



**Loras College Master of Arts
Clinical Mental Health Counseling (CMHC)**

**Student Handbook
2025-2026**

TABLE OF CONTENTS

	<u>Page</u>
I. INTRODUCTION	4
II. MISSION	5
Loras Mission Statement.....	5
Master of Clinical Mental Health Counseling Mission Statement	5
Program Student Learning Outcomes	5
Key Performance Indicators	5
III. ADMISSION REQUIREMENTS AND PROCEDURES.....	6
Application Process	6
Admission Requirements and Decision	7
Transfer Requirements.....	7
Program Fees	7
IV. STUDENT EVALUATION	8
Disposition Evaluations	8
Candidacy	8
Comprehensive Exams.....	9
Practicum	9
Internship	9
Satisfactory Academic Progress	10
V. ACADEMIC COMPONENTS	10
Academic Advising.....	10
Technology Resources and Competence Requirements	10
State Requirements for Licensure	11
Professional Counseling Organizations	12
Plan of Study.....	12
Clinical Mental Health Counseling Course Requirements	12
Course Descriptions	13
Program Graduation Requirements.....	19
Procedures for Recommending Students for Credentialing and Employment	20
VI. PRACTICUM AND INTERNSHIP	20
Application Process	20
Placement.....	20
Liability Insurance	21
Background Checks	21
Dismissal from Site.....	21
VII. RETENTION, REMEDIAL AND DISMISSAL PROCEDURES.....	21
Academic Probation Status	21
Remediation and Retention.....	21

	Dismissal Policy and Procedures	22
VIII.	APPEAL AND GRIEVANCE PROCEDURES.....	22
	Grade Appeal Process	22
	Academic Dismissal Appeal	24
	Grievance Policy and Procedure	25
IX.	LORAS COLLEGE POLICIES.....	27
	Non-Discrimination Policy	27
	Sexual Harassment Policy.....	28
	Additional Policies.....	28
X.	LORAS COLLEGE SERVICES	28
	Counseling Services.....	28
	Disability Services and Reasonable Accommodations.....	28
	Center for Student Empowerment and Success	29
XI.	MASTERS OF CMHC PERSONNEL	29
	Administration	29
	Faculty.....	29
	Students.....	31
XII.	APPENDICES	32
	A. Disposition Form	32
	B. Professional Competence and Ethics Policy.....	35
	C. Handbook Acknowledgment Form.....	38
	D. Acknowledgement Form of Intended State for Licensure	39

INTRODUCTION

In 1976, Monsignor Tim Gannon, who began the Psychology Department at Loras in the 1960's, proposed a Master's Program to train clinicians and meet the growing mental health needs of the local community. The program at Loras was officially established in 1978. It has continuously graduated well-trained master's level clinicians who work for Dubuque and the surrounding communities. Our graduates provide care for many different populations and work in diverse settings. Many of our alumni work with the economically disenfranchised, who seek mental health care but often struggle to attain access. Others apply their training in counseling to the fields of education, medicine, business, and administration. In every sense the Master's program has lived up to the compassionate vision of Msgr. Tim Gannon. Counseling is the only graduate program at Loras to remain in existence since its inception over 40 years ago. In the past, there has been both a general track (designed for those not interested in pursuing clinical work) and a Clinical track for those who desire a license as a Mental Health Counselor. In the mid 1990's the state of Iowa introduced a licensure certification for Mental Health Counselors. The Loras master's curriculum was altered to comply with the requirements for that licensure. In 2021, Loras aligned the curriculum with CACREP standards. The curriculum has been and is currently in compliance with these changes. Since the beginning of the state licensure option in Mental Health Counseling, the graduates of our program have been licensed without difficulty.

The MA Clinical Mental Health Counseling program is designed to offer active learning experiences through direct clinical training, required practicum/internship, research, and critical analysis of theory. As a program, we encourage students to reflect on the experiences of those they serve and increase self-understanding as it relates to their own work. Faculty emphasize the ethical principles of the profession and expect students to consistently embody these principles in their academic and clinical work. Collaborative relationships between students, faculty, and the community have and will continue to facilitate our success as a program. Faculty will provide a quality background in counseling and clinical mental health based on their experience in professional counseling and academia. This includes a focus on professional development, effective skill-building, community networking, access to the professional expertise of local practitioners, knowledge of current developments in the field of counseling, empirically supported pedagogies, and personalized advising. All alumni of the program will be prepared to apply counseling principles and skills to their field of choice. Students seeking licensure as mental health counselors will be trained in empirically supported treatments, which the proliferation of managed care has made an essential competency.

The purpose of this handbook is to inform you of the policies and procedures of our program. You are strongly encouraged to read this handbook several times each year. By reading this handbook, you become familiar with the roles and responsibilities that you have as a clinical mental health counseling student. Reading also decreases the chances of you violating the policies and procedures. Once you have read and understood this information, please sign the Student Handbook Acknowledgement form found in Appendix C. In addition to this handbook, CMHC students must also read and be familiar with the policies, procedures, and resources provided by Loras College, and those within the Loras College Graduate Student Bulletin.

MISSION

Loras Mission Statement

Loras, as a Catholic liberal arts college, creates a community of active learners, reflective thinkers, ethical decision-makers and responsible contributors in diverse professional, social and religious roles.

Master of Clinical Mental Health Counseling Mission Statement

Loras College Clinical Mental Health Counseling Master's Program develops versatile mental health counselors who are self-aware and constantly strive for ethical and multicultural competence to effectively contribute to the field in support of client well-being. Graduates engage in lifelong learning opportunities and self-care to foster their personal growth and professional development.

Program Student Learning Outcomes

1. Understand foundational aspects of professional counseling.
2. Understand and apply ethical principles to all work pertaining to clients at individual, group, and societal levels.
3. Demonstrate competency and awareness of one's own biases in addressing multicultural needs of clients.
4. Demonstrate competency in analysis of clients, including diagnosis, case conceptualization, and developmental considerations across the lifespan.
5. Demonstrate the capacity to apply and evaluate empirically supported strategies for specific types of therapeutic interventions targeted to work with individuals and groups.
6. Apply counseling theories to the practice of mental health counseling.
7. Demonstrate understanding of foundational components and application of individual and group approaches to assessment and evaluation.
8. Demonstrate ability to critique research and complete program evaluation.

Key Performance Indicators

Loras College Clinical Mental Health Counseling Faculty have chosen key performance indicators (KPIs) for each CACREP foundational curriculum area and the specialized practice area of Clinical Mental Health Counseling. Each of the KPIs will be assessed three times throughout the student's education. Courses where KPIs occur and the related assignments are indicated in the table below. Further information will be provided in course syllabi where the KPIs occur.

All students are expected to achieve an 83% or better on each KPI assessment. If this standard is not met, needs will be determined on an individual basis with respect to retention, remediation, and dismissal following the applicable policy.

Program Outcomes	AQIs 1-4	Key Performance Indicators (AQI, 1a)				
Program Objective Alignment for AQI	Mapped to Program Objective in Column A	Core Area	Indicator	Assessment #1-I	Assessment #2-R	Assessment #3-M
2. Understand and apply ethical principles to all work pertaining to clients at individual, group, and societal levels.	1c; 2a; 2b; 2c; 3 (all); 4	1. Professional Counseling Orientation and Ethical Practice	Students will apply ethical and legal standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (A.10.)	612-Ethics Application Paper	694-Case Presentation	698-Supervisor Evaluation
3. Demonstrate competency and awareness of one's own biases in addressing multicultural needs of clients.	1c; 2b; 2c; 3 (all)	2. Social and Cultural Diversity	Students will identify the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews (8.2)	635-Applied Case Study	637-Intersectionality Paper	698-Supervisor Evaluation
1. Understand foundational aspects of professional counseling.	2a; 2b; 2c; 4	3. Human Growth and Development	Students will identify systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (C.11.)	527-Exam-Case/Essay	696-Case Presentation	698-Supervisor Evaluation
5. Demonstrate the capacity to apply and evaluate empirically supported strategies for specific types of therapeutic interventions targeted to work with individuals and groups.	2a; 2c; 4	4. Career Development	Students will apply approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors (D.2.)	655-Book Report and Presentation	637-Intersectionality Paper	698-Supervisor Evaluation
6. Apply counseling theories to the practice of mental health counseling.	2a; 2c; 4	5. Counseling and Helping Relationships	Students will apply counseling strategies and techniques used to facilitate the client change process (E.10.)	647-Transcript #2	643-Research Presentation	698-Supervisor Evaluation
1. Understand foundational aspects of professional counseling.	*Duplicate*	6. Group Counseling and Group Work	Students will demonstrate and understanding of the dynamics associated with group process and development (F.2.)	643-Final Exam	535-Group Experience Paper	698-Supervisor Evaluation
4. Demonstrate competency in analysis of clients, including diagnosis, case conceptualization, and developmental considerations across the lifespan.	2a; 2b; 2c; 4	7. Assessment and Testing	Students will apply diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems (G.11.)	625-Case Studies	626-Case Studies	698-Supervisor Evaluation
8. Demonstrate ability to critique research and complete program evaluation.	2b; 2c	8. Research and Program Evaluation	Students will analyze the identification and evaluation of the evidence base for counseling theories, interventions, and practices (H.2.)	626-Diagnostic Process Presentation	605-Article Assignment	698-Supervisor Evaluation
		Entry-Level Specialized Practice Area				
7. Demonstrate understanding of foundational components and application of individual and group approaches to assessment and evaluation.	2a; 2c; 4	9. Clinical Mental Health Counseling	Students will apply intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (C.4.)	635-Applied Case Study	615-Initial Client Interview	698-Supervisor Evaluation

ADMISSION REQUIREMENTS AND PROCEDURES

Application Process

Application Procedures for Admission as a Degree Student

Applicants must submit the following application materials online at:

<https://www.loras.edu/apply/>

1. Completed Application for Admission to Graduate Program.
2. Official transcripts from each undergraduate and graduate institution attended.
3. Three (3) letters of recommendation. One (1) letter should be from a person capable of judging the applicant's academic potential.
4. A typewritten statement (not to exceed three double-spaced pages) responding to the following prompt: "Based on what you know about the counseling profession, describe the role of counselor self-awareness and growth, as well as how these characteristics impact the profession." This statement is an integral part of the application process.
5. Current résumé or CV.
6. A cumulative GPA of at least 2.75, or 2.9 on last 60 credits.
7. Minimum of 9 credits of behavioral science credits (undergraduate/graduate)

8. Applicants will be reviewed for fit for career goals, aptitude for graduate-level study for in-person education, and potential success in forming effective relationships with diverse populations.

Deadlines are as follows:

Fall enrollment — materials due by July 1

Spring enrollment — materials due by December 1

Summer enrollment — materials due by April 1

Admission Requirements and Decision

The ideal candidate for the MA Clinical Mental Health Counseling program will have a minimum of a 2.75 GPA, or 2.9 on last 60 credits, a minimum of 9 credits of behavioral science courses, and will have demonstrated relevant career goals, aptitude for graduate-level study in an in-person program, and potential success in forming effective counseling relationships with diverse populations.

We have rolling admissions for this program (up until the deadline), therefore after your online application is complete and verified, your file will be reviewed by the Program Director to determine whether to move forward with an interview. You will then be contacted with information about your next steps. After completion of your interview with two program faculty and/or graduate administrators (or after review of your file), you will be notified of an admission decision via email within two weeks.

Transfer Requirements

Up to 12 credits can be transferred from another institution for the MA Clinical Mental Health Counseling program. Courses in the counseling sequence (MHC 647 & MHC 649) as well as all practicum and internship courses must be completed at Loras College. The Program Director will determine eligibility of transfer courses.

Program Fees

Loras College Graduate Tuition and Fee information can be located at:

<https://www.loras.edu/tuition-fees/#graduate>

Additional Clinical Mental Health Counseling Program fees include a course fee for Social & Cultural Diversity to fund guest speakers, professional organization membership, student liability insurance during practicum and internship experiences, and comprehensive exam fees. The course fee is \$20 per student. Students will maintain a membership with the American Counseling Association during their time as a student. Fees are approximately \$105 per year. Insurance must be purchased prior to the start the start date of class for Practicum. Approximate costs for insurance are \$40 per year as a student. Prices are subject to change and are set by insurers. Comprehensive exam costs are for a practice exam for the NCMHCE, which is the exam necessary for licensure in Iowa. Approximate costs are \$130 for study materials and the

practice exam used for comprehensive exams. Prices are subject to change and are set by exam companies. The expense occurs during the Internship I experience.

Students may obtain a personal quote at liability insurance provider websites. Loras College does not endorse any particular provider.

STUDENT EVALUATION

Disposition Evaluations

Disposition evaluations will be completed at the end of each semester for all courses for all students. These evaluations will assess the appropriateness of the student's match with the profession and will be utilized in determining candidacy and eligibility for practicum and internship, amongst other criteria. It is expected that students achieve a rating of "Proficient" or "Advanced." An example of a disposition evaluation can be found in Appendix A.

Candidacy

Students who have been admitted as a degree-seeking student will be reviewed after the completion of at least 15 credits from Loras College, completion of MHC 647 and not more than 21 credits. This review will be conducted by faculty members in the CMHC program and will assess adequacy of academic performance as well as overall suitability of the student for work in the area of counseling which has been selected. Graduate faculty will make a decision regarding candidacy based on evidence from GPA, coursework, and disposition forms.

Students will automatically be considered for candidacy once reaching this credit range. Discussions of candidacy will occur in the Clinical Mental Health Counseling Graduate meeting after Fall and Spring semester grades are posted.

Students will be informed of decisions via letter within one week of that meeting.

A student will receive one of the following three decisions.

1. **Candidacy:** The student is fully accepted into the program and may proceed with further coursework and internship experiences.
2. **Candidacy Deferred:** The student may continue his/her coursework but will need to successfully address areas of concern raised by the faculty during the candidacy review. The student, upon addressing said concerns, must reapply for acceptance to candidacy within 6 months of notification of deferred status. If the student has successfully addressed the specified said concerns, he/she will be recommended for Candidacy.
3. **Candidacy Denied:** The student will be denied candidacy if he/she has demonstrated an inability to meet the academic standards of the program. This would be manifested in a GPA of under 3.0 for their graduate coursework. A student may also be denied candidacy if he/she demonstrates unethical behavior or a pattern of misbehavior or inappropriate behavior in his/her

dealings with classmates, professors, or clients. Denial of candidacy will result in the student's dismissal from the program.

Comprehensive Exams

Students will take a practice exam of the NCMHCE for their comprehensive exam. The exam will be taken during Internship I. The date for the exam will be provided in the syllabus and will occur outside of class. No exceptions are made for the date of the exam.

Those students who do not receive a passing score will be allowed to take one additional practice exam of the NCMHCE during Internship I. The date for the exam will be provided by the Program Director. No exceptions are made for the date of the exam. If the student fails the second practice exam, they will be allowed one opportunity to take a practice exam during Internship II. The date for the exam will be provided by the Program Director. No exceptions are made for the date of the exam.

A student will receive one of the following decisions:

1. Pass: The student is eligible for the MA CMHC degree at the successful completion of all required coursework.
 - a. Students who receive a passing score for the exam will be allowed to take the licensure exam early, prior to graduation, as granted by the Iowa Board of Behavioral Science. This will allow for easier employment opportunities.
2. Fail: The student is not eligible for the MA CMHC degree. One of three possible outcomes will result in a failing score.
 - a. The student will be required to take the practice exam again in Internship II.
 - b. The student may be placed on probationary status. If students receive less than 50%, the student will receive a contract to attain good standing again and be eligible for the MA CMHC degree. This status will require taking comprehensive exams in the following semester, in addition to meeting all contract agreements.
 - c. If the student does not pass the NCMHCE practice exam on the second try, the student may be removed from the program.

Practicum

Students will be evaluated by their course instructor and their site supervisor. The course instructor will complete a site visit mid-semester to discuss progress and any concerns. Site supervisors will fill out a formal evaluation of the student's progress at the end of the semester. It is expected that students achieve a score of at least "2" for each item for the final evaluation.

Students will have a course syllabus and also be required to fulfill all course obligations in addition to those required by the state.

Internship

Students will be evaluated by their course instructor and their site supervisor. The course instructor will complete a site visit mid-semester to discuss progress and any concerns. Site supervisors will fill out a formal evaluation of the student's progress at the end of the semester. It is expected that students achieve a score of at least "2" for each item for the final evaluation.

Students will have a course syllabus and are required to fulfill all course obligations in addition to those required by the state.

Satisfactory Academic Progress

Students maintain satisfactory academic progress by meeting the following criteria:

- An average grade of a "B" or GPA of 3.0 or above on a 4.0 scale
- Completion of the program within the specified time limits and progress towards graduation
- Not on probation or subject to dismissal

Students who do not maintain satisfactory academic progress may be subject to probation or dismissal from the program, based on recommendation from the program director.

ACADEMIC COMPONENTS

Academic Advising

Students will be notified of their academic advisor via email by the Director of Admission for Graduate and Professional Development Programs after they have been admitted into the CMHC program.

Each student will meet with their academic advisor a minimum of two times per year, occurring prior to registration periods for the Fall and Spring semesters. At advising appointments, students will review their program of study with their advisor, progress in the program will be discussed, as well as any areas in need of improvement, if necessary. Additional topics may include professional development opportunities, upcoming practicum or internship experiences, and/or future employment.

Additional meetings may be requested if areas in need of possible remediation have been identified.

Students may request additional meetings with their advisor at their discretion. Meetings will occur during standard business hours. If the advisor is not on contract, the Program Director will be available year-round for advising needs, should they arise.

Technology Resources and Competence Requirements

Students are required to have access to a computer with Microsoft Office, including Word, PowerPoint, and Excel. SPSS may be used in courses but is provided by Loras College. Students will also need internet access to complete class requirements on eLearn and check email daily for communication from instructors and peers. Students will also need access to a webcam if Zoom is needed for classroom activities and/or hybrid classes. It is expected that students bring laptops to class and have them charged.

There are several clinical course assignments that will require making video recordings. Students can use whatever platform will allow them to record and transmit data for these purposes, unless specified in the course syllabus. Instructions will be provided by the instructor on how to transmit the videos for the course. Students will be provided with microphones for audio clarity for these assignments.

Students will need to be competent in utilization of basic computer software, such as Microsoft word and PowerPoint, have ability to upload documents to an online platform, and navigate telecommunications software, such as Zoom. Instructors can provide basic guidance on these aspects, if needed.

State Requirements for Licensure

Iowa Education Requirements

Iowa regulations for the Licensed Mental Health Counselor credential can be found at:

<https://dial.iowa.gov/i-need/licenses/medical/mental-health/mental-behavioral>

Students can find educational requirements at:

<https://www.legis.iowa.gov/law/administrativeRules/rules?agency=481&chapter=891&pubDate=11-27-2024>

Click on 481.891.6 Educational qualifications for mental health counselors.

Wisconsin Education Requirements

Wisconsin regulations for the Licensed Professional Counselor credential can be found at:

<https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx>

Students can find educational requirements by clicking on Form 2239 on the above site.

Illinois Education Requirements

Illinois regulations for the Licensed Professional Counselor credential can be found at:

<https://www.humanservicesedu.org/illinois-counseling-lpc.html>

Students can find educational requirements at:

<http://www.ilga.gov/commission/jcar/admincode/068/068013750A00450R.html>

Minnesota Education Requirements

Minnesota regulations for the Licensed Professional Counselor credential can be found at:
<https://mn.gov/boards/behavioral-health/applicants/apply/apply-for-lpc.jsp>

Students can find educational requirements at the above link and clicking on LPC Required Coursework Guide.

Professional Counseling Organizations

As future professional counselors, it is recommended that all students become members and be involved in professional organizations. Two options for counseling organizations include:

1. American Counseling Association: www.counseling.org
2. American Mental Health Counseling Association: www.amhca.org/home

Both organizations offer student memberships and opportunities for involvement.

Students will be required to join ACA in their first year of the program, with expectations to continue professional membership for professional identity. Students will be encouraged to take part in what ACA has to offer, including conference attendance. The faculty will share upcoming opportunities for students including, but not limited to, conference attendance, continuing education, as well as advocacy efforts.

Plan of Study

Students may work through the program at a pace that works best for them, but should note that courses are offered in a particular sequence that is to be followed. The following is an example of a 3-year plan. This is the recommended plan of study to learn concepts in the best sequence possible.

	Fall	Spring	Summer
Year 1	MHC 501 Foundations of Mental Health Counseling MHC 612 Professional Orientation & Identity MHC 647 Helping Relationships	MHC 635 Social & Cultural Diversity MHC 649 Theories of Mental Health Counseling MHC 655 Crisis and Trauma Counseling	MHC Elective MHC Elective
Year 2	MHC 527 Human Growth and Development MHC 605 Research and Program Eval MHC 625 Psychopathology	MHC 626 Diagnosis & Treatment Planning MHC 535 Addictions MHC 643 Group Work	MHC 648 Marriage & Family Counseling MHC 694 Practicum
Year 3	MHC 615 Assessment MHC 696 Internship I	MHC 637 Career Development MHC 698 Internship II	

Clinical Mental Health Counseling Course Requirements

Meets Iowa Code requirements for Licensed Mental Health Counselor (LMHC)

L.MHC-527 Human Growth and Development
L.MHC-605 Research and Program Evaluation
L.MHC-612 Professional Orientation & Identity
L.MHC-615 Assessment
L.MHC-625 Psychopathology
L.MHC-626 Diagnosis and Treatment Planning
L.MHC-635 Social and Cultural Diversity
L.MHC-637 Career and Lifestyle Development
L.MHC-643 Group Work
L.MHC-647 Helping Relationships
L.MHC-694 Practicum
L.MHC-696 Supervised Clinical Internship I (PREQ 694) (300 hours)
L.MHC-698 Supervised Clinical Internship II (PREQ 694, 696) (300 hours)

Loras College Requirements for LMHC

(this is required for degree-seeking students completing their entire degree at Loras)

L. MHC-501 Foundations of Mental Health Counseling
L.MHC-535 Addictions
L.MHC-648 Marriage and Family Counseling
L.MHC-649 Theories of Mental Health Counseling (PREQ 647)
L.MHC-655 Crisis and Trauma Counseling

Total Required Credits: 54

The remaining 6 elective credits to be determined in consultation with the student's advisor.

Regularly Offered Electives:

L.MHC-539 Psychology of Stress & Coping (Summer offering)
L.MHC-558 Child Psychopathology (Summer offering)
L.MHC-659 Applied Counseling Theory: Theory of Study (Summer offering)

Students are responsible for keeping a copy of the syllabus for each course that they take. These may be necessary for licensure.

Course Descriptions

L.MHC-501 Foundations of Mental Health Counseling

This course introduces the history and development of clinical mental health counseling, theories and models related to clinical mental health counseling, including the role of technology, principles of clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, self-evaluation within that role, and networks that promote mental health and wellness.

L.MHC-527 Human Growth and Development

This course provides an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. Students will learn theories related to the following: individual and family development and transitions across the life span; learning and personality development including neurobiological behavior; models of individual, cultural, couple, family,

and community resilience; and theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. Effects of crises, disasters, and other trauma-causing events on persons of all ages will be explored. Students will learn a general framework for understanding exceptional abilities and strategies for differentiated interventions. Human behavior will be discussed, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Finally, strategies for facilitating optimum development over the life span will be covered.

L.MHC-535 Addictions

This seminar course provides an examination of substance use and abuse and the progressive nature of addiction. Effects on the user, children, and family are explored. An overview of the models of chemical dependency, dually diagnosed clients, intervention, treatment, DSM criteria and assessment tools are examined.

L.MHC-536 Foundations of Addictions

This course is focused on professional issues related to providing addictions counseling in a multicultural society. Students will learn the history and development of addictions counseling. Foundational aspects of addictions counseling will be covered, including roles and settings of work; professional organizations, preparation standards, and credentials for addictions counseling; and record keeping, reimbursement, and other practice and management considerations. Students will have an introduction to cultural factors that are related to addiction, as well as culturally and developmentally relevant education programs. Finally, legal and ethical considerations will be addressed.

L.MHC-537 Assessment & Diagnosis in Addictions

This course will emphasize use of appropriate assessment tools and strategies for diagnosis of addictive disorders according to current diagnostic classification systems. This course will also include discussion of the effects of various psychoactive substances, and with a special focus on differential diagnosis and recognition of instances in which medical referral and/or consultation is appropriate.

L.MHC-538 Theories & Techniques in Addictions

This course will provide a review of leading theories and models of addiction. The application of these theories to treatment planning, counseling interventions, and relapse prevention will also be addressed.

L.MHC-539 Psychology of Stress & Coping

In this course the student will learn basic principles related to the psychobiology of stress & coping. Current psychological research regarding stress & coping will be examined. A variety of coping strategies will be outlined. The use of stress reduction techniques in therapy and in one's own life will be highlighted.

L.MHC-558 Child Psychopathology

A study of behavioral, developmental, and psychological disorders of childhood and adolescence. Emphasis is placed on the assessment and treatment of child psychopathology.

L.MHC-561 The Psychology of Gender

A cross-disciplinary examination of how gender influences and shapes the lives of women and men. Topics include: the process and history of gender socialization; gender in the workplace; gender images in the media and literature; differences and similarities in cognitive styles and moral reasoning.

L.MHC-595 Special Topics in Psychology

Flexible offerings that allow students an opportunity to explore, with a professor and other students, an area of mutual interest. The students for these courses are screened by the teacher(s) to ensure their potential for course contribution, since students as well as teachers are expected to present positions in the area to be studied.

L.MHC-605 Research and Program Evaluation

This course provides an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: The importance of research in advancing the counseling profession; research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; statistical methods used in conducting research and program evaluation; principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications; use of research to inform evidence-based practice; and ethical and culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies.

L.MHC-612 Professional Orientation & Identity

This course provides an understanding of all aspects of professional functioning. This includes history of the helping professions, roles and functions in comparison to related fields and in regards to an interdisciplinary emergency management response team, professional organizations with an emphasis on the ACA, the ACA ethical standards and their applications along with legal considerations, professional preparation standards, professional credentialing, advocacy for the profession and to address institutional and social barriers that impede access, equity, and success for clients.

L.MHC-615 Assessment

Students will be provided with an understanding of individual and group approaches to assessment. This course includes a consideration of historical perspectives on assessment, basic concepts of standardized and non-standardized testing including norm and criterion referencing, environmental and performance evaluation, individual and group testing, behavioral observation, and computer-based methods of assessment. Statistical concepts central to the assessment process will be reviewed, with an emphasis on concepts of reliability and validity. Social and cultural factors related to assessment will be considered thoroughly. Students will become familiar with strategies for selecting, administering and interpreting assessment instruments as they relate to case conceptualization, diagnosis and the overall counseling process, and referral and consultation. Ethical and legal considerations will be considered throughout all aspects of the course.

L.MHC-623 Psychology of Adulthood and Aging

A survey of modern knowledge about the processes of becoming old (aging) and old age itself. Emphasis is placed on cognitive processes, personality, and mental health.

L.MHC-625 Psychopathology

This course will provide an understanding of mental, behavioral, and neurodevelopmental disorders experienced by persons of all ages, their etiologies, and their characteristics for diagnosis and treatment planning. This will include the study of cognitive, behavioral, physiological and interpersonal mechanisms for adapting to change and to stressors and the role of genetic, physiological, cognitive, environmental and interpersonal factors and their interactions on development of the form, severity, course and persistence of the various types of disorders and dysfunction. Students will examine research methods and findings pertinent to the description, and the classification, diagnosis, origin, and course of disorders and dysfunction and address theoretical perspectives relevant to the origin, development, and course and outcomes for the forms of behavior disorders and dysfunction. Finally, methods of intervention or prevention will be covered that are used to minimize and modify maladaptive behaviors, disruptive and distressful cognition, or compromised interpersonal functioning associated with various forms of maladaptation.

L.MHC-626 Diagnosis and Treatment Planning

This course provides an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Students will learn principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual and ICD. All diagnostic tools discussed will include relevance and potential biases as related to multicultural populations. Students will become familiar with the established diagnostic criteria for mental or emotional disorders, appropriate treatment modalities, and placement criteria within the continuum of care. Students will conceptualize clients, use diagnostic tools appropriately, and describe symptoms and clinical presentation of clients, including the impact of co-occurring substance use disorders and be able to communicate these to collaborating professionals. Finally, students will develop the ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

L.MHC-633 Physiological Psychology

Neuroanatomical and neuro-physiological basis of behavior, relationships among anatomy and physiology, and motivation, emotion, learning, memory, and sleep. This course will also include a consideration of current major psychotropic medications, their use and impact on behavior.

L.MHC-635 Social and Cultural Diversity

This course provides an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society. There will be focus on multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally. Students will identify their own attitudes, beliefs, understandings, and acculturative experiences and how these interact with others'. Experiential learning activities will foster students' understanding of self and culturally diverse clients. Theories of multicultural counseling, identity development, and social justice will be covered, with a focus on multiple perspectives, including individual, couple, family, group, and community. Importance will be

emphasized for both working with and advocating for diverse populations, including multicultural competencies. Students will learn the counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy, conflict resolution, eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

L.MHC-637 Career and Lifestyle Development

This course provides an understanding of career development and related life factors. Students will learn career development theories and decision-making models; career, avocational, educational, occupational and labor market information resources and career information systems; career development program planning, organization, implementation, administration, and evaluation; interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations.

L.MHC-643 Group Work

This course provides both theoretical and experiential understanding of group purpose, development of groups, dynamics, theories, methods, skills, and other group approaches in a multicultural society. From a theoretical standpoint, students will learn characteristics and functions of effective group leaders, group members roles and behaviors, approaches to group formation, types of groups, developmental stage theories, and ethical and culturally relevant strategies for designing and facilitating groups. The experiential component will consist of students participating as group members for a minimum of 10 hours, which will allow them to experience the theoretical applications.

L.MHC-647 Helping Relationships

This course provides an understanding of counseling processes in a multicultural society, with emphasis on essential interviewing, attending, and counseling skills and the counselor characteristics and behaviors that influence the helping processes. There will be an orientation to wellness and prevention as desired counseling goals. Counseling theories will be introduced that provide the student with a models to conceptualize client presentation and select appropriate counseling interventions. Students shall be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions will be covered. This course will also provide a general framework for understanding and practicing consultation and crisis intervention and suicide prevention models, including the use of psychological first-aid strategies. Finally, students will be taught the impact that technology can have on the counseling process.

L.MHC-648 Marriage and Family Counseling

This course will include studies that provide information and skills relevant to conducting partner or marital and family counseling services within a multicultural society with emphasis

given to systemic theory and philosophy; dynamics of family interaction and the initial skills in assessment and treatment of partners, marital, family and systems or ecosystems relationships.

L.MHC-649 Theories of Mental Health Counseling

This course covers major theories of counseling, case conceptualization from each standpoint, and their techniques. Students will develop the ability to demonstrate competency in applying theory and selecting appropriate techniques when given specific client demographics and diagnoses. Students will also be able to analyze research support for each theory and the selection of techniques that are used within that theoretical framework. Students will develop a personal/professional philosophy of how to use theory to encourage and support therapeutic change by clients in clinical work.

L.MHC-650 Research Project

Under the direction of a faculty advisor the student designs, conducts, and interprets a research study. Prior to conducting the study the student presents a research proposal. Upon acceptance of the proposal, the student proceeds with the study. The course is completed with a final oral presentation. The research project must be completed no later than July 1 for summer graduation, November 15 for fall graduation, or April 15 for spring graduation. *Open to degree candidates only.* 3 credits.

L.MHC-655 Crisis & Trauma Counseling

Studies that include counseling approaches that effectively address crises and trauma and the impact of trauma and crisis and potential neurobiological responses. Students will learn skills and techniques for assessing and intervening in specific crisis or trauma situations, including suicide assessment and intervention, assessing risk of danger to others, and procedures for identifying trauma and abuse and for reporting abuse.

L.MHC-659 Applied Counseling Theory: Theory of Study

This course will build on knowledge learned in Theories of Mental Health Counseling for a specific theory. The theory offered will be based on student interest, evidence-based practices, and instructor expertise. Students will learn background, specific techniques tied to the theory, and develop competency in application.

L.MHC-694 Practicum

A graduate-level clinical supervised counseling practicum in which students complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum will include: At least 40 hours of direct service with actual clients that contributes to the development of counseling skills; weekly interaction with an average of one hour per week of individual or triadic supervision by a qualified program faculty member or site supervisor, including secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types; an average of 1 1/2 hours per week of group supervision that is provided regularly over the course of the practicum by a program faculty member; and evaluation of the student's performance throughout the practicum including a formal and summative evaluations during the practicum experience.

L.MHC-696 Supervised Clinical Internship I

The first half of a graduate-level clinical supervised counseling internship in a mental health setting in which students complete supervised internship experiences that total a minimum of 300 clock hours, leading to their 600 clock hours for the entire internship experience. The internship will include: At least 120 hours, leading to their 240 direct hours, of direct service with actual clients that contributes to the development of counseling skills; weekly interaction with an average of one hour per week of individual or triadic supervision by a program faculty member or site supervisor; an average of 1 1/2 hours per week of group supervision that is provided regularly over the course of the internship by a program faculty member; and formative and summative evaluation of the student's performance throughout the internship. The internship experience reflects the comprehensive work experience of a professional counselor appropriate to clinical mental health counseling. The student will perform, under supervision, a variety of counseling activities that a mental health counselor is expected to perform. This includes audio/video recordings for use in supervision and/or to receive live supervision of the student's interaction with clients. Additionally, students will lead or co-lead a counseling or psychoeducational group.

L.MHC-697 Independent Study

Primarily for master's candidates in psychology. Individual investigation of a special topic under the direction of a faculty member. Permission of the director of the program required prior to registration. *Only open to degree candidates.* 3 credits.

L.MHC-698 Supervised Clinical Internship II

The second half of a graduate-level clinical supervised counseling internship in a mental health setting in which students complete supervised internship experiences that total a minimum of 300 clock hours, leading to their 600 clock hours for the entire internship experience. The internship will include: At least 120 hours, leading to their 240 direct hours, of direct service with actual clients that contributes to the development of counseling skills; weekly interaction with an average of one hour per week of individual or triadic supervision by a program faculty member or site supervisor; an average of 1 1/2 hours per week of group supervision that is provided regularly over the course of the internship by a program faculty member; and formative and summative evaluation of the student's performance throughout the internship. The internship experience reflects the comprehensive work experience of a professional counselor appropriate to clinical mental health counseling. The student will perform, under supervision, a variety of counseling activities that a mental health counselor is expected to perform. This includes audio/video recordings for use in supervision and/or to receive live supervision of the student's interaction with clients. Additionally, students will lead or co-lead a counseling or psychoeducational group.

Program Graduation Requirements

POLICY ON PARTICIPATION IN GRADUATION CEREMONIES

Students who will have completed all requirements in May, during the following summer session, or during the following fall term are eligible to participate in the May commencement ceremony. Students completing requirements through summer or fall coursework will need to present proof of registration in order to be eligible to participate in May commencement.

Students completing requirements during the summer or fall term will be noted in the commencement program.

Please note, that for the MA CMHC program, students must have passed comprehensive exams in order to walk in the May commencement.

Procedures for Recommending Students for Credentialing and Employment

Students will be recommended for credentialing and employment when they have met all program requirements, including course requirement completion, passing comprehensive exams, and complete the program in good standing. Degree conferral is also required.

PRACTICUM AND INTERNSHIP

Application Process

In the fall semester of year 2, students will receive the Fieldwork Handbook for review.

In the semester prior to practicum or internship enrollment, students will meet with Practicum and Internship Coordinator to discuss population and location interests. The Practicum and Internship Coordinator will meet with the Program Director to discuss possible placement opportunities to address the training needs of the particular student, as well as fit of the site and supervisors available.

Please see the non-discrimination policy, which applies to practicum and internship.

Placement

Following the meeting with the Program Director, the Practicum and Internship Coordinator will meet with each student to discuss placement opportunities that are best suited for the students' training needs and interests. The Practicum and Internship Coordinator will contact sites to determine placement availability. Once availability is confirmed, the Practicum and Internship Coordinator will notify students. Students are then responsible for contacting the site, setting up an interview, and waiting for the site's decision on their placement.

After a site has agreed to work with a student the following semester, the Practicum and Internship Coordinator will ensure that a contract is in place with the site prior to the start date of class the following semester. The Program and Internship Coordinator will then determine who the site supervisor will be and will obtain the Site Supervisor Contract from them as well.

Please see the non-discrimination policy, which applies to practicum and internship.

Liability Insurance

Students are required to purchase their own liability insurance prior to the start of working at their site. There will not be any exceptions to this rule. Documentation will be required to begin the course and counting hours.

Loras College does not endorse any particular provider. Students may find their own insurance or discuss options with the Practicum and Internship Coordinator.

Background Checks

Practicum and Internship sites may require background checks. It is the student's responsibility to complete and pay for this process.

Dismissal from Site

Students may be dismissed from the site if contractual obligations are not met, if they have made an ethical violation that is deemed harmful to clients, or if the site is engaging in unethical behavior. If the student is not meeting contractual obligations, they may be placed on probation or dismissed from the program. Faculty will meet with the Graduate Director to determine the appropriate course of action. If the student has made an ethical violation that is deemed harmful to clients, they will be dismissed from the program. If the concern is with the site, the Program Director will work to find a suitable site for the student.

RETENTION, REMEDIAL AND DISMISSAL PROCEDURES

Academic Probation Status

Probation Policies and Procedures

Possible reasons for probation

- Failure of comprehensive exam with the first attempt
- Failure to make progress towards candidacy in a reasonable time
- Violation of College's student code, first offense or program specific Professional Competence and Ethics Policy
- Failure to adhere to contractual obligations for internship/practicum/clinical site
- Cumulative GPA below a 3.0
- Student is evaluated with negative performance by a faculty members or clinical instructor/preceptor
- Program specific clinical courses with a grade below a "B"
- Failure to meet requirement of 83% on KPI(s)

Programs may have more stringent reasons for probation. The procedures in which a student experiences probation may be dependent on the program but may include a letter of notification from the program director, a signed agreement between the student and the program, passing comprehensive exams with a second attempt, or achieving candidacy. Refer to individual

program directors and program handbooks for probation policies and procedures. Students will be notified when they are no longer on probation by the program director.

Remediation and Retention

Any student placed on probation, with a “Requires Improvement” checked on a disposition form, or falling below the 83% threshold for KPI(s) will develop a probation plan with the Program Director to address the remediation needs. All plans will be targeted to specific needs of the student to encourage retention in the program. If the student meets all outlined requirements, they will return to good standing, the probation period will end, and they will remain in the program. If a student does not meet the outlined requirements, they will be dismissed from the program.

Dismissal Policy and Procedures

Students will be dismissed for any one of the reasons below:

- Cumulative GPA below a 3.0 for three consecutive semesters
- Failure of comprehensive exams upon second attempt
- Candidacy denied
- Failure of a clinical course, including MHC 612, MHC 647, and MHC 655
- Failure to comply with or meet standards stated in probation agreement
- Violation of College’s student code with a second offense
- Violation of professional or ethical code

Program may have more stringent dismissal reasons. Refer to individual program directors and program handbooks for dismissal reasons.

Dismissal Procedure

1. The director of the program will initiate a dismissal process by writing a letter of dismissal with rationale and sending this letter to the student, Vice President of Academic Affairs Office, and the Registrar.
2. The student has the right to appeal the dismissal. If the student does not appeal the dismissal, the dismissal will stand.
3. If the student chooses to appeal the dismissal, s/he must do so in writing, following the steps below for the appeal process.

APPEAL AND GRIEVANCE PROCEDURES

Grade Appeal Process

Final Grade Appeal Policy

Loras College is committed to ensuring that academic records genuinely and accurately reflect the academic accomplishments and performance levels of students.

The purpose of the *Final Grade Appeal Policy* is to ensure that:

1. Students are protected from capricious or arbitrary academic evaluation and are afforded a clear and fair process for appealing final course grades.

2. Instructors' professional rights and academic freedom are protected, and they are able to exercise professional judgment in evaluating academic performance.
3. Disputes about final grades are handled respectfully, in a manner that upholds the dignity of the student and the instructor as well as the integrity of the institution.

Scope

The *Final Grade Appeal Policy* applies only to disputes about final course grades and may not be used to challenge grades on individual assignments, exams, or activities within a course. Final grade appeals may only be initiated by the student receiving the disputed course grade.

Loras College recognizes that the evaluation of student performance is one of the core professional responsibilities of the faculty. Faculty are granted freedom to use professional judgment in the evaluation of student work and to assign grades on the basis of criteria appropriate to the discipline and level of the course. As such, appeals of final grades may be filed only for the following reasons:

1. An objective error of fact, either a mathematical miscalculation or clerical error in reporting the final grade.
2. The assignment of the course grade was determined on the basis of something other than performance in the course; or
3. The assignment of the course grade was based on criteria different from those used to evaluate other students in the course section; or
4. The assignment of the course grade was determined based on substantially altered grading criteria or standards (from those stated in the course syllabus) that are either unfair, unwarranted, or not communicated to students in a timely fashion.

In all instances of formal grade appeal, the burden of proof is on the student and formal appeals must be accompanied by documentation that demonstrates basis of the appeal.

Formal grade appeals must be initiated within thirty calendar (30) days of the date of the official notification of the final grade.

Final Grade Appeal Procedure

Step 1: Informal Resolution

In many instances, particularly when an unintentional error in calculation or reporting has occurred, disputes over a final course grade can be resolved informally through direct communication (in-person meeting, e-mail, telephone conversation) between the student and the course instructor. When a final course grade is in question the student is expected to contact the course instructor as soon as possible and no later than fourteen (14) calendar days from the date of notification of final course grades to initiate an informal resolution process.

Through this informal communication, the instructor and the student should seek to eliminate any confusion over the assignment of the grade and identify any objective errors in calculation or reporting that may have occurred. It is expected that most issues will be resolved at this level.

If the course instructor agrees that the final grade is incorrect a *Grade Change Form* should be submitted with the appropriate signatures.

If the student and the instructor are unable to resolve the grade dispute or, if the student is unable to contact the instructor (phone call or e-mail not returned within five (5) business days) the student should contact the Associate School Dean to file a formal grade appeal.

Step 2: Formal Grade Appeal

A formal grade appeal may be filed only after informal means have been attempted/exhausted and should be initiated by the student within thirty (30) days of the posting of final semester/term grades.

1. The student completes the student portion of the *Graduate Final Grade Appeal Form* and submits a signed copy of the form and all relevant documentation in support of the appeal (see *Graduate Final Grade Appeal Form* for list of required and suggested documentation) to the School Dean/Associate Dean responsible for oversight of the course instructor.
2. The School Dean/Associate Dean shall review the documentation submitted by the student, forward all materials to the course instructor, and either
 1. Facilitate communication between the Instructor and the student to reach an informal resolution, or
 2. Request the instructor provide a written response to the student's appeal.
3. In the event the School Dean/Associate Dean is able to facilitate an informal resolution one of the following documents should be submitted to the office of the Associate Provost:
 1. A *Grade Change Form* signed by the instructor.
 2. The *Graduate Final Grade Appeal Form*, with the Withdrawal of Formal Appeal section completed and signed by both the student and the School Dean/Associate Dean.
4. In the event the School Dean/Associate Dean is unable to facilitate an informal resolution, the School Dean/Associate Dean shall review the materials submitted by both the student and the course instructor, consider any information provided through discussion with the student and/or the instructor (if needed), and submit a written recommendation to the Associate Provost.
5. The Associate Provost will review the materials submitted by the student, course instructor, and School Dean/Associate Dean, may request additional information or individual meetings as needed, and will submit a written recommendation to the Provost.
6. The Provost reviews the materials and renders a decision on the appeal and will notify the student of the outcome. The decision of the Provost is final.

Academic Dismissal Appeal

All students dismissed from the college have the right of appeal. A student who has been dismissed from the graduate program may file an appeal by submitting a written letter of appeal to the appropriate School Dean/Associate Dean. The appeal letter must be received by the School Dean/Associate Dean within five (5) business days of the date of the dismissal letter. During the appeal process, the student may remain in courses pending the outcome of the appeal.

Upon receipt of the letter of appeal, the School Dean/Associate Dean will request supporting documentation regarding the student's dismissal from the Program Director and convene a dismissal panel. The dismissal panel will consist of at least 3 members of the faculty and may not include the Program Director who initiated the dismissal. The dismissal panel will meet, review all relevant information provided by the student and the program director, and deliver a decision to sustain or overturn the dismissal.

If the dismissal panel overturns the dismissal, the student may return to the graduate program and, at the discretion of the dismissal panel, may be placed on probation.

If the dismissal panel sustains the dismissal, the student may petition for a review of the decision by submitting a letter to the Provost within five (5) business days of notification of the panel's decision. The request for review must be based on one of the following:

- a. The student believes the dismissal panel decision was flawed procedurally.
- b. College policy was not applied correctly.
- c. Additional information not available for the dismissal panel hearing is available, which could alter the outcome of the case.

All material provided to the dismissal panel will be provided to the Provost as part of the final review. The Provost will make a determination to either:

- Affirm the decision of the dismissal panel, resulting in the removal of the student from the program
- Overturn the decision of the dismissal panel and allow the student to return to the program. The student may be placed on probation at the discretion of the Provost.

The decision of the Provost is final.

Grievance Policy and Procedure

STUDENT GRIEVANCE POLICY

Loras College aspires to provide a transformative educational environment and is committed to the growth and development of its students and to upholding the dignity of each individual. The College recognizes that grievances (concerns, disputes, complaints) may arise between students and faculty, staff, or the College and takes seriously its responsibility, as prescribed under Title IV of the Higher Education Act (HEA), to provide a mechanism that ensures students are able to voice their concerns and to address concerns in a fair and timely manner. The College also believes that student engagement in this process can promote the development of skills needed to address concerns effectively and in a professional manner.

For the purposes of this policy a student grievance describes a problem or condition that a student believes is unfair, inequitable, or a hindrance to a quality learning experience.

Scope

The Student Grievance Policy applies to all students enrolled in one or more courses at Loras College at the time the complaint is filed. Parents, relatives, employers, or other persons acting on behalf of a student are not considered students under this policy.

This policy covers both academic and non-academic matters and is limited to actions of faculty, staff, or other agents of the college. Student grievances against other students are not covered under this policy.

Appeals, including those for exceptions to policy, judicial body or administrative decisions, final grades, academic standing, or financial aid awards, are not considered student grievances. In addition, this policy does not apply to grievances that are covered by other college policies and processes, including complaints related to sex discrimination and harassment or equal opportunity employment, outlined in the Loras College Bulletin, Loras College Graduate Bulletin, Loras College Student Handbook, or the Loras College Staff Handbook.

This policy does not supersede specific grievance processes defined at the program or department level and articulated in program handbooks, policy manuals, or other public materials. Students are encouraged to first review and complete the steps mandated by program specific policies prior to submitting an institutional complaint.

The following procedures should be followed for all other types of grievances:

Step 1: Informal Resolution

In many instances, an issue or problem is due to a misunderstanding that can be resolved with open and honest communication. A student who has a grievance must first attempt to resolve concerns on an informal basis through direct communication (conversation, e-mail, letter) with the faculty or staff member(s) involved.

If the concern is not resolved through direct communication, the informal grievance should be directed to the appropriate supervisor, director, or Associate School Dean. If a student is uncertain who to contact regarding the complaint the Office of Student Development or the Office of Academic Affairs can assist in identifying the appropriate individual.

Students should attempt to resolve the issue informally within 30 days of the occurrence. If the matter still cannot be resolved, the student may file a formal grievance.

Step 2: Formal Grievance

A student may file a formal grievance if the issue remains unresolved after exhausting informal means. Formal grievances should be submitted by completing Student Grievance Form accessed through Advocate system. Formal complaints should be filed within 90 days of the event that prompted the complaint.

Grievances submitted via the Advocate system are received by the Associate Dean of Academic Affairs and/or the Vice President of Student Development and directed to the appropriate College official for review and resolution.

Formal student grievances addressed in this policy are not confidential, but will be treated as sensitive communication and kept within appropriate channels during the resolution process. As part of this process, individuals identified in the formal grievance will be notified of the grievance and asked to provide information regarding the occurrence or concern.

To comply with federal regulations, the college maintains a record of formal grievances and their resolution that is made available to the Higher Learning Commission evaluators at the time of comprehensive accreditation review.

Additional Resources

In the unlikely event that the student grievance cannot be resolved through institutional processes, students have the right to file a complaint with external licensing or accrediting agencies. It is recommended that students filing a grievance with an external agency refer to the individual agency policies to familiarize themselves with agency requirements including filing deadlines and expectations for first exhausting institutional avenues for resolution.

Relevant external agencies:

Iowa College Student Aid Commission

430 East Grand Ave FL3

Des Moines, IA 50309-1920

Phone: (877) 272-4456 (information service center)

<https://www.iowacollegeaid.gov/sdrf-start>

Higher Learning Commission

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604

Phone: (800) 624-7440

<https://www.hlcommission.org/Student-Resources/complaints.html>

LORAS COLLEGE POLICIES

Non-Discrimination Policy

Loras College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Loras College does not discriminate against any individual on the basis of qualified disability or gender in its admission or access to, or treatment of, or employment in its educational programs or activities. Loras College is required by Section 504 of the Rehabilitation Act of 1973 and by Title IX, and the Americans with Disabilities Act of 1990 not to discriminate in such a manner.

Inquiries concerning the application of Section 504 of the Rehabilitation Act of 1973, Title IX, and the Americans with Disabilities Act of 1990 to Loras College may be referred to Coordinator, Box 124, Loras College, or to the Director of the Office for Civil Rights of the Department of Health and Human Services.

Sexual Harassment Policy

Loras College is committed to having a positive learning and working environment for its students and employees and will not tolerate sexual discrimination or sexual harassment. This principle is consistent with the mission of the College that “recognizes the human dignity of each individual and challenges men and women to grow with purpose and direction.” Sexual Harassment is demeaning, degrading, and can have a negative impact on a person’s performance at work or in class. Sexual harassment will not be tolerated. Disciplinary sanctions will be taken up to and including discharge for College employees and expulsion of students. Academic presentations of the Catholic Church’s moral teaching regarding sexuality are very appropriate and consistent with the College’s mission, and may not be claimed as violations of this policy. The complete policy is available in both the Student Handbook and Staff Handbook (available on the Human Resources Portal page).

Student handbook: <https://loras.edu/student-handbook/>

Additional Policies

Students may find all additional Loras College policies in the Graduate Bulletin: [Academic Policies & Procedures - Loras College - Modern Campus Catalog™](#)

LORAS COLLEGE SERVICES

Counseling Services

For those students desiring counseling services, Loras College offers free counseling to all college students. Students may make an appointment by calling 563-588-7085. CMHC students should notify the counseling center that they are in the counseling graduate program so they are not assigned to an intern, preventing dual relationships and ethical violations. There are two full-time licensed therapists at Loras College available to our graduate students. Students desiring services outside of Loras College are encouraged to call their insurance company to determine who is in network for their providers.

Disability Services and Reasonable Accommodations

The Lynch Learning Center (LLC) serves students with diagnosed disabilities, who request support services and have the necessary documentation to receive accommodations. Students with disabilities are eligible to receive the accommodations that their documentation supports. The most commonly requested accommodations are alternative testing (extended time and/or distraction-free test locations), note-taking services, and alternative format texts (books on CD or in a format for use with reading software programs). Students must present documentation after they are admitted to the College and meet with an LLC staff member to determine which accommodations they are eligible to receive. The accommodations a student requires may be provided by professors or the LLC. No fee is charged for these services.

Center for Student Empowerment and Success

The Center for Student Empowerment and Success is a center of multicultural understanding that weaves the Loras College commitment to diversity into the educational, spiritual, academic, cultural, and social fabric of the campus. The office fulfills this mission through leadership in education that celebrates individual differences of people within the Loras and Dubuque community by providing support for the tapestry of ideas and experience to which each person contributes to its overall environment. The office also assists the College in meeting its multicultural needs by providing diversity workshops and consultation to campus constituencies. Working with various departments on campus, the director assists in ensuring that the campus is inclusive of all. The office especially encourages students of diverse backgrounds to participate in its support effort, focused on mentoring and leadership development, to strengthen their overall educational experience.

MASTERS OF CLINICAL MENTAL HEALTH COUNSELING PERSONNEL

The Clinical Mental Health Counseling Program consists of administration, faculty, adjuncts, and site supervisors.

Administration

Loras College Provost

The Provost is responsible for providing leadership to all academic programs and personnel. The Provost also participates in overall planning, implementation, and assessment of college-wide initiatives.

Academic Dean of Science and Health

The Academic Dean of Science and Health oversees all academic programs and personnel within the School of Science and Health. The Academic Dean of Science and Health reports directly to the Provost.

Clinical Mental Health Counseling Program Director

The Counseling Program Director is responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the Clinical Mental Health Counseling Program for the calendar year. The Program Director responds to all inquiries about the program. The Program Director provides input on budget development and expenditures. The program director reports to the Associate Dean of Science and Health and Provost.

Practicum and Internship Coordinator

The Practicum and Internship Coordinator is responsible for identifying potential placement sites, responding to inquiries, maintaining contracts, maintaining records associated with placements, and evaluating supervisor credentials. The Practicum and Internship Coordinator reports to the Counseling Program Director.

School of Science and Health Academic Secretary

The School of Science and Health Academic Secretary assists faculty and staff with the daily operations of the Clinical Mental Health Counseling program. They report to the Associate Dean of Science and Health.

Faculty

Clinical Mental Health Counseling Faculty

The clinical mental health counseling faculty members are considered core faculty and teach within the Clinical Mental Health Counseling Program. The faculty assists the program director in the day-to-day operation of the program.

Affiliate Clinical Mental Health Counseling Faculty

The clinical mental health counseling program has affiliate faculty members who teach courses in their areas of expertise, but are not considered core members of the faculty.

Adjunct Instructors

Loras College employs adjunct instructors when necessary. These instructors are licensed clinicians who specialize in working with clients related to the subject matter of the course.

Site Supervisors

Site supervisors are responsible for overseeing students' clinical work at their practicum and internship sites. Site supervisors work closely with the Loras Clinical Mental Health Counseling Program director on education related matters.

Clinical Mental Health Counseling Faculty

Loras College Master of Counseling Program
1450 Alta Vista
LC Mail Box #2
Dubuque IA, 52001

Name	Address	Phone	Email
Steffanie Schilder, PhD, LMHC, LPC Program Director Associate Professor	Hennessy 189 LC Mailbox #2 Dubuque, IA 52001	563-588-7783	Steffanie.schilder@loras.edu
Tracy Lipinski, EdD, LSC Practicum and Internship Coordinator Assistant Professor	Hennessy 190 LC Mailbox #2 Dubuque, IA 52001	563-588-7878	Tracy.lipinski@loras.edu
Laura Boddicker, PhD, LMHC Assistant Professor	Hennessy 184 LC Mailbox #219 Dubuque, IA 52001	563-588-7226	Laura.boddicker@loras.edu

Students

Clinical Mental Health Counseling Students

Clinical Mental Health Counseling students are those students who have been accepted into the Clinical Mental Health Counseling Program and are current Clinical Mental Health Counseling Graduate Students.

Appendix A

DISPOSITION RUBRIC

Clinical Mental Health Counseling Disposition Rubric

Effective Professional Competencies and Interpersonal Behaviors of Counselors in Training

*Adapted from Competency Benchmarks in Professional Psychology

Instructions: Instructors are to complete this form for every MA Clinical Mental Health Counseling student towards the end of the semester. Please highlight or circle the evaluative comment most appropriate to the student for each item. If a student is indicated as “Requiring Improvement”, please utilize the comments section at the bottom of the form to provide explanation. The form is to be reviewed with the student by the instructor. All completed forms are to be submitted to the Program Director at the close of the semester by the date final grades are due.

Student's Name

Instructor's Name

Semester/Year

Course Number and Title

1. Professional Values and Attitudes: as evidenced in behavior and demeanor that reflect the values and attitudes of counseling.		
Advanced	Proficient	Requires Improvement
a. Professionalism		
Student conducts self in a professional manner across settings and situations, including the classroom. Respectful, thoughtful, and appropriate within all professional interactions.	Student behaves in a professional manner towards instructor and peers, including classroom behaviors.	Student is inconsistently respectful, thoughtful, and appropriate with instructor and/or peers.
b. Accountability		
Student independently accepts personal responsibility across settings and contexts	Student is able to accept personal responsibility for actions when addressed by others	Student is inconsistent or lacks acceptance of personal responsibility for actions
c. Educational Participation		
Student arrives to all class sessions on time; attends all class meetings for their entirety	Student arrives on time, attends all class meetings for their entirety, or communicates necessity of late arrival or early departure professionally; Student misses a maximum of one class period	Student arrives late for class or leaves early, does not have professional communication about attendance concerns, and/or misses more than one class period

2. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
Advanced	Proficient	Requires Improvement
a. Reflective Practice		
Student displays broad self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity; shows in-depth understanding of how his/her beliefs may impact the counseling situation	Student displays basic self-awareness; engages in reflection regarding professional practice; demonstrates awareness of how his/her beliefs may impact the counseling situation	Student demonstrates limited awareness and/or appreciation of how his/her beliefs may impact the counseling relationship
b. Self-Assessment		
Student accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills	Student demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	Student does not demonstrate accurate self-assessment of competence and/or does not implement changes to address areas of concern
c. Self-Care (attention to personal health and well-being to assure effective professional functioning)		
Student self-monitors issues related to self-care and promptly intervenes when disruptions occur	Student monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	Student does not understand the importance of self-care in effective practice and/or does not attend to self-care
3. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.		
a. Interpersonal Relationships		
Student forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	Student displays appropriate interpersonal skills with clients, peers/colleagues, supervisors and professionals	Student does not display appropriate interpersonal skills with clients, peers/colleagues, supervisors and professionals
b. Affective Skills		
Student possesses advanced interpersonal skills; exhibits advanced respectful and emotionally appropriate communication with peers, instructors, supervisors, and clients; manages difficult communication appropriately and in cases of conflict, exhibits ability to express disagreement or displeasure with self-control and respect for all parties involved	Student exhibits respectful and emotionally appropriate communication with all parties; negotiates differences and handles conflict satisfactorily and in cases of conflict, exhibits ability to express disagreement or displeasure with self-control and respect for all parties involved; provides effective feedback to others and receives feedback nondefensively	Student does not exhibit emotionally appropriate communication; lacks ability to handle conflict satisfactorily and in cases of conflict, demonstrates inability to express disagreement or displeasure with self-control and respect for all parties involved; is unable to provide effective feedback to others; and/or receives feedback in defensively
c. Expressive Skills		
Student demonstrates advanced verbal, nonverbal, and written communications, which are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts	Student communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	Student does not communicate clearly in either verbal, nonverbal, or written skills and/or lacks awareness of their nonverbal presentation; lacks clear understanding of professional language

4. Emotional Stability and Self-Control: as evidenced by awareness of distress, ability to self-regulate, and demonstration of appropriate expression of emotion			
Advanced	Proficient	Requires Improvement	Not Obs.
a. Awareness of Distress			
Student demonstrates self-awareness of negative emotion and emotional exhaustion; recognizes potential for distress to adversely influence clinical and academic work; independently takes appropriate steps to address	Student demonstrates self-awareness of negative emotion and emotional exhaustion and/or is receptive to feedback regarding these; recognizes potential for adverse consequences clinically or academically; seeks support appropriately and attempts to address	Student lacks awareness of negative and/or emotional exhaustion; lacks understanding of adverse consequences; and/or does not take appropriate steps to address	
b. Self-Regulation			
Student utilizes appropriate strategies for emotional regulation in professional and personal contexts	Student exhibits knowledge of strategies for emotional regulation in professional and personal contexts	Student lacks understanding or application of appropriate strategies for emotional regulation in professional and personal contexts	

Comments:

Student Signature

Instructor Signature

Date Reviewed with
Student

Appendix B
Policy on Professional Competence and Ethical Behavior

Loras College
Clinical Mental Health Counseling Program

I. Purpose

The purpose of the program policy is to specify procedures and clarify expectations of students' ethical behavior, competence of graduate students in the program, and problems of professional competence of graduate students studying in the program. This policy has been adapted ideas and structure from several universities' policies including but not necessarily limited to the University of Iowa, Penn State University, Seton Hall, University of Wisconsin-Madison, and the University of Washington.

The graduate program is charged with the responsibility of protecting the public, students, present and future clientele and/or patients, and faculty from harm, as well as students' rights. The program ethics are spelled out by the most recent version of the American Counseling Association's Code of Ethics.

II. Terms

Problems of Professional Competence: an obstruction, encumbrance, or hindrance that affects professional or related academic performance or functioning through:

- Inability or noncompliance in the acquisition or integration of any professional standard of professional behavior;
- Inability to acquire full competency; or professional skills appropriate to level of professional development
- Inability to manage or cope with levels of personal stress, interpersonal interaction, psychological concerns, or affective reactions with the potential to cause problems in professional functioning.

Incompetence: a deficiency or lack of demonstrated ability including professional, interpersonal skill, or academic achievement. The provision of counseling services below level of competence is a violation of ethical standards.

Ethical Misconduct: noncompliance or lack of following the Ethics Code of the American Counseling Association, laws pertaining to the counseling professions, or other relevant ethics codes or standards of conduct. Counselors, therapists, and graduate students in training are responsible for reading, understanding, and integrating all ethical standards to the highest level.

Problematic or Inappropriate Behavior: behaviors, attitudes, statements, expressions, characteristics, or encouragement of any of these, that are likely to call for addressing and/or remediating, yet have been demonstrated to not be excessive or unexpected for graduate students' in training such as performance anxiety, discomfort with diversity in any form, or other similar behaviors that are not causing or demonstrating impairment as defined above.

[Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice, 22, 291-296.]

III. Procedures

Problems of professional competence, incompetence, ethical misconduct, and/or problematic behavior may be identified in a variety of ways and by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Any concern raised should be brought to the Clinical Mental Health Counseling Program Director. Confidentiality of the reporting party must be insured within all reasonable limits. When a potential concern reaches the Clinical Mental Health Counseling Program Director, the director will inform faculty of the Clinical Mental Health Counseling Program and the issue will be discussed at the next faculty meeting, unless in the judgment of the faculty a special meeting should be called.

Following this meeting, the student will be informed in writing by the Clinical Mental Health Counseling Program Director of the issues surrounding the case and asked to meet with the entire faculty to discuss the situation. Areas to be reviewed and discussed at this meeting will likely include the nature, severity, and consequences of the situation. The following issues/questions may be part of the meeting (adapted from Lamb, Cochran, & Jackson, 1991):

1. The nature, frequency, seriousness and consequences of the behavior
2. Relationship and settings of the behaviors to goals of the program or ethics
3. Student's reaction to the behavior
4. Documentation of the behavior
5. Student and faculty ideas about remediation of the problem

The following factors may indicate a more serious problem and represent an issue of professional competence:

1. The student does not acknowledge, understand or address the problematic behavior when it is identified.
2. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person suffers.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.
6. A disproportionate amount of attention by faculty and/or training personnel is required.

7. Behavior that does not change as a function of feedback.
8. Behavior negatively affects the public image of the college or site.

Ample time will be allowed in this meeting for the student to present his/her view of the situation and to ask questions.

After this meeting with the student, the faculty will meet to determine next steps. If the faculty determines that further steps are required in response to the situation, they will develop a written plan for remediation or some other appropriate course of action and will schedule a meeting to discuss this with the student within four weeks of the initial meeting. A student may submit their own ideas for remediation to the faculty, through consultation with an academic advisor. The faculty will consider the student's recommendations for their remediation plan.

The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may contact the Provost. Regardless of the outcome of the meeting, the student and their advisor will schedule a follow-up meeting to evaluate the student's adjustment to the process, and to recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include, but are not limited to, an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, assessment of problem of professional competence by a neutral third party, and individual psychotherapy.

Progress must be reviewed at least once every fall and spring semesters for one year, and it is the student's responsibility to ensure that the student reviews it with the appropriate faculty each semester. Failure by the student to ensure review during a semester will be considered non-compliance with the plan. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan, including student comments and faculty signatures must be placed in the student's file. If progress is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

IV. Additional Points of Emphasis

- A. Clearly not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk.
- B. Confidentiality should be maintained at all times.
- C. This policy is subject to annual review/revision.

Appendix C



Loras College Master of Clinical Mental Health Counseling Student Handbook Acknowledgement Form

I acknowledge that I have received, read, and understand all information in the Loras College Master of Clinical Mental Health Counseling Program Student Handbook. I agree to abide by all Loras College Master of Clinical Mental Health Counseling Program rules, regulations, standards and requirements. I verify that I have read all policies in this document and agree to their terms.

Signed

Date

Printed

Date

Witness

Date

Appendix D

Acknowledgement Form of Intended State for Licensure

Please identify the state you plan to pursue licensure in upon graduation. This will be revisited annually during advising and is subject to change based on your future plans. This document allows the program to appropriately advise your education.

Intended State of Licensure at start of program: _____

Student Name (Printed): _____

Student Name (Signed): _____