in service delivery along the entire continuum of care. The master's program will integrate: education, research, skill development, treatment & recovery, and evidenced-based practices in concert with experiential opportunities in the pursuit of treating substance abuse and addiction.

### **Nondiscrimination Policy**

The Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling encourages participation of students without regard to ethnicity, culture, color, religion, marital status, sexual orientation, gender, physical ability, or age. The University has established nondiscrimination and affirmative action programs. For further information or to discuss concerns, contact the Office of Employment Opportunity in the Student Success Building room 306, 303-615-0036 or <https://www.msudenver.edu/eoo/>

### **About the Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling**

The program office is located on the 2<sup>nd</sup> floor of West Classroom, Room 236. The office is comprised of a reception area for administrative staff and private offices for the faculty. Please address all academic questions directly to faculty and the academic advisor. The Human Services & Counseling Department Chair and/or the program lead is responsible for leading the addiction counseling faculty and for endorsing administrative and academic decisions made by the entire faculty.

The program seeks to provide all students with the knowledge and skills necessary to address the needs and concerns of a diverse society, providing a strong foundation in counseling theories and techniques to apply in a multicultural society. Emphasis is placed on both personal and professional development with experiential learning infused throughout the entire curriculum. Practicum II and Internship courses involve supervised placements within community agencies. In all field courses (practicum & internship), students provide counseling under direct supervision, while gaining valuable experience in a broad spectrum of human problems. As an important part of their development as LAC/LPC, students are encouraged to participate in their own personal counseling with professionals not affiliated with our educational programs.

A key strength of this graduate program has been the broad base of experience and training of the faculty members. Our faculty members have unique academic backgrounds, experiences, and interests that qualify them to teach and model a wide range of effective approaches to addiction counseling, mental health counseling, and psychotherapy.

### **Licensed Addiction Counseling Objectives**

The program offers students the opportunity to gain necessary knowledge and skills to become addiction counselors. Students in this program are prepared to work in a wide variety of substance use disorder treatment settings, including but not limited to community agencies, private organizations, college campuses, and detox facilities. Students obtain the expertise necessary to assist people with substance use and co-occurring disorders overcome deterrents to growth & wellness by means of counseling. The LAC emphasis is designed to provide students with all the educational competencies required by the Colorado Department of Regulatory Agencies, Board of Licensed Addiction Counselor Examiners for licensure as LAC. The program aligns with The National Addiction Studies Accreditation Commission (NASAC) accreditation standards:

NASAC: <https://nasacaccreditation.org/guidelines/>

### **Licensed Professional Counseling Objectives**

The program also offers students the opportunity to gain necessary knowledge and skills for obtaining your LPC. Students in this program will be prepared to work in a wide variety of mental health settings, including but not limited to community agencies, private organizations, hospitals, college campuses, and correctional facilities. Students will obtain the expertise necessary to assist people with mental health concerns and how to facilitate growth & wellness by means of counseling. The LPC option is designed to provide students with all the educational competencies required by the Colorado Department of Regulatory Agencies, Board of Licensed Professional Counselors for licensure as an LPC. The program aligns with The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards:

CACREP: <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

### **Student Competencies and Expectations**

The program provides a variety of instructional and experiential learning components based upon NASAC and CACREP accreditation standards to ensure that students develop a thorough knowledge of their particular area of emphasis and their personal roles as facilitators of human growth and change. An individual style of counseling is created through a blend of academics, field experiences, and personal growth. Demonstrated competencies are delineated in three essential domains: (1) knowledge, (2) skills, and (3) professional behavior. (Please see the Developmental Assessment Matrix portion of the handbook to learn more about how these competencies and expectations are measured.)

### **Program Goals and Competencies**

#### **Goals**

1. Offer a specialty in addiction studies for students seeking to treat people from diverse backgrounds who have been under-served and stigmatized
2. Fulfill a documented need for specialists in addiction science and clinical treatment
3. Fill a strong regional need for licensed addiction counselors who can accept third-party payers and insurers
4. Offer faculty with expertise and who are deeply connected with the community
5. Provide a rich diversity of staff and faculty ethnically, experientially, and professionally
6. Integrate behavioral healthcare degree that merges substance abuse, behavioral addictions, and mental health counseling
7. Provide a transformation educational experience that touches the community, program, school and university

#### **Competencies**

Program competencies are dictated by accrediting bodies including CACREP and NASAC. The following is a sampling of the required competencies (for a full list of CACREP competencies please visit: <https://www.cacrep.org/for-programs/2016-cacrep-standards/> for a full list of NASAC competencies please visit: <https://store.samhsa.gov/product/TAP-21-Addiction-Counseling-Competencies/SMA15-4171> ):

1. Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their

living environments (NAADAC/ SAMHSA competency 2)

2. Exhibit the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP, Section 2.F.1.i)
3. Understand the established diagnostic criteria for substance abuse disorders, and describe treatment modalities and placement criteria within the continuum of care (NAADAC/ SAMHSA competency 9)
4. Compare theories and models of career development, counseling, and decision making (CACREP, Section 2.F.4.a)
5. Appraise theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP, Section 2.F.2.b)
6. Protect client rights to privacy and confidentiality in the preparation and handling of records, especially in relation to the communication of client information with third parties .(NAADAC/ SAMHSA competency 109)
7. Understand the importance of research and outcome data and their application in clinical practice (NAADAC/ SAMHSA competency 7)
8. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship (CACREP, Section 3.c)

### **Ethical Student Behavior and Professional Ethical Standards**

Students are required to adhere to the ethical codes of The Association for Addiction Professionals (NAADAC) and American Counseling Association (ACA) governing the counseling profession and academic integrity, as well as policies regarding student conduct at MSU DENVER:

<https://www.msudenver.edu/dean-of-students/student-conduct/>

Any training relationship in which students take client/counselor roles is considered a client/counselor relationship and, therefore, subject to all ethical and legal regulations governing such relationships. Students are required to become familiar with the Colorado Revised Statutes: Mental Health Practice Act 12-245 and the Ethical Standards of NAADAC, the American Counseling Association (ACA) and Colorado Department of Regulatory Agencies (DORA) during their first semester of enrollment in the Addictions Counseling program. Students are required to obtain a copy of CRS 12-245, and NAADAC, & ACA's Ethical Standards while enrolled in BHAM 5001, Advanced Ethical Practice. Violation of these professional ethics can result in suspension or expulsion from the program. These important standards are available online at:

NAADAC: <https://www.naadac.org/code-of-ethics>

ACA: <https://www.counseling.org/knowledge-center/ethics>

DORA: [https://www.colorado.gov/pacific/dora/Addiction\\_Counselor\\_Laws](https://www.colorado.gov/pacific/dora/Addiction_Counselor_Laws)

NBCC: <https://www.nbcc.org/>

### **Use of Cell Phones and Other Electronic Devices**

The counseling session is a sacred space in which individuals share their most intimate experiences and

feelings with a trusted professional. Counselors must be mindful of the trust that is placed in them, and honor the therapeutic relationship by conducting themselves both ethically and legally. This includes a commitment to being fully present with clients during the session. Faculty in the program believe it is essential to practice mindful presence during class time. Therefore, students are expected to disengage from cell phones and all other electronic devices in order to fully engage in class. There may be occasions when students are able to use electronic devices to enhance the learning experience, but this allowance is at the discretion of the individual instructor. Students are responsible for knowing and adhering to their instructors' policies.

### **Plagiarism and Cheating**

Definitions:

- *Cheating*: to defraud, deceive; to take an examination dishonestly, as by having improper access to answers. Includes the submission of the same paper in more than one course.
- *Plagiarism*: to take ideas, thoughts, writings from another and pass them off as one's own; this could include improper citation or not including a reference page.
- *Self-Plagiarism*: reusing work that has been previously published or submitted in other classes

In compliance with MSU Denver's Plagiarism policy, the Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling has the following policies with regard to plagiarism and cheating:

- The instructor may give the student an automatic "F" or "unsatisfactory" rating for the course.
- The instructor may refer the student to a departmental academic faculty committee and/or to the Dean of Students' Office for further action.
- The student will have the opportunity to have a fair hearing and present any pertinent evidence to the committee.

Students are responsible for knowing and following MSU Denver Academic Dishonesty Policy:

<https://www.msudenver.edu/policy/student-code-of-conduct/>

Students are encouraged to utilize OWL Purdue to assist with APA formatting:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

### **Practicing without a License**

No student may advertise or perform addiction counseling, counseling, therapy, or psychological counseling in a mental health setting without the proper State license (Licensed Addiction Counselor (LAC) or Licensed Professional Counselor (LPC)), Certification (Certified Addiction Technician, CAT, or Certified Addictions Specialist, CAS) or registration in the DORA database as a Registered Psychotherapist. This list is not exhaustive, please refer to CRS 12-245 for all licensure requirements. Students may, however, be gainfully employed by a government agency, school, or non-profit charitable organization and provide counseling under the supervision of a licensee of the organization as registered psychotherapists, CAT, CAS, etc. Any students found in violation of CRS-12-245 may be withdrawn from the program and may have their names forwarded to the appropriate State board.

### **Class Attendance**

Regular attendance of class is expected. Due to the experiential nature of counseling courses, attendance is critical to optimal learning. Much of the material presented is difficult to grasp only from textbooks and necessitates learning while experiencing and practicing. Students are advised that faculty establish attendance requirements in their courses and are permitted to link student absences to their evaluation of students' performance in the course. Attendance during the first week of class is required. The first week of each semester is the time when course expectations are clearly defined, a culture of learning and

communication is established, and relevant course content is covered. If you miss class for any reason, it is your responsibility to contact the instructor as quickly as possible. Students are responsible for obtaining missed course material. Due to the interactive nature of the classroom, attendance throughout the semester is critical to the learning process and to student success. For non-clinical courses in a regular (16 week) semester, students who miss more than 2 classes will automatically fail. For non-clinical courses held over weekends or through an intensive format, students cannot miss more than 6 clock hours. Clinical courses in a regular (16 week) semester only allow for 1 absence (regardless of the reason) due to accreditation and state requirements. For clinical courses held over weekends or through an intensive format, students may not miss more than 3 hours of class. Examples of clinical courses include BHAM 5006, Group Counseling Skills, BHAM 5009 Addictions Counseling, Intervention, and Prevention I, BHAM 5010 Addictions Counseling, Intervention, and Prevention II, and field seminars (Practicum and Internship).

### **Confidentiality**

Confidentiality is a topic that will be discussed in several of your classes. The faculty members in the program believe that students learn best by applying the information learned in classes to their personal lives. As such, we will encourage you to analyze and appropriately self-disclose in papers and in class. It is very important to honor the confidentiality of other students' disclosures and to trust that they will honor yours. Faculty members are also committed to holding your information confidential in classes where self-disclosure is encouraged. You should know that there are some exceptions where faculty members may not be able to maintain confidentiality as mandated reporters and under Title IX, as dictated by the university. A full disclosure of confidentiality and its limits is articulated in BHAM 5001, Advanced Ethical Practice.

MSU Denver Title IX: <https://www.msudenver.edu/policy/discrimination/>

### **Social Media**

The nature of the program will expose students to confidential information; at no time should confidential information be posted in any social media forum. Disclosure of confidential information of clients outside of a supervisory setting is a direct violation of CRS 12-245, NAADAC & ACA Ethical Standards and may result in consequences up to removal from the program. Students are also encouraged to maintain professionalism when using social media. As students, you are representatives of the program and the field of counseling.

### **Grades**

Students must maintain a 3.0 cumulative grade point average in order to remain in the Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling program. Students must earn a minimum grade of B- (Satisfactory for practicum and internship) in any given class in order to earn class credit for degree requirements. If a student earns below a B- (or an Unsatisfactory in practicum or internship), the student must retake the class. Students can only retake classes once. If a student's cumulative GPA falls below 3.0 the student is placed on Academic Probation and must meet with a program advisor to develop an Academic Recovery Plan to raise their GPA to 3.0 or higher. If, after implementing the plan and completing 15 credits or 3 semesters (whichever happens first), a student does not raise their cumulative GPA to a minimum of 3.0, the student will be dismissed from the program. While on Academic Probation, students must not register for more than 6 credit hours per semester for fall and spring, and, if attending summer semester, no more than 3 credit hours for summer. Students must register for and complete a minimum of 3 credit hours for fall and spring.

Each instructor is responsible for grading and establishing the grading standards, assignments, and expectations for their courses. Students have the right to know what those grading standards, assignments, and expectations are early in each semester and in writing via the syllabus. While on Academic Probation, a student will not be allowed to register for successive semesters without verification of compliance with the above conditions. Students may utilize the advising GPA calculator to explore what grades they need to

reach their desired cumulative GPA at <https://www.collegesimply.com/colleges/colorado/metropolitan-state-college-of-denver/gpa-calculator/>

### **Incomplete Grades**

An Incomplete grade (I) indicates that a portion of required coursework (usually 25%) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons, and that there is still a possibility of earning credit for the course. Incomplete grades are only issued for approved reasons through the department. A student must be in good standing within the course in order to receive an Incomplete grade. The student is responsible for bringing pertinent information to the attention of the instructor, receiving permission from the instructor, and determining from the instructor the remaining course requirements that must be satisfied to remove the Incomplete, as well as a planned timeline for completion. An incomplete is assigned at faculty or departmental discretion. An Incomplete must be resolved by the end of the subsequent semester in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Please refer to university policy regarding Incompletes, as the grade might automatically revert to an “F.” After completing the contracted requirements, the responsible instructor will change the grade.

### **Administrative Withdrawal**

The Administrative Withdrawal (AW) notation is assigned when a student requests to be withdrawn from a course due to unforeseen or extenuating circumstances beyond the student’s control after the add/drop deadline. Students may withdrawal themselves online until the withdrawal deadline without penalty. Students should meet with an academic advisor prior to withdrawing from a course. After the withdrawal deadline, students may submit a request for AW due to unforeseen or extenuating circumstances; please know that these are extremely limited in scope and not guaranteed. Please see the Department Chair regarding administrative withdrawals. Please refer to MSU Denver withdrawal policy and be aware that there may be financial aid implications to withdrawal:

<https://www.msudenver.edu/registrar/student/administrative-withdrawal/>

<https://www.msudenver.edu/financialaid/graduate/>

### **Grade Appeal Procedures**

If students have reason to question the validity of a grade received in a course, they must make their request for a change before the end of the fourth week of the semester following the completion of the course (the following fall semester if the course was completed in the spring semester). It is the responsibility of the student to initiate a grade appeal within the time limit, and to follow the procedures for grade appeals specified below. All decisions of the Grade Review Committee are final. For a copy of the policy, please refer to the academic catalog:

<https://catalog.msudenver.edu/content.php?catoid=41&navoid=2919#GradeAppeal>

### **Transfer Credits**

All requests for transfer of credits must be reviewed and approved by the Master’s Committee. Before such requests are granted, students will be asked to provide documentation that the courses they completed elsewhere are the equivalent of those offered at MSU Denver CBH. Such documentation may include (but may not be limited to) course syllabi, transcripts, and letters from instructors. It will be the responsibility of the individual student to provide such materials as requested. Up to 9 credit hours may be accepted. All clinical courses (see Attendance Policy for list of clinical courses), field courses, or ethics courses are not eligible for transfer.

### **Deferment Policy**

Once a student has been accepted into the program, if they choose to defer their enrollment, they can do so for up to one year, at that time they would complete a “quick app” rather than resubmitting their full application. Students do not need to submit the application fee for the “quick app.” If the student does not enroll after the one deferment year, they will need to resubmit a full application.

### **Student Rights and Responsibilities**

Students are responsible for knowing university policies and procedures as well as student rights and responsibilities, as outlined in the MSU Denver Graduate Academic catalog (at the top of the page choose the appropriate academic year and click on Master of Science in Clinical Behavioral Health, Emphasis in Addictions Counseling): <https://catalog.msudenver.edu/content.php?catoid=41&navoid=2927>.

### **Graduate Catalog Year**

The first semester the student takes courses required for a degree determines the designated catalog year of degree requirements or catalog rights. The current catalog at the time the student is first enrolled in the program determines requirements for graduation. No additional requirements may be added to the graduation requirements for that student. Changing of a specialization does not change the student's catalog rights. Catalog rights hold only degree requirements; they do not protect students from changes such as prerequisites required for a given course, internship hours, individual course requirements, or additional requirements imposed by licensing or credentialing agents. Students who would like to change their catalog year need to speak with a department advisor.

### **Communication Procedures**

All important program announcements will be emailed to students' official university email address. Students are expected to check their university email accounts on a regular basis. Your MSU Denver email address consists of your username followed by @msudenver.edu. To access your email online go to the Student Hub <https://www.msudenver.edu/studenthub/> and select the Email (Office 365) link. Log in using your username and password. Additionally, students are expected to check their course Canvas pages regularly for announcements and messages from their instructors. Canvas can be accessed through the Student Hub and looked into using your university username and password.

### **Faculty Office Hours and Mailboxes**

Office hours, phone numbers, and email addresses of each full-time faculty member are posted online and in the Human Services & Counseling office. Office hours often change each semester as class schedules change. Therefore, students must be sure to check syllabi and with administrative staff at the beginning of each semester for new faculty posted office hours. Office hours may be in person, online, or a combination of the two. Please note that affiliate faculty may not hold office hours. However, all affiliate faculty are required to provide contact information on their course syllabi for any needed academic course consultation. All full-time faculty have offices and mailboxes in West Classroom 236.

### **Emergencies**

Students are advised to contact faculty regarding emergencies that will affect their ability to carry out the semester. Students are advised to contact individual course faculty, instructors, and/or clinical/field supervisors regarding classes that may be missed. If one's faculty advisor cannot be reached, please contact the Human Services and Counseling Office located in West Classroom, Room 236 at (303) 615-0700. The program and MSU Denver will communicate through the student's assigned MSU Denver email. To receive alerts regarding campus safety/emergencies (including campus closure) students are encouraged to sign up for RAVE (campus alert system) at: <https://www.getrave.com/login/MSUDenver>

## CARE Reports

The Student Care Center & the Dean of Students Office collaborate to respond to all CARE referrals that are submitted on behalf of the CARE Team. The CARE Team is a multi-disciplinary team that meets throughout the semester to offer insights and collaborate on case plans for high level student needs. While the CARE Team is not a department, the facilitation of the team is managed by the Student Care Center & the Dean of Students Office.

CARE referrals provide an opportunity for community members to connect students to support services they may need. Any individual in the community including but not limited to staff, faculty, students and family members can file a CARE report for a student through an online reporting system. There are several reasons one could file a CARE referral. The following is list of some examples of why a CARE referral should be filed:

- A student is struggling with housing or food insecurity, or any basic needs concern
- Struggling with a difficult life circumstance or health concern
- A need for assistance with public benefits such as SNAP
- Thought of harm to self or others
- Experiencing significant loss such as the death of a family member
- Concerns related to alcohol or substance abuse
- Victim of a crime including but not limited to; harassment, stalking, interpersonal violence or sexual assault
- Concerning behavior, risky, or potentially harmful to self, others, or the community
- Displaying unusual or out-of-character behavior

This list is not comprehensive. A CARE referral is a sign of concern and not intended to be punitive. Students may be contacted by a CARE team member if someone is concerned about them and filed a report. **If you are worried about a student, please submit a CARE referral so a case manager can assist:** <https://www.msudenver.edu/care/>

## Policy for Student Complaints of Faculty

If students have complaints against CBH faculty or staff they can address their concerns through the following steps: 1) Email the faculty or staff in question outlining student concerns and request to meet with the faculty or staff member to discuss the concerns further (if the student doesn't feel comfortable discussing their concerns directly with the faculty or staff member, please skip to step 2). An additional faculty or staff member can be requested to be present in the meeting if desired (per the request of the student or the faculty or staff member in question). 2). If the concern is not resolved after the previously mentioned meeting, the student should send an email to the Department Chair detailing concerns (if the complaint is against the Department Chair, the student can instead contact the Dean's Office).

## Dual Relationship Policy

Given the nature of the field of Human Services, there is a possibility that you may have a faculty member for one of your Human Services classes with whom you have worked in a helping relationship. As a mental health-based discipline, we encourage our students and faculty to avoid the confusion that may be caused by a dual relationship of this nature. The relationship between a therapist and a client is quite different than the relationship between a faculty member and a student. Our concern is that prior therapeutic relationship issues may be triggered, such as transference or counter-transference, which may impact the class experience. In order to support appropriate boundaries for both students and faculty members, we encourage students to consider taking another section of a particular class and/or another class in order to avoid a dual relationship. If you need assistance in switching classes based on a dual relationship, please contact the Chair for assistance. If you decide to stay in the class, we encourage you to have an open and frank conversation with your instructor about the distinctions between a teacher/student relationship and a

helper/client relationship. In some cases, the instructor may not be comfortable with having a student in her/his class who s/he has worked with or is currently working with in a helping context. This type of situation will be facilitated on a case-by-case basis and may involve moving the student to another course. Instructors should keep the chair informed (without violating confidentiality) when there is a potential dual relationship in a classroom setting.

## **Determination of Fitness, Remediation, & Appeal Procedures**

### **Determination of Fitness**

As faculty in the helping profession, we are ultimately responsible to the clients whom our students serve. Therefore, it is imperative that we consider the fitness of our candidates for the helping profession. Such consideration requires us to look beyond academic work and consider personal characteristics critical to being a successful professional in the helping field. In selecting candidates for our respective programs, we attend closely to our particular program requirements. For graduate students in recovery, there is an expectation of sobriety; moreover, all graduate students must maintain professional behavior in class, in practicum, and in field placement. Please see regulatory board and licensure requirements regarding additional sobriety requirements. Students are expected to know and abide by the departmental professional code of conduct: <https://catalog.msudenver.edu/content.php?catoid=41&navoid=2892>

The program may also require a student to take a leave of absence under specified terms, terminate a student's enrollment, or decline to award a degree or credential if the faculty as a whole determines that this is in the best interests of the program or the community that it serves. Additionally, graduating from the program does not ensure licensure; a student will have to meet DORA and OBH requirements for licensure. Students are also expected to adhere to the ethical standards of the Association for Addiction Professionals (NAADAC) and the American Counseling Association (ACA). CBH students who have not been enrolled for three consecutive semesters, and are in good standing with the department, must re-apply to the program in order to continue enrolling in course work.

Information about OBH can be found here: <https://cdhs.colorado.gov/behavioral-health>

### **Assessing Student Progress through the Degree Program (Developmental Assessment Matrix)**

All students in CBH will be formally evaluated on each of the three counselor learning outcomes during each semester on a standardized program rubric called the Developmental Assessment Matrix. Student performance is evaluated in three specific areas: Knowledge, Skills, and Professionalism. Student Developmental Assessment Matrix scores will be used to determine if the student is suitable for progression in the program and ready for practicum and internship. Problems identified through use of the D.A. Matrix could lead to a remediation plan (see below).

CBH faculty will meet to discuss the progress of students in the department. The following elements are reviewed for each student and recorded on a standardized rubric, Counselor Learner Objectives (CLO):

1. Academic progress (knowledge) (CLO 1)
2. Acquisition of counseling skills (CLO 2)
3. Self-awareness and professionalism (CLO 3)

#### *CLO 1: Counselor Knowledge: Academic Progress and Promise*

In keeping with Graduate School and the program rules, a student must maintain at least a 3.0 overall grade point average (GPA). If a student's GPA falls below 3.0, the faculty member contacts the student to discuss possible causes of the problem and potential solutions. A written retention/remediation plan is developed that specifies the academic steps the student must take to remain in the program and is placed in the student's official file. When a student retakes a course, the most recent grade and previous grade are computed in the GPA. Students who are unable to maintain satisfactory academic progress will be dismissed from the program.

### *CLO 2: Counselor Skills: Acquisition and Development*

At numerous points throughout the program, faculty will discuss counseling skill acquisition of each student. Skill development will be closely monitored. If the faculty concludes that a student is deficient in counselor skill development, a faculty member will contact the student to discuss the nature of the problem(s). A written retention/remediation plan is developed to remedy the problem(s) and is placed in the student's file. If, on subsequent review, the faculty members agree the student has made the progress expected, no further action is taken. If the student does not make acceptable progress, he/she/they may be required to repeat the courses (please see the Unsatisfactory Evaluation Policy within the Fieldwork section of this handbook to see more information regarding repeating field courses). If, at this point, the student does not meet expectations, he/she/they may be dismissed from the program.

### *CLO 3: Self-Awareness and Professionalism*

Throughout the program, faculty members discuss each student's interpersonal skills as well as their awareness of and behaviors related to self-awareness and personal growth. Students who have personal characteristics, maladaptive coping skills or life circumstances that may be interfering with their progress in their respective program will be notified and asked to meet with their advisor or program faculty. When a student is identified due to interpersonal or ethical concerns, the faculty advisor contacts the student and provides feedback about the concerns. Students who engage in unethical and/or unprofessional practices may be required to develop a remediation plan or may be dismissed from the program. The student will typically have one semester to implement the plan and if successful the student will be allowed to continue in the program. If the issues are not resolved to the satisfaction of the program faculty, the student may be asked to interrupt his/her studies for up to a year to work on resolving the problem. Students may also be asked to withdraw from their respective graduate program. If a student is withdrawn from the program they would need to request reinstatement; the student must wait at least one year and must schedule an interview with the program director or the department chair to review the personal changes that have been made. Based on the review by the program faculty, the student may or may not be allowed to return to the program. Students may not be eligible for reinstatement due to faculty concerns regarding the student's readiness to make satisfactory progress through the program. These students will be notified that they must reapply to their respective graduate program and complete the entire admissions process.

### **Developmental Assessment Matrix Feedback**

Students who fall below standards (CLO 1-3) will meet with program faculty to review their progress. Faculty will make every attempt to work with students in a proactive, preventive manner in hopes of helping them move successfully through the program without interruption. Faculty are committed to providing support and specific mentoring to improve student achievement and assist students in developing the attitudes and behaviors that will lead to academic, personal and professional success. All students are encouraged to meet with program faculty throughout the semester to review their progress (Please see Appendix A).

### **Remediation Plan**

Students may be asked to meet with faculty for the purpose of receiving feedback on their progress meeting CLOs. A plan may be formed where students may need to conform to an internal behavioral plan and/or receive outside support based on an individual student's unique needs and circumstances. Remediation plans are faculty driven to ensure student success and maintain the integrity of the program. Remediation plans are reviewed at the end of each semester. Failure to satisfy the requirements stipulated in a remediation plan may result in automatic dismissal from the program.

### **Appeal Process**

If at any point during the program a student wishes to appeal any decision made regarding their status, an appeal may be made in the following manner:

1. Students should approach faculty first with any concerns regarding their performance in a class or progress toward remediation plan.
2. If the student is not satisfied with the outcome of the faculty meeting, the student can meet with the Program Director and/or Chair.
3. If the student is not satisfied with the outcome of the Program Director and/or Chair meeting, the student can meet with the Dean of the College.

### **Matriculation/Graduation Requirements**

The following requirements must be met to successfully graduate the program:

- 1) Full admission to the program, including successful completion of any admission requirements (if admitted as provisional status).
- 2) Complete all required courses (at least 61 credits) with no lower than a B- and maintain a cumulative GPA of at least 3.0.
- 3) Pass all field courses (Practicum I/Practicum II/ Internship) with a Satisfactory rating.
- 4) Complete all required direct and indirect hours within Practicum I, II and Internship (see required hours listed in the Field Courses section of the handbook).
- 5) Complete all required supervision hours within Practicum I, II and Internship.
- 6) Complete all requirements within six years.
- 7) Complete the Counselor Preparation Comprehensive Examination (CPCE) and address any potential remediation projects resulting from raw score lower than 75.

**APPLY TO GRADUATE:** Students who meet graduation requirements are not awarded the Master's degree automatically. In order to be awarded a degree, students must have a graduation application on record through the Student Hub. Students who anticipate completing all of the above matriculation requirements within two semesters can apply for graduation. A graduate graduation checklist can be found on The Office of the Registrar website. Please contact The Office of the Registrar if you have further questions.

### **Written Endorsement Policy**

While faculty welcome the invitation to provide letters of recommendation for licensure, certification, and professional positions, recommendations will not be given for positions outside the program and/or expertise of the student. Faculty will also not give recommendations if the student is believed to not be qualified or fit position requirements.

## **Fieldwork: Practicum and Internship**

### **Introduction**

This section of the handbook includes requirements and procedures for Practicum and Internship students within the counseling training clinic as well as on location at community agencies. The primary purpose of this section of the handbook is to enhance as well as formalize the Practicum and Internship process for faculty, counselors in training, practicum supervisors, and site supervisors. Requirements within this section of the handbook are based on guidelines set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American Counseling Association (ACA), Colorado

licensure requirements, the Office of Behavioral Health (OBH) requirements, National Addiction Studies Accreditation Commission (NASAC) requirements, as well as the National Board for Certified Counselors (NBCC) standards.

### **Liability Insurance**

Internship and practicum are especially demanding courses that require students to be advanced enough in their skills to counsel individual and group clients ethically, effectively, and professionally. Students are required to obtain Professional Liability Insurance before seeing clients within Practicum and Internship classes. This may be obtained at student rates through a professional organization such as the ACA: <https://www.counseling.org/membership/liability-insurance>

### **Terminology**

**Practicum student:** A student who has met all the requirements and prerequisites to be eligible for a practicum course, is in good standing with the department, is enrolled in a practicum course, and has active professional liability insurance.

**Internship student:** A student who has met all the requirements and prerequisites to be eligible for an internship course, is in good standing with the department, is enrolled in an internship course, and has active professional liability insurance.

**Site Supervisor:** A licensed mental health counselor who has at least two years post-masters experience as well as training in supervision. In order to collect hours for the Licensed Addiction Counselor (LAC) credential, students must also seek out a supervisor who has an LAC. Site supervisors conduct weekly one hour face to face clinical supervision, as well as evaluation, oversight, and mentoring to the practicum student.

**Faculty Supervisor:** A MSU Denver faculty member who is the main point of contact for both the site supervisor and field student. Faculty supervisors conduct site visits as well as conduct on average 1.5 hours of group supervision weekly. Faculty supervisors will also conduct one hour of face-to-face individual or triadic supervision to practicum and internship students enrolled in Practicum I. Faculty Supervisors will also observe Practicum I students live in the counseling training clinic, evaluate students, give feedback, as well as teach the didactic portion of the Practicum I course.

**Field Agreement:** Formal documents established and signed between MSU Denver, the field student, and the student's field site. This legal document lists expectations of all parties and acts as the formal agreement for services provided by the field student, site, site supervisor, and faculty supervisor.

**Training Clinic:** The MSU Denver Human Services and Counseling department master's student counseling training clinic located in West Classroom in which students will see clients while receiving live supervision by their faculty supervisor.

**Direct Hours:** CACREP states direct services include supervised counseling, consultation, or related professional skills with actual clients. All of the above must involve interactions with clients. The following experiences count as direct counseling hours: individual counseling (personal, social, occupational), group counseling (co-leading, leading, can be psychoeducational), intake counseling, testing, consultation (as the consultant).

**Indirect Hours:** CACREP states indirect services include tasks and experiences completed that contribute to the client treatment and/or the student's development as a counselor. Indirect hours cannot include travel time. The following experiences count as indirect counseling hours: supervision (individual, triadic, group), case conferences, staff meetings, record keeping/documentation, treatment planning, case management without client present, site training, session preparation.

**Individual/Triadic Clinical Supervision:** CACREP standards require weekly hour long individual/triadic supervision is required for all field experiences. In Practicum I students will be supervised weekly by their faculty supervisor. In Practicum II and Internship, weekly supervision will be provided by the student's site supervisor.

**Group Supervision:** CACREP standards require students in all field experience engage in one and a half hours of group supervision on average each week by a faculty supervisor. This supervision may be done in intensive formats (three hours every other week) or weekly installments (one and a half hours a week). Attendance in group supervision is mandatory and must be made up if missed. Group supervision cannot take the place of individual/triadic supervision. Group supervision must include a faculty supervisor and more than two counseling students.

### Field Courses

**Practicum BHAM 5020 and 5021:** This 100-hour practicum entails 40 hours of direct experience across two practicum classes and offers students a supervised counseling experience for the development of individual and group counseling skills. Emphasis is placed upon the application of concepts, skills, and principles learned in previous coursework. In practicum, students will participate in seminars and in individual and group supervision. Students must meet or exceed expectations for CLOs 1,2, and 3 to be able to register for BHAM 5021. Satisfactory grades in BHAM 5020 and BHAM 5021 are required for successful progression to BHAM 5031, Internship.

**Internship I BHAM 5031 (required):** This 600-hour (240 hours direct) internship (which can be taken over 2 semesters) provides the opportunity to practice and provide a variety of counseling related activities in a substance use disorder treatment setting. This internship will emphasize providing clinical services to clients and includes seminars, individual, and group supervision. Students must meet or exceed expectations for CLOs 1,2, and 3 to be able to register for BHAM 5031.

**Internship II BHAM 5041 (optional):** This 600-hour internship (which can be taken over 2 semesters) provides the opportunity to practice and provide a variety of counseling related activities in a clinical mental health setting. This internship will emphasize providing clinical services to clients and includes seminars, individual, and group supervision. Students must meet or exceed expectations for CLOs 1,2, and 3 to be able to register for BHAM 5041.

### Unsatisfactory Evaluation Policy

Should students earn an unsatisfactory rating during a field course experience, students may retake one field course, one time across the lifetime of their program, at the discretion of the master's program faculty. Additionally, upon earning an unsatisfactory rating in a field course, per the discretion of the master's program faculty, students may need to take a semester between field experiences for the purpose of personal and clinical development. Additionally, if an unsatisfactory rating is earned in a field course, students will work directly with master's program faculty on a remediation plan to further support personal and clinical

growth. See Appeal Process in handbook for further details on how to appeal an unsatisfactory evaluation.

### **Sobriety Requirements**

During all hours that a student is engaged as their role as a counselor-in-training/MSU master's student, they will not be in possession of or under the influence of any substances, including but not limited to alcohol, marijuana, controlled substances, or mind-altering substances. Moreover, prescribed medications shall not be misused. Please see regulatory board and licensure requirements regarding additional sobriety requirements.

### **Confidentiality**

Students are expected to honor confidentiality throughout all their coursework within the program. Due to some self-disclosure that may take place, especially during roleplays, confidentiality is required for students to feel comfortable sharing vulnerabilities when appropriate. Moreover, confidentiality is required during field courses, as students will be working with real clients and discussing cases during group and triadic supervision, as well as within the counseling training clinic. Confidentiality/HIPAA compliance must be maintained across any personal documents or notes, including but not limited to paper documents, video/sound recordings, electronic files relating to work with clients.

### **Dual Relationships**

There is a possibility you may be assigned a client with whom you interact in another capacity. We encourage students to avoid the confusion that could be caused by a dual relationship by informing supervisors in order to switch clients. If the student is unaware of the dual relationship prior to meeting with the client, students are encouraged to have a conversation with their client regarding their dual relationship and the transfer to a new Counselor-in-Training (CIT).

### **Documentation**

Best practices suggest clinicians complete progress notes immediately after or within 24 hours of client sessions. Students are required to complete documentation on campus within the Human Services and Counseling Training Clinic when in Practicum I. Students will not be able to access clinic software off campus. Students must follow field site guidelines regarding documentation within their Practicum II and Internship experiences.

### **Felony/Misdemeanor Convictions**

While we do not automatically disqualify students who have a criminal record, students who are actively on probation or parole are not eligible for field placement. Students who have previous convictions for misdemeanors or felonies may find it difficult to obtain a field placement, and/or future employment or state licensure, depending on the conviction. Most internship agencies will require students to undergo fingerprint checks, and some require more extensive background checks. A history of felony or misdemeanor convictions may present a barrier to acceptance by any site and this may inhibit the student from completing the degree requirements. Even when a student's criminal record has been expunged, information may emerge during a check, and may become an issue in placement and/or licensure. Students should be prepared to discuss their backgrounds in the context of how they have grown and changed. Students are encouraged to discuss these matters with the faculty prior to placement so that they may be referred to agencies more likely to accept them and may receive guidance in discussing their backgrounds with potential internships sites.

### **Practicum I Experience**

Practicum I takes place within the Human Services and Counseling Counselor Training Clinic. Students enrolled in Practicum I will engage in 1 hour a week of individual/triadic supervision with their faculty supervisor as well as time in the campus training clinic providing direct client services. On average an hour and a half each week will be spent in group supervision with their faculty supervisor and peers. Students will provide direct service to clients under live supervision from their faculty supervisor. Students enrolled in Practicum I will also watch their peers engaging in direct service with clients and will provide constructive feedback to one another.

### **Practicum II Experience**

Practicum II takes place in the field. Students will choose a field placement from a list of approved sites. If students choose a site that is not on the approved site list, students must reach out to the Field Director and Clinical Director to begin the approval process with a new site. Students enrolled in Practicum II will engage in 1 hour a week of individual supervision with their site supervisor. Students will also meet on average 1 and a half hours per week (3 hours every other week) with a faculty supervisor for group supervision. Students will provide direct service to clients through a variety of modalities and engage in a variety of counseling activities, depending on what their site has to offer. Students enrolled in Practicum II will also present a HIPAA compliant recording of at least one counseling session to be reviewed by both their site supervisor and faculty supervisor for the purpose of receiving feedback. 100 hours, 40 of which are direct, must be completed across Practicum I and II. Practicum hours must be completed within the parameters of the semester dates for which they're registered. Failure to do so will result in an "Unsatisfactory" grade, and the student will be required to retake the course.

### **Minimum Site Requirements for Practicum II**

Students must complete a minimum of 40 hours of direct service across Practicum I and II, for a total of 100 hours combined (both direct and indirect). Students will acquire both indirect and direct hours in their Practicum I experience, while the remainder of hours will be completed in Practicum II, thus Practicum II hour needs will vary student to student. Practicum sites must meet the following requirements:

1. A minimum of 70 on site hours, 32 of which need to be direct client hours
  - a. Only 50% of students' direct hours can be collected through telehealth (health and safety permitting) and telehealth sessions must be conducted on site
2. Minimum of 8 hours and maximum of 12 hours per week on site throughout the entirety of the semester
3. Minimum of one hour per week of individual/triadic supervision throughout the entire Practicum II experience by the on-site supervisor
4. Access to a variety of professional activities other than direct service
5. Access to a variety of client populations
6. Avoid dual relationships with counselor-in-training (CIT) ex: employment supervisor)
7. Opportunity for the Practicum student to record (audio and visual) interactions with clients for use in supervision
  - a. Site must provide a release for clients to sign
8. Opportunity for the Practicum student to access a variety of professional resources (assessment instruments, literature, referral information, etc.) under supervision.
9. A licensed counselor must be on site at all times if a student is seeing clients, their site supervisor

must be available at least by phone in case of emergency.

- a. Any telehealth services must be conducted with the student counselor on site (health and safety permitting)
10. Site supervisor must have relevant licenses (LAC, LPC, LCSW, LP, etc.) in addition to two years post Masters supervised counseling experience and required supervisory training.
- a. *HB20-1206 added additional minimal qualifications for clinical supervisors who hold an LPC. Beginning September 1st, 2021, LPCs providing clinical supervision must also meet what CCA is calling the 3-3-4 Rule:*
    - i. **Three** years *OR* 3,000 hours post-degree clinical expertise as a counselor;
      1. Your 2,000 post-degree hours earned towards your LPC can be included in the 3,000-hour requirement;
    - ii. **Three** Professional Development Hours, as defined in Rule 1.18, specific to clinical supervision, each renewal period;
    - iii. **AND**, you must complete **ONE** of the following **four** options:
      1. *Option 1: A minimum two-credit-hour graduate-level course on clinical supervision from a CACREP accredited or equivalent program;*
      2. *Option 2: The Approved Clinical Supervisor, or the ACS, from the Center for Credentialing and Education (CCE).*
      3. *Option 3: A doctorate degree in Counselor Education and Supervision from a CACREP accredited or equivalent program (or a counseling doctorate that has a supervision component).*
      4. *Or Option 4: A minimum six-clock hour training that covers seven content areas: Role and functions of clinical supervisors; Models and methods of clinical supervision; Supervisory relationship issues; Cultural issues in clinical supervision; Group supervision; Legal and ethical issues in clinical supervision; and Evaluation of supervisee competency and the supervision process.*

### **Internship Experience**

Internship takes place in the field and is often at the same site as the Practicum II experience. Students will choose a field site that meets the minimum requirements listed below. Students can choose from a list of approved sites, and if students choose a site that is not on the approved site list, students must reach out to the Field Director and Clinical Director to begin the approval process with a new site. Students enrolled in Internship will engage in 1 hour a week of individual supervision with their site supervisor. Students will also meet on average 1 and a half hours per week (3 hours every other week) with a faculty supervisor for group supervision. Students will provide direct service to clients through a variety of modalities and engage in a variety of counseling activities, depending on what their site has to offer. Students enrolled in Internship will also record at least one counseling session to be reviewed by both their site supervisor and faculty supervisor for the purpose of receiving feedback. Students must gain experience in leading and/or co-leading at least 30 hours of group therapy during their field experiences, in either Practicum II, Internship, or during both experiences. 600 hours, 240 of which are direct, must be completed during Internship, within the parameters of the semester dates for which they're registered. Failure to do so will result in an "Unsatisfactory" grade, and the student will be required to retake the course. Internship can be

taken full time during one semester (40 hours per week and 6 credits), or part time across two semesters (20 hours per week and 3 credits).

### **Minimum Site Requirements for Internship**

The hours accumulated in internship must equal at minimum 240 hours of direct service with a total of 600 hours. Internship can be taken across two part-time semesters (3 credits) or in one full-time semester (6 credits). Internship sites must meet the following requirements:

1. Access to a minimum of 240 direct client hours (across one or two semesters)
  - a. Only 50% of students' direct hours can be collected through telehealth (health and safety permitting) and telehealth sessions must be conducted on site
2. A minimum of 600 on-site hours (indirect and direct)
3. Minimum of one hour per week of individual/triadic supervision throughout the entire Internship experience by the on-site supervisor
4. Access to a variety of professional activities other than direct service
5. Access to a variety of client populations
6. Avoid dual relationships with CITs (ex: employment supervisor)
7. Opportunity for the Internship student to record (audio and visual) interactions with clients for use in supervision
  - a. Site must provide a release for clients to sign
8. Opportunity for the Internship student to access a variety of professional resources (assessment instruments, literature, referral information, etc) under supervision.
9. Opportunity for the Internship student to lead or co-lead a counseling (can be psychoeducational) group.
10. A licensed counselor must be on site at all times if a student is seeing clients, their site supervisor must be available at least by phone in case of emergency.
  - a. Any telehealth services must be conducted on site
11. Site supervisor must have relevant licenses (LAC, LPC, LCSW, LP, etc) in addition to two years post Masters supervised counseling experience and required supervisory training.
  - a. *HB20-1206 added additional minimal qualifications for clinical supervisors who hold an LPC. Beginning September 1st, 2021, LPCs providing clinical supervision must also meet what CCA is calling the 3-3-4 Rule:*
    - i. **Three** years **OR** 3,000 hours post-degree clinical expertise as a counselor;
      1. Your 2,000 post-degree hours earned towards your LPC can be included in the 3,000-hour requirement;
    - ii. **Three** Professional Development Hours, as defined in Rule 1.18, specific to clinical supervision, each renewal period;
    - iii. **AND**, you must complete **ONE** of the following **four** options:
      1. *Option 1: A minimum two-credit-hour graduate-level course on clinical supervision from a CACREP accredited or equivalent program;*
      2. *Option 2: The Approved Clinical Supervisor, or the ACS, from the Center for Credentialing and Education (CCE).*
      3. *Option 3: A doctorate degree in Counselor Education and Supervision from a CACREP accredited or equivalent program (or a counseling doctorate that has a supervision component).*

4. *Or Option 4: A minimum six-clock hour training that covers seven content areas: Role and functions of clinical supervisors; Models and methods of clinical supervision; Supervisory relationship issues; Cultural issues in clinical supervision; Group supervision; Legal and ethical issues in clinical supervision; and Evaluation of supervisee competency and the supervision process.*

#### **Appropriate Disclosure Forms and Releases**

Field sites are expected to provide forms with appropriate disclosure and releases for students to use with clients, including consent to treat. These forms need to disclose the student's status as an intern and request permission to audio/video record sessions for training purposes, which may include other CITs, supervisors, and faculty viewing the recording. This disclosure form also must include how and when recordings will be destroyed.

#### **Group Hours Requirement**

In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group (12 step groups are not included) at their field placement. Students must complete *a minimum of 30 hours* of group work across their Practicum II and Internship experiences.

#### **Selection of Field Placement**

Students may choose to stay at the same site for both Practicum II and Internship, or may choose to have two separate site experiences. Practicum II and Internship students are responsible for obtaining an approved field placement site by the beginning of the semester as outlined by the fieldwork faculty and staff. Students are required to consult with the Field Director regarding placement at potential sites. All students must be interviewed by their placement site prior to commencing counseling. This interview is intended to ensure that all trainees are prepared and well-suited for counseling at the assigned site. If students are denied a site placement after an interview, they will be required to obtain a different approved site and interview within the allotted time frame. Students who do not have a site within the required timeframe will be unable to enroll in BHAM 5021, BHAM 5031, BHAM 5041. Students who do not obtain a placement will need to maintain contact with fieldwork faculty and staff in order to register for BHAM 5021, BHAM 5031, or BHAM 5041 the following semester. **A "Satisfactory" grade for BHAM 5021, BHAM 5031, and/or BHAM 5041 is required for successful completion of the program.**

#### **Distance Restriction**

Practicum II and Internship sites must be within 60 miles of the MSU Denver campus. Students who wish to arrange a Practicum II and/or internship site outside of the 60 mile radius must submit a Distance Restriction Exception Request (example form in Appendix C, actual form to be found in Sonia) and justification to the Field Director to be reviewed by the field team. Enough notice must be given for thorough field team consideration and approval of the site. Students who wish to arrange an Internship site out of state must follow the above procedure. If approved, students must sign a waiver (example form in Appendix D, actual form to be found in Sonia) acknowledging that pursuing a field placement outside of Colorado could affect future licensure requirements both within and outside of the state of Colorado. Moreover, students must note that some field classes may be held fully in person with no option to attend remotely. Out of state Practicum II sites are not permitted.

### **Site Supervisor Requirements**

Site supervisors **must** hold an LAC and may have an additional mental health professional license (LPC, LP, LCSW, LMFT, etc); must have completed appropriate supervisory training; must have an awareness of program requirements, expectations, and procedures for evaluating students; must agree to review students' session recordings and provide feedback; must provide a minimum of 1 hour per week of individual/triadic supervision throughout the entire Practicum II and Internship experience.

### **Concurrent Employment**

Students are allowed to have their Practicum II and Internship site placements within their current place of employment as long as the placement meets the established requirements. In order to avoid dual relationships, in compliance with ACA and NADAC ethical codes, students will need to switch roles within their current place of employment and take on new responsibilities to meet the needs of their field experiences. Because students are pursuing education related to professional counseling, in most cases, current employment positions will not meet the requirements for field experiences, as a Master's degree in counseling education is required to do the clinical work outlined in the site placement requirements. Students are also required to have a separate clinical supervisor than their current employment supervisor, in order to avoid dual relationships. Moreover, in order to have your Practicum II and/or Internship experience at your place of employment, you must submit the Concurrent Employment Form (example form in Appendix F, actual form to be found in Sonia) in advance to the Field Director to be reviewed by the field team.

### **Counseling Between Semesters**

Students enrolled in Practicum II and/or Internship may, with the consent of their site supervisor, continue to provide services at their field placement between semesters. Students acknowledge hours collected between semesters will **not** count towards their field hours, due to the lack of group supervision provided by a faculty supervisor (regardless of supervision being provided at the site). The following stipulations must be met in order to provide client services between semesters:

1. The student has completed all course requirements during the regular semester.
2. The site supervisor agrees to continue providing a minimum of 1 hour of individual supervision each week.
3. The student is enrolled in the subsequent term's internship (e.g., spring to summer, fall to spring)
4. The Practicum II and/or Internship experience continues at the same site.

### **Individual Supervision**

All students are required to engage in one hour per week of individual/triadic supervision throughout all field experiences. Students will keep track of supervision hours via their Hours Verification Forms (Appendix B and C, actual form found in Sonia).

- Practicum I: students will meet with their faculty supervisor for weekly individual/triadic supervision, in addition to weekly on campus group supervision with their faculty supervisor.
- Practicum II and Internship: students will meet with their site supervisor\* for weekly individual/triadic supervision, in addition to every other week on campus group supervision with

their faculty supervisor.

\*Students are required to have a separate clinical supervisor than their current employment supervisor, in order to avoid dual relationships.

### **Group Supervision**

Students are required to engage in an hour and a half per week (on average) of group supervision throughout the entirety of field experiences. These hours may be accumulated in intensive formats: three hours every other week, six hours once a month. Group supervision will be provided by faculty supervisors in classes with more than two field students. Students will keep track of supervision hours via their Hours Verification Forms (Appendix B and C, actual form to be found in Sonia).

### **Attendance Policy**

Attendance is mandatory for individual and group supervision across all field experiences. Any missed supervision time must be made up within two weeks.

### **Practicum I Documentation**

- Proof of Professional Liability Insurance
- Signed Hours Verification Form (example form in Appendix B, actual form to be found in Sonia)

### **Practicum II Documentation**

- Proof of Professional Liability Insurance
- Practicum Agreement (completed in Sonia)
- Signed Hours Verification Form (example form in Appendix B, actual form found in Sonia)
- Site Supervisor Evaluation of Student (completed in Sonia)
- Student Evaluation of Site (completed in Sonia)

### **Internship Documentation**

- Proof of Professional Liability Insurance
- Internship Agreement (completed in Sonia)
- Signed Hours Verification Form (example form in Appendix B, actual form found in Sonia)
- Site Supervisor Evaluation of Student (completed in Sonia)
- Student Evaluation of Site (completed in Sonia)

### **Comprehensive Exam**

As students near the completion of their program, they will be required to complete a comprehensive exam, the Counselor Preparation Comprehensive Examination (CPCE). Students whose CPCE raw scores fall below 75 will be required to complete additional remediation projects tailored to the sections in which they had a deficit, in order to further bolster student knowledge. These remediation projects will be developed at the discretion of faculty towards the benefit of student learning. The CPCE covers the eight core CACREP areas including assessment and testing, human growth and development, counseling relationships, ethical counseling practice, career development counseling, group counseling, research and program evaluation, and social and cultural diversity. The CPCE is a 160 multiple-choice examination to be completed within four hours. Students can prepare for the CPCE by reviewing their textbooks, reviewing CPCE preparatory resources (<https://study.com/academy/course/counselor-preparation-comprehensive-examination-cpce-exam-prep-study-guide.html>), and by utilizing NCE study guides.

## **Mandatory Reporting Policy**

### **Child abuse reporting:**

(See Colorado State Statutes or Colorado Department of Human Services web page for complete information) Title 19 of the Colorado Revised Statutes (C.R.S.) covers issues relating to the abuse and neglect of children. C.R.S. §19-1-103 Definitions defines the terms “abuse” and “child abuse or neglect” as used in Title 19. Instances of abuse include physical abuse like skin bruising, bleeding, malnutrition, burns, or fractures, and emotional abuse. Abuse also includes “any case where a child is subject to unlawful sexual behavior” C.R.S. §19-1-103(II). Article 3 of Title 19 covers dependency and neglect of a child. The statutes in Article 3 include C.R.S. §19-3-102 Neglected or dependent child which lists instances where a child is considered neglected or dependent, and C.R.S. §19-3-304 Persons required to report child abuse or neglect which lists persons required to report possible child abuse or neglect. Instances of neglect under C.R.S. §19-3-102 include when a parent/guardian abandons a child, where a child’s environment is injurious to his or her welfare, when a parent/guardian refuses to provide food, shelter, education, or medical treatment, or where a parent/guardian has subjected the child to continual abuse.

Persons required by law to report possible abuse under C.R.S. §19-3-304 include doctors, school personnel, social workers, mental health workers, and clergy members. Past child abuse (if the survivor is above 18) does not need to be reported unless the perpetrator has continued access to children, in which case it must be reported.

Child abuse can be defined as an act/omission that threatens a child’s health or warfare. Child abuse can be categorized in the following ways:

- Physical abuse: Non-accidental injury to a child that results in cuts, bruises, burns, broken bones, or death.
- Sexual abuse: Sexual activity between an adult and a child. Can include sexual assault, sharing pornographic images, sexual exploitation, or prostitution.
- Emotional abuse: Language/treatment directed towards a child for the purpose of the child feeling threatened, unwanted/unloved, threatening pet.
- Physical neglect: Failing to provide adequate food, shelter, medical care, clothing, or supervision to a child.

CITs are mandated reporters and thus must report suspected child abuse/neglect. The following procedures should be followed upon suspicion of child abuse/neglect:

Immediately inform your supervisor (faculty supervisor if in the campus training clinic, site supervisor if on site) of suspected child abuse/neglect. CITs will be required to make mandated reports, though they will be supervised and supported by faculty/site supervisors.

If child abuse/neglect is suspected, but the child is not in immediate danger (for example, you believe the child will be safe to go home with their caregivers), a report of suspicion must be made with 24 hours of learning of suspected abuse. Child abuse can be reported over the phone at 1-844-CO-4-KIDS (1-844-264-5437). Students are encouraged to consult client files during their call in order to provide accurate information such as home address, names of family members, etc. Students are also encouraged to have a pen and paper with them as they make their report in order to take down important information such as their representative name, time of phone call, case number, etc.

All telephone reports of child abuse/neglect must be documented in the client's file. If the report occurs during Practicum I, students must document their report phone call on ClinicNote via the Critical Incident Form (example form in Appendix E, actual form found in Clinic Note). If the report is made during Practicum II/Internship, students must follow the reporting guidelines of their site.

In the event you feel it is unsafe for the child to go home with their caregivers, students should call law enforcement to report their concerns.

### **Elder Abuse Reporting**

(See Colorado State Statutes or Colorado Department of Human Services web page for complete information) In 2013, the Colorado Legislature adopted a new statute, which requires the reporting of abuse and exploitation of elders, 70 years of age or older. The mandated reporters of elder abuse include physicians, medical doctors, registered nurses, psychologists, mental health professionals, and hospital personnel, as well as long-term care facility personnel engaged in the admission, care, or treatment of patients. Other professionals who must report elder abuse pursuant to this statute include dentists, law enforcement personnel, court-appointed guardians and conservators, pharmacists, Community-Centered Board staff, personnel of banks, savings and loan associations, and other financial institutions, caretakers at care facilities and caretakers who provide home healthcare.

The types of abuse/exploitation of elders (70 years of age or older) which must be reported:

- Abuse can be defined as the “non-accidental infliction of bodily injury, serious bodily injury, or death; confinement or restraint that is unreasonable under generally accepted caretaking standards; sexual conduct or contact; and caretaker neglect.”
- Exploitation can be defined as an act/omission committed by a person who “uses deception, harassment, intimidation, or undue influence to permanently or temporarily deprive and at-risk elder of the use, benefit, or possession of his or her money, assets or property”; or who, in the absence of legal authority, “employs the services of a third party for the profit or advantage of the person or another person to the detriment of the at-risk elder”; or who “forces, compels, coerces, or entices an at-risk elder to perform services for the profit or advantage of the person or another person against the will of the at-risk elder”; or “misuses the property of an at-risk elder in a manner that adversely affects the at-risk elder’s ability to receive healthcare or healthcare benefits or to pay bills for basic needs or obligations.”
- Caretaker neglect can be defined as when “adequate food, clothing, shelter, psychological care, physical care, medical care, or supervision is not secured for an at-risk adult or an at-risk elder or is not provided by a caretaker in a timely manner and with the degree of care that a reasonable person in the same situation would exercise; except that the withholding, withdrawing, or refusing of any medication, any medical procedure or device, or any treatment, including but not limited to resuscitation, cardiac pacing, mechanical ventilation, dialysis, and artificial nutrition and hydration, in accordance with any valid medical directive or order or as described in a palliative plan of care shall not be deemed caretaker neglect.”

Reporting Procedures for Elder:

A person “who observes the abuse or exploitation of an at-risk elder or who has reasonable cause to believe that an at-risk elder has been abused or exploited or is at imminent risk for abuse or exploitation

shall report such fact to a law enforcement agency not more than 24 hours after making the observation or discovery.”

First, students must immediately report their suspicions to their faculty supervisor (if in Practicum I) or site supervisor (if in Practicum II/Internship). Reports will be made by students under the supervision and support of their faculty and/or site supervisors. Best practices for reporting elder abuse (after consulting with your supervisor) would be to disclose to the elder that a report will be made, given the elder is of sound mind. Students must carefully document information obtained concerning the abuse/exploitation reported, who witnessed the abuse/exploitation, as well as the name of the professional to whom the report was made. If students make this report during Practicum I, students must document the report via Critical Incident Form within ClinicNote. Students in Practicum II/Internship must follow site guidelines for the reporting and documenting of elder abuse.

Elder abuse can be reported at 720-944-4DHS (4347).

### **Danger to Self or Others Reporting**

C.R.S. 27-65-102(4.5) defines a person who is a “danger to self or others” as follows:

- a. With respect to an individual, that the individual poses a substantial risk of physical harm to himself or herself as manifested by evidence of recent threats or by attempts at suicide or serious bodily harm to himself or herself; or
- b. With respect to other persons, that the individual poses a substantial risk of physical harm to another person or persons, as manifested by evidence of recent homicidal or other violent behavior by the person in question, or by evidence that others are placed in a reasonable fear of violent behavior and serious physical harm to them, as evidenced by a recent overt act, attempt, or threat to do serious physical harm by the person in question.

If you suspect a client is a danger to themselves, you must assess for suicide risk, fill out a safety plan (found in ClinicNote if in Practicum I), and inform your supervisor (faculty supervisor in Prac I, site supervisor in Prac II/Internship) as soon as possible. If after assessing for suicide risk and contacting your supervisor you believe the client fits criteria for a report please dial 911. After the report is made, complete the Critical Incident Form (example form in Appendix E, actual form found in ClinicNote) (in Practicum I) or follow any site protocol (in Practicum II and internship).

If you suspect a client is a danger to others, you must assess for homicidal risk and inform your supervisor (faculty supervisor in Prac I, site supervisor in Prac II/Internship) as soon as possible. If after assessing for homicidal risk and contacting your supervisor you believe the client fits criteria for a report please dial 911. After the report is made, complete the Critical Incident Form (example form in Appendix E, actual form found in Clinic Note) (in Practicum I) or follow any site protocol (in Practicum II and Internship).

### **Critical Incident Reporting**

Upon learning of the occurrence of a critical incident, the CIT must immediately contact their supervisor (faculty supervisor in Prac I, site supervisor in Prac II/Internship) to report the incident. CITs must follow field site guidelines regarding critical incident reporting. If the critical incident occurred during the CIT’s Practicum I experience, students must fill out the Critical Incident Form (example form in Appendix E, actual form found in Clinic Note) to be reviewed by their faculty supervisor.

### Program Coursework Requirements

All students pursuing a Master’s Degree in the program must complete the following courses listed in the table below:

Course #	Required Counseling Core Courses	Credits
BHAM5001	Advanced Ethical Practice	3
BHAM5002	Social and Cultural Foundations (Multi-Cultural Counseling)	3
BHAM5003	Development Across the Lifespan	3
BHAM5004	Career Counseling Theories and Techniques	3
BHAM5005	Theory and Techniques of Helping Relationships	3
BHAM5006	Group Counseling Theory and Techniques	3
BHAM5008	Research and Evaluation	3
BHAM5009	Addiction Counseling, Intervention, and Prevention I	3
BHAM5010	Addiction Counseling, Intervention, and Prevention II	3
BHAM5011	Clinical Supervision and Advocacy	3
BHAM5012	Diagnosis and Treatment Planning	3
BHAM5013	Statistical Analysis	3
BHAM5014	Psychopharmacology, Neurobiology, and Infectious Diseases	4
BHAM5015	Family Systems and Addiction	3
BHAM5016	Trauma-Informed Care	3
BHAM5020	Practicum I	6
BHAM5021	Practicum II	3
BHAM5031	Internship I: Addiction Counseling	6
BHAM5041	Internship II: Counseling (elective)	6
	<b>Total</b>	<b>61</b>
	<b>Total with elective</b>	<b>67</b>

### Semester Credit Loads and Regulations

Six credit hours is considered full time enrollment for graduate students. The program is designed to be completed year-round, on either fulltime or a part-time basis. enroll in three (part time) or more credit hours each semester. The program is designed for students to be able to complete their degree within a five year time frame, most students will graduate sooner. Students must complete their degree within seven years. Students are responsible for understanding degree requirements based on their catalog year. If due to extenuating circumstance arise and you need to take classes part time, please reach out to your academic advisor.

## **Licensure and National Level Credentialing**

### **Notice about Eligibility for Licensure**

Students need to review the requirements for licensure as an LAC and an LPC as outlined by DORA. Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license. Licensure requirements are set by the State of Colorado and are not controlled by or affiliated with the MSU Denver and requirements can change at any time. For example, licensure requirements can include evidence of the right to work in the United States (e.g., social security number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure requirements. MSU will not refund tuition, fees, or any associated costs, to students who determine that they cannot meet or become ineligible to meet licensure requirements. Information concerning licensure requirements are available from the following websites:

Licensed Addiction Counselor: <https://dpo.colorado.gov/AddictionCounselor>

Licensed Professional Counselor: <https://dpo.colorado.gov/ProfessionalCounselor>

### **State Level Licensing**

#### **Licensed Addiction Counselor (LAC)**

Licensed addiction counselors. Based on education, training, knowledge, and experience, the scope of practice of a licensed addiction counselor includes behavioral health counseling and may include the treatment of substance use disorders, addictive behavioral disorders, and co-occurring disorders, including clinical evaluation and diagnosis, treatment planning, service coordination, case management, clinical documentation, professional and ethical responsibilities, education and psychotherapy with clients, family, and community, clinical supervisory responsibilities, and intervention. The State of Colorado requires 3000 hours of both direct and indirect client contact, the hours accrued during practicum and 27pportunit may apply to this total.

Licensed Addiction Counselor: <https://dpo.colorado.gov/AddictionCounselor>

#### **Licensed Professional Counselor (LPC)**

The “practice of licensed professional counseling” means the application of mental health, psychological, or human development principles through cognitive, affective, behavioral, or systematic intervention strategies that address wellness, personal growth, or career development, as well as pathology. A licensed professional counselor may render the application of these principles to individuals, couples, families, or groups. The State of Colorado requires 2000 post-graduate direct client contact hours; the hours accrued during practicum and 27pportunit DO NOT apply to this total.

Licensed Professional Counselor: <https://dpo.colorado.gov/ProfessionalCounselor>

### **OTHER STATES**

Individuals earning a Master’s Degree in Counseling from MSU Denver who plan to live in a state other than Colorado may or may not meet most or all of the qualifications to become licensed (LAC, LPC or equivalent) in another state, territory, or country as licensing requirements vary. For more information on professional counseling licensure in other states, one should contact the statelicensing board directly. NAADAC and the American Counseling Association have lists of designated licensing boards for each state.

### **National Credentials**

#### **Master Addiction Counselor (MAC)**

The MAC credential is not required for independent practice and is not a substitute for the legislated state licenses and credentials. However, those who hold the national credential appreciate the 27pportunity to demonstrate that they have met high national standards developed by their peers and

not legislators.

NAADAC Website: <https://www.naadac.org/>

Link to MAC Credential: <https://www.naadac.org/mac>

### **National Certified Counselor Credential (NCC)**

The NCC credential is not required for independent practice and is not a substitute for the legislated state licenses and credentials. However, those who hold the national credential appreciate the opportunity to demonstrate that they have met national standards developed by counselors, not legislators (NBCC, 2003).

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

Link to NCC Credential: <http://www.nbcc.org/cert/ncc.htm>

### **Professionals Associations and Groups**

Professional associations for Licensed Addiction Counselors and Licensed Professional Counselors exist at the national, state, and local levels. Students are encouraged to become members of professional associations that are appropriate for their area of specialization and professional development.

### **National Professional Associations**

#### **The Association for Addiction Professionals (NAADAC)**

NAADAC, the Association for Addiction Professionals, represents the professional interests of more than 100,000 addiction counselors, educators and other addiction-focused health care professionals in the Credited States, Canada and abroad. NAADAC's members are addiction counselors, educators and other addiction-focused health care professionals, who specialize in addiction prevention, treatment, recovery support and education. An important part of the healthcare continuum, NAADAC members and its 47 state and international affiliates work to create healthier individuals, families and communities through prevention, intervention, quality treatment and recovery support. Student membership to NAADAC is available and includes a subscription to the *Advances in Addiction & Recovery* (monthly paper)

Contact NAADAC at:

American Counseling Association

44 Canal Center Plaza, Suite 301

Alexandria, Virginia 22314

Toll Free: 703-741-7686

Fax: 703-341-7698 or online at: <https://www.naadac.org/>

#### **American Counseling Association (ACA)**

The American Counseling Association is the world's largest association exclusively representing Licensed Addiction Counselors in various practice settings. ACA is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession, and has been instrumental in setting professional and ethical standards for the counseling profession at large.

Divisions. Student membership to ACA are available and includes a subscription to the *Journal of Counseling and Development* (issued quarterly) and *Counseling Today* (monthly paper).

Contact ACA at:

American Counseling Association

5999 Stevenson Avenue

Alexandria, Virginia 22304-3300

Toll Free: 800-347-6647 Fax: 703-823-0252

or online at: <http://www.counseling.org>

## **State Professional Associations**

### **Colorado Association for Addiction Professionals (CAAP)**

The Colorado Association of Addiction Professionals is an association of concerned and passionate professionals (behavioral health specialists in substance misuse and addictive behavior disorders, addictionologists, preventionists, recovery support specialists, DUI providers, criminal justice professionals, students, trainees, interns, peers, addiction detox -treatment – recovery organizations) seeking excellence in the quality of services provided to those struggling in our communities with substance misuse and addictive behavior disorders and/or co-occurring mental health and physical health disorders. CAAP accomplishes its mission through education, training, and advocacy.

Contact CAAP at:

PO Box 9384

Denver, CO 80209

Phone: 303-763-7198

Email: [info@caap.us](mailto:info@caap.us)

Or online at: <https://www.caap.us/caap>

### **Colorado Counseling Association (CCA)**

Colorado Counseling Association (CCA) is an active state branch of the 60,000 member American Counseling Association and is currently positioned as one of the country's leading professional membership organizations in the field of mental health, joined by the National Association of Social Workers – CO (NASWCO), the Colorado Association for Marriage and Family Therapists (COAMFT), and the Colorado Association for Addiction Professionals (CAAP).

Contact CCA at:

2855 N. Speer Blvd, Suite C

Denver, CO 80211

Or online at: <https://www.coloradocounselingassociation.org/cca/default.asp>

### **University Services and Opportunities For Students**

Several University offices join the Master of Science in Clinical Behavioral Health, emphasis in Addiction Counseling in an effort to provide services for the academic, economic, and personal needs of enrolled students. Individuals in the Library, CARE Team, Financial Aid Office, Career Center, and Center for Multicultural Excellence and Inclusion, etc., help facilitate students' successful completion of their studies.

### **University Library**

The Auraria library holds over one million volumes; thousands of maps, slides and pamphlets; and several million pieces of microforms and non-print media as well as subscriptions to some 4,000 technical and scholarly journals, magazines, and newspapers. Thousands of additional periodicals are available electronically. The Library Media Services Center provides individual listening and viewing for a large collection of videotapes, audiocassettes, 16mm films, CD-ROMs, compact discs, laserdiscs, filmstrips and slides.

The library is a depository for Colorado State publications and selected Credited States government materials. The Skyline (library) catalog and other databases are available on all floors as well as searchable remotely via the Internet. Each faculty member has access to library resources via their personal desktop or laptop computers, and students have access through the many computer labs on campus. Students may access the University's sophisticated and comprehensive *virtual library* via the University website or directly at <https://library.auraria.edu/>

Library hours are typically: Monday–Thursday, 7:30am–10:00 pm; Friday, 7:30 am–6:00 pm; Saturday, 9:00 am–5:00 pm; Sunday, 9:00 am–5:00 pm. The literature of Counseling is multi-disciplinary and therefore may be found in several Library locations. This guide is intended to aid in identifying and finding selected Counseling resources in Education/Psychology, Social Sciences, Science, and Humanities. The *Journal of Counseling and Development*, the primary publication of the American Counseling Association, is available in the library in both hard copy and in full-text, online, in several of our data base subscriptions. These include: EBSCOhost 7/1985–current; Infotrac 1/1993–current; ABI/Inform 1/94–current; and Social Science Abstracts 7/1999–current.

### **Career Center**

The Career Center helps students connect with local and regional employers in business, education, and government. On-campus interviewing, individual career counseling, small group workshops, a career library, computer-based career decision making, career awareness activities, and testing services are offered to currently enrolled and alumni students at MSU DENVER. The Center posts current part-time jobs including daily updates of clerical, sales, educational, and seasonal positions. Students seeking part-time employment are urged to stop by and view the board at any time. For more information, students may contact the Career Center in the Administration Building room 270, (303) 615-1133.

### **Financial Aid**

MSU DENVER makes every effort to ensure that any student who is accepted into the University can apply for financial aid. Student aid money comes from several sources: Federal and State government, the University, private individuals, and organizations. The Financial Aid Office provides financial assistance in the form of scholarships, loans, grants, and work-study employment. The objective of financial aid is to ensure that no eligible student is denied access to higher education due to financial circumstances.

Students may contact the Financial Aid Office for more information, Student Success Building room 130, (303) 556-8593. Financial aid information for graduate students is located at the following website:

<https://www.msudenver.edu/financialaid/graduate/#d.en.25957>

### **Health Center at Auraria**

Health Center at Auraria embraces a holistic and collaborative approach to healthcare by offering urgent care, primary care, preventive services, wellness education, violence support services, mental health, and counseling services to the Denver State campus community. The mission of Health Center at Auraria is to enhance students' educational experience by addressing health-related barriers to learning, enabling students to make informed health decisions, and promoting the seven dimensions of wellness – Intellectual, Emotional, Environmental, Physical, Career/ Financial, Spiritual, and Socio-Cultural. Health Center at Auraria offers quality healthcare provided by a multidisciplinary team of medical and mental health professionals dedicated to making healthcare accessible and affordable for students through ethically sound practice, confidentiality and integrity. All currently enrolled students who pay health fees are eligible to access services. Some fees do apply to specialty services, procedures, vaccines and supplies. Website:

<https://www.msudenver.edu/healthcenter/> Phone: (303) 615-9999

### **Services Provided**

- Acute Illness & Injury Care (non-work related)
- After Hours Nurse Advice
- Birth Control Methods/Supplies
- Counseling & Psychological Services
- Health & Wellness Promotion
- Immunizations
- Men's Health
- Pharmacy
- Pregnancy Testing with Counseling
- STD/STI Testing & Treatment
- Vision Care Center
- Well Woman Exams
- X-Ray and Lab Services

### **Center for Multicultural Excellence and Inclusion**

The Center for Multicultural Excellence and Inclusion was established to support your unique needs and to help you explore your cultural identity as you navigate your college journey! We can help connect you with the many resources MSU Denver has to offer including: mentorship programs, student organizations, and leadership opportunities focused on students of color. It is also a great place to meet new friends and find out more about our cultural programming, community building activities, and campus partnerships. For more information, contact the Student Success Building Room 237, (303) 605-7019.

Website: <https://www.msudenver.edu/cmei/>

### **Other MSU DENVER Services**

Information Technology Services:	303-352-7548
Auraria Early Learning Center:	303-556-3188
MSU Denver Catalog:	<a href="https://www.msudenver.edu/catalog/">https://www.msudenver.edu/catalog/</a>
Writing Center:	303-615-1888
Access Center-Student Disability Support Services:	303-615-0200
Auraria Police Department:	303-556-5000
Text-a-tip:	720-593-TIPS
Emergencies:	911

**APPENDIX A**  
**Developmental Assessment Matrix**

## Developmental Assessment Matrix

Semester:	Below Standard (Supporting Documentation Required)	Meets Expectations	Exceeds Expectations
<b>CLO 1: Counselor Knowledge and Academic Progress</b>	<b>GPA below 3.0 for the semester. If improvement is not demonstrated, faculty may require a formal meeting to discuss the student's progress. A remediation plan may be implemented.</b>	<b>GPA 3.0-3.8 for the semester. The faculty desires the student to continue to put forth the same or greater effort to meet benchmarks.</b>	<b>GPA 3.9-4.0 for the semester. The faculty desires the student to continue to put forth efforts to meet benchmarks.</b>
<b>CLO 2: Counselor Skills</b>  <b>*Students need to score meet/exceed expectations and be endorsed by faculty to enroll in practicum or internship</b>	<p><b>Did not demonstrate expected level of skills and/or accepting and implementing feedback.</b> The student does not demonstrate one or more of the following:</p> <ul style="list-style-type: none"> <li>• understanding of/ implementing clinical skills</li> <li>• documentation</li> <li>• appropriate and healthy involvement and expressions of affect flexibility</li> <li>• awareness of impact on others</li> <li>• appropriate interpersonal boundaries</li> <li>• acting in a professional manner</li> <li>• receiving feedback in an appropriate manner</li> <li>• openness to learning and new experiences</li> </ul> <p>The faculty desires the student to put forth greater effort to meet developmental benchmarks.  <b>The faculty may require a formal meeting to determine the student's readiness.</b>  <b>*Prior to practicum and internship, faculty will require a formal meeting to determine the student's readiness.</b></p>	<p><b>Demonstrated expected growth during the defined timeframe of study, as demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• understanding of/ implementing clinical skills</li> <li>• documentation</li> <li>• appropriate and healthy involvement and expressions of affect, flexibility</li> <li>• awareness of impact on others</li> <li>• appropriate interpersonal boundaries</li> <li>• acting in a professional manner</li> <li>• receiving feedback in an appropriate manner</li> <li>• openness to learning and new experiences</li> </ul> <p>The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks.  <b>The faculty has endorsed the student for Practicum or Internship.</b></p>	<p><b>Exceeded expectations for growth during the defined timeframe of study, as demonstrated by a high degree of:</b></p> <ul style="list-style-type: none"> <li>• understanding of/ implementing clinical skills</li> <li>• documentation</li> <li>• appropriate and healthy involvement and expressions of affect, flexibility</li> <li>• awareness of impact on others</li> <li>• appropriate interpersonal boundaries</li> <li>• acting in a professional manner</li> <li>• receiving feedback in an appropriate manner</li> <li>• openness to learning and new experiences</li> </ul> <p>The faculty commends the student for their exceptional effort to meet developmental benchmarks.  <b>The faculty has endorsed the student for Practicum or Internship.</b></p>

<p><b>CLO 3: Self-awareness and Professionalism</b></p> <p><b>*Students need to score meet/exceed expectations and be endorsed by faculty to enroll in practicum or internship</b></p>	<p><b>Did not demonstrate expected level of skills and/or accepting and implementing feedback.</b> The student does not demonstrate one or more of the following:</p> <ul style="list-style-type: none"> <li>• practice self-care</li> <li>• interact in a professional manner with peers, faculty, staff, or clients, including diverse populations</li> <li>• resolve conflicts in an appropriate manner</li> <li>• demonstrate ethical decision making</li> <li>• receives feedback in an appropriate manner</li> <li>• openness to learning and new experiences</li> </ul> <p>The faculty desires the student to put forth greater effort to meet developmental benchmarks.  <b>The faculty may require a formal meeting to determine the student's readiness.</b>  <b>*Prior to practicum and internship, faculty will require a formal meeting to determine the student's readiness.</b></p>	<p><b>Demonstrated expected growth during the defined timeframe of study.</b>  The student demonstrates the following:</p> <ul style="list-style-type: none"> <li>• practice self-care</li> <li>• interact in a professional manner with peers, faculty, staff, or clients, including diverse populations</li> <li>• resolve conflicts in an appropriate manner</li> <li>• demonstrate ethical decision making</li> <li>• receives feedback in an appropriate manner</li> <li>• openness to learning and new experiences</li> </ul> <p>The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks.  <b>The faculty has endorsed the student for Practicum or Internship.</b></p>	<p><b>Exceeded expectations for growth during the defined timeframe of study.</b>  The student highly demonstrates the following:</p> <ul style="list-style-type: none"> <li>• practice self-care</li> <li>• interact in a professional manner with peers, faculty, staff, or clients, including diverse populations</li> <li>• resolve conflicts in an appropriate manner</li> <li>• demonstrate ethical decision making</li> <li>• receives feedback in an appropriate manner</li> <li>• openness to learning and new experiences</li> </ul> <p>The faculty commends the student for their exceptional effort to meet developmental benchmarks.  <b>The faculty has endorsed the student for Practicum or Internship.</b></p>
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**APPENDIX B**

**Hours Verification Form**

## Hours Verification Form

Student Name:	
Faculty Supervisor:	
Site Name:	
Site Supervisor:	
Semester:	
Course:	

Direct Contact	Hours
Individual Counseling	
Group Counseling	
Couple/Family counseling	
Psychoeducation with clients, family, or community members	
Consultation	
Clinical Screening/Assessment	
Clinical Discharge/Discharge planning	
Other (Specify)	
<b>Total Direct Client Hours</b>	

Indirect Contact	Hours
Individual Supervision	
Triadic Supervision	
Group Supervision	
Planning/Preparation	
Record keeping/Documentation	
Service Coordination	
Other (Specify)	
<b>Total Indirect Client Hours</b>	
<b>Total Hours Combined for Semester</b>	

Required Signatures

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Faculty Supervisor

\_\_\_\_\_

Date

\_\_\_\_\_

Site Supervisor

\_\_\_\_\_

Date

**APPENDIX C**

**Distance Restriction Exception Request**

## Distance Restriction Exception Request

Distance Policy in Student Handbook: Practicum II and Internship sites must be within 60 miles of the MSU Denver campus. Students who wish to arrange a Practicum II and/or Internship site outside of the 60-mile radius must submit an Exception Request and justification to the Field Director to be reviewed by the field team. Enough notice must be given for thorough field team consideration and approval of the site.

Students who wish to arrange an internship site out of state must follow the above procedure. If approved, internship students **must sign an additional waiver** acknowledging that pursuing a field placement outside of Colorado could affect future licensure requirements both within and without the state of Colorado. Moreover, students must note that some field classes may be held fully in person with no option to attend remotely. Out of state Practicum II sites are not permitted.

Student Name:

900#:

Name of proposed site:

Address of proposed site:

Distance of proposed site:

Reason for request (justification):

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This request has been approved \_\_\_\_\_

Student must work with MSU Denver master's faculty for next steps.

This request has been denied \_\_\_\_\_

Reason:

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Student Signature

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Field Director Signature

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Field Faculty Signature

Student Name

---

Field Director Name

---

Clinical Director Name

Date

---

Date

---

Date

DRAFT

**APPENDIX D**

**Out of State Internship Waiver**

## Out of State Internship Waiver

Field policy: All Practicum I experiences are held on campus. All Practicum II and Internship experiences must be held within 60 miles of the MSU Denver campus. Internship experiences outside of the state of Colorado *may* be considered by the master's committee. Be sure to review the program's Graduate Handbook for policies and procedures related to out of state Internship placements.

There are certain potential pitfalls associated with accruing hours for internship outside of Colorado. To help ensure you are fully aware of the risks and responsibilities you are requesting to undertake, please carefully read and initial each category.

I, \_\_\_\_\_, understand that by pursuing my internship for the Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling **outside of Colorado:**

### LAC

I may be forfeiting the opportunity to apply for a Licensed Addictions Counselor (LAC) in the State of Colorado or similar credentials in other states. It is my responsibility to know and understand state licensure requirements.

\_\_\_\_\_ Student's initials

### SITE VISITS

I understand that an MSU Denver faculty member will be unable to conduct in-person site visits which help ensure the appropriateness of placements.

\_\_\_\_\_ Student's initials

### SEMINARS

I understand that I will still be responsible for attending all group supervision meetings regardless of where my out-of-state placement is located. *I understand that I may be required to attend all group supervision meetings on campus, in person.*

\_\_\_\_\_ Student's initials

### LOAN FORGIVENESS

I recognize that I may be forfeiting the opportunity to participate in loan forgiveness programs as a result of doing internship out of state.

\_\_\_\_\_ Student's initials

**DOCUMENTING HOURS**

I understand that it is my responsibility to find a clinical supervisor who meets the following requirements:

- at least a master’s degree preferably in counseling or a related profession
- relevant certifications and/or licenses
- a minimum of 2 years’ post-master’s experience in the specialty area in which the student is enrolled
- knowledge of the program’s expectations, requirements, and evaluation procedures for students
- relevant training in counseling supervision
- meets the approval of the Field, Program, and Clinical Directors

\_\_\_\_\_ Student’s initials

**CLASS REQUIREMENTS**

I understand that I am responsible for completing all requirements for internship, including completion of hours, direct-client hours, supervision, co-leading group therapy, etc.

\_\_\_\_\_ Student’s initials

**HEALTH AND SAFETY**

I understand that I am responsible for maintaining the appropriate health insurance, professional liability insurance, and safety measures to help ensure a positive out-of-state internship experience.

\_\_\_\_\_ Student’s initials

_____	_____	_____
Student Signature	Student Name	Date
_____	_____	_____
Internship Faculty Signature	Internship Faculty Name	Date
_____	_____	_____
Field Director Signature	Field Director Name	Date
_____	_____	_____
Clinical Director Signature	Clinical Director Name	Date

This request has been approved \_\_\_\_\_

Student must work with MSU Denver master’s faculty for next steps.

This request has been denied \_\_\_\_\_

Reason:

DRAFT

**APPENDIX E**  
**Critical Incident Form**

## Critical Incident Report Form

Student Name:

Student ID:

Faculty/Advisor Name:

Employer/Agency Name (if applicable):

Name of client (if applicable):

Date and time of incident:

Description of incident:

Was law enforcement, child protective services, or elder protective services contacted? Y / N

If yes, with whom did you speak?

What was the response/recommendation?

What is the follow-up plan?

Supervisor comments/observations:

---

Student name

---

Signature

---

Date

---

Supervisor name

---

Signature

---

Date

---

Director Signature

---

Director Name

---

Date

DRAFT

**APPENDIX F**

**Concurrent Employment Form**

## Concurrent Employment Form

Student Name:

Student ID:

Faculty/Advisor Name:

Employer/Agency Name:

**Concurrent employment policy:** Students are allowed to have their Practicum II and Internship site placements within their current place of employment as long as the placement meets the established requirements. In order to avoid dual relationships, in compliance with ACA and NADAC ethical codes, students will need to switch roles within their current place of employment and take on new responsibilities to meet the needs of their field experiences. Because students are pursuing education related to professional counseling, in most cases, current employment positions will not meet the requirements for field experiences, as Master's in counseling education is required to do the clinical work outlined in the site placement requirements. Students are also required to have a separate clinical supervisor that their current employment supervisor, in order to avoid dual relationships. Moreover, in order to have your Practicum II and/or Internship experience at your place of employment, you must submit this form.

*This section to be completed by the student*

**List current job duties (or submit an updated and accurate job description):**

**List job duties to be added/that are different from current employment responsibilities:**



\_\_\_\_\_  
Clinical Director Signature

\_\_\_\_\_  
Clinical Director Name

\_\_\_\_\_  
Date

This request has been approved \_\_\_\_\_

Student must work with MSU Denver master's faculty for next steps.

This request has been denied \_\_\_\_\_

Reason:

DRAFT