



MASTER OF ARTS

In

**CLINICAL MENTAL
HEALTH COUNSELING**

Student Handbook



Department of Counseling

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Dear Student:

This booklet is designed to assist you in your understanding of Xavier University's Master of Arts Program in Clinical Mental Health Counseling.

Our hope is that this information answers your questions about your academic experience and serves as a helpful guide to you. **Please retain this booklet for future reference.**

You should know that any member of the faculty stands ready to answer your questions and provide more detailed information to you at your request.

Best wishes for an enjoyable Xavier experience!

A handwritten signature in black ink, appearing to read 'Rhonda L. Norman'.

Rhonda L. Norman, EdD, LPCC-s, LICDC
Department Chair
Associate Professor

Kristen Toole, Ph.D, LPCC-s
Assistant Professor

Michelle Flaum, EdD, LPCC-s

Erica Ogletree, Ph.D, LPCC-s
Assistant Professor

Brent G. Richardson, EdD, LPCC-s
Professor

Machen Champion, LPCC-s
Teaching Professor

Brian Russ, PhD, LMHC, NCC
Associate Professor

Sunanda Sharma, PhD, LPCC
Assistant Professor

Norm Townsel, Jr., PhD, LPCC-s
Senior Teaching Professor
Clinical Coordinator

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Program Overview



A Brief History of the Xavier University Counseling Program

In 1953, the late Dr. Ray McCoy, Dean of the newly created Graduate School, called upon the late Dr. Walker Clarke, Professor of Psychology, to direct a new Master of Education Program in “Educational Guidance.”

Enrollment in the Program experienced steady growth throughout the 1950’s and 1960’s as the National Defense Education Acts funded training for school counselors.

In 1963, Dr. Al Anderson became the second Director of the Program and remained in this position until his retirement in 1993. During this thirty-year period, the Program experienced continued expansion. The Educational Guidance offering became the School Counseling Program and a Master’s degree program in Agency and Community Counseling was added.

In 1994, Dr. Lon Kriner was named the third Director of the Graduate Counseling Programs. As Counselor Licensure laws were implemented in Ohio, Kentucky and Indiana, and increased curricular requirements were instituted for School Counselors, the Programs continued to experience change. A Post-Master’s Clinical Counseling Endorsement sequence was added in 1997, the Master of Education Degree in Agency and Community Counseling was later transformed into a Master of Arts in Community Counseling, and the Master of Education in School Counseling was expanded to a Master of Arts degree.

Both programs now comprise the Department of Counseling, created as a result of the reorganization of the College of Professional Sciences, and are fully accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

In 2010, Dr. Brent Richardson was named chair of the Department of Counseling. The Community Counseling Program was changed to a Master of Arts in Clinical Mental Health Counseling in 2011. Xavier’s counseling programs were nationally awarded the 2017 Outstanding Counselor Education Program by the Association of Counselor Education and Supervision.

In 2019, Dr. Rhonda Norman became the fifth chair to lead the Department of Counseling, in its 70-year history. Since then, Xavier’s counseling programs have continued to evolve. In 2020, the Xavier chapter of Counselors for Social Justice was chartered under the faculty leadership of Carolyn Ottke-Moore and the Harambee African American mentoring initiative celebrated 15 years of existence. In the fall of 2022, Dr. Michelle Flaum launched the Medical Trauma Certificate Program, and in the fall of 2023, Dr. Brian Russ will be launching the Addictions Certificate Program.

Xavier University is most proud of its Counseling Programs that are in keeping with the Mission of the University and its Academic Vision. Likewise, the University salutes the dedication and achievements of its 3000+ Counseling Program graduates.

Xavier University Department of Counseling

Xavier University's Counseling Programs received 2017 Outstanding Program (Masters Level) from the Association for Counselor Education and Supervision.

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|---|---|
| <ul style="list-style-type: none">◆ Xavier University in Cincinnati, Ohio has educated leaders and professionals for over 175 years.◆ The Department of Counseling has trained professional counselors since 1953.◆ We are <i>nationally accredited</i> by the Council for Accreditation of Counseling and Related Education Programs (CACREP).◆ We are accredited by the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board and meet educational requirements for licensure in Kentucky and Indiana.◆ We meet the Ohio Department of Education criteria for obtaining a Pupil Services license in Ohio as well as certification in Kentucky and Indiana.◆ Our graduates meet partial fulfillment of the requirements for Chemical Dependency Counselor Licensure in Ohio◆ Seven full-time faculty members have over 100 years of combined experience counseling inschools and mental health agencies.◆ Faculty have held or currently hold leadership positions in national, state and local professional counseling organizations.◆ Faculty have published books, book chapters, peer reviewed journal articles and manuscripts that have received awards from peers for excellence in the field. | <ul style="list-style-type: none">◆ Our department faculty are widely known for providing superior professional development opportunities to counselors in the areas of consultation, supervision, mentoring, ethics and diagnosis and treatment of mental and emotional disorders.◆ Xavier is a teaching university. This means students have opportunities to meet with faculty and discuss projects for academic scholarship and career advancement.◆ Our students are eligible to be members of Chi Sigma Iota National Honors Society in Counseling upon meeting prescribed standards of excellence. The Sigma Zeta Chi Chapter at Xavier has over 75 alumni and student members.◆ Our department hosts a successful African American mentoring program, Harambee, that pairs current students with alumni working in the field of professional counseling.◆ For over 40 years, the department has offered a January workshop that hosts over 150 local counselors and approximately 50 students. This is a great networking opportunity for our students.◆ Our graduates find jobs after completing their degree!◆ Learn more about our Clinical Mental Health and School counseling programs at www.xavier.edu |
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Master of Arts
Clinical Mental
Health Counseling

XAVIER

Graduate Degree Fact Sheet

Introduction

The Clinical Mental Health Counseling program at Xavier University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through March 31, 2031. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs.

The Master of Arts degree with a concentration in Clinical Mental Health Counseling is a professional degree designed to meet the academic requirements for a Professional Counselor (PC) license. Accordingly, this degree is awarded to the candidate who has demonstrated a capacity for professional performance by satisfactorily completing the course of study. Students will:

- Learn the theory and practice of counseling.
- Be able to apply counseling skills in a knowledgeable and skilled manner to areas such as appraisal, lifestyle and career development, counseling theory, group process, professional, and clinical issues.

Admission

To be considered for admission as a degree seeking graduate student, you must first submit the following to the Office of the Graduate School:

- Completed online application.
- One official transcript of all undergraduate and graduate work from accredited colleges or universities.
- A resume.
- A five-hundred-word minimum statement of purpose for graduate study.
- Two letters of reference from individuals commenting on the applicant's academic/professional potential.
- Test Optional for GRE/MAT
- Applicants should have a cumulative undergraduate GPA of 3.0 or above. (If you do not have a cumulative undergraduate GPA of 3.0 or above, taking the MAT or GRE may increase your chances of admittance). The following scores are recommended for each test:
 - MAT: score of 390 or above.
 - GRE: score of 4.0 or above on the analytical section of the test.

Priority Application deadlines are:

Summer Semester: February 1

Fall Semester: February 1

Spring Semester: October 1

- Faculty will review the pool of applications after each of these priority dates and will then invite selected candidates to an on-campus interview to continue the application process.
- Applicants are encouraged to attend an Information Session with department chair. Dates and times of Information Sessions are available on program websites.

Students have six years to complete their degree program.

Ohio Licensure Requirements

1. A master's degree in counseling consisting of a minimum of 60 semester hours including a minimum of 20 semester hours of academic work over five clinical content areas. **Thus, licensure requires a minimum of 60 semester hours of specified graduate study in counseling.**
2. Successful completion of a 600-clock hour clinical counseling internship in an approved setting (included as part of the Master's Program).
3. Satisfactory performance on the Counselor Examination administered by the State of Ohio after completion of all education requirements.

Financial Aid

A limited amount of graduate scholarship money is available on a semester-by-semester basis. All applications for a graduate study grant should be made through the Office of the Graduate School (513-745-3360).

Graduate assistantships, federal loans and other forms of financial assistance are also available. Please contact the Office of the Graduate School for details.

PROGRAM OVERVIEWS

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

The Master of Arts degree in CLINICAL Mental Health Counseling is designed to help students complete the academic requirements necessary for recognition as an Ohio Licensed Professional Counselor, a Kentucky Certified Professional Counselor, or an Indiana Licensed Mental Health Counselor.

SPECIAL STUDENTS/NON-DEGREE

Program courses are available to post-Master's students interested in meeting Ohio licensure requirements. Consult with the Department Chair to plan the appropriate course work applicable to your situation.

ALL STUDENTS!

Please see the section titled Ohio, Indiana, and Kentucky Licensing and Certification Requirements later in this booklet for more details on these credentials. While the department tries to keep information up to date on state licensing requirements, students are encouraged to go to state websites to ensure they are complying with current requirements.

American Counseling Association www.counseling.org/knowledge-center/licensure-requirements

ADMISSION REQUIREMENTS AND PROCEDURES

Priority application deadlines are:

- **Fall Semester: February 1**
- **Spring Semester: October 1**
- **Summer Semester: February 1**

Please submit application on:

<https://admit.xavier.edu/apply/>

MISSION STATEMENT

The Counseling Department, consistent with the mission of Xavier University, seeks to prepare individuals to serve as professional, multiculturally competent and ethical school and clinical counselors in diverse practice environments. Our CACREP accredited programs emphasize service-learning, social justice, theory and evidence-based practice in both course work and practical experience.

COUNSELING DEPARTMENT PROGRAM OBJECTIVES

To achieve its mission, Xavier's Program in Clinical Mental Health Counseling is committed to continuous evaluation through annual assessment and the offering of a variety of academic and experiential activities focused upon student competency in the following areas:

1. Students will identify with the counseling profession in general and actively participate in appropriate professional groups and professional development activities associated with the field.
2. Students will understand and demonstrate ethical behaviors in all domains with their counseling activities. These ethical behaviors include, but are not limited to: confidentiality, assessment, group work, and consultation.
3. Students will be able to identify their own personal attitudes and values that might interfere with effective counseling of individuals who are culturally different from themselves.
4. Students will demonstrate understandings of competencies and ethical considerations necessary for a culturally skilled counselor.
5. Students will understand the nature of the helping relationship and illustrate competencies in counseling and consultation activities.
6. Students will understand evidence-based theoretical approaches and techniques will be satisfactorily demonstrated.
7. Students will understand the nature of Human Growth and Development and the needs of individuals at all development levels. Students will also be able to design and deliver services appropriate to the developmental stages of their clientele.
8. Students will demonstrate understanding, through academic and experiential activities, the purpose of groups and their development and dynamics. Group work approaches, including various group theories and techniques, will be satisfactorily demonstrated.
9. Students will understand the nature of career development and related life factors and satisfactorily demonstrate strategies in assisting individuals to address these issues.
10. Students will understand individual and group approaches to assessment and evaluation and demonstrate ethical, sensitive, accurate, and client centered use of assessment and evaluation techniques.
11. Students will demonstrate knowledge and appropriate assessments using the current edition of the *Diagnostic and Statistical Manual* and other clinical assessment inventories and strategies.
12. Students will demonstrate understanding of research methodology, statistical analysis, needs assessment and program evaluation.

COUNSELING COURSE FEES

Student Professional Liability Insurance Fee

A Liability Insurance Fee will be charged to students in order to provide malpractice liability coverage to these students and the University for activities related to their academic program.

Charge based on registration for the following course:

COUN 669 – Pre-Practicum/Counseling Lab

Fee Amount: \$36.00

(This will also cover students in COUN 760 – Counseling Internship and COUN 773 – Counseling Practicum.)

Students must carry their own professional liability insurance. The American Counseling Association www.counseling.org and The American School Counselor Association <http://www.schoolcounselor.org> both offer an affordable rate for this insurance for student members.

Tevera Digital Document Management System

Charge based on registration in the following course:

COUN 669 – Pre-practicum/Counseling Lab

Fee Amount: \$220.00

Testing Materials Fee

COUN 579- Psychological & Achievement Testing

Fee Amount: \$40.00

COUN 762- Clinical and Personality Testing

Fee Amount: \$35.00

PROGRAM ADVISING

Students will be assigned an advisor alphabetically based on their last name. Students should meet with their faculty advisor to develop a planned program of student within the first 6 months of graduate study. Students should also plan to meet with Dr. Norm Townsel, Clinical Coordinator, during the semester preceding their internship. He can also answer any questions related to Practicum Sites.

Advisors:

Department of Counseling Advisors	New Advising Assignments Fall 2025
Dr. Brent Richardson – richardb@xavier.edu	A – B
Dr. Michelle Flaum – flaumm@xavier.edu	C - Fr
Dr. Rhonda Norman – norman@xavier.edu	Fs - Ja
Dr. Erica Ogletree – ogletreee@xavier.edu	Jb - Mi
Dr. Sunanda Sharma – sharmas12@xavier.edu	Mj - Q
Ms. Machen Champion – ruppm@xavier.edu	R - Sh
Dr. Kristen Toole – toolek1@xavier.edu	Si - U
Dr. Brian Russ – russb1@xavier.edu	V - Z
Dr. Townsel – townseln@xavier.edu (Clinical Coordinator)	Advises All Students for Clinical Experiences

WRITING STANDARDS

A significant portion of professional preparation in the Counseling field involves the development of strong writing skills.

Throughout your graduate courses you will be asked to submit writing assignments such as brief journal entries, article reviews, professional assessment and counseling reports, treatment plans, major papers and research projects.

While the specific format for such assignments will vary from course to course, the faculty expect quality writing in all cases. Poor sentence structure, inappropriate grammar, and misspellings are unacceptable for graduate level work.

Therefore, grading practices in all courses involve not only the accuracy of the content of the written assignment, but the quality of its presentation.

If you need assistance in developing your writing skills, feel free to request the assistance of the Xavier University Writing Center located in Conaton Learning Commons, room 400 (513-745-2875, writingcenter@xavier.edu).

BECOMING A REFLECTIVE PRACTITIONER

There are a number of important skills necessary to be a successful counselor. An important step toward acquiring these skills is the willingness of counselors in training as well as seasoned practitioners to consistently engage in self-reflection and self-examination.

While this can sometimes be an uncomfortable experience, it is essential that helping professionals are willing to regularly reflect upon their own world-views, values and beliefs, and review how these may impact their counseling work with a variety of clientele.

Therefore, it is important for counseling students to note that *openness* to self-examination and self-reflection is a critical component of counselor training. Throughout the program, instructors will present opportunities, both formal and informal, that will perhaps challenge students' values and beliefs. Responding positively to these challenges is a key component of counselor training that will lead students toward becoming "Reflective Practitioners".

For further information on this topic, students are referred to:

Schon, D. (1984) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

SOME SUCCESSFUL COUNSELING STUDENT CHARACTERISTICS

- Assumes responsibility for their own learning.
- Is academically honest and respectful of fellow students.
- Demonstrates an openness to supervision and critique.
- Adheres to ethical guidelines of the counseling profession.
- Has a genuine interest in the welfare of others while appropriately observing interpersonal boundaries.
- Is willing to address personal issues that can significantly impair one's performance in counselor preparation.
- Follows Department/University policies such as curriculum sequence requirements, registration and drop/add procedures, class attendance, etc.
- Appreciates and accepts the "higher standard" of professional expectations in practicum/internship experiences.
- Recognizes that "becoming a counselor" is a developmental process and thus, avoids over-scheduling courses "just to get through".
- Maintains a keen sense of humor.
- Acknowledges the importance of maintaining balance in living.
- Understands the need for continuous learning.



University and Department Policies and Procedures

UNIVERSITY POLICIES

Xavier One Pass

The Xavier One Pass is the official form of identification for the Xavier University community. The One Pass, used in place of a physical student ID card, allows students to access buildings by tapping their phone to a campus reader and allows students to deposit funds through X Cash, a prepaid flexible spending account that can be used for purchasing all across campus, including retail and vending. One Pass also works when a phone battery runs out, allowing students up to 5 taps within 24 hours after a device powers down.

Additionally, One Pass is essential for identification at clinical sites. Visit <https://www.xavier.edu/auxiliary-services/onepass/index> to learn more about Xavier One Pass and to set up a One Pass account.

Graduate Transfer Credits

Students may submit official transcripts showing satisfactory completion (B grade or better) of related graduate work at other institutions. A maximum of fifteen (15) semester hours may be applied for those students enrolling in the sixty (60) semester hour program.

Application for Graduation

Students are directed to contact the Registrar's office located in the Musketeer Mezzanine Level in Justice Hall (ph. 513-745-3941) in the early part of the Fall semester if they are December or May graduates, and in the early part of the Spring semester if they will complete graduation requirements at the end of the summer sessions. Graduating students must complete an application form and pay a graduation fee by the appropriate deadline to be eligible for the awarding of the Master of Arts degree.

University Catalog

This booklet is designed for informational purposes. Official policies of the University as described in the current University Catalog (<https://catalog.xavier.edu>) supersede information described or omitted in this publication. Pertinent catalog information is summarized below.

Auditing Courses

Anyone wishing to audit a course may do so. An audited course does not carry credit or earn a grade. Regular tuition rates apply. Please check with the faculty member before auditing any course.

Grade Grievance Procedure

Students may appeal final grades if they believe that the grade was awarded unfairly. The student must be able to provide some evidence of the lack of fair treatment in order to file a formal grievance, and must follow the Grade Grievance Procedure when filing such an appeal.

Clearance of Incompletes

Grades of IP/E (Incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended but may not exceed a period of one semester from the end of the term.

Student Retention / Program Completion

Students have to meet academic requirements for the Master's Degree (e.g., G.P.A. of 3.0) and non-academic requirements (regular attendance, non-academic dismissal) and complete the program (including 600-hour internship) within six years. Those students who transfer acceptable graduate credits from other institutions should note that the six-year time frame begins with the date the first transfer credits were taken at another institution.

Class Attendance

Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for the granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. The Counseling Department also has the following attendance policy:

DEPARTMENT ATTENDANCE POLICY

Graduate students are training to be professional helpers responsible for the welfare of a variety of clients in need. Attendance in professional counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Attendance and participation constitute a significant portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and periodically entering into class discussions.

A student who misses more than 2 classes in a semester (1 in twice a week summer classes) may be subject to possible action by the instructor, which includes, but is not limited to:

- Recommendation to withdraw from the class.
- Completing additional assignment(s) for the class.
- Reduction in grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the instructor.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance.

Naturally, faculty members are sensitive to significant life circumstances that can result in class absence. In such instances, faculty will attempt to work with these students on a case-by-case basis.

In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

Academic Warning

A student whose cumulative GPA falls below 2.800 in courses taken for graduate credit will be "WARNED". The Dean will send this warning to the student and will also send a statement of dismissal policy. Such notification will be sent at the end of each semester so long as the student remains in this status.

Academic Dismissal

Any student whose cumulative GPA is below 2.800 in courses taken for graduate credit and whose next semester graduate course GPA is also below 2.800 will be dismissed.

Any student who earns two grades below a C will be dismissed.

Xavier University reserves the right to dismiss a student for reasons of poor scholarship, academic fraud, or misconduct. Actions regarding Academic Dismissal will be noted on the student's academic record.

Non-Academic Dismissal

Xavier University reserves the right to require a student to withdraw if, in the judgment of university officials, such action would be beneficial to the physical, mental, or emotional best interests of the student or is considered necessary for the welfare of the university. Please review the following Statement on Professional Behavior:

STATEMENT ON PROFESSIONAL BEHAVIOR

The delivery of professional counseling services requires a variety of personal attributes and professional competencies. Individuals preparing for the counseling profession must demonstrate the ability to master the academic aspects of their graduate programs as well as indicate an interest in continuous learning following this formal preparation.

In addition, as stated in professional counseling association codes of ethics, a competent counselor must demonstrate such characteristics as open-mindedness, tolerance of ambiguity, objectivity, emotional stability, personal security, appropriate interpersonal skills to effectively and confidently communicate with others across racial, cultural or gender lines, and a willingness to learn and grow professionally.

Therefore, the Counseling Department faculty at Xavier University feels strongly that recipients of our degrees and/or credentials should possess all of these aforementioned qualities. Should an enrolled student appear to be significantly deficient in any one or more of these areas, the Department faculty reserve the right to recommend to the Chair that such an individual's enrollment in a particular Program of the Department be modified, suspended, or terminated in what the faculty judge to be in the best interests of any or all of the following: the student, the University, prospective counseling clients. Any decision to modify, suspend, or terminate a student's enrollment will be made only after consultation with all full-time Department faculty and will be forwarded to the student in writing by the Chair of the Department.

Currently enrolled students may appeal such a decision as follows:

1. A student can challenge the decision of the Department faculty by filing a written appeal of the decision with the Dean of the College of Professional Sciences within thirty (30) days following receipt of the Department decision. The Dean will send a written ruling on this appeal to all involved parties within thirty (30) days.
2. If the student wishes to challenge the ruling of the Dean, a written appeal should be directed to the Xavier University Professional Review Board within thirty (30) days of receipt of the Dean's decision. Such an appeal will be considered per the policies and procedures maintained by the Professional Review Board and described in the Xavier University Catalog. The Professional Review Board will issue its decision related to this appeal to all involved parties within thirty (30) days following the conclusion of Board deliberation of this matter. The decision of this Board is final.

STUDENT PERFORMANCE AND REMEDIATION POLICY

All students must perform satisfactorily academically, behaviorally and in clinical placements. Student performance will be formally evaluated by the full-time faculty at the end of the Fall semester. In addition, during Fall, Spring and Summer semesters students will be assessed in five classes using the STUDENT PROGRESS ASSESSMENT RATING FORM. Student performance will also be an agenda item at each department meeting and documented on the Faculty Meeting Student Concern Documentation Form.

In addition, if any full time or adjunct faculty have an academic or behavioral concern about a student, they will complete the Faculty Student Rating form, which will be shared with the student, their advisor, and the department chair. The advisor will plan a meeting to discuss the concerns and establish a student success plan.

During clinical training, in the unusual situation where a mid-term evaluation indicates unsatisfactory performance, the supervisor(s) will meet with the student to develop a remediation contract. Students needing remediation in their clinical training will be required to meet with the site supervisor and faculty supervisor to review the student's performance difficulties and develop an action plan. Collaboratively, all parties will develop a written determination of corrective actions for remediation or resolution of issues or problems.

The written determination will serve as a contract and include:

- Specific performance issues needing to be addressed
- Concrete steps to address the issues
- Clear plan with actions to identify how these steps will be evaluated
- Clinical practice measures which will be used to determine if effective remediation of the student's performance difficulties has occurred

Following evaluation of the student's progress in the action plan, an additional meeting with the appropriate faculty and supervisors will occur to determine: if performance is acceptable; if the class needs to be extended; whether the class needs to be repeated; or if the class should be terminated. The student's effort in the remediation plan will be factored into the final grade assigned in the course



Curriculum and Program Offerings

Clinical Mental Health Counseling Curriculum Standards

The Clinical Mental Health Counseling program at Xavier University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through March 31, 2031. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs.

CACREP is the accrediting arm of the American Counseling Association and assists in the development of counselor training program standards, encourages excellence in program development, and administers a process for program accreditation.

CACREP mandates that Clinical Mental Health counseling programs must consist of a minimum of 60 semester hours (the equivalent of two full academic years).

These curricular experiences are incorporated into eight common core areas as follows:

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

Clinical Experiences are also incorporated into the curriculum by including a 100-clock hour practicum and a 600-clock hour Clinical Mental Health counselor internship.

In addition to the above core curricular and clinical experiences, the following curricular experiences and demonstrated knowledge and skills categories are required of all students in the program:

Foundations of Clinical Mental Health Counseling, Contextual Dimensions of Clinical Mental Health Counseling, and Knowledge and Skill Requirements for Clinical Mental Health Counselor

Core Counseling Course Worksheet

Instructions: Place each counseling course on your transcripts into the appropriate category on the worksheet. Once a course is used to satisfy a requirement, it may not be repeated to satisfy another.

NOTE: If a course title does not clearly indicate the content area of the course, you must attach a college catalog description or syllabus to substantiate the specific material included.

Content Area	Course # & Title	Sem. Hours	Dept. Taught In
1. Counseling Theory	COUN 533 - Counseling Theories and Techniques	3	Counseling Program
2. Counseling Techniques	COUN 764 - Counseling & Psychotherapy COUN 669 – Pre-Practicum/Counseling Lab	3 3	“
3. Supervised Practicum	COUN 773 - Counseling Practicum (100 clock hours)	3	“
4. Internship	COUN 671 - Counseling Internship (600 clock hours)	4	“
5. Human Growth and Development	COUN 501 – Lifespan Development	3	“
6. Social and Cultural Foundations	COUN 638 - Cross-Cultural Counseling	2	“
	COUN 630 - Intro to Mental Health Counseling	2	“
	COUN 640 - Family Relations	2	“
7. Group Dynamics, Processing and Counseling	COUN 536 - Group Process	3	“
8. Life-Style and Career Development	COUN 636 - Career Counseling	3	“
9. Appraisal of the Individual	COUN 579 - Psych. & Achievement Testing	2	“
10. Research and Evaluation	COUN 509 - Counseling Research Methods	2	“
11. Professional, Legal and Ethical Responsibilities	COUN 631 - Counseling Issues & Ethics	2	“

Clinical Areas (a minimum of 20 semester hours required)	Course # & Title	Sem. Hours	Dept. Taught In
Area I Clinical Psychopathology, Personality, and Abnormal Behavior	COUN 760 - Personality and Abnormal Behavior	3	Counseling Program
	COUN 767 - Treating Addictive Disorders	3	“
Area II Evaluation of Mental and Emotional Status	COUN 762 – Clinical & Personality Assessment	3	“
Area III Diagnosis of Mental and Emotional Behavior	COUN 763 - Diagnosis of Psychopathology	3	“
Area IV Methods of Intervention and Prevention of Mental and Emotional Disorders	COUN 766 - Intervention Skills with SMD	3	“
	COUN 642 - Consultation and Supervision	3	“
	COUN 534 Trauma and Dissociation (elective)	1	“
	COUN 504 Intro to Play Therapy (elective)	1	“
Area V Treatment of Mental and Emotional Disorders	COUN 765 - Crisis Counseling	2	“
	COUN 639 – Substance Use and Prevention	2	“

M.A. in Clinical Mental Health Counseling Total:

60 Semester Hours Mini

Master of Arts in Clinical Mental Health Counseling

Curriculum Requirements for 60-hour M.A.

Prerequisites, Substitutions, Notes	Planned Semester	X.U. COURSE
KEY: F = Fall S = Spring M = Summer		GROUP I:
	F S	COUN 501 (3) Lifespan Development
<i>NOTE: Students should complete the majority of Group I courses before moving to Group II courses and so on. Some courses in Group IV are offered on Saturdays to minimize conflict with other classes/internship hours.</i>	F S M	COUN 533 (3) Counseling Theories and Techniques
	F S M	COUN 536 (3) Group Process
	F S	COUN 630 (2) Intro to Mental Health Counseling
	F S M	COUN 579 (2) Psychological and Achievement Testing
	F S M	COUN 636 (3) Career Counseling
		GROUP II:
	F S M	COUN 509 (2) Counseling Research Methods
	F S M	COUN 631 (2) Counseling Issues and Ethics
	F S M	COUN 638 (2) Cross-Cultural Counseling
	F S M	COUN 640 (2) Family Relations
COUN 533	F S M	COUN 669 (3) Pre-Practicum/Counseling Lab <i>During this time, Dr. Norm Townsel, Clinical Coordinator, will provide students with the materials necessary to register for Practicum and Internship experiences</i>
	F S M	COUN 765 (2) Crisis Counseling
		GROUP III:
COUN 533, 536, 579, 631, 669, 765	F S M	COUN 773 (3) Counseling Practicum – 100 hours minimum
	F S	COUN 767 (3) Treating Addictive Disorders
	F S	COUN 642 (3) Consultation and Supervision
NOTE: COUN 760 and 763 split the DSM-5 and need to be taken in the same calendar year	F S M	COUN 760 (3) Personality and Abnormal Behavior – Clinical Area I
	F S M	COUN 763 (3) Diagnosis of Psychopathology – Clinical Area III
		GROUP IV:
COUN 773, Need to complete 760 and 763 prior to second semester of 671.	F S M	COUN 671 (4) Clinical Counseling Internship – 600 hours minimum (can divide credit hours over multiple semesters)
COUN 579 and 669	F M	COUN 762 (3) Clinical and Personality Assessment – Clinical Area II
	F S	COUN 764 (3) Counseling and Psychotherapy – Clinical Area IV
Includes review for the National Counselor Exam, should be taken in last year of program; It is better if students graduate in May or August.	F S	COUN 766 (3) Intervention for the Severely Mentally Disabled – Clinical Area V
Most elective options are offered in the summer as weekend workshops. The department varies these workshops each summer.		3 Elective Hours – to be taken at any time <i>Refer to page 7 of handbook for current elective offerings; Refer to most recent course schedules for days and times electives are offered.</i> Highlighted Prerequisites are new starting 2024.

Master of Arts in Clinical Mental Health Counseling Dual Track

(With Additional Courses Needed for School Counseling Licensure) – Minimum 72 credit hours

Prerequisites and/or Substitutions	Planned Semester	X.U. COURSE
KEY: F = Fall S = Spring M = Summer		GROUP I:
	F S	COUN 501 (3) Lifespan Development
NOTES: <i>Students should complete the majority of Group I courses before moving to Group II courses and so on. Some courses in Group</i> <i>IV are offered on Saturdays to minimize conflict with other classes/internship hours. Becoming dually licensed requires students to</i> <i>complete 2 separate 600-hour Internships and pass both the Pearson Exam (School) and National Counselor Exam (Clinical).</i>	F S M	COUN 533 (3) Counseling Theories and Techniques
	F S M	COUN 536 (3) Group Process
	F S	COUN 630 (2) Intro to Mental Health Counseling
	F S M	COUN 579 (2) Psychological and Achievement Testing
	F S M	COUN 636 (3) Career Counseling
		GROUP II:
	F S M	COUN 509 (2) Counseling Research Methods
	F S M	COUN 631 (2) Counseling Issues and Ethics
	F S M	COUN 638 (2) Cross-Cultural Counseling
	F S M	COUN 640 (2) Family Relations
COUN 533	F S M	COUN 669 (3) Pre-Practicum/Counseling Lab <i>During this time, Dr. Norm Townsel, Clinical Coordinator, will provide students with the materials necessary to register for Practicum and Internship experiences</i>
Or COUN 503 (2) Crisis Intervention in Schools	F S M	COUN 765 (2) Crisis Counseling
		GROUP III:
COUN 533, 536, 579, 631, 669, 503 (or 765)	F S M	COUN 773 (3) Counseling Practicum – 100 hours minimum
	F S	COUN 767 (3) Treating Addictive Disorders
	F S	COUN 642 (3) Consultation and Supervision
COUN 760 and 763 split the DSM-5 and need to be taken in the same calendar year	F S M	COUN 760 (3) Personality and Abnormal Behavior – Clinical Area I
	F S M	COUN 763 (3) Diagnosis of Psychopathology – Clinical Area III
		GROUP IV:
COUN 773, must complete COUN 760 and 763 prior to second semester of COUN 671	F S M	COUN 671 (4) Clinical Counseling Internship – 600 hours minimum (can divide credit hours over multiple semesters)
COUN 579 and 669	F S M	COUN 762 (3) Clinical and Personality Assessment – Clinical Area II
	F S	COUN 764 (3) Counseling and Psychotherapy – Clinical Area IV
	F S	COUN 766 (3) Intervention for the Severely Mentally Disabled – Clinical Area V
		Additional Courses Needed:
	F	COUN 537 (3) Intro to School Counseling
	S	COUN 538 (3) Advanced School Counseling
	M	COUN 502 (2) Intro to College Counseling
	S	COUN 540 (2) School Culture and Climate
	F S M	EDSP 500 (3) Special Education: Identification and Issues (mostly online)
Or COUN 642 (3) Consultation and Supervision	F S M	EDAD 565 (3) School Law I
	F S	COUN 671 (2) School Counseling Internship (1 credit hour per semester)
Requirements met through school courses listed above.		3 Elective Hours – to be taken at any time Highlighted prerequisites are new starting 2024

Master of Arts in Clinical Mental Health Counseling

Elective Options for 60 Hour M.A.

Students can meet the requirement for 3 elective credit hours. Choose from the following:

Current Counseling Electives (Courses):

- COUN 639 (2) Substance Use and Prevention (Required for School Counseling)
 - Taking both COUN 767 (required) and COUN 639 (elective) will lead to eligibility to apply for Chemical Dependency Certification Assistant Preliminary (CDCA-PRE) license

Current Counseling Electives (Workshops):

- COUN 512 (1) Spirituality and Counseling (Summer Workshop)
- COUN 526 (1) The WDEP System of Reality Therapy (Summer Workshop)
- COUN 591 (1) Mindfulness in Counseling (Fall Workshop)
- COUN 527 (1) Transgender Counseling (Summer Workshop)
- COUN 545 (1) Treating Self-Injury (February Workshop)
- COUN 563 (1) Counseling Challenging Youth (Summer Workshop)
- COUN 535 (1) Trauma and Dissociation (Summer Workshop)
- COUN 520 (1) Diagnosing and Treating Anxiety Disorders (Summer Workshop)
- COUN 504 (1) Introduction to Play Therapy (Summer Workshop)

Other Possible Electives:

- NURS 779 (1) Applied Interprofessional Collaboration (Spring – Blended)
- COUN 637 (2) Advanced Career Development
 - Course leading to eligibility to apply for Career Development Certification
- New Summer Workshops developed each year
- Courses leading to Medical Trauma Certification

Additional graduate courses and workshops may count toward elective requirements with advisor and chair approval.

Clinical Mental Health Counseling Program Tentative Course Offering Calendar

PLEASE NOTE: Summer sessions begin one week before and end one week after the university calendar

Course and Credit Hours	Fall	Spring	Summer	
	(R = Thursday)		Session #1	Session #2
GROUP I				
COUN 501 (3)	R – 4:15-6:45pm	M – 7:00-9:30pm		
COUN 533 (3)	W – 7:00-9:30pm	W – 4:15-6:45pm	M/W – 4:15-6:45pm	
COUN 536 (3)	T – 7:00-9:30pm	W – 7:00-9:30pm		M/W – 7:00-9:30pm
COUN 630 (2)	W – 4:30-6:05pm	M – 4:30-6:05pm		
COUN 579 (2)	M – 4:30-6:05pm	T – 7:00-8:35pm		T/R – 4:30-6:05pm
COUN 636 (2)	T – 4:15-6:45pm	T – 4:15-6:45pm		T/R – 7:00-9:30pm
GROUP II				
COUN 509 (2)	W – 4:30-6:05pm	W – 4:30-6:05pm		M/W – 4:30-6:05pm
COUN 631 (2)	R – 4:30-6:05pm	R – 7:00-8:35pm	M/W – 7:00-8:35pm	
COUN 638 (2)	T – 7:00-8:35pm	M – 4:30-6:05pm	T/R – 7:00-8:35pm	
COUN 640 (2)	R – 7:00-8:35pm	R – 4:30-6:05pm	T/R – 4:30-6:05pm	
COUN 669 (3)	T – 4:15-6:45pm	R – 4:15-6:45pm	M/W – 4:15-6:45pm	
COUN 765 (2)		T – 7:00-8:35pm		T/R – 4:30-6:05pm
GROUP III				
COUN 773 (3)	M – 7:00-9:30pm	T – 4:15-6:45pm	M – 4:15-6:45pm (Full Summer Term)	
COUN 767 (3)	W – 4:15-6:45pm	W – 4:15-6:45pm		
COUN 642 (3)	W – 7:00-9:30pm	W – 7:00-9:30pm		
COUN 760 (3)	S – 1:00-4:30pm		M/W – 7:00-9:30pm	
COUN 763 (3)	S – 8:30am-12:00pm			M/W – 7:00-9:30pm
GROUP IV				
COUN 671 (4)	M – 4:25-6:55pm	M – 4:25-6:55pm	M – 4:15-6:45pm (Full Summer Term)	
COUN 762 (3)	T – 7:00-9:30pm		T/R – 4:15-6:45pm	
COUN 764 (3)	R – 4:15-6:45pm	S – 1:00-4:30pm		
COUN 766 (3)		S – 8:30am-12:00pm		
Electives (3)	Please see most recent course schedules for day and time offerings of current electives.			

2024-2025 Saturday Schedule (Clinical Mental Health Counseling)
Tentative

Date	A.M. 8:30 to noon	P.M. 1 to 4:30 p.m.
8/24	off	off
8/31	off	off
9/07	763	760
9/14	763	760
9/21	763	760
9/28	off	off
10/05	763	760
10/12	763	760
10/19	763	760
10/26	off	off
11/02	763	760
11/09	763	760
11/16	763 exam	off
11/23	760 exam	off
11/30	off	off
12/07	off	off
12/14	off	off
12/21	off	off

Date	A.M. 8:30 to noon	P.M. 1:00 to 4:30
1/04	off	off
1/11	off	off
1/18	766	764
1/25	766	764
2/01	off	off
2/08	766	764
2/15	766	764
2/22	off	off
3/01	766	764
3/08	766	764
3/15	off	off
3/22	off	off
3/29	766	764
4/05	766	764
4/12	off	off
4/19	off	off
4/26	off	off
5/03	off	off

PROGRAM OFFERINGS – COURSE DESCRIPTIONS

The Master of Arts in Clinical Mental Health Counseling Program Offerings are divided into four groupings that will lead the student through a general sequence of academic experiences. Introductory courses are presented in Group I, with intermediate offerings available in Group II. **Group III requirements should be attempted only after most of the Group I & II courses are completed and so on.**

Please find a brief description of Program requirements and electives below:

GROUP I – REQUIRED COURSES

Course # and Title		Description	Credit Hours
COUN 501	Lifespan Development	Understanding of the nature and needs of individuals at all developmental levels, learning theory and personality development, normal and abnormal behavior, lifespan transitions.	(3)
COUN 533	Counseling Theories & Techniques	Theories of Counseling are offered for student consideration. Also, interviewing skills and clinical procedures are presented and practiced.	(3)
COUN 536	Group Process	This laboratory course contains both lecture and experiential components designed to give students competencies in designing, utilizing, and facilitating groups in a variety of settings. Participation in a growth group will be part of the course.	(3)
COUN 630	Intro to Mental Health Counseling	This course involves a survey of historical developments impacting the helping professions as well as a review of current practice in various counseling settings.	(2)
COUN 579	Psychological and Achievement Testing	An exposure to appropriate testing practices as well as ethical use of group tests. Testing concepts, test selection and evaluation issues are also presented.	(2)
COUN 636	Career Counseling	An introduction to career counseling in a variety of settings. Career choice theories, sources of occupational information, and career assessment techniques are offered.	(3)
		GROUP I - TOTAL HOURS	16

GROUP II – REQUIRED COURSES

Course # and Title		Description	Credit Hours
COUN 509	Counseling Research Methods	The methodologies of counseling research and statistics are presented.	(2)
COUN 631	Counseling Issues and Ethics	Ethical responsibilities of the counselor and counseling as a profession are reviewed via case studies and research.	(2)
COUN 638	Cross-Cultural Counseling	A study of the impact of culture on the counseling process as well as an understanding of cultural differences (e.g., race, gender and ethnicity) is underscored.	(2)
COUN 640	Family Relations	A review of issues related to the family and various theories of family counseling.	(2)
COUN 669	Pre-Practicum/ Counseling Lab	Pre-Practicum/Counseling Lab is a supervised counseling experience where the student conducts individual counseling sessions and receives peer/supervisor feedback. Prerequisites: COUN 533 (B grade or better)	(3)
COUN 765	Crisis Counseling	An examination of the issues and skills involved with assisting clients in dealing with crisis situations.	(2)
		GROUP II - TOTAL HOURS	13

GROUP III - REQUIRED COURSES

Course # and Title		Description	Credit Hours
COUN 773	Counseling Practicum	A supervised training experience providing individual or group counseling to bona fide clients seeking services from counselors. Prerequisites: COUN 533, 536, 579,631, 669, 765 (B grade or better)	(3)
COUN 767	Treating Addictive Disorders	Explores the concepts in the field of substance abuse and addictions counseling. Emphasis will be placed on developing and practicing substance abuse counseling skills.	(3)
COUN 642	Consultation and Supervision	Models of supervision and consultation for counseling services are introduced and practiced.	(3)
COUN 760	Personality and Abnormal Behavior	Dynamics of the disturbed personality; symptoms, causes, treatment of psychoneuroses, psychoses, deviant personalities. Emphasis is placed on psychopathological conditions related to children, adolescents, young and middle-life adults, and the aged.	(3)
COUN 763	Diagnosis of Psychopathology	A conceptual overview of the foundations of psychodiagnostics. Exposure to both psychodynamic concepts and theory as well as behavioral, descriptive diagnosis as advocated by the DSM 5-TR. This includes the development of a framework for identifying the signs and symptoms of psychosis, personality disorders, and neuroses in children, adolescents, young and middle-life adults, and the aged.	(3)
		Note: COUN 760 and 763 split the DSM-5 and need to be taken in the same calendar year	
		GROUP III - TOTAL HOURS	15

GROUP IV – REQUIRED COURSES

Course # and Title		Description	Credit Hours
COUN 671	Clinical Counseling Internship	An experiential integrative field placement in counseling under the direction of an approved supervisor. The experience requires a minimum of 600 hours of which 240 hours are in direct services which include the diagnosis and treatment of mental and emotional disorders and conditions. Prerequisites: COUN 773, need to complete COUN 760 and 763 prior to second semester of 671 (B grade or better)	(4)
COUN 764	Counseling and Psychotherapy	Theoretical and applied understandings of the psychotherapeutic process including study of the psychological methods of intervention such as person-centered, psychoanalytic, hypnotherapy, and psychotherapy. Also covered are educational intervention methods such as rational-emotive therapy, reality therapy, and psychosocial rehabilitation.	(3)
COUN 762	Clinical and Personality Assessment	Emphasis is placed on methods of administering and interpreting individual and group standardized tests. Evaluation techniques of mental and emotional status, including use of assessment procedures and diagnosis and treatment planning, are reviewed. Prerequisites: COUN 579, 669 (B grade or better)	(3)
COUN 766	Intervention Skills for the Severely Mentally Disabled	Specific interventions and treatment strategies with severely mentally disabled individuals in both individual and group settings including developing and implementing a treatment plan, reporting and assessing progress of treatment, appropriate referral procedures, and knowing the effect on client behavior of mood-altering chemical agents in the treatment of mental and emotional disorders.	(3)
--	Counseling Electives	To be taken at any time (See page 23 for partial list of options)	(3)
		GROUP IV - TOTAL HOURS	16
		TOTAL OVERALL HOURS	60

SAMPLE ELECTIVE OPTIONS – COURSE DESCRIPTIONS

Most elective options (with the exception of the annual Winter Workshop (1 credit), Treating Addictions I (2 credits), and Mindfulness in Counseling (1 credit) are offered during the summer. The following are just a few of the elective options available most years to clinical mental health counseling students. A number of additional one- and two-hour counseling workshops are also offered in the summer and can be also be used to fulfill the elective requirement.

Course # and Title		Description	Credit Hours
COUN 512	Spirituality and Counseling	Effective counseling addresses the body, mind, and spirit. This course is designed to provide the student with the basic understanding of how to explore a client’s spirituality and include the role of spirituality in both the assessment and treatment plans. Topics covered in this workshop will include: why address spiritual concerns, benefits of addressing spirituality for clients, and pitfalls related to spirituality. This course will also present a basic exploration of different spiritual perspectives, and how they related to the mental health of the client. Each participant will be introduced to different assessment tools of spirituality and therapeutic interventions.	(1)
COUN 520	Diagnosis and Treating Anxiety Disorders	According to 2005 data from the National Institute of Mental Health, 40 million American adults ages 18 and older, or about 18.1% of people, meet the criteria for an anxiety disorder. It is also a common disorder in school-age children. Clinicians will be faced with diagnosing and treating these common disorders. In this course, an overview of anxiety disorders and treatment modalities will be obtained. Panic disorder, Obsessive-Compulsive Disorder, Post Traumatic Stress Disorder, Generalized Anxiety Disorder, Phobias and Agoraphobia will be explored through DSM-IV TR criteria, case examples and treatment strategies. Cognitive Behavioral Therapy, Relaxation and Stress Reduction Techniques, EDMR and Dialectical Behavioral Therapy modalities will be discussed as successful treatment techniques. Use of these techniques in a clinical vs. school setting will be considered.	(1)

COUN 526	The WDEP System of Reality Therapy	This interactive workshop focuses on practical skills immediately useful on the job; skills hand can be integrated into other theories. It includes discussion, role-play demonstrations of cases presented by participants, small group practice, and viewing/critiquing video recordings. Participants will gain a working knowledge of choice theory, the basis of reality therapy, followed by an explanation and demonstration of the WDEP system (wants, doing, evaluation, planning). Integrated into the session will be a review of the research on reality therapy and a discussion about the misconceptions about the practice and implementation of the principles of reality therapy. The connections between choice theory and neuroscience will be discussed as well as the relationship between choice theory, mindfulness and Ericksonian principles.	(1)
COUN 535	Trauma and Dissociation	This is an introductory level course on the continuum of dissociative disorders. Participants will learn to recognize symptoms, have an understanding of the disorder and learn potential treatment options.	(1)
COUN 563	Counseling Challenging Youth	Workshop participants will learn a number of practical strategies for building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstrations, small group activities, and role plays.	(1)
COUN 639	Substance Use and Prevention	Concepts of drug and alcohol counseling are presented. The disease model of chemical dependency is reviewed as are strategies for providing client assistance.	(2)



Practicum Information

OVERVIEW

The Ohio Counselor, Social Worker, and Marriage & Family Therapist Board mandates that all candidates for counselor licensure complete a minimum of **one hundred clock hours** of counseling **practicum** experiences, of which **forty hours** must be in direct service counseling activities with individuals and/or groups.

At Xavier, students meet this 100-clock hour requirement by successfully completing:

COUN 773 - Counseling Practicum (3 semester hours) - 100 clock hours

Students pursuing counselor licensure will be asked to submit a **training agreement** to the Ohio Board at the beginning of each of these courses. Similarly, students will also need to file a **verification** of these experiences after each class is successfully completed.

Students who have filed the necessary training agreements may use the “**Counselor Trainee**” designation during their enrollment in these two courses.

Note: All the above-mentioned forms, along with a separate Practicum Handbook, will be provided to you by your instructor in COUN 669, Pre-Practicum/Counseling Lab



Counselor, Social Worker & Marriage and Family Therapist Board

50 West Broad Street, Suite 1075 Columbus, Ohio
43215-5919 614-466-0912 & Fax 614-728-7790

<http://cswmft.ohio.gov> &
cswmft.info@cswb.state.oh.us

CRIMINAL RECORDS CHECK REQUIRED FOR INITIAL LICENSURE

For each initial licensure you must complete both the Ohio BCI (Bureau of Criminal Identification and Investigation also referred to as BCI&I) and FBI criminal records checks. By law, the Board cannot complete the processing of your application until it receives both the BCI and FBI background check. **Please note: criminal record checks are valid for no more than one year.** Applicants must have current records checks on file with the Board at the time of licensure.

For all applicants for CT, LPC, LPCC, SWA, SWT, LSW, LISW, MFT, IMFT, LPAT, or LPMT: Print and take the BCI and FBI Instructions with you to a WebCheck® location to have your fingerprints scanned.

Ohio Bureau of Criminal Identification and Investigation contact information: Call BCI if your criminal records checks have taken longer than 3 weeks to be received by the Board at 877-224-0043 between the hours of 8 a.m. - 4:30 p.m., option 0 at the prompt.

When reporting convictions, the applicant is required to provide a complete explanation (your personal statement) of the underlying circumstances, sufficient rehabilitation evidence and a certified copy of the court documents. All applicants are required under law to report all misdemeanor and felony convictions, with the exception of minor traffic violations (**note: DUI/OVI charges are not considered traffic violations, and must be reported as criminal convictions**). All charges and or convictions require a “yes” answer, even if the original charge and conviction is in an expunged status. Failure to report any police record is falsification of an application and is grounds for denial of an application.

Instructions

Once completed, BCI and FBI background checks are good for one year.

PRINT & TAKE THESE INSTRUCTIONS WITH YOU TO A WebCheck® Location in Ohio (if you are not located in Ohio, see the instructions below).

The Board does not endorse or recommend any specific electronic fingerprinting company/agency.

BCI and FBI criminal records check are not required for renewal of your existing license.

Carefully following these instructions is very important. The Board recommends that you print these instructions and take them with you when you have your finger prints scanned. For each initial licensure you must complete both the Ohio BCI&I (Bureau of Criminal Identification and Investigation also referred to as BCI) and FBI criminal records checks. By law, the Board cannot complete the processing of your application until it receives both the BCI and FBI background checks.

Where to Have your Finger Prints Done: Go to a WebCheck location in your area, which may include your local police, sheriff's department or department of motor vehicles. Your employer or school may also be a WebCheck® location; ask the background check office to review these instructions. [Find a WebCheck® location in your area.](#)

The Process: Your fingerprints will be scanned and sent electronically to BCI in London, Ohio. BCI completes the state of Ohio (BCI) and Federal (FBI) background checks by comparing fingerprints received against a database of criminal fingerprints to determine if there is a criminal record. BCI then electronically sends the results of both background checks to the CSWMFT Board.

Information You Must Tell the WebCheck Location:

1. The CSWMFT Board is on "Direct Copy" list. The WebCheck® Location will select "Social Work Board" from the Direct Copy drop-down list at the WebCheck® workstation.

(If "Social Work Board" is not on the vendor's Direct Copy List, the vendor must key the Board's name and address into the "mail to" field of their software: CSWMFT Board: 77 South High Street, 24th Floor, Room 2468 Columbus, Ohio 43215-6171. **Direct Copy is preferred as the fastest and most secure method of having your background checks submitted.** You should only ask for background checks to be mailed to the Board if Direct Copy is not available. Please only use Direct Copy whenever available, and do not ask to have paper copies mailed as a backup)

2. The WebCheck® location must enter one of the following in the "Reason for Fingerprinting" field of their software: ORC 4757.101 or CSWMFT Board or Required for Licensure

How Long Will It Take for the Board to Receive the Results?

Up to 4-6 weeks if you have a criminal history, 4-5 business days if you do not. Start the process at least one (1) month before you want/expect to be licensed.

If you have had issues in the past with a WebCheck® location capturing quality fingerprints, you should start the process at least three (3) months before you want/expect to be licensed. If your fingerprints are rejected, you will need ink and roll cards to have fingerprints done manually, which takes extra time. Email the Board to request a packet containing the exemption instructions and request form.

Important Information for You to Know:

- The CSWMFT Board cannot accept a photocopy or faxed copy of a past BCI or FBI background check.
- Background checks are only good for one year after receipt by the Board.
- The Board cannot accept a copy of background check results directly from you, another state, your college, a sheriff/police department or from your place of employment. The reports must come directly to the Board from BCI&I

Xavier Police is offering National Webcheck paper work and background checks, <https://www.xavier.edu/police/webcheck-fingerprinting-services/index>. This webpage includes a PDF of the forms needed and instructions on how to fill them out.

BACKGROUND CHECK FAQ

1. Requesting a Copy of Your Completed Background Check

A copy of your BCI& FBI background checks is available until a licensure determination is made or up to one year if the application is still pending. Once a licensure determination is made or the background check(s) is one year old when part of a pending application, the documents and any electronic copies will be destroyed. Send an email or written request to the Board and a copy of the BCI & FBI background checks *OR* a certification of the results will be mailed to your home address.

Ohio Bureau of Criminal Identification and Investigation contact information: Call BCI&I if your criminal records checks have taken longer than 3 weeks to be received by the Board at 877-224-0043 between the hours of 8 a.m. – 4:30 p.m.

2. If you have already completed a BCI background check for a different purpose within the last 12 months:

[Download this Request Form](#) to have a copy of your previously completed BCI background check sent to the CSWMFT Board. This request is FREE within the first 30 days of having your prints scanned, and \$8 afterwards for up to one year. Note: A copy of your BCI will take approximately 45-60 days to process. BCI&I cannot send a copy of your previous FBI check; it will need to be repeated.

To request a copy of a BCI check it must be less than 12 months old. If it is less than 30 days old, a copy will be free.

Print the forms from the link above and mail your request to address below, along with payment in the amount of \$8 (made out to the Treasurer-State of Ohio):

BCI&I
PO Box 365
London, Ohio 43140

Make sure your form is mailed to the address above. These requests are not sent to the Board's address.

You can also request a copy of a BCI criminal record check done for this board to be sent elsewhere. Print, complete and mail this form to the address above.

3. Criminal Convictions

Criminal Records Requirements

If you have a criminal record and are applying for a license or registration, please read the following information prior to applying for a license.

The Board does not pre-evaluate criminal convictions; the evaluation is a part of the application process. Since the Board has the responsibility to protect the public, a primary objective of the Board is to ensure applications for registrations or licenses from applicants with criminal convictions have documentation on

file that gets an appropriate review. For this reason, the Board evaluates all misdemeanor and felony convictions in the same manner for each type of professional license.

All applicants are required under law to report all misdemeanor and felony convictions unless they are only minor traffic violations. All charges and or convictions require a “yes” answer, even if the original charge and conviction is in an expunged status. Failure to report any police record is falsification of an application and is grounds for denial of an application.

When reporting convictions, the applicant is required to provide a complete explanation (your personal statement) of the underlying circumstances, sufficient rehabilitation evidence and a certified copy of the court documents. All applicants are required under law to report all misdemeanor and felony convictions, with the exception of minor traffic violations (note: DUI or OVI charges are not considered traffic violations, and must be reported as criminal convictions). All charges and or convictions require a “yes” answer, even if the original charge and conviction is in an expunged status. Failure to report any police record is falsification of an application and is grounds for denial of an application. The Board evaluates each application with any reported convictions on a case-by-case basis to make a determination concerning the applicant's ability to practice with safety to the public. Included in the Board's evaluation is the nature and severity of the offense, additional subsequent acts, time-frame of crime, compliance with sanctions and evidence of rehabilitation.

If the applicant has a conviction history, the processing time may be longer than the normal processing time. Additional processing time is normally required to obtain additional documentation showing sufficient evidence of rehabilitation (i.e., a comprehensive report from treating psychotherapist, psychological evaluation, or letter from probation officer). You can expedite the process by requesting your court documents as soon as possible.

4. Poor Quality Prints

If you have had issues in the past with a WebCheck location capturing quality fingerprints, or if you've completed a background check which has been rejected due to poor quality fingerprints, [please see the instructions here](#).

5. Instructions for Individuals Outside of Ohio

Out-of-state background checks can take up to 4 to 6 weeks. If you will be in Ohio before licensure, print these instructions and go to an Ohio WebCheck® location which will be a much faster process. You do not have to live in Ohio to have your criminal records check completed in Ohio.

If you cannot come to Ohio to have your background check completed, please review our [Instructions for Out of State Background Checks](#) to complete a background check outside of the state.



Internship Information

OVERVIEW

The Ohio Counselor, Social Worker, and Marriage & Family Therapist Board requires that a minimum of 600-clock hours of supervised clinical counseling experience in an on-site setting be completed as part of the students' Master's program. The Xavier program is designed to help students meet this requirement by offering COUN 671, Counseling Internship.

Of this 600-clock hour total, the following requirements must be met:

- **240** of the 600 hours must be in direct service counseling activities with individuals and/or groups
- The 600 hours must involve supervised activities in the area of diagnosis and treatment of mental and emotional disorders.
- Face-to-face meetings with the on-site supervisor must occur at a minimum ratio of **one** clock hour for every **20** clock hours of intern activities.
- Supervisors must possess a Professional Clinical Counseling (**PCC**), or Licensed Professional Clinical Counseling (**LPCC**) license. In addition, these individuals must also possess a “**Supervising Counselor**” designation approved by the Ohio Board.
- Internships **must** be pre-approved by the Xavier University Counseling Program Clinical Coordinator and the Ohio Counselor Board.

PROCEDURES

1. Students should contact the Xavier University Counseling Program Clinical Coordinator for a **Counseling Internship Onboarding to the Tevera system**. This system contains the necessary information and forms required to approve and begin your internship. It is recommended that students obtain this packet the semester prior to the anticipated start of the internship.
2. After the completion of all forms and receiving the necessary approvals, students may begin to log internship hours.
3. Once all approvals are granted, students who are actively involved and registered through Xavier University may refer to themselves as a “**Counselor Trainee.**”

Note: Start this process the semester before beginning your Internship experience.

1. Successfully complete COUN 773 (Counseling Practicum).
2. Schedule appointment with Dr. Townsel.
3. Meet with Dr. Townsel and receive the Internship Handbook.
4. Confirm Placement.
5. Return Initial Paperwork (see Internship Handbook and Tevera).
6. Attend Internship Seminar Class.
7. If you will not complete your internship by the end of the semester, you must register for another semester or request an extension from the Clinical Coordinator.
8. Meet with Dr. Townsel to discuss how to monitor your progress.
9. Progress will be monitored through your attendance at regularly scheduled on campus meetings.

Dr. Norm Townsel
Clinical Coordinator
Department of Counseling
townseln@xavier.edu
3800 Victory Parkway
Cincinnati, Ohio 45207-3226

INTERNSHIP COMPLETION/REGISTRATION POLICY

Students in either the School or the Clinical Mental Health Counseling Program are reminded that successful completion of an approved 600-clock hour internship is a requirement for the Master's degree and/or licensure.

While the Department faculty is sensitive to the difficulty completing these hours for many, it is important to remember that the internship is a capstone experience designed to assist students in integrating their learning. Therefore, internships that are not completed in a timely fashion dilute learning and may become a liability to the internship site, the Department, and the student.

All students must complete the 600-hour requirement within one calendar year. Students can register for 1 – 4 Internship credit hours each semester. All students working at an Internship Site must be registered for at least one credit hour for that semester. Students must complete four credit hours of Internship before graduating. Most students take two semesters to complete their internship. These students could choose to register for three (3) hours the first semester and one (1) hour the second, or two (2) hours each semester.

Note: Please be aware that schools, community agencies, and licensure boards usually require background checks on individuals seeking placements, employment, or licenses. Individuals who have had convictions for felony or certain misdemeanor offenses may be denied the opportunity to practice as a counselor trainee *or* become licensed by the relevant State agency. Individuals who are uncertain about their status in this regard are encouraged to check with the appropriate State Boards/Departments prior to applying to the Xavier Master's Program.

REQUESTING LETTERS OF RECOMMENDATION

Current students or Program graduates are welcome to request faculty members to serve as professional references and/or write letters of recommendation for further graduate study, employment, or licensing purposes. Applicants for school or clinical mental health counseling positions must be graduates of the appropriate program and eligible for that State credential. Always ask the faculty members in *advance* if they will be willing to provide such information. Please note that faculty reserves the right to refuse such a request.



Licensure Information

OHIO PC/PCC REGULATIONS

*State of Ohio
Counselor, Social Worker, and Marriage and Family Therapist Board
50 West Broad Street, Suite 1425
Columbus, Ohio 43215-5919
(614) 466-6462*

1. Complete a Master's degree in counseling with at least 20 semester hours over the following five clinical areas:

Area I

- Clinical Psychopathology, Personality, and Abnormal Behavior

Area II

- Evaluation of Mental and Emotional Status

Area III

- Diagnosis of Mental and Emotional Disorders

Area IV

- Methods of Intervention and Prevention of Mental and Emotional Disorders

Area V

- Treatment of Mental and Emotional Disorders

2. When the Master's degree and clinical courses are completed (total 60 semester hours minimum), applicants take the Core Area State Counselor Exam (The National Counselor Exam through the National Board of Certified Counselors).
3. When the exam is passed, the candidate is granted a **Professional Counselor (PC) License**.
4. Following the PC designation, 2 years of clinical supervision are required as well as passage of the National Clinical Mental Health Counselor Exam to upgrade to the Professional Clinical Counselor (**PCC**) License. Note: The NCMHCE can be taken at any time following the passage of the NCE.

The Ohio Counselor and Social Worker Board have implemented a rule change related to the definition of "Graduate Credit".

LICENSURE EXAM PASS RATES

2017 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam and National Clinical Mental Health Counselor Exam (combined)

<u>Group</u>	<u>Overall Pass Rate</u>
Ohio (n = 1334)	80%

Xavier (n = 44)	82%
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Note: More detailed results were not made available by NBCC for 2017.

2016 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam and National Clinical Mental Health Counselor Exam (combined)

<u>Group</u>	<u>Overall Pass Rate</u>
Ohio (n = 1421)	74%

Xavier (n = 39)	82%
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Note: More detailed results were not made available by NBCC for 2016.

2015 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam (For the Professional Counselor License...PC)

<u>Group</u>	<u>Overall Pass Rate</u>
National (n=NA)	78%
Ohio (n= 477)	86.2%
Xavier (n=23)	100%

National Clinical Mental Health Counselor Exam (For the Professional Clinical Counselor License...PCC)

National (n=NA)	NA
Ohio (n=373)	64.1%
Xavier (n=16)	81.3%

Note: 15 programs in Ohio had at least 14 graduates take the National Counselor Exam in 2015. Xavier was one of only 3 of these programs to have a 100% pass rate (23 for 23). Also, of the 15 largest programs, Xavier graduates had the highest pass rate in the state for the more rigorous National Clinical Mental Health Counseling Exam!

2014 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam and National Clinical Mental Health Counselor Exam (combined)

<u>Group</u>	<u>Overall Pass Rate</u>
Ohio (n = 1216)	82%
Xavier (n = 62)	90.3%

Note: More detailed results were not made available by NBCC for 2014. Xavier University had the highest pass rate for all universities (N = 16) with over 25 examinees.

2013 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam (For the Professional Counselor License...PC)

<u>Group</u>	<u>1st Attempt</u>	<u>Overall Pass Rate</u>
National (n=NA)	?	78%
Ohio (n= NA)	NA	NA
Xavier (n=19)	94.1%	91.4%

National Clinical Mental Health Counselor Exam (For the Professional Clinical Counselor License...PCC)

National (n=NA)	NA	NA
Ohio (n=NA)	NA	NA
Xavier (n=10)	85.7%	93.1%

2012 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam (For the Professional Counselor License...PC)

<u>Group</u>	<u>1st Attempt</u>	<u>Overall Pass Rate</u>
National	0	78%
Ohio (n=437)	90%	88 %
Xavier (n=19)	83%	84.2%

National Clinical Mental Health Counselor Exam (For the Professional Clinical Counselor License...PCC)

National (n=?)	?	? Ohio
(n=386)	67%	67%
Xavier (n=10)	75%	75.8%

2011 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam (For the Professional Counselor License...PC)

<u>Group</u>	<u>1st Attempt</u>	<u>Overall Pass Rate</u>
National (n=?)	?	78%
Ohio (n=475)	93.8%	92.2%
Xavier (n=35)	100%	100%

National Clinical Mental Health Counselor Exam (For the Professional Clinical Counselor License...PCC)

National (n=?)	?	?
Ohio (n=309)	68%	69%
Xavier (n=10)	58.3%	56%

2010 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam (For the Professional Counselor License...PC)

<u>Group</u>	<u>1st Attempt</u>	<u>Overall Pass Rate</u>
National (n=?)	?	78%
Ohio (n=487)	91%	88%
Xavier (n=29)	95%	91%

National Clinical Mental Health Counselor Exam (For the Professional Clinical Counselor License...PCC)

National (n=?)	?	?
Ohio (n=213)	69%	65%
Xavier (n=10)	70%	70%

2009 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam (For the Professional Counselor License...PC)

<u>Group</u>	<u>1st Attempt</u>	<u>Overall Pass Rate</u>
National (n=?)	?	78%
Ohio (n=487)	89%	91%
Xavier (n=29)	93%	96%

National Clinical Mental Health Counselor Exam (For the Professional Clinical Counselor License...PCC)

National (n=?)	?	?
Ohio (n=213)	75%	80%
Xavier (n=10)	80%	88%

STATE OF OHIO
COUNSELOR AND SOCIAL WORKER BOARD
ELEVEN STEPS TO COUNSELOR LICENSURE

1. Complete a graduate degree in counseling. (From an accredited program) 90 qtr. or 60 sem. hours of graduate work with a minimum of one course in each of the 16 content areas. Once a course is used to satisfy a requirement, it may not be reused.
2. During the last semester of the program, to take the National Counselor Exam (NCE), go to OCSWMFT website and follow instructions to take the NCE exam and apply for LPC license.
3. Take the exam.
4. After you pass the exam, send in application for PC license and fees.
5. Have your school send official transcripts directly to the Board.
6. After becoming a PC, please submit a letter to the Board indicating that you are upgrading to the PCC. Apply to be a PC/Clinical Resident by registering your post PC hours with the Board. Include a letter requesting that any hours that occurred post degree and were registered and approved by the board be counted towards the 3000-hour (2 years) requirement. Experience must meet the requirements for the PCC with 50% of your time spent diagnosing and treating mental and emotional disorders in a clinical setting under the direction of a PCC.
7. Submit PCC application and fees.
8. Have supervisor fill out evaluation of supervised experience, have supervisor sign across the back of a sealed envelope and return to you.
9. Have supervisor fill out a clinical field evaluation, have your supervisor sign across the back of a sealed envelope and return to you.
10. You will also need to take and pass the National Clinical Mental Health Exam (NCMHCE) that covers clinical/diagnostic content. Note: The NCMHCE Exam can be taken at any time following passage of the NCE.
11. You will be licensed with a provisional license once all of the paperwork is received by the Board. This letter along with your passing exam score report will allow you to work until you receive a letter from the Board indicating that you may now call yourself a PC or PCC.

NOTE: Xavier's Clinical Mental Health Counseling Program offers preparation for certification and licensure as a chemical dependency counselor as described by the Ohio Chemical Dependency Board.

Students interested in pursuing this certification should contact their advisor early in their master's program to select appropriate course work

Students should go to OCSWMFT website for current instructions. All applications are completed online and adjustments are regularly made to process.

KENTUCKY PROFESSIONAL COUNSELOR LICENSURE

*The Kentucky Board of Certification
for Professional Counselors
P.O. Box 456
Frankfort, Kentucky 40602
(502) 564-3296*

Kentucky offers three licenses for professional counselors that are similar in design and responsibility to the three levels of licensure in Ohio. Information for all three licenses can be found on the Kentucky Board of Certification for Professional Counselors website at: <http://ipc.ky.gov>

1. Licensed Professional Counselor Associate (LPCA)

In Kentucky, new graduates that pass the National Counselor Exam (NCE) are eligible to become a Licensed Professional Counselor Associate (LPCA). Individuals applying for licensure will be required to pay an application fee and submit the LPCA application. The license will not be approved until the applicant is able to submit a signed Supervisory Agreement.

2. Licensed Professional Clinical Counselor (LPCC)

An LPCA must accrue 4,000 hours of post-masters counseling experience under supervision. The experience must include at least 1,600 hours of direct counseling. Supervisees are to have broad experience which includes supporting people with various developmental issues and diagnoses. The supervisee must also have 100 hours of individual supervision. The clinical supervisor must be a credentialed mental health professional who has received Board approval. Once these requirements have been met, the associate may apply for the LPCC independent licensure.

3. Licensed Professional Clinical Counselor with Supervision Designation (LPCC-S)

Counselors who have been in practice for at least 2 years post LPCC licensure may apply for the Supervision Designation credential if one of the following criteria have been met:

- Have taught or completed a 3-hour graduate course in counseling supervision,
- Have taught or completed a 15-hour board-approved supervisor training course, or
- Has 5 years of experience as a board approved supervisor.

Reciprocity

Reciprocity is extended to counselors who meet requirements of Kentucky State Statute 335.527. Reciprocity candidates must have current licenses in good standing, have five years of experience, and have completed graduate degrees with 60 total semester hours; programs must include coursework in nine required areas. The minimum internship/ practicum requirement is 400 hours. Candidates who meet reciprocity requirements do not need to document supervised practice or examination. The application fee can be refunded if the candidate is found ineligible for licensure.

Out-of-state candidates with less than five years of experience must document supervised experience and examination results.

Note: Go to Kentucky website to ensure most up to date information and requirements.

INDIANA MENTAL HEALTH COUNSELOR LICENSURE

*Indiana Professional Licensing Agency-
Behavioral Health and Human Services Licensing Board*
(800) 457-8283
<https://www.in.gov/pla/>

The State of Indiana offers two types of Mental Health Counseling Licenses:

- 1) Mental Health Counselor Associate (LMHCA)
- 2) Mental Health Counselor (LMHC)

IC 25-23.6-8.5-1 Mental Health Counselor (LMHC) Application Requirements

An individual who applies for a license as a mental health counselor (LMHC) must meet the following requirements:

- 1) Received a master's degree in an area related to mental health counseling from an eligible postsecondary educational institution that has been accredited by a regional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation.
- 2) Completed the educational requirements under section 3 of this chapter (**IC 25-23.6-8.5-3**):
 - a. Graduate course work in counseling which includes:
 - i. Human growth and development.
 - ii. Social and cultural foundations of counseling.
 - iii. Helping relationship, including counseling theory and practice.
 - iv. Group dynamics, processes, counseling, and consultation.
 - v. Lifestyle and career development.
 - vi. Assessment and appraisal of individuals,
 - vii. Research and program evaluation.
 - viii. Professional orientation and ethics.
 - ix. Foundations of mental health counseling.
 - x. Contextual dimensions of mental health counseling.
 - xi. Knowledge and skills for the practice of mental health counseling.
 - xii. Clinical instruction.
 - b. Not less than one (1) supervised clinical practicum, internship, or field experience in a counseling setting, which must include a minimum of seven hundred (700) clock hours consisting of one (1) practicum of one hundred (100) hours, and one (1) internship of six hundred (600) hours with at least sixty-six (66) hours of face-to-face supervision. This requirement may be met by a supervised practice experience that took place away from an eligible postsecondary educational institution but that is certified by an official of the eligible postsecondary educational institution as being equivalent to a clinical mental health graduate level practicum or internship program at an institution accredited by an accrediting agency approved by the United States Department of Education or the Association of Universities and Colleges of Canada.
- 3) Completed the experience requirements under section 4 of this chapter (**IC 25-23.6-8.5-4**):
 - a. The applicant must have at least three thousand (3,000) hours of post-graduate clinical experience over a two (2) year period. The clinical experience must consist of one hundred (100) hours of supervision under the supervision of a licensed mental health counselor or an equivalent supervisor, as determined by the board.
 - b. Except as provided in subsection (f), the clinical experience requirement may be met by work performed at or away from the premises of the supervising mental health counselor.
 - c. Except as provided in subsection (j), the clinical work requirement may not be performed away from the supervising mental health counselor's premises if:
 - i. The work is the independent private practice of mental health counseling; and
 - ii. The work is not performed at a place that has the supervision of a licensed mental health counselor or an equivalent supervisor, as determined by the board.

- 4) If an individual applies for, takes, and passes the first available examination, the individual may not count more than one thousand five hundred (1,500) hours of the post degree clinical experience that is:
 - a. Required under subsection (c); and
 - b. Accumulated before taking the examination toward licensure as an LMHC.
- 5) If an individual does not pass the first available examination, the individual may:
 - a. Retain the hours accumulated before taking the examination;
 - b. Continue working; and
 - c. Not accumulate any additional hours toward licensure as an LMHC until passing the examination.
- 6) If an individual does not take the first available examination, the individual may not begin accumulating any post degree clinical experience hours toward licensure as an LMHC until the individual passes the examination.
- 7) Up to 100% of the supervised post-graduate clinical experience hours required under subsection (c) may be accounted for through virtual supervision by an LMHC or equivalent supervisor described in subsection (c).

As added by P.L.147-1997, SEC.71. Amended by P.L.2-2007, SEC.340; P.L.84-2010, SEC.58; P.L.42-2011, SEC.56.

IC 25-23.6-8.5-8.5 Duration of LMHC License; Renewal

A mental health counselor associate license issued by the board is valid for the remainder of the renewal period in effect on the date the license was issued.

- 1) An individual may renew an LMHC license by:
 - a. Paying a renewal fee on or before the expiration date of the license; and
 - b. Completing at least 20 hours of continuing education per licensure year
- 2) If an individual fails to pay a renewal fee on or before the expiration date of an LMHC license, the license becomes invalid.

As added by P.L.147-1997, SEC.71. Amended by P.L.84-2010, SEC.66; P.L.177-2015, SEC.56.

IC 25-23.6-8.5-1.5 Mental Health Counselor Associate License (LMHCA) Requirements

An individual who applies for a license as a Mental Health Counselor Associate (LMHCA) must meet the following requirements:

- 1) Received a master's degree in an area related to mental health counseling from an eligible postsecondary educational institution that has been accredited by a regional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation.
- 2) Completed the educational requirements under section 3 of this chapter (**IC 25-23.6-8.5-3**):
 - a. Graduate course work in counseling which includes:
 - i. Human growth and development.
 - ii. Social and cultural foundations of counseling.
 - iii. Helping relationship, including counseling theory and practice.
 - iv. Group dynamics, processes, counseling, and consultation.
 - v. Lifestyle and career development.
 - vi. Assessment and appraisal of individuals,
 - vii. Research and program evaluation.
 - viii. Professional orientation and ethics.
 - ix. Foundations of mental health counseling.
 - x. Contextual dimensions of mental health counseling.
 - xi. Knowledge and skills for the practice of mental health counseling.
 - xii. Clinical instruction.
 - b. Not less than one (1) supervised clinical practicum, internship, or field experience in a counseling setting, which must include a minimum of seven hundred (700) clock hours consisting of one (1) practicum of one hundred (100) hours, and one (1) internship of six hundred (600) hours with at least sixty-six (66) hours of face-to-face supervision. This requirement may be met by a supervised practice experience that took place away from an eligible postsecondary educational institution but that is certified by an official of the eligible

postsecondary educational institution as being equivalent to a clinical mental health graduate level practicum or internship program at an institution accredited by an accrediting agency approved by the United States Department of Education or the Association of Universities and Colleges of Canada.

- 3) Furnish evidence to the board that the individual does not have a conviction for a crime that has a direct bearing on the individual's ability to practice competently.
- 4) Furnish satisfactory evidence to the board that the individual has not been the subject of a disciplinary action by a licensing or certification agency of another state or jurisdiction on the grounds that the individual was not able to practice as a mental health counselor associate without endangering the public.
- 5) Pay the fee established by the board.
- 6) Pass an examination provided by the board.

As added by P.L.84-2010, SEC.59. Amended by P.L.195-2018, SEC.15.

IC 25-23.6-8.5-8.5 Duration of LMHCA License; Renewal

A mental health counselor associate license issued by the board is valid for the remainder of the renewal period in effect on the date the license was issued.

- 1) An individual may renew an LMHCA license 2 times by:
 - a. Paying a renewal fee on or before the expiration date of the license; and
 - b. Completing at least 20 hours of continuing education per licensure year.
- 2) The board may renew an LMHCA license for additional periods based on circumstances determined by the board
- 3) If an individual fails to pay a renewal fee on or before the expiration date of an LMHCA license, the license becomes invalid.

As added by P.L.84-2010, SEC.67. Amended by P.L.177-2015, SEC.57.

For more detailed information regarding Indiana licensure, please visit:

<https://iga.in.gov/laws/2024/ic/titles/25#25-23.6-8.5>

For more information on the Professional Counselors Licensure Compact in relation to Indiana Code, please visit:

<https://iga.in.gov/laws/2024/ic/titles/25#25-42.5>

Please visit <https://www.in.gov/pla/> for the most up-to-date information regarding Indiana licensure.

CHEMICAL DEPENDENCY COUNSELOR CERTIFICATION REQUIREMENTS

Xavier Student: If you are interested in the Chemical Dependency Licensure, please know that with your Master's Degree in Clinical Mental Health Counseling contains the requirements applicable for licensure as a Chemical Dependency Counselor. The CDCA PRE is the first level of licensure that you could obtain as a student, but it is not necessary for obtaining the license post Master's degree.

You can access all online applications and information on the website at <http://ocdp.ohio.gov/>.

Individuals must complete and submit an appropriate application, fee and all required documentation to be certified/licensed by the Board.

To apply for a certificate, license or endorsement with the Board:

2. Navigate to the [e-License Portal](#). The e-License Portal is most compatible with Google Chrome or the latest version of other internet browsers.
3. [Register/Login](#) to your Dashboard and select the **"Apply for a New License"** link.
4. You will be required to upload and attach all required forms. Forms are on the website (please take the time to read/view all of the material thoroughly).
5. You will be required to pay the \$50 application fee. License fees are as follows:

Initial or Conversion Application	\$50.00
Reciprocal Certification Application	\$50.00
Registered Application	\$25.00
Replacement/Duplicate Certificate/License	\$10.00

6. Official Transcripts are required and may be sent to the Transcripts Only E-mail, transcripts@ocdp.ohio.gov or by mail.
7. It can take up to 40 business days to process applications.
8. Please monitor your email account for any communication from the Board asking for additional information needed to complete the processing of your application.
9. When your license or certificate is awarded make sure you download and print your certificate from your elicense portal. Licenses/Certificates are NOT mailed. They are provided at the time of approval for download at no cost. Additional certificates after that time must be requested from your portal dashboard as duplicates for a fee.

[FILE AN ONLINE APPLICATION](#)

[CDCA: Chemical Dependency Counselor Assistant Preliminary \(CDCA-PRE\)](#)

- Complete Forty (40) hours of Substance Use Disorder (SUD) education in the required content areas. Complete required education grid
- Completion of online application in Elicense
- A minimum of 1 hour is completed in the ethics course specified by the OCDP Board ([find course here](#))
- Read all the instructions provided on the CDCA Pre Grid. When completing the CDCA Pre Grid, use the (SUD) Education Content Areas and Definitions to assist you in selecting the most appropriate content area the educational course covered.
- Fifty percent (50%) of the education must have been completed within the two (2) year period immediately prior to applying for the CDCA Preliminary.
- If using college course work to complete the CDCA Pre Grid, please submit an Official Transcript sent DIRECTLY from the college/university to transcripts@ocdp.ohio.gov
- **Please NOTE!!** (We review each application individually, and the board has the discretion to decline a class if the applicant does not provide enough education in the specific content area needed to meet the requirements of certification. The content area descriptions can be found on our website ocdp.ohio.gov under: Under Get Certified or Licensed, Treatment, CDCA, Forms and Resources. Please make sure you apply courses that include education that is listed for each specific content area.)
- Please also note that Peer Support certificate and the education required to obtain Peer Support certification may not align with the clinical education content areas required to obtain the CDCA certification as each certificate holders will work under a different scope of practice.
- Once you are awarded the CDCA Preliminary Certificate, please make sure you apply for the CDCA no less than 2 1/2 months before the expiration of your CDCA Preliminary to allow sufficient time for your CDCA application review.

[CDCA: Chemical Dependency Counselor Assistant](#)

- Must have held the CDCA Preliminary 10 months before applying
- Complete Thirty (30) hours Substance Use Disorder (SUD) of education in the required content areas (this education must be different than what was previously used to apply for the CDCA PRE thus demonstrating additional learning in the content area) and these education hours must be obtained AFTER receiving the CDCA Preliminary (unless the education courses are college courses taken back-to-back). You cannot use the same education courses by the same educational provider used to obtain the CDCA PRE. Not complying with this could be considered a violation of the Code of Ethical Practice and Professional Conduct OAC 4758-8-01.
- Completion of online application in Elicense (***Due to the large volume of applications, please apply at least 2 ½ months prior to the expiration date of your CDCA PRE.***)
- Read all the instructions provided on the CDCA Grid. When completing the CDCA Grid, use the SUD Education Content Areas and Definitions to assist you in selecting the most appropriate content area the educational course covered.
- If using college course work to complete the CDCA Grid, please submit an Official Transcript sent DIRECTLY from the college/university to transcripts@ocdp.ohio.gov
- **Please NOTE!!** (We review each application individually, and the board has the discretion to decline a class if the applicant does not provide enough education in the specific content area needed to meet the requirements of certification. The content area descriptions can be found on our website ocdp.ohio.gov under: Under Get Certified or Licensed, Treatment, CDCA, Forms and Resources. Please make sure you apply courses that include education that is listed for each specific content area.)

- Please also note that Peer Support certificate and the education required to obtain Peer Support certification may not align with the clinical education content areas required to obtain the CDCA certification as each certificate holders will work under a different scope of practice.
- Once you obtain the CDCA (Renewable Certification) you must renew your credential every two (2) years with Continuing Education Hours. See [Renewal Information](#)

LCDC II: Licensed Chemical Dependency Counselor II

- A minimum of an Associate's degree in a behavioral science, Nursing OR a Bachelor's in any field from an accredited school or university. Or continuously held and actively worked under a valid Chemical Dependency Counselor Assistant (CDCA) certificate that was maintained in good standing since December 31, 2008. (Please see box below for more information)
- Completion of 180 hours of specific education for substance use disorder professionals as listed; Hours documented on the Grid and accompanying CEU certificates or college education; 50% of the total education hours must have been completed within the last five years from application.
- If you are submitting a college transcript, please submit an official transcript. Transcripts cannot be uploaded in elicense, they must come directly to the Board from your College or University. During the application process you will be asked to upload a transcript, please upload a word document stating your transcripts are ordered. All transcripts will with be sent electronically to our transcript ONLY email: transcripts@ocdp.ohio.gov or by mail.
- Chemical dependency counseling related compensated work experience or supervised internship/practicum totaling 2,000 hours (approximately one year) of which includes documentation of Practical work experience hours in the Core Functions (220 hours) with documentation of these hours provided online by supervisor(s)
- Supervisors, will need to complete work experience verification, including counseling core functions, on-line in elicense AFTER you have applied and paid in elicense and give them your APP number. They can NOT submit on a CURRENT license or certificate you hold. ([supervision reporting instructions](#)) Currently the online elicense system will not let applicants bypass the work experience attachment areas when completing an application. Please upload a "blank" document in areas requiring work experience attachments in elicense (i.e. supervisor reference form, practical experience form, and job description) We are working to make these attachment areas optional in the application process for our Ohio applicants. We apologize for this inconvenience.
- Make sure your supervisor has a signed job description covering the time they provided supervision. (Your supervisor will upload this when they complete the supervision online forms. Again, once you are given an APP number, provide that APP number to your supervisor(s) to complete their supervision reports online in elicense.
- Successful completion of the ADC examination
- Completion of [ONLINE APPLICATION](#) in elicense ([please see application process](#))

LCDC III: Licensed Chemical Dependency Counselor III

- A Bachelor's degree that meets the behavioral science degree requirements or Nursing from an accredited school or university
- Completion of 180 hours of Substance Use Disorder Professionals; Hours documented on the Grid and accompanying CEU certificates or college education; 50% of the total education hours must have been completed within the last five years from application.
- If you are submitting a college transcript, please submit an official transcript. Transcripts cannot be uploaded in elicense, they must come directly to the Board from your College or University. During the application process you will be asked to upload a transcript, please upload a word document stating your transcripts are ordered. All transcripts will with be sent electronically to our transcript ONLY email: transcripts@ocdp.ohio.gov or by mail.

- Chemical dependency counseling related compensated work experience or supervised internship/practicum totaling 2,000 hours (approximately one year) of which includes documentation of Practical work experience hours in the Core Functions (220 hours) with documentation of these hours provided online by supervisor(s)
- Supervisors, will need to complete work experience verification, including counseling core functions, on-line in elicense AFTER you have applied and paid in elicense and give them your APP number. They can NOT submit on a CURRENT license or certificate you hold. ([Supervision Reporting instructions](#)) Currently the online elicense system will not let applicants bypass the work experience attachment areas when completing an application. Please upload a "blank" document in areas requiring work experience attachments in elicense (i.e. supervisor reference form, practical experience form, and job description) We are working to make these attachment areas optional in the application process for our Ohio applicants. We apologize for this inconvenience.
- Make sure your supervisor has a signed job description covering the time they provided supervision. (Your supervisor will upload this when they complete the supervision online forms. Again, once you are given an APP number, provide that APP number to your supervisor(s) to complete their supervision reports online in elicense.
- Successful completion of the ADC examination (or completion of Examination Waiver Form if you hold a valid Ohio license that authorizes the individual to engage in a profession whose scope of practice includes substance use disorder counseling and diagnosing and treating substance use disorder conditions).
- Completion of [ONLINE APPLICATION](#) in elicense ([please see application process](#))

LICDC: Licensed Independent Chemical Dependency Counselor

* If you hold a LCDCCII or LCDCCIII, you may CONVERT to an LICDC; If converting, you will only need to complete the first two bullets ([See Conversion](#)) and provide the official college transcript. If you do not hold one of the above CDP licenses, you must meet all the requirements below for the LICDC license *

- A Master's degree or higher that meets the behavioral science degree requirements or Nursing from an accredited school or university with an accompanying official transcript.
- Completion of the Master's Degree Education Coursework Form OR hold one of the six master's degrees or higher listed in OAC4758-5-05 (D)(2) that do not need to complete this form; Addiction/Substance Use Disorder Counseling, Clinical Counseling, Clinical Psychology, Counseling Psychology, Pediatrics Psychology, or Social Work
- Completion of 180 hours of Substance Use Disorder Professionals; Hours documented on the Grid and accompanying CEU certificates or college education; 50% of the total education hours must have been completed within the last five years from application.
- If you are submitting a college transcript, please submit an official transcript. Transcripts cannot be uploaded in elicense, they must come directly to the Board from your College or University. During the application process you will be asked to upload a transcript, please upload a word document stating your transcripts are ordered. All transcripts will with be sent electronically to our transcript ONLY email: transcripts@ocdp.ohio.gov or by mail.
- Substance use disorder counseling related compensated work experience or supervised internship/practicum totaling 2,000 hours (approximately one year) of which includes documentation of Practical work experience hours in the Core Functions (220 hours) with documentation of these hours provided online by supervisor(s)
- Supervisors, will need to complete work experience verification, including counseling core functions, on-line in elicense AFTER you have applied and paid in elicense and give them your APP number. They can NOT submit on a CURRENT license or certificate you hold. ([supervisors reporting instructions](#)) You may have multiple supervisors providing this documentation if not accomplished under just one supervisor or job description. Currently the online elicense system will not let applicants bypass the work experience attachment areas when completing an application. Please upload a "blank" document in

areas requiring work experience attachments in elicense (i.e. supervisor reference form, practical experience form, and job description) We are working to make these attachment areas optional in the application process for our Ohio applicants. We apologize for this inconvenience.

- Make sure your supervisor has a signed job description covering the time they provided supervision. Hours obtained under an internship hours must have a job description as well. (Your supervisor will upload this when they complete the supervision online forms. Again, once you are given an APP number, provide that APP number to your supervisor(s) to complete their supervision reports online in elicense.
- Successful completion of the ADC examination (or completion of Examination Waiver Form if you hold a valid Ohio license that authorizes the individual to engage in a profession whose scope of practice includes substance use disorder counseling and diagnosing and treating substance use disorder conditions).
- Completion of [ONLINE APPLICATION](#) in elicense ([please see application process](#))

NOTE: While we try to keep information in handbooks up to date, students should go to website to ensure most up to date requirements and application procedures for all licenses



Program Evaluations

EVALUATIONS IN THE PROGRAM

Evaluation of Student Progress

Students are regularly evaluated throughout the Program regarding their academic performance, their professional development, and their personal development in several ways. These include:

- Course grades.
- Signature Assignments
- Skill Competencies established for Practicum courses.
- Internship supervisor evaluations.
- Faculty member completion of the “Student Progress Assessment Rating Form” for each student at the conclusion of COUN 533 Counseling Theories and Techniques, COUN 631 Counseling Issues and Ethics, COUN 669 Pre-Practicum / Counseling Lab, COUN 773 Counseling Practicum, and COUN 670 School Counseling Internship or COUN 671 Counseling Internship.

Students who are experiencing difficulties achieving competence as indicated by one or more of the above evaluation techniques may be asked to meet with the appropriate faculty member to design and implement a Plan for Improvement.

Faculty Evaluations

At the conclusion of each semester students are asked to complete course evaluations that address course content and faculty teaching skills. These anonymous evaluations are used by faculty to improve their teaching and are also considered for faculty promotion and compensation decisions. Students will receive an email prompting them to complete the faculty evaluations.

Program Evaluation

The Xavier Counseling Programs are evaluated in several ways on a regular basis. Techniques include:

- Faculty and Advisory Board annual review of program objectives, syllabi, curricular offerings, and characteristics of program applicants.
- Follow-up studies of graduates, internship supervisors, and employers. The results of these studies are distributed to students, prospective students, faculty, internship supervisors, and university administrators at least once every three years. The most recent results of these follow-up studies can be viewed by accessing the MA in Clinical Mental Health Counseling web pages via the Graduate programs link at <https://www.xavier.edu/counseling/relevant-resources>.
- Student discussion of their program and curricular experiences can be accessed on the website at this location <https://www.xavier.edu/counseling/documents/scon-cmhc-aggregate-survey-results.pdf>.
- These discussions are summarized and shared with faculty and advisory board members annually.

**Clinical Mental Health & School Counseling Graduate Survey
2020 Results and Programmatic Response
Xavier University
N=79**

Program of Study: 14 in School Counseling, 65 in Clinical Mental Health Counseling

Gender Identification: 12 male, 67 female

Ethnic/ Racial Origin: 63 White/Caucasian, 10 Black/ African American, 1 Hispanic/ LatinX, 1 Asian, 3 International, 1 Multiracial

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
5	4	3	2	1		
					<u>Percentage who agreed or strongly agreed</u>	
					<u>Mean</u>	
1) Scheduling classes was easy					4.59	96.2%
2) The overall quality of instruction is good to excellent					4.62	100%
3) The overall quality of classroom facilities is good to excellent					4.24	83.3%
4) The printed and electronic information provided to me helped to understand and plan my program					4.64	98.7%
5) The overall willingness of the professors/ staff to accommodate student needs is good to excellent					4.79	98.7%
6) There exists faculty sensitivity to graduate student ethnic, racial gender, LGBTQ issues					4.55	92.3%

My program at Xavier helped me to better understand and apply my knowledge of:

					<u>Percentage who agreed or strongly agreed</u>	
					<u>Mean</u>	
7) The nature and needs of individuals at all developmental levels					4.39	87.3%
8) Issues and trends in a diverse society					4.32	88.6%
9) Counseling and consultation processes					4.61	96.2%

10) Group work approaches	4.52	98.7%
11) Career development theories and career couns. process	4.44	94.9%
12) Assessment and evaluation issues and techniques	4.47	92.4%
13) Research methods	4.33	94.9%
14) Ethical, legal, and professional issues	4.70	98.7%

General Comments:

1. The program prepared me both clinically and therapeutically to provide services in both inpatient and outpatient settings. Primarily I would say in outpatient settings. The need for culturally diverse approaches to counselling and teaching in those is important and having speakers or classes that focus specifically on trending cultural topics would be helpful for people to broach the subjects of race, class, and ethnicity responsibly.
2. I appreciated learning from faculty who still practice, although I felt underprepared/ my own lack of understanding of various counseling settings (eg community mental health, school-based mental health, acute mental healthcare etc) specializations, & levels of care. And lack of understanding the importance of finding the setting, age group, population, that you as a clinician work best in.
3. I love that Xavier is involved. There were students who were asked to leave and to me that really spoke to the integrity of the program. I learned so much!
4. The program was excellent and the professors are truly committed to the development of competent and caring counselors. I believe diversity and intersectionality could have been addressed more directly in some classes. I am grateful for my time in the program and for the dedicated faculty.
5. I like you, hugs
6. Xavier has an excellent program. My only thoughts are that I found I needed extensive continuing education for treatment methods of the issues my clients were struggling with. I think if you could add more skill based training related to tools and exercises that clinicians will actually use practice you would be giving your future graduates a good foundation to build their practices. Thank you.
7. Great faculty, a wonderful experience. As I reflect back, the experiential exercises and practice of counseling feels the things that were most impactful in my experience at XU.
8. I loved my time at Xavier. The professors were fantastic.
9. I feel the program prepared me very well for my career.
10. It was a wonderful program and I really enjoyed the ability to get to know the professors.
11. The education itself was excellent. The mechanics of understanding the program and preparing for practicing and internship was the weakest part of the program.
12. I would go back again and again if I could. I've never meet a more supportive group of professors who truly want to see their students succeed not only in counseling as a career, but in life as well. I truly believe there is no better counseling program out there than what Xavier University has to offer. Thank you for work every single day.
13. Xavier was where I obtained my second Masters degree and was by far the best college experience that I had during my educational journey. The professors wanted me to succeed and every class/assignment had purpose. There was little to no busy work as each course provided me with tools to be an effective school counselor. I will always be proud and grateful for the time I spent at Xavier.

14. I thought the professors at Xavier were amazing. They put a lot of effort and time into my success. They are passionate about the field and it came through in their teaching. I had a wonderful experience and feel that my education was superb.
15. I loved my experience at Xavier. When I speak to colleagues about their programs, I have found that Xavier's CCMC program far surpasses others with standards, classes, professors, and requirements. I feel very confident in my skills and knowledge because of Xavier.
16. Several professors stand out as excellent!
17. There can be more of a focus on how to properly diagnose clients. In addition, more emphasis can be placed on the process of documentation and developing treatment plans. Lastly, it would be advantageous for students to have knowledge on how to properly provide therapeutic services for clients that experiences psychiatric issues and are admitted into inpatient treatment. New therapist can be unaware of the nature of the process and how to support their client through their hospitalization and after being discharged.
18. I loved my time in the program and the professors' willingness to work individually with individual students' desires and plans for post-graduation. The program felt both broad enough to cover all needed and individually tailored as well for those who sought out something in addition.
19. Loved the program! My only suggestion would be continuing to work towards gearing specific classes to the needs of school counselors. For example, we spend a lot of time on multiple 45-minute counseling sessions, but that's not always realistic in a school setting. It would be great to get some help with brief counseling sessions (15-20 minutes)
20. I am grateful to have had opportunity to learn from a superb faculty. I was so well prepared and ready for profession after this experience
21. I thoroughly enjoyed and appreciated my training at Xavier. I cannot praise and recommend the program enough! I felt very prepared entering into the field. I wish we could have more alumni opportunities through the program as well. Thanks!
22. It was an excellent program, I feel very fortunate to have an education from Xavier especially when I talk to colleagues about their experiences.
23. I very much enjoyed my time in Xavier's counseling program. I met so many wonderful counselors and people. I am glad that I chose to attend Xavier for my degree. I understand that there is a specific curriculum required by CACREP however, I wish there were more required classes regarding trauma - whether it was single instance trauma or developmental trauma. Many of my clients have experienced trauma in some form or another (and often present with symptoms of anxiety and depression) and I mostly feel prepared to work with them due to training I sought outside of the counseling program. As I remember it, my cultural competency class focused solely on racial differences which hardly encompasses cultural competency or humility. I took the workshop for working with trans clients and it was an invaluable part of my education - I wish that LGBTQIA+ issues had been a more significant part of the core curriculum.
24. I am so grateful for my experience in the program! It always felt like a small supportive family, even though there were many students! I had great experience with the professors and visiting teachers. I always felt the expectations and communication was top notch. I would never hesitate to recommend the program and would love to return for professional development opportunities!
25. I am really grateful for my time at XU. I was well prepared for my new profession. I miss the learning and in-depth conversations.
26. Staff went above & beyond to be available for students with academics, troubleshooting practicum/internship needs, &
27. Where I currently am in my practice, I believe there needs to be more instruction on addictions at Xavier. I think two classes were offered and they mainly focused on substance addiction. More and more I have encountered

that people suffer from some form of addiction. Clinicians overall need to have a firmer grasp on addiction counseling even if they do not believe they will ever work with substance abuse.

- 28.** I truly loved my time at Xavier. I could not have asked for a better program!
- 29.** I am so happy that I decided to get my MA in Counseling at Xavier. From the curriculum to the staff to the educational environment, it was the right fit for me and I felt well prepared to begin my career after graduation. The only two areas that I would have appreciated a little more instruction in are 1) specific interventions to use with clients (vs mainly learning about the various theories), and 2) learning how to navigate the process of going into private practice. Now that I've been practicing in my own for a few years, I've certainly figured out those things for myself. But if there's anything that could have been added to the curriculum that would have been helpful in the early months/years, those two items would be it.
- 30.** Attending Xavier as an older adult was awesome. I was able to learn and keep up with the younger students.
- 31.** This program is excellent. I can always recognize a Xavier grad through their great work
- 32.** I work as an elementary school counselor - I wish there had been more of a focus on the needs and behavior interventions at the elementary level.
- 33.** I have nothing but positive things to say about my experience as a graduate student in counseling at Xavier. The faculty were incredibly helpful!
- 34.** I do think overall, the program gets high marks for quality, especially when I compare my educational and training experiences to other counselors in the field. I think connecting with outside supervisors and alumni in the field have also been helpful learning experiences. Having recently left a school based program, I wish that I could have taken an elective on play therapy theories and techniques.
- 35.** Loved it!
- 36.** I have really enjoyed the counseling program and feel that it has done well to prepare me for my career. The faculty is all very supportive and great at teaching. I don't have any complaints and am happy that I chose Xavier.
- 37.** It's been 7 years since I graduated from the Counseling Program. Topics that I choose for undecided may have improved over those years.
- 38.** The program prepared me in many areas of counseling. The areas of improvement are preparing students and staff to become more culturally sensitive.
- 39.** The material covered was helpful and insightful, but as a political conservative I felt my views were often invalidated, ridiculed and on at least one occasion openly mocked in class in front of my peers.,
- 40.** Since graduating, I have worked in several settings (day treatment, community mental health, private practice). I have so appreciated the rigor of my Xavier education and experience and felt it has prepared me well to be the clinician I am today.
- 41.** Dr. Norman, Dr. Richardson, Dr. Townsel and Dr. Losey all did a great job of preparing me to be helpful to my clients. I could not have asked for a better experience and I am very appreciative of all the time and effort that went into training myself and my classmates. Thank you.
- 42.** I wish the program had better trained/prepared me with respect to documentation. Otherwise, I felt very prepared to enter the field in all other areas
- 43.** More instruction was needed to treat mental disorders. Especially anxiety and depression, the main component of my later work as a counselor. Too much emphasis was placed on history of psychology. More preparation needed for the practical aspects of counseling. Also Xavier University was very secular and not Christian which was a disappointment. Christ was never mentioned or honored in the three years of my time at Xavier. That is a shame.
- 44.** I'm a proud alum of the counseling program. I felt so prepared upon graduation. I also really appreciate being able to reach out to many professors for consultation even years after graduation.

45. I had a positive experience at Xavier. Now as a working professional I feel that I am able to do my job to the best of my ability due to the education I received at Xavier.

Programmatic Responses to Likert Scores and Concerns Noted in Comments:

General: We are proud of the extremely high likert averages for most of the program evaluation questions. The likert averages for most every question on the survey reported students agreed or strongly agreed. One of the outstanding themes that emerged were comments about the supportive faculty. Faculty were described as supportive, by bringing their clinical experiences within the classroom, wanting their students to succeed, coaching up and not out, if students were not appropriate for the program they were asked to leave.

Concerns: One theme expressed by school counseling students include: 1) program should offer more courses specific to school counseling and 2) instructors should include more school-specific skills and interventions related to children and adolescent. In 2012, we added the Advanced School Counseling class to focus on the knowledge and skills necessary to develop a comprehensive developmental school counseling program. Since most of the curriculum is driven by CACREP and/or state requirements, it is difficult to add additional classes without increasing the 48-hour credit requirement. In 2018 we added as a requirement Intro to College Counseling, and Crisis Counseling in Schools. However, in 2020, our program has met the 60-credit hour CACREP requirement. By next academic year 2021-2022, we plan to add two additional required courses, Substance Use and Prevention (previously Treating Addictions I) and, School Climate and Culture. Faculty will make a concerted effort to ensure that most instruction and case examples in “mixed classes” will be designed to meet the needs of both school counseling AND clinical mental health counseling students. Faculty will also continue to make an effort to integrate skills and interventions related to the child and adolescent populations.

RLN.

**Clinical Mental Health Counseling Program Evaluation
2016 – 2018 Results
Xavier University
N=67**

Gender: 9 male, 58 female

Ethnic/ Racial Origin: 9 African-American/ Black, 55 White, 2 Hispanic

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
5	4	3	2	1	
			<u>Mean</u>		<u>Percentage who agreed or strongly agreed</u>
1) Scheduling classes was easy			4.79		98.5%
2) The overall quality of instruction is good to excellent			4.67		98.5%
3) The overall quality of classroom facilities is good to excellent			4.13		83.5%
4) The printed and electronic information provided to me helped to understand and plan my program			4.60		94%
5) The overall willingness of the professors/ staff to accommodate student needs is good to excellent			4.82		98.5%
6) There exists faculty sensitivity to graduate student ethnic, racial gender diversity issues			4.82		97%

My program at Xavier helped me to better understand and apply my knowledge of:

			<u>Mean</u>		<u>Percentage who agreed or strongly agreed</u>
7) The nature and needs of individuals at all developmental levels			4.63		95.5%
8) Issues and trends in a diverse society			4.63		95.5%
9) Counseling and consultation processes			4.58		97%
10) Group work approaches			4.58		98.3%
11) Career development theories and career couns. process			4.51		94%
12) Appraisal and evaluation techniques			4.39		88%
13) Appropriate assessments using DSM			4.76		97%
14) Research methods			4.45		90%
15) Ethical, legal, and professional issues			4.67		100%
16) The counseling profession in general and professional groups and activities associated with the profession.			4.72		100%

Comments from 2017/2018 Program Evaluations

1. I feel this program is second to none! Professional professors with a variety of skill sets and experience helped me get a great understanding of what to expect in the future. All professors were caring, knowledgeable, and sensitive to our needs, but pushed us to be the best we could! I am grateful I attended Xavier and feel I will have an advantage over other counselors just from the experience I have had.
2. The support and guidance I've received from the faculty helped mold me into a highly trained, professional counselor. I feel very prepared to enter the counseling field.
3. While I developed clinical skills and knowledge over the past several years, I would have to say the most useful thing from this program was the depth of self-reflection and awareness gained. I joke I was in therapy for three years, but feel much more at peace with my stuff and better able to manage it with clients. I feel prepared clinically and ethically to enter the field. I know my limits and when I need to ask for help. I have had an overwhelming positive experience with material, professors, and my peers, and would highly recommend the program to anyone interested in the field.
4. The program is very supportive and has great mentors. I admire all of the instructors! I love the fact that I can graduate and still have them as mentors. The program is great in bringing the material to life with real cases and interactions so we are not just sitting. One thing I wish the program had was sharing more interventions and tools, especially during our pract/internship experience.
5. I am honored to have been through this university and program of studies. Overall the classes were excellent and teachers cared about us and our education. Consultation was a different course to get through because I didn't feel I was far enough along to understand how to act as a consultant so that class was not helpful to me. I wish there were theories/theorists later in the program- you learn it early and it would be better understood with repetition or more mention again later. Overall I loved my time here at Xavier!
6. It would be nice if in the one or both drug related courses they would help go through process of filling out paper work for that certification because I am lost doing it.
7. There wasn't much time spent on theories and approaches for working with young and school aged children. While I recognize this may be a specific demographic, it is a very important one. It would be nice to have the opportunity, whether through a class or summer elective, to focus on this population. It is much different than with adults. Along those lines, pre-practicum/practicum class would have been more beneficial if those of us who work specifically with children could have had a supervisor dedicated to us; paperwork, charting, etc. interventions look different. Group class was instructive through participating in an actual group, but little time was spent on theory and techniques. Group theory showed up a great deal on the NCE prep. Overall, AWESOME program. I have encouraged many people to apply here because of the quality of this program 😊. I would love to come back in a few years to offer a summer elective around working with young children and play therapy basics 😊
8. I feel this program has prepared me well. The quality of the instruction was evident as I reviewed for the simulated NCE. The faculty were always available, and helpful. I feel I learned something useful in every class. Thanks for all you did to help me learn and prepare for the profession of counseling.

9. The program is missing some opportunities on the clinical placement side. This is in no way a criticism of current staff but feedback about the process....students are stressed about finding placements and the timing of the meeting with supervisors is tight on campus. Other programs have pre-selected sites with affiliation agreements that are continuous. Maybe this program could explore that so we can say we will have placements and you are not on your own so much. Coming from an unrelated profession, finding placement was on the most stressful experiences for me and for others in this cohort. Loved this program, made tremendous new friends and learned so much. I can't wait to get into practice. Thanks to everyone at XU for a great experience.
10. I believe it would be more beneficial for the students if we were able to have more direct routes into being placed with internship sites. It would make it an easier/less stressful process on the students if the process of finding a site was more streamlined, or described more fully in the earlier portion of the program.
11. An area for improvement is in learning specific interventions/techniques that are most effective with particular diagnoses, symptoms, or populations. Sort of like "tools" for my "counseling tool box".
12. Overall felt the program taught me a lot. I thought the professors were committed to helping their students. I liked the flexibility with scheduling classes. Some areas I would have liked more on is practical knowledge of what to do with a client. Even perhaps role playing such as you have a client come to you with depression, what would you do. There was some of this but I think it would have been more helpful earlier in the program.
13. Especially more practical preparation before practicum and internship experience begins.
14. I thoroughly have enjoyed my time in this program. Practicum was a very difficult class- did not feel Xavier supervisors were on the same page as professor always, so that made knowing expectations hard. But I feel you figure out if this is meant for you if you get through that class. Professors at Xavier are great and always there when we need them! Super grateful for faculty! Overall, great program and I would highly recommend to anyone.
15. The entirety of attending this program has been a wonderful experience. I have learned and grown so much from the teachings, and feel that I have a good grasp on the material, as well as application. Since prior to being admitted, all faculty have been incredibly helpful and generous with time and information. I really cannot say enough how grateful I am for this program.
16. I felt professors (ALL) were very accommodating and went above and beyond to make sure students were supported throughout the program. Felt connected to advisors/professors. One suggestion is to provide more interventions/activities/strategies to utilize with clients.
17. Nothing but positive things to say about XU and this program. The only class that I truly feel was subpar was one class. I took this over the summer with an adjunct professor. I could tell that it was not of the same caliber in comparison to classmates who had a full-time faculty member. I completed training with other counselors and I was the only person from Xavier. When receiving the content on CBT and MI, I was the only person familiar with certain concepts. I truly relate this to my XU education. Thank you!
18. Even if I looked at other schools, I would have chosen Xavier University's CMHC program. The professors are passionate about teaching and helping students succeed. They are experts in their fields of study

within counseling and bring that knowledge to the classroom setting with enthusiasm.

19. Professors have been incredibly helpful and readily available. The program works well for those with jobs. It's been a great experience!
20. Couldn't have asked for a better experience at Xavier. I would recommend this program in a second! Feeling grateful I had the opportunity to be taught by such caring and compassionate professors! I will miss it here! Thank you! 😊
21. The program is comprehensive- it prepares the student for the counseling profession in a thoughtful and complete manner!
22. My only real issue throughout my 2 years in the program was the inconsistent temperatures in the classrooms. Although this may seem petty. It made it difficult to stay focused and on task.
23. In reference to #10- where I feel my education is lacking at Xavier is in counseling interventions. Most of the Saturday sequence dedicated to "counseling interventions" and "psychotherapy" is focused on one type of intervention (mindfulness). In practicum, we were not taught as much as we were beat down and scolded for mistakes of being new counselors. I would have appreciated more education in this area.
24. I loved this program! The only thing I wish is that there were more workshops or even a class discussing play therapy since I work with little kids and want to do so in the future as well. Otherwise, this program allowed me to understand the counseling program in a way that was interactive and interesting. We touched on the many lens that a counselor can look through when assessing a client and the determining the appropriate route to date. If I had to do it all over again, I would choose Xavier once again!
25. This program has been a great experience overall and I think that the caring, helpful and knowledge staff/faculty have really prepared me well for the field of practice. There were times that important dates were not communicated to me (registration for classes/graduation, etc.) which is partially my fault because I think I was left off a mailing list but didn't inquire about it. I also didn't know about Saturday class upon entry, which may have influenced my decision of enrollment.
26. I found all classes to be helpful in obtaining this graduate education. Classes that felt most beneficial were theories, lifespan, and the clinical courses. I feel the counseling supervision course to seem repetitive in focus of discussion and topic, seeming like busy work a lot of the time. I also wish I took group process closer to practicum as I felt that class was more impactful with some knowledge of skill and theory before practicing that experience.
27. The courses focused on practicing the skills and having the experience of counseling were particularly helpful. My only complaint were some of the adjuncts. All of the full-time faculty were amazing.
28. I have really enjoyed/learned a lot at my time at Xavier. The faculty has been truly impressive and caring. Both full-time and adjuncts!
29. Xavier Counseling Program has been very helpful! I'm glad I picked Xavier!

Programmatic Response to Most Common Suggestions / Feedback

- We continue to look for ways to incorporate more advanced, evidenced-based techniques into Group III and Group IV courses.
- We will continue to look for ways to improve and streamline the practicum/internship placement process. However, we will not assign placements. We feel that we have less problems with placement because the graduate student works proactively with the Clinical Coordinator and site supervisor to increase chances of a good fit. We tend to have significantly more options than other regional universities.
- Likert scores averages and the majority of comments reflect extremely high levels of satisfaction by program graduates. We feel that much of this success can be attributed to the quality and commitment of our students.

**Clinical Mental Health Counseling Program Evaluation
2013-2016 Results and Programmatic Response
Xavier University
N=61**

Gender: 10 male, 45 female, 6 not indicated

Ethnic/ Racial Origin: 11 African-American/ Black, 43 White, 2 Asian, 2 Hispanic, 3 not indicated

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1		
					<u>Mean</u>	<u>Percentage who agreed or strongly agreed</u>
1) Scheduling classes was easy					4.53	96.6%
2) The overall quality of instruction is good to excellent					4.51	98.3%
3) The overall quality of classroom facilities is good to excellent					4.41	96.6%
4) The printed and electronic information provided to me helped to understand and plan my program					4.34	91.5%
5) The overall willingness of the professors/ staff to accommodate student needs is good to excellent					4.73	96.6%
6) There exists faculty sensitivity to graduate student ethnic, racial gender diversity issues					4.66	98.3%
My program at Xavier helped me to better understand and apply my knowledge of:						
					<u>Mean</u>	<u>Percentage who agreed or strongly agreed</u>
7) The nature and needs of individuals at all developmental levels					4.44	91.5%
8) Issues and trends in a diverse society					4.54	94.9%
9) Counseling and consultation processes					4.53	96.6%
10) Group work approaches					4.58	98.3%
11) Career development theories and career couns. process					4.47	96.6%

12) Appraisal and evaluation techniques	4.25	88.1%
13) Appropriate assessments using DSM	4.38	92%
14) Research methods	4.22	88.1%
15) Ethical, legal, and professional issues	4.61	98.3%
16) The counseling profession in general and professional groups and activities associated with the profession.	4.58	98.1%

Comments from Clinical Mental Health Counseling Students' Program Evaluations (2013 – 2015):

1. On balance, the program exceeds CACREP standards and has little room for improvement.
2. This is my 20th years at school and Xavier is the best experience in my school life – there is no doubt! I really appreciate the program being predictable in this program. I mean, when you did my plan for graduation, you knew which courses would be open when in the next two years. I also loved the self-work we did during the program. This helped me to know myself better. Moreover, all the professors are SO nice to students. They are incredible!
3. It would be easier to maintain full-time employment while completing internship hours if the class was scheduled after 5 p.m.
4. Most of the classes were from an adult-based approach. Most of us do clinical work with kids but don't get a lot of instruction on how to work with them. Play therapy workshops were great! I would have liked more instruction on possible interventions to use with clients. Pre-practicum class was really helpful to practice counseling skills, but it would have been helpful to be somewhat more prepared for writing notes and treatment plans. Overall, I've really loved this program – I just would have liked more child-based instruction and intervention ideas. Thank you for all your help and work!
5. Please improve the access to appropriate Practicum and Internship sites. Some of them do not do what they promise Xavier and it's students – despite advocacy on both parts/sides.
6. Program is excellent. I felt like the skills I've learned and help I've received from faculty was helpful and will make me an effective, competent, and wise clinician.
7. My experience with this program has been great. Each faculty member has been so kind and helpful and have shared their knowledge and wisdom. I think it would have been more helpful to have more experience with techniques and theories. The workshops are awesome for this, but I think adding these -in addition to theories class - would be helpful.
8. Would be helpful to incorporate more specific self-care – either as a summer course or more integrated within each class. Especially during practicum and internship rotation.
9. There is an opportunity for us to learn more regarding counseling skills, treatment planning, and documentation. I feel like the pre-practicum class was too easy and only focused on empathy and basic counseling skills. In practicum, there was not enough time to really learn and understand treatment planning, goal setting, case conceptualization, etc. Maybe there is room for tweaking content between these two classes? I wish I would have known more about scheduling, class sequence, etc. from fellow students when I began my first semester.
10. Faculty/staff is wonderful in their knowledge of the field as well as their ability to assist students with personal and professional concerns. My only unmet desire for the program would be to provide students with more in depth learning. Some classes (career, family, research, addictions) could be better if deeper learning could be reached. Time constraints make this difficult I know. Also, learning more about the special needs of specific populations could also enhance the program's quality.
11. I am very glad that I chose to come to Xavier! The faculty and other students have been excellent.

12. The only comment I would give is to make sure that internship sites meet the requirements and protocols for the program.... Some sites expect students to complete DAFs and make diagnoses when they have not yet taken these courses.
13. Few opportunities to learn about interventions related to children or elderly. Possibly another class of nothing more than practicing specific interventions early in the program. More cross class communication. Going in depth about active listening in Theories and Pre-Practicum and Addictions might not be the best use of time. I understand that not all of these courses are sequential but there might be a way to have a more streamlined approach.
14. I really appreciated the NCE exam preparation that was provided.
15. SO happy I chose this program instead of _____!!!!
16. Xavier Counseling's program staff, full-time professors, and adjunct instructors are nothing short of phenomenal. They are fully committed, with every ounce of their being, to conducting counselor education in line with CACREP standards, and, by association, the mission of Xavier University. I am convinced that Xavier University continues to set the standard for all higher education can and should be, which is to send graduates into the world to do good. To be engaged in culture, to question, to reflect on and appreciate ambiguity, but to also take a stand for what is good and just. This place, these people, have changed me forever.

Programmatic Responses to Likert Scores and Concerns Noted in Comments:

General: We are proud of the extremely high likert averages for most of the program evaluation questions. Likert averages increased for most every question from previous evaluation period. For example, 60 of 61 respondents agreed or strongly agreed that the quality of instruction was good or excellent! Nevertheless, we will continue to utilize student feedback to make improvements in our programs. Below, we outline some of the steps we have taken or plan to take to address student concerns:

3 – For over 60 years, we have scheduled classes after 4 p.m. to accommodate individuals who are working. While most of our students work throughout their program, this balance becomes more difficult during the semester(s) they are completing their internship requirements. Internship has traditionally been scheduled at 4:15 p.m. on Mondays to give students the option taking an additional course at 7 p.m. Moving the course to a later time would remove this option. When possible, we will continue to schedule classes which allow students to complete program requirements while also working.

4/13 – Occasionally, students will share concerns that the program is geared primarily for adults. Interestingly, we also hear concerns that there is too much focus on children and adolescents. We will continue to try to find an appropriate balance. Like most programs, we probably do a better job of preparing our graduates to work with individuals from 6 to 66 than those who are younger or older. We will continue to explore avenues to accommodate those students who are interested in working with older adults or younger children.

5/12 – Fortunately, these concerns seems to be the exception rather than the rule. Most of our practicum and internship supervisors work very collaboratively with our students, internship instructors, and clinical coordinator. We will continue to strive to improve communication between our supervisors and our faculty to make sure everyone is on the same page.

8 – Over the past few years, several faculty members have incorporated a variety of “self-care” lessons into their classes. For example, both mindfulness and self-care are central themes in COUN 764.

9/10- While basic counseling skills are introduced in the Theories and Techniques class, there is not enough time to really practice and refine these skills in that class. Pre-Practicum focuses on learning the “building block skills” for being an effective counselor. Pre-Practicum and Practicum instructors will continue to work with other faculty in helping students

develop a wide variety of beginning and advanced skills.



Professional Organizations and Student Involvement

A STUDENT’S GUIDE TO PROFESSIONAL ORGANIZATIONS

A significant responsibility of the professional counselor rests with the active involvement in organizations dedicated to addressing issues that impact their clients and the public at large.

Graduate students preparing for the Counseling Profession are strongly encouraged to become participatory members of appropriate organizations to complement their academic preparation and remain current about issues related to the practice of counseling. Reduced – rate student membership fees lead to low-cost liability insurance, a variety of professional meeting opportunities, and timely publications on a myriad of professional topics.

While you will certainly learn much more about these and other organizations through your graduate studies, several are listed below for your consideration.

The American Counseling Association (www.counseling.org)

The American Counseling Association (ACA) is the world’s largest association exclusively representing professional counselors in various practice settings. Over 52,000 members can access leadership training, publications, continuing education opportunities and advocacy services.

State Branches of ACA include the **Ohio Counseling Association** (www.ohiocounseling.org) and **The Kentucky Counseling Association** (www.kyca.org).

The American School Counseling Association (www.schoolcounselor.org)

The American School Counseling Organization (ASCA) supports approximately 14,000 school counselors in their efforts to help students focus on academic, personal/social, and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society.

State Branches of ASCA include the **Ohio School Counseling Association** (www.ohioschoolcounselor.org) and the **Kentucky School Counseling Association** (www.kyschoolcounselor.org).

The Greater Cincinnati Counseling Association (www.cincicounseling.org)

The counseling community in the southwestern Ohio area is supported by the Greater Cincinnati Counseling Association (GCCA). Xavier University and the GCCA, a local chapter of the Ohio Counseling Association, enjoyed a 35-year-long relationship by co-hosting an annual professional development conference, Xavier’s annual Winter Workshop, for counselors and counselors-in-training from the surrounding Ohio, Kentucky, and Indiana metro areas. The Winter Workshop is currently sponsored exclusively by the Xavier Department of Counseling. We continue to recommend that our students join GCCA.



CHI SIGMA IOTA
Counseling Academic and
Professional Honor Society
International

- not just a line on your resume -

CHI SIGMA IOTA
AT
XAVIER UNIVERSITY

- Leadership
- Research
- Academic Excellence
- Clinical Excellence

CSI VISION

Chi Sigma Iota is an international society of professional counselors and counselors-in-training, which profession through leadership, research, and the pursuit of academic and clinical excellence.

CSI MISSION

The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.

BENEFITS OF MEMBERSHIP

Professionalism

CSI values high standards in the relatively young and emerging field of counseling. Along with credentialing, standards, and graduate school accreditation, CSI is striving to define and unify the counseling profession. One way we do this is through active, service-oriented university based chapters composed of neophyte and experienced professional counselors.

RECOGNITION

Recognition for the pursuit of personal excellence is a fundamental purpose of the Society. It is through the efforts of individual members that the collective influence of the Society is realized. As a consequence, the Society seeks to identify and encourage all those who have made a commitment to excel in all that they do. From the time of their first invitation to join the Society and throughout their professional careers, CSI strives to support and promote the activities of its members and chapters. In addition to the membership certificate and recognition pin, members are encouraged to wear honor regalia at official functions as both a sign of their accomplishments and continuing commitment to excellence.

Exemplar

The CSI Exemplar is distributed three times a year to all CSI members, and is the main communication for informing members on a variety of professional topics and issues as well as activities of the Society. Its content encourages a commitment to and enthusiasm for academic and professional excellence in counseling. Periodically an additional issue is published on special topics such as mentoring and passageways to the profession. All past issues of the Exemplar are available on the web site.

Annual Conventions

During the Spring of each year, CSI meets concurrently with the American Counseling Association (ACA). The annual meeting serves as an ideal time to network with other counseling professionals and students, attend exciting workshops, and recognize outstanding academic and professional achievement. CSI also provides leadership training and related programs at the convention.

Leadership Development

Developing leaders for the Society as well as the profession is a part of the CSI mission. The CSI officers, Scholars, and Academy of Leaders for Excellence are a rich source for a variety of leadership development activities. These include occasional papers, articles and workshops focused on leadership. In addition to annual leadership training at the Spring conference, CSI leaders conduct leadership training at the chapter level. These activities augment the fellowship and intern programs of the Society.

AWARDS

CSI chapters and members are always encouraged to strive for excellence and high achievement. Annual awards and fellowships are given during conventions to further compel students, faculty, and professionals to work for outstanding scholarship and professionalism.

For More Information on Meeting Times and Locations, Call Xavier Graduate Counseling Department (513) 745-3655

STUDENT OF THE YEAR AWARDS

Chi Sigma Iota, the National Counseling Honor Society, sponsors awards for an outstanding Clinical Mental Health Counseling student and School Counseling student each year.

The Outstanding Clinical Mental Health Student Award has been established to honor Dr. Lon Kriner, who directed the Counseling Programs from 1993 to 2010.

The Outstanding School Counseling award has been established to honor Dr. Albert Anderson, Professor Emeritus, who directed the Counseling Programs from 1963 to his retirement in 1993.

Candidates for these awards are nominated and then selected by the Xavier Faculty.

Nominees are considered who exemplify:

- Strong scholarship and research skills in their graduate studies
- An attitude for professionalism and leadership
- Interest and support of professional organizations
- High ethics standards in their involvement in the Helping Profession



Department Communication

COUNSELING PROGRAM EMAIL DISTRIBUTION LIST

The Counseling Program maintains an email distribution system to enhance communication with current students and alumni.

We will utilize your Xavier email address. Please see the next page for instructions to forward your Xavier emails to your personal email address. If you have an update to your email address, please send the information to Michelle Sanneman, Counseling Administrative Assistant, at sannemanm@xavier.edu.

To update your mailing information with the university, you may do so in two ways:

1. Follow this link to fill out the “Change of Biodemographics Form” on The Office of the Registrar’s website; once completed, submit the form to the Registrar’s office: <https://www.xavier.edu/registrar/forms/index>
2. Update your contact information online through your student account:
 - a. On the Xavier home page, open the right-hand drop-down menu and select “current students”
 - b. Select the “self-service” box
 - c. Once logged in, click on “Personal Information,” then “My Profile (SSB9)”
 - d. You will be able to edit any profile details on this page.

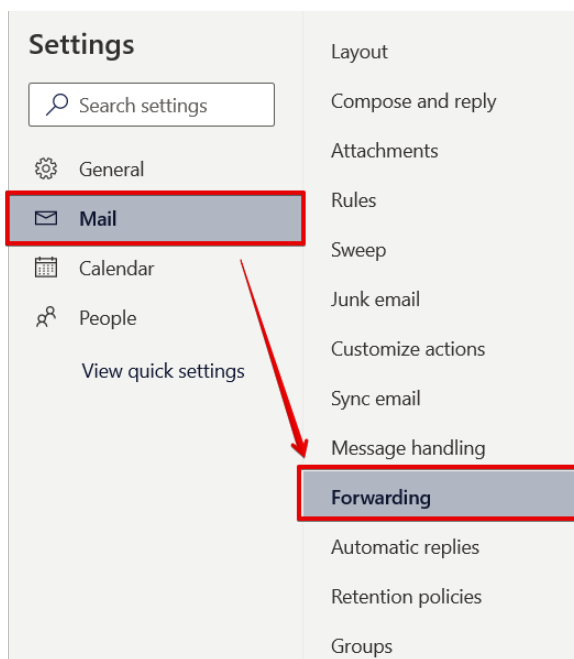
Occasionally, students encounter problems receiving distribution list emails. The source of the problem may be one of the following:

1. An incorrect email address is on file in our office.
 - ▶ Contact Michelle Sanneman at (513) 745-2953 to correct the error.
2. Your email automatically directs our messages to your ‘junk’ folder.
 - ▶ Check your junk folders. Emails come from counseling@xavier.edu
3. Your mailbox is full and therefore rejects our message.
 - ▶ You can fix this by deleting old/unnecessary emails and emptying your ‘trash’ on a regular basis.

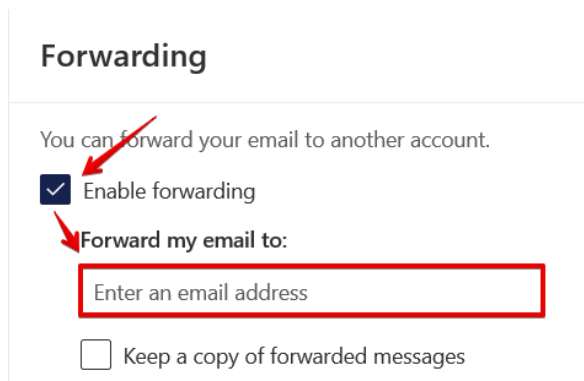
INSTRUCTIONS FOR GRADUATE STUDENT EMAIL FORWARDING

All graduate students wanting to have their email forwarded from their Xavier University email account must follow the below steps:

1. Log into Outlook Web App: <http://office365.xavier.edu>
2. In the top right corner of the OWA window, click the "Cogwheel" button that will take you to **Settings**, and then click the **View All Outlook Settings** link.
3. In the **Settings** area, **click Mail >> Forwarding**.



4. Check the **Enable Forwarding** box, type in the email address that you want to forward your mail to and click the **Save** button.



5. To remove the forwarding, uncheck the **Enable Forwarding** box and click the **Save** button.