

# COUNSELING PROGRAM STUDENT HANDBOOK



**Clinical Mental Health Counseling  
Clinical Rehabilitation Counseling  
Rehabilitation Counseling  
School Counseling**



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## WELCOME TO THE COUNSELING PROFESSION

Dear Counseling Student,

Welcome to the New Mexico Highlands University Counseling Program. You have entered during an exciting time for the profession. Counselors across the country are involved in growth and development. In the upcoming years, you will be an important part in the lives of others and in the advancement of the counseling profession.

We are here to make certain that you will receive the required training to prepare you in your future job as a clinical mental health counselor, school counselor or a rehabilitation counselor. This handbook will provide you with critical information to make the matriculation process most effective and efficient. Included at the end of the handbook are various Website links that we hope you will find valuable.

Stay in frequent communication with your advisor throughout your program to ensure that you are making the best decisions concerning your academic and professional career. We recommend advising at least once per semester. Again, welcome to the Counseling program at NMHU.

Sincerely,

A handwritten signature in cursive script, appearing to read "Geri Glover".

Geri Glover, Ph.D., LPCC, NCC, RPT-S  
Associate Professor & Chair, Counseling Department

## **NMHU COUNSELING PROGRAM**

The Department of Guidance & Counseling in the School of Education offers a Master of Arts in Counseling with the choice of four different concentrations: Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling, Rehabilitation Counseling, and School Counseling. Students who already have a Master's in Counseling or a closely related field as determined by the counseling faculty, can obtain a Certificate in Professional Counseling, Rehabilitation Counseling and/or School Counseling to qualify for additional licensure or certification opportunities.

During the Spring of 2018, the Counseling Department began in earnest, its pursuit of national accreditation through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Although the program and its concentrations have always endeavored to follow national standards, in pursuing accreditation, the Counseling Department has taken this opportunity to conduct a complete review of the core of the counseling program and each concentration with special attention to the CACREP standards introduced in 2016. The revisions approved by our NMHU Academic Affairs Committee meet the standards through the addition of new courses, revision of old courses, clarification of course descriptions, and changing course titles. In addition, in order to meet proposed CACREP requirements, the School Counseling Concentration has been increased from 48 credits to 60 credits. The Rehabilitation Counseling Concentration will remain at 48 credits and will be re-evaluated before 2023 when an increase to 60 credits will be required for CACREP Accreditation to continue.

Students who began their coursework prior to the Fall of 2018 will continue with their current program of study. In some cases, course substitutions may need to be made when a course has been removed from the program and is no longer being taught. All students who begin their coursework as of the Fall of 2018 will follow the programs of study outlined later in this handbook.

## **UNIVERSITY VISION, MISSION AND CORE VALUES**

The Counseling Program is part of the New Mexico Highlands University family. We contribute to the University Vision and Mission and support the Core Values of the institution.

NMHU's vision is to be a premier comprehensive university transforming lives and communities now and for generations to come. NMHU is a public comprehensive university serving our local and global communities with a mission to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking and research in the liberal arts, sciences, and professions within a diverse community. NMHU identifies excellence, diversity, accessibility, and responsiveness as our primary Core Values.

## **SCHOOL OF EDUCATION VISION, MISSION AND CORE VALUES**

The Counseling Department is housed within the School of Education (SOE). The SOE Vision is to be a premier school of education that prepares educators, leaders and counselors as agents of social change who transform the lives of individuals and communities they serve. The Mission of the SOE is to immerse our students in authentic academic and professional settings, providing them with opportunities to bridge theory and practice and to engage in critical reflection that informs action. The SOE identifies authentic

learning, reflective practice, diversity, social justice, excellence/quality, and transformation as its Core Values.

## **COUNSELING PROGRAM VISION, MISSION, AND CORE VALUES**

### **VISION**

The Vision of the Counseling Program is to positively impact the growth and development of each student and to promote a positive self-concept and to maximize potential in all domains.

### **MISSION**

The mission of the NMHU Counseling Program is to train entry-level counselors who are prepared for positions in community service agencies as mental health counselors, in school systems as school counselors, or in rehabilitation settings as rehabilitation counselors.

### **CORE VALUES**

The program is student-centered and outcome-based, seeking to train individuals who are skilled in working with diverse populations and who are ethical, competent, reflective practitioners. Proactive, knowledgeable, professional counselors are crucial to the growth of the profession.

## **EXPECTATIONS OF STUDENTS**

Students are expected to conduct themselves in line with the ethical expectations that guide the counseling profession on three levels:

### **PERSONALLY**

Maintain constant mental-wellness availing yourself of personal counseling experiences. Counseling students are expected to develop insight and self-awareness. Students are encouraged to establish congruence between their identities and the counseling profession. Biases are explored with adequate opportunities provided for personal, professional and intellectual growth.

“Carl Rogers (1961) stated that the person of the counselor has a greater impact on the therapeutic process than the skills and techniques used. Cavanagh (1982) supported Rogers’ supposition indicating that the personality of the counselor is more important than skills and knowledge. In the counseling process, the person of the counselor is the instrument through which the services are provided. While different counselors may use the same techniques, the delivery of these techniques will not be the same because the instruments being used to deliver the services are not the same” (Pierce, 2010, p. 48).

Students in the NMHU Counseling Program will be evaluated on the following dispositions several times throughout their programs to insure understanding and progress toward their future roles as counselors.

1. Empathy (the counselor senses accurately the feelings and personal meaning that the client is experiencing and communicates this acceptant understanding to the clients).
2. Genuineness (client is willing to be authentic, open, honest within the helping relationship).

3. Acceptance (being able to regard clients unconditionally, despite differences in cultural heritage, values, or belief systems).
4. Open-Mindedness (freedom from fixed preconceptions and an attitude of open receptivity that which the client is expressing).
5. Cognitive Complexity (ability to view an individual within both an individualistic and systemic framework).
6. Psychological Adjustment (willingness to self-reflect and promote one's psychological well-being).
7. Competence (monitoring one's effectiveness, knows when to consult with others, keeps current on newest trends in the field).
8. Sensitive to issues of diversity (competent in counseling diverse clients).

## **ACADEMICALLY**

You are encouraged to maintain constant interaction with your advisor and instructors about expectations. We expect you to master the content of your study and acquire the skills needed to practice professionally. We also expect you to communicate effectively with awareness of cultural differences and exhibit critical and reflective thinking skills. Students in the counseling program need to use technology effectively and responsibly and maintain high ethical standards in regard to academic integrity.

## **PROFESSIONALLY**

Counselors are expected to stay up-to-date with current developments in the counseling field. As a student, it is your primary goal to develop a foundation in counseling knowledge and skills while also learning to evaluate and use current research to enhance your future career. In addition, you are encouraged to join one of the many counseling organizations as you prepare yourself to become a professional counselor.

## **PROGRAM PROCEDURES**

### **MATRICULATION REQUIREMENTS**

- One-time non-refundable application fee of \$15
- Bachelor's degree from an accredited institution of higher learning with a 3.0 Grade Point Average (GPA).
- Sealed official transcripts from all colleges/universities attended.
- Resume
- Letters of Recommendation (2 Minimum)
- Compose an essay of between 350-500 words which specifically describes what motivates you to become a counselor and what you hope to contribute to the counseling profession.
- No graduate admissions test is required.

International students should check for additional requirements at:

<http://newmexicohighlands.com/admissions/international-students-full-application/>

Visit NMHU graduate Catalogue for details

### **APPLICATION DEADLINES**

Spring semester: November 15<sup>th</sup>.

Summer & Fall semesters: April 15<sup>th</sup>.

## RECRUITMENT OF STUDENTS

It is the policy of the Counseling Program at NMHU to actively recruit students from a variety of backgrounds, experiences, and cultural influences. The NMHU Counseling Program values diversity and plans to engage in activities and strategies that will broaden its student population and faculty resources and student experiences to include persons representative of ethnic/racial minorities, various religions, different sexual orientations, both genders, persons with disabilities, various age groups, persons who speak languages other than English, and people from a variety of socio-economic backgrounds.

## ACADEMIC REQUIREMENTS

### THE STUDENT'S ADVISOR

The faculty advisor serves as a mentor as well as an adviser and should be consulted about registering for classes; about career plans and opportunities; about possible practicum and internship experiences that would be consistent with the student's goals; about courses that might enhance the graduate training program; and, about matters relating to transfer of credits from other universities or colleges.

Your acceptance letter includes the name of your faculty advisor who will partner with you in your progression through the program. Schedule an appointment with your advisor around the middle of your first semester, to review expectations for the program and to prepare an official Program of Study (POS).

### PROGRAM OF STUDY (POS)

A Program of Study is your course schedule for the duration of your program. It contains the courses you ought to take each semester. It is important to communicate with your advisor early in your program to prepare your POS. It may need to be updated to reflect any changes that occur over your course of study. ***To graduate, students must have an accurate POS filed in the Registrar's office.***

**Visit** <http://www.nmhu.edu/current-students/graduate/education/ma-education-concentration-in-counseling/> **to find FORMS.**

### TECHNOLOGY REQUIREMENT

Desire-to-Learn (D2L) is the interactive Learning Management System adopted by NMHU for synchronous and asynchronous teaching, traditional instruction and dissemination of information. Faculty regularly post coursework, materials and assignments on D2L and most faculty require you to submit assignments through D2L.

You are assigned a student identification number and school e-mail when admitted and enrolled into NMHU. This ID# and the password you set up allow you to access secure webpages for NMHU; i.e., registration, payments, D2L, Degree Audit, schedules, etc.

**For help with D2L and any other technology questions, send a mail to [itshelpdesk@nmhu.edu](mailto:itshelpdesk@nmhu.edu) or call 505-54-3496.**

### CREDIT TRANSFER

Incoming graduate students of NMHU are allowed to transfer up to 25% of qualified graduate credit from accredited higher education institutions; however, only graduate credit that has not been used as part of an earned graduate degree is accepted. This process of transferring credits is conducted with the

assistance and approval of your advisor. Transfer of credit forms are filed alongside course substitution forms. The advisor forwards these forms to the Department Chair for additional processing.

To transfer more than 6 credits, an academic-petition is filed with the aforementioned forms, detailing the request.

**Visit** <http://www.nmhu.edu/current-students/graduate/education/ma-education-concentration-in-counseling/> to find **FORMS**.

## **PROFESSIONAL PRACTICE (FIELD PLACEMENT)**

For Professional practice according to the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016), counseling students must complete approved and supervised field placement experience. Typically, this experience takes place during your final 3-4 semesters after you have successfully completed most of core requirements, but in particular, your Essential Interviewing and Group Counseling courses.

### **PRACTICUM REQUIREMENT**

- Students must complete a supervised counseling practicum experience of minimum 100 clock hours, over a full academic term of 10 weeks minimum.
- Participate in at least 40 hours of direct service with actual clients that contribute to the development of counseling skills.
- Have a weekly interaction of average 1 hour with supervisors; or triadic supervision with faculty member, supervisor or site supervisor during practicum.
- Participate in a regular schedule of group supervision of average  $1\frac{1}{2}$  hours weekly, throughout practicum.

### **INTERNSHIP REQUIREMENT**

- After Practicum, students complete 600 clock hours of a supervised counseling internship in roles and settings similar to their specialty areas.
- Complete at least 240 clock hours of direct service.
- Have weekly interaction of average 1 hour with supervisors or triadic supervision with faculty member, supervisor or site supervisor during internship.
- Participate in a regular schedule of group supervision of average  $1\frac{1}{2}$  hours weekly, throughout internship.

### **LIABILITY INSURANCE**

All Students registering for Counseling Practicum or Counseling Internship are required to acquire adequate liability insurance. Professional Liability Insurance for counseling students is available through the American Counseling Association (800-347-6647), as well as other mental health organizations. There is a list of websites at the end of this manual. Proof of insurance must accompany the completed and signed copy of the Learning Agreement.

### **SELECTION OF SITE**

The first consideration in arranging placement is the particular interests of the individual student. Each potential internship student is asked to indicate the type of school or client population with which he or she would like to be involved. Lists of recommended and/or approved internship sites are then surveyed in an attempt to match the student's interests with the available school or agency. Placement procedures are arranged by the student with guidance from the University internship supervisor.

## **GRADING OF PROFESSIONAL PRACTICE**

Practicum and Internships are graded pass or fail which does not affect GPA. Practicum must be passed to enroll in the first internship, and the first internship must be passed to enroll in a subsequent internship.

Internship grading is based on:

Class Attendance

Completion of Required Internship Hours

Site Supervisor Verified Record of Internship Hours

On-Site Supervisor's Formal Evaluations

Professionalism

Positive Assessment of Counseling Dispositions

## **PRACTICUM AND INTERNSHIP LETTER GRADES**

"S" means Satisfactory:

- Course requirements completed timely and professionally.
- Strong Counseling Skills
- High Personal & Professional Standards
- Willingness to Learn
- Co-operative and Resourceful in Work environment
- Commitment to Counseling Profession

"U" means Unsatisfactory:

- Unprofessional and Incomplete Course Requirements
- Lack of Developmentally Appropriate Counseling Skills
- Lack of Professional Standards
- Unwillingness to Learn
- Inadequate Commitment to the Program

"PR" means Progress:

- A PR typically results from failure to meet required internship clock hours within the specified time. Unless under specific arrangement with faculty supervisor, failure to meet the specified requirements by the following semester a "PR" can become a "U" with associated consequences.

## **REVIEW OF PROGRESS**

### **EXIT CRITERIA FOR GUIDANCE AND COUNSELING**

1. Completion of all coursework with a minimum of a 3.0 overall GPA
2. Successful completion of internships

3. A written comprehensive exam: The Counselor Preparation Comprehensive Exam (CPCE), which covers the eight core-curriculum content areas. Rehabilitation counseling students can choose to take the Certified Rehabilitation Counselor (CRC) Exam that covers ten curriculum areas rather than the CPCE. Students will take the Counselor Preparation Comprehensive Exam (CPCE) on a specified day, to be arranged each semester. Exams are usually given in the months of October and March.
4. A comprehensive case presentation or professional paper.
5. Early in the semester, prior to graduation, students must complete a Degree Check with the Graduate Office.

### **COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE)**

The Counselor Preparation Comprehensive Examination is published by the National Board for Certified Counselors. It is a required exam for all Highlands Counseling Program students and must be passed in order to receive a diploma.

Students need to score a minimum of 70 points calculated from all 8 areas to pass. This score is not a percentage but a raw score which means you need to answer correctly on 70 test items. For those who do not pass the test, you can retake the exam. If you retake the exam, and do not meet the minimum score, an alternative may be provided. [Current alternative: If you do not pass the exam, an alternative set of tests that correlate to each of the 8 areas may be provided which is administered through the Counseling Department, self-paced, open-book, and can be taken as many times as necessary to meet the minimum scores required.]

### **REVIEW OF COUNSELING**

The counseling student will be assessed by the faculty after completing Counseling Practicum in Clinical Mental Health/School and Rehabilitation Counseling. (If concern is raised, this process can begin at any level.) The purpose of this review is to inform the student of her/his potential for development as a counselor as specified both by New Mexico Highlands University and the American Counseling Association (ACA) and the American School Counselor Association (ASCA).

### **STUDENT PROBATION, REMEDIATION AND DISMISSAL POLICY**

Graduate students are expected to maintain a Grade Point Average of 3.0 or higher to remain enrolled in the program. Students who do not meet faculty's evaluation of academic, professional and personal development are placed on probation and required to draw a remediation plan, signed with their advisors. Remediation plans are approved by the counseling faculty and filed in student's records. Academic dismissal is issued to students who do not meet the required GPA after being on academic probation for two consecutive semesters.

As required by the American Counseling Association's (ACA) Code of Ethics and the Certified Rehabilitation Counselor (C) Code of Ethics, students who fail to demonstrate personal and professional appropriate and/or ethical behavior may be denied continuation in the program until some form of remediation is fulfilled. If a student demonstrates such questionable behavior, he or she will meet with the faculty of the Counseling Program to discuss the faculty's concerns. If remediation is deemed necessary, the student will not be allowed to continue in the program until such remediation is completed. The student's acceptance of admission into the Counseling Program is understood as a tacit acceptance of these terms of admission.

Otherwise, counseling students are assessed by the faculty at three major points: after completion of the pre-practicum course, during and after the practicum, and throughout the two-semester Internship. (As noted above, if there is a concern before these points, the faculty will call a meeting with the student to determine the need for and nature of remediation.) The purpose of these assessments is to determine students' suitability and potential for development as counselors. If the faculty has concerns at any point regarding a student's potential for being a counselor, the adviser will be responsible for informing the student of this concern. According to the ACA and the American School Counselor Association (ASCA), it is the responsibility of the counselor educators to monitor the professional development of the student-counselor at all times and to take appropriate measures if indications of behavioral, emotional, or mental problems arise in any given student.

If a student needs remediation, the form that it may take include the following:

- The student may be asked to retake the pre-practicum course.
- The student may be asked to take additional coursework to make up any academic deficiencies that might be noticed.
- The student may be asked to seek out and engage in personal counseling or psychotherapy. If this is required, the student may be asked to spend a semester out of the program.
- The student may be asked to dis-enroll from the program altogether.
- If remediation is required, the student has the option to appeal such decisions. The steps of the appeal process are:
  - The student writes an appeal within one week of receiving the remediation plan stating the reasons why the student believes the remediation to be unjust or inappropriate. The statement is addressed to the student's adviser and to the chair of the Counseling Department.
  - The adviser and/or the chair meets with the student within a week after receiving the written appeal to hear the appeal and to listen to suggested alternatives.
  - The adviser and chair meet with the other counseling faculty within a week after meeting with the student to discuss the student's case.
  - If no change is made to the original decision, then the student can take the appeal to the Dean of the School of Education.
  - If no change is made to the original decision the student can take the appeal to the Dean of Students.

At each step, the same process is followed. The student submits a written appeal to the University person involved. A meeting is arranged with the student by that person. The student presents his or her case with suggestions for an alternative remediation. A decision follows.

### **ACADEMIC APPEAL POLICY**

To appeal one or more grades, grade appeal form is available in the Office of Academic Affairs and the Office of Graduate Studies.

The Office of Graduate Studies notifies students of academic dismissal immediately after semester grades are posted. Students may appeal dismissal through the Academic Affairs Graduate Subcommittee within 30 days of the beginning of the semester when the dismissal begins.

Visit <http://its.nmhu.edu/www/oonlinedocs/index.html> for appeal forms.

### **ENROLLMENT AND LEAVE OF ABSENCE POLICY**

Students normally have five years from their first semester of enrollment in courses to complete the graduate degree. From admission through conferral of the degree, the university requires students to maintain continuous enrollment for all semesters of the academic year (excluding summers). However, the university also recognizes that circumstances arise where this may not be possible. In such circumstances, upon their return to Highlands, a student must submit the Application for the Reactivation of Status to the Graduate Coordinator and Department Chair.

Students who do not register for classes for two or more consecutive semesters, but who remain within the five-year time limit for conferral of the degree, must apply for a Reactivation of Status through the Graduate Coordinator and Department Chair. Whether a student is approved for reactivation is the prerogative of the graduate program.

An NMHU student who has not registered for classes for more than five years since their initial enrollment in courses is required to reapply for admission to the graduate program through the Office of Graduate Studies. The application should be submitted at least 30 days prior to the start of the semester. As with regular admissions, the Graduate Coordinator and/or the Department Chair will review and make a decision about the application. Admission status will be determined by previous NMHU academic standing, although academic performance at other institutions attended during the absence from NMHU may be taken into consideration in determining the student's readmission.

#### **DENIAL OF READMISSION**

A graduate program may deny the readmission of a student. Students denied admission to a graduate program who wish to be considered for another one, must complete a new application.

#### **TIME LIMITATIONS**

Students unable to complete the degree within the five years from their first semester of enrollment in classes may submit a Petition for Hardship to the Academic Affairs Committee for an extension of one year, demonstrating legitimate reasons for failing to complete the program. Additional extensions, if requested, may be granted. If the extension is granted and the program has a currency requirement, students should contact the graduate coordinator or department chair concerning classes that will be over five years old at the time of graduation. See below for information on Currency.

#### **CURRENCY**

At the time of graduation, students' coursework should be current; that is, all courses should have been completed within the five years since the student first enrolled in graduate classes. For any course that exceeds the five-year currency requirement, the student must complete and submit the Declaration of Currency form to the Office of the Registrar. The Declaration of Currency form is accessible in the Online Documents. Moreover, individual graduate programs have different standards of currency. The Counseling Program typically requires that students take tests to determine currency. Students should contact their advisor and the department chair for information on how to meet currency requirements.

### **STUDENTS CREDENTIALING AND EMPLOYMENT RECOMMENDATION POLICY**

Students requiring credentialing and employment recommendation from faculty members request such through e-mails, stating the nature and purpose of the requests. Providing students with

recommendations for credentialing and employment is totally at the discretion of the faculty member approached. However, in accordance with the following provision:

Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement (ACA Code of Ethics, 2014, F.6.d.).

## **COUNSELING CURRICULUM**

The core of the counseling program is the same for all four concentrations. Then, each concentration has a set of courses that prepare you to work within different settings. We have only one fully online concentration which is a 48-credit concentration in Rehabilitation Counseling. For our other three concentrations, although a number of courses are available online for our Las Vegas Campus, and Farmington and Santa Fe Centers, there are several courses that are taught via online video technology, and three-four courses which must be taken in-person. Students in the Rio Rancho/Albuquerque area take most of their courses in person. Also, please be aware that only a handful of our online courses are taught completely asynchronously. Most of our online courses do have a scheduled online meeting time.

### **MASTER of ARTS in COUNSELING**

#### **CORE REQUIREMENTS**

**(39 credits)**

COUN 600 Theories and Practice of Counseling  
COUN 601 Professional Counseling Orientation & Ethical Practice  
COUN 603 Career Development  
COUN 608 Assessment & Testing  
COUN 611 Social Justice and Cultural Diversity  
COUN 625 Human Growth & Development  
COUN 605 Essential Interviewing & Process in Counseling  
COUN 607 Group Counseling Theory and Practice  
COUN 631 Addiction Counseling Theory and Practice  
COUN 634 Practicum in Counseling  
  
COUN 628 Research & Program Evaluation  
  
COUN 698 Internship in Counseling I\*  
COUN 698 Internship in Counseling II\*

\* 600 hours over two semesters. Three credits each semester. This can be done in one semester with approval of adviser in special circumstances. In cases where a student is unable to complete the hours requirement by the end of the second semester of internship, the student must continue to enroll for at least one credit hour of COUN 698 until requirements are met.

Core Total: 39 credit hours

Students choose one of the following concentrations:

## **CONCENTRATIONS – SPECIALITY AREAS**

### **CLINICAL MENTAL HEALTH COUNSELING (CMHC)**

**(Total of 60 credits)**

The Clinical Mental Health Counseling concentration prepares and qualifies graduates to apply to be Licensed Mental Health Counselors (LMHC) with the New Mexico Counseling and Therapy Practice Board, and the applicant is then granted permission to sit for the National Counselor Exam (NCE). The LMHC is the initial license for clinical mental health counselors in New Mexico and is the first step toward becoming a Licensed Professional Clinical Counselor (LPCC) who can work independently. Clinical mental health counselors work in a variety of settings including agencies, school health clinics, private practice, behavioral health institutions, drug and alcohol rehabilitation centers, and community clinics. They work with people individually, in groups, and as families on issues which can range from minor adjustment problems to chronic mental illness.

COUN 610 Diagnosis and Treatment Planning  
COUN 615 Family & Couples Counseling  
COUN 619 Issues in Clinical Mental Health Counseling  
COUN 629 Trauma & Crisis Intervention  
ELECTIVES (9 credits)

### **CLINICAL REHABILITATION COUNSELING**

**(Total of 60 credits)**

Clinical Rehabilitation Counselors work in settings as identified below under the 48-credit Rehabilitation Counseling concentration, but also have the additional training needed for licensure as mental health counselors with the general population and qualify to apply to be Licensed Mental Health Counselors (LMHC) with the New Mexico Counseling and Therapy Practice Board.

COUN 610 Diagnosis and Treatment Planning  
COUN 640 Foundations, Case Management, and Job  
Placement in Rehabilitation  
COUN 646 Vocational Evaluation, Assistive Technology, and  
Transition Planning  
COUN 649 Psychiatric Rehabilitation and Co-Occurring Disorders  
COUN 673 Medical Aspects of Disability  
COUN 674 Psychosocial and Cultural Aspects of Disability

### **REHABILITATION COUNSELING**

**(Total of 48 credits)**

Our 48-credit Rehabilitation Counseling concentration is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and graduates are qualified to apply for their

Certified Rehabilitation Counselor (CRC) credential. Rehabilitation Counseling also meets requirements for licensed rehabilitation counselors in the schools set by the State of New Mexico Public Education Department. Rehabilitation counselors work in vocational rehabilitation settings with people with a variety of disabilities including chronic mental illness, physical disabilities, traumatic brain injury, developmental delays, and drug and alcohol dependence. Rehabilitation counselors work in schools (typically high schools) as transition counselors assisting students with special needs in transitioning into and out of high school.

COUN 640 Foundations, Case Management, and Job  
Placement in Rehabilitation  
COUN 673 Medical Aspects of Disability  
COUN 674 Psychosocial and Cultural Aspects of Disability

#### ***SPECIALIZATION IN VOCATIONAL EVALUATION IN REHABILITATION COUNSELING OPTION***

The vocational evaluation specialization in rehabilitation counseling at Highlands is a 54 semester-hour program. Full-time students take the rehabilitation counseling emphasis in the manner prescribed by their adviser. In addition, students take the following courses:

Required courses: 6 credit hours

COUN 646 Vocational Evaluation, Assistive Technology, and Transition Planning (3)  
COUN 648 Advanced Vocational Evaluation (3)

Additional Requirement:

COUN 698 Internship in Vocational Evaluation (3)\*

\* The vocational evaluation specialization requires one semester of internship in a vocational evaluation setting. This internship must be one of the two semesters required by the rehabilitation concentration.

Specialization total: 6-9 credit hours

Rehabilitation Concentration: 48 credit hours

Program total: 54-57 credit hours

### **SCHOOL COUNSELING**

**(Total of 60 credits)**

The School Counseling concentration qualifies and prepares counselors to apply for licensure by the New Mexico Public Education Department. School counselors work in PreK-12 settings following a model such as the one promoted by the American School Counselor Association. School counselors do classroom guidance (preventative education); group and individual counseling; program management; and, student planning.

COUN 602 Counseling Children and Adolescents  
COUN 615 Family & Couples Counseling  
COUN 620 School Counseling P-12  
COUN 633 College and Career Planning P-12  
COUN 636 Restorative Justice and Conflict Resolution  
ELECTIVE (6 credits)

## DUAL CONCENTRATIONS

According to the 2016 CACREP Standards, students must complete 600 clock hours of supervised counseling internship in roles and settings with clients **relevant to their specialty area**. A student who wishes to complete two or more concentrations within one degree will be required to complete 600 clock hours of supervised experience for each concentration. The Clinical Rehabilitation Counseling Concentration is already designed to meet requirements for licensure and certification for Clinical Mental Health Counseling and Rehabilitation Counseling.

The Master of Arts in Counseling Core Requirement is 33 credits before the 600 clock hours/6 credits of Internship. The Specialty Area coursework for Dual Concentrations is described below.

### CMHC/SCHOOL COUNSELING

(Total of 72 credits)

COUN 610 Diagnosis and Treatment Planning	COUN 602 Counseling Children and Adolescents
COUN 615 Family & Couples Counseling	COUN 615 Family & Couples Counseling
COUN 619 Issues in Clinical Mental Health Counseling	COUN 620 School Counseling P-12
COUN 629 Trauma & Crisis Intervention	COUN 633 College and Career Planning P-12
COUN 698 Internship I (Clinical – 300 hours)	COUN 636 Restorative Justice and Conflict Resolution
COUN 698 Internship II (Clinical – 300 hours)	COUN 698 Internship I (School – 300 hours)
	COUN 698 Internship II (School – 300 hours)

### REHAB/SCHOOL COUNSELING

(Total of 69 credits)

COUN 640 Foundations, Case Management, and Job Placement in Rehabilitation	COUN 602 Counseling Children and Adolescents
COUN 673 Medical Aspects of Disability	COUN 615 Family & Couples Counseling
COUN 674 Psychosocial and Cultural Aspects of Disability	COUN 620 School Counseling P-12
COUN 698 Internship I (Rehabilitation – 300 hours)	COUN 633 College and Career Planning P-12
COUN 698 Internship II (Rehabilitation – 300 hours)	COUN 636 Restorative Justice and Conflict Resolution
	COUN 698 Internship I (School – 300 hours)
	COUN 698 Internship II (School – 300 hours)

## COUNSELING CERTIFICATE PROGRAMS

The following certificate programs are open to students with a Master's Degree in Counseling, or a Related Field as determined by the counseling faculty (typically a related counseling field). Coursework qualifies a person to apply for licensure. Licensure is conferred by the respective state agency.

Students apply to a Counseling Certificate Program through the same process as they did to be admitted initially into the Counseling Department. They must have received a Master's Degree in Counseling or a related field as determined by the Counseling faculty. Certificate programs are eligible for financial aid. The Certificate Programs will not be CACREP Accredited.

### PROFESSIONAL COUNSELING CERTIFICATE (LMHC)

The Certificate Program in Professional Counseling qualifies a person to apply for licensure through the New Mexico's Counseling and Therapy Practice Board as an LMHC, and the applicant is then granted permission to sit for the National Counselor Exam (NCE). An LMHC enables the person to practice mental health counseling under supervision while working toward licensed professional clinical counselor (LPCC) status.

Required courses:

COUN 609 Human Growth and Development (3)  
COUN 610 Diagnosis and Treatment Planning (3)  
COUN 615 Family and Couples Counseling (3)  
COUN 619 Issues in Clinical Mental Health Counseling (3)  
COUN 629 Trauma and Crisis Intervention (3)  
COUN 698 Internship in Counseling (Clinical Setting) (3)  
Certificate Total: 18 credit hours

### **REHABILITATION COUNSELING CERTIFICATE (CRC, PED K-12)**

The Certificate Program in Rehabilitation Counseling qualifies a person to apply for National Rehabilitation Certification (CRC) under Category R if the applicant meets the requirement of thirty-six months of acceptable work experience including twenty-four months supervised by a CRC.

A second option is available for residents of New Mexico and that is to be licensed through the Public Education Department (PED) as a rehabilitation counselor K-12 with the public schools. This PED license enables a person to work specifically with students who have an IEP (Individualized Education Plan), and with students in transition in the schools.

Required courses:

COUN 640 Foundations, Case Management, and Job Placement in Rehabilitation (3)  
COUN 646 Vocational Evaluation, Assistive Technology, and Transition Planning (3)  
COUN 649 Psychiatric Rehabilitation and Co-Occurring Disorders (3)  
COUN 673 Medical Aspects of Disability (3)  
COUN 674 Psychosocial and Cultural Aspects of Disability (3)  
COUN 698 Internship in Counseling (Rehabilitation Setting) (3)  
Certificate Total: 18 credit hours

### **SCHOOL COUNSELING (PED K-12)**

The Certificate Program in School Counseling qualifies a person to sit for the School Counseling exam through the PED. Upon passing this exam, the person can apply for a school counselor license and be eligible to work in public and private schools as a school counselor.

Required courses:

COUN 602 Counseling Children and Adolescents (3)  
COUN 615 Family and Couples Counseling (3)  
COUN 620 School Counseling P-12  
COUN 698 Internship in Counseling (School Setting) (3)  
Certificate Total: 12 credit hours

# SEQUENCING OF PROGRAM

## COURSE SCHEDULING (as of FALL 2018)

COURSE #	FA	SP	SU
COUN 600 Theories and Practice of Counseling	X	X	
COUN 601 Professional Counseling Orientation and Ethical Practice	X	X	
COUN 602 Counseling Children and Adolescents ( <i>Prereq 600 &amp; 601</i> )		X	X
COUN 603 Career Development	X	X	X
COUN 605 Essential Interviewing and Process in Counseling ( <i>Prereq 600 &amp; 601</i> )	X	X	
COUN 607 Group Counseling Theory and Practice ( <i>Prereq 600 &amp; 601</i> )	X	X	
COUN 608 Assessment and Testing	X	X	
COUN 609 Human Growth and Development	X	X	
COUN 610 Diagnosis and Treatment Planning		X	X
COUN 611 Social Justice and Cultural Diversity	X	X	
COUN 615 Family and Couples Counseling ( <i>Prereq 600 &amp; 601</i> )	X		X
COUN 619 Issues in Clinical Mental Health Counseling		X	X
COUN 620 School Counseling P-12		X	X
COUN 628 Research and Program Evaluation	X	X	
COUN 629 Trauma and Crisis Intervention	X		X
COUN 631 Addiction Counseling Theory and Practice	X	X	X
COUN 633 College and Career Planning P-12	X		X
COUN 634 Practicum in Counseling ( <i>Prereq 600, 601, 605, 607</i> )	X	X	X
COUN 636 Restorative Justice and Conflict Resolution	X		X
COUN 640 Foundations, Case Management, and Job Placement in Rehabilitation		X	X
COUN 646 Vocational Evaluation, Assistive Technology, and Transition Planning	X		X
COUN 649 Psychiatric Rehabilitation and Co-Occurring Disorders		X	X
COUN/SPED 673 Medical Aspects of Disability		X	X
COUN/SPED 674 Psychosocial and Cultural Aspects of Disability	X		X
COUN 698 Internship in Counseling (3 hrs) ( <i>Prereq 600, 601, 605, 607, 634</i> )	X	X	X
COUN 698 Internship in Counseling (3 hrs) ( <i>Prereq 600, 601, 605, 607, 634</i> )	X	X	X
COUN 6XX Electives	X	X	X

**A variety of electives and special topics are available over the course of several semesters including:**

COUN 614 Existential Counseling	COUN 616 Overview of Art Therapy & the Creative Process
COUN 617 Art/Sandtray Counseling	COUN 621 Grief, Loss and Expressive Arts Therapy
COUN 622 Play Therapy	COUN 623 Foundations of Addiction: Alcohol Abuse
COUN 624 Found. of Addiction: Drug Abuse	COUN 626 Treating Individuals with Alcohol Abuse
COUN 627 Treating Individuals w/Drug Abuse	COUN 648 Advanced Vocational Evaluation
COUN 652 Death, Dying, & Bereavement in Coun	COUN 654 Sexuality in Counseling

COUN 635 Special Topics

## COUNSELING COURSES – CATALOG DESCRIPTIONS

**COUN 600. Theory and Practice of Counseling (3); Fa, Sp**

This course provides an overview of the history, such as legislation, government policy and philosophy of the counseling profession and its specialty areas. The roles, settings, delivery modalities and functions of all professional counselors, certification and responsibilities, public policy, standards and their relationships with human service and integrated behavioral health care systems are addressed. Legal and ethical aspects of professional counseling including ethical decision-making models will be addressed. Additional topics include benefits of membership in professional counseling organizations; current labor market trends in relation to credentialing bodies; the impact of technology on the profession; advocacy; strategies for personal and professional self-evaluation; implications for practice; and, the importance of self-care strategies for the counselor.

**COUN 601. Professional Counseling Orientation and Ethical Practice (3); Fa, Sp**

This course covers ethical standards and an overview of the history of counseling, such as legislation, government policy and philosophy of the counseling profession and its specialty areas. The professional roles, settings, delivery modalities and functions of counselors including those in specialty areas are discussed. The role of certification and licensure and related responsibilities, public policy, standards and their relationships with human service and integrated behavioral health care systems are addressed. Additional topics addressed include benefits of membership in professional counseling organizations, current labor market trends in relation to credentialing bodies, the impact of technology on the profession, strategies for personal and professional self-evaluation and implications for practice and the importance of self-care strategies for the counselor.

**COUN 603. Career Development (3); Fa, Sp, Su**

This course reviews theories and models of career development, counseling and decision-making. Students will learn approaches for conceptualizing the relationships among and between work, mental well-being, relationships, and other life roles and factors. They will develop processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems. Students will develop strategies for assessing abilities, interests, values, personality and other factors that contribute to career development; career development program planning, organization, implementation, administration, and evaluation; advocating for diverse clients' career and educational development and employment opportunities in a global economy; and facilitating client skill development for career, educational, and life-work planning and management.

**COUN 605. Essential Interviewing and Process in Counseling (3); Fa, Sp**

This course serves as the student's first formal exposure to essential interviewing, counseling, and case conceptualization skills to aid students in developing a personal model of counseling. As such, it will introduce the student, within a safe and controlled setting, to the dynamics and process of the counselor's role, including core counseling skills, structure of the interview, and counselor characteristics. Prerequisites: COUN 600 and COUN 601.

**COUN 607. Group Counseling Theory and Practice (3); Fa, Sp**

This course introduces students to theory and principles of group dynamics as well as developmental stages of groups. In addition, group members' roles and behaviors and therapeutic factors of group work will be discussed. Students will have the opportunity to apply these principles through role-playing, participating as group members in an experiential component of this course as well as designing, planning, leading, and co-leading group sessions for diverse client populations. Prerequisites: To be identified when course numbers are assigned. Prerequisites: COUN 600 and COUN 601.

**COUN 608. Assessment and Testing (3); Fa, Sp**

This course includes the history and effective methods of conducting ethical and culturally sensitive assessments and testing in the field of counseling for individuals and groups relevant to career, educational, personal, and social development. It will include assessments of suicidal risk, harm to self and others, trauma and abuse, and mandatory reporting. Students will explore statistical concepts, including reliability, validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Norm-referenced and criterion-referenced standardized and non-standardized data information gathering methods will be explored. A variety of assessment measures such as environmental assessments, behavioral observation checklists, personality, and psychological testing will be discussed to assist in diagnosing developmental, behavioral, and mental disorders.

**609. Human Growth and Development (3); Fa, Sp**

This course is designed to provide students with an overview of the theories of learning, normal and abnormal personality development, and individual and family development from conception to late adulthood. The focus is on the biological, neurological, and physiological factors that affect human development and behavior, including the theories and etiology of addiction and co-occurring disorders. Systemic and environmental factors that affect human development, functioning, and behavior will also be addressed as well as the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. In addition, classifications of pharmacological drugs will be discussed with an emphasis on appropriate medical referral and consultation with mental health providers. The course provides a general framework for understanding differing abilities and strategies for differentiated interventions. Emphasis will be placed on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

**COUN 610. Diagnosis and Treatment Planning (3); Sp, Su**

This course explores the way counselors frame and diagnosis difficult and problematic human behavior and characteristics. It begins with an exploration of the historical, philosophical, and scientific foundations of the field's primary diagnostic framework, the DSM. It discusses the strengths and limitations of that framework and the reasons it is important for counselors to understand and master that framework. The course then explores the ways counselors use the DSM framework to provide diagnoses of clients and prepare treatment plans based on those diagnoses. The discussion of treatment plans also provides an overview of how various psychopharmacological treatments are used to treat various DSM diagnoses and the strengths and limitations of such treatments. Learning tools include reading, discussion, simulated client presentations and explorations of how those presentations might be diagnosed using the DSM framework.

**COUN 611. Social Justice and Cultural Diversity (3); Fa, Sp**

This course is designed to provide a basic foundation of knowledge, awareness, and skills needed for providing more effective counseling services in a multicultural society. The course will cover theories, research, and practices associated with multicultural competence, social justice and advocacy with emphases on pluralistic characteristics within and among diverse groups nationally and internationally and the intersections of race, ethnicity, gender, religion, sexual orientation, country of origin, disability, and socioeconomic status. Students will be introduced to topics including oppression and privilege, racism, discrimination, sexism, power, and ageism.

**COUN 612. Mental Health Ethics, Law and Practice (3); Fa, Su**

This course will introduce students to professional, ethical and legal issues that affect the practice of counseling. Ethical decision-making, understanding and applying ethical codes and laws, and opportunities to develop critical thinking skills will be emphasized and practiced throughout the course. Course will include lecture, experiential activities, discussion, role-plays, and group work.

**COUN 613. Research and Program Evaluation (3); Fa, Sp**

This course will emphasize the importance of research in the counseling profession and the identification of evidence-based practices. Students will develop an understanding of statistical methods used in conducting research, and qualitative, quantitative and mixed research methods. They will learn how to prepare and use needs assessments to develop outcome measures, and use accountability data to inform decision making, and to advocate for programs and individuals. Students will learn ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

**COUN 614. Existential Counseling (3); Su**

This course is designed to give the student an in-depth understanding of the principles and techniques of existential counseling. Existential counseling is defined as both a theoretical orientation and a practical approach to working with individuals and their problems with everyday living. Attention is given to the application of existential principles to culturally diverse populations. It is also seen how existential counseling responds to current needs for more brief forms of counseling. The overall approach includes the development of understanding through personal reflection.

**COUN 615. Family and Couples Counseling (3); Fa, Su**

This course will provide an introduction to the basic concepts and principles of family and couple therapy. The emphasis is on understanding family and other systems theories, the structure and function of marriage/domestic partnerships, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage/domestic partnership and family systemic models. Issues include evaluation of families, diagnosis in a family context, interviewing strategies, redefining problems in a family systems context, and treatment principles. Prerequisites: COUN 600 and COUN 601.

**COUN 616. Overview of Art Therapy and the Creative Process (3); Var**

This course will extend over two weekends and will be an experiential journey into the unconscious. It will provide an opportunity through exercises using art, movement, music and imagery to experience ourselves more deeply and learn to apply the creative process in our work with clients. We will learn the origin of Dynamically Oriented Art Therapy, use Gestalt Art Therapy to explore our sub-personalities, discover archetypes and enact a fairy tale using Jungian Art Therapy and investigate our expanded consciousness through the Human Potential Movement and contact with our High Self. By doing our own inner work we will discover directly and profoundly the impact the creative process has on our own unconscious and how to hold and honor the psyche of the other. No experience in art or movement is necessary.

**COUN 617. Art/Play Therapy/Sandtray Counseling (3); Var**

In this class, we will explore the power of sandtray therapy with adults and children as well as art and play therapy for children. We will discover how these modalities can help to uncover the client's therapeutic issues, learn about the materials needed and establishing a safe environment, explore the appropriate responses to make and questions to ask and the use of directive and non-directive approaches. Additionally, we will use sandtray experientially to deepen awareness of our own issues, contact our inner

child through play therapy and experiment with fundamental techniques using art therapy to enhance our ability to connect with our clients in child therapy.

**COUN 619. Issues in Clinical Mental Health Counseling (3); Sp, Su**

This course is a study of the foundations, contextual dimensions and practice of clinical mental health counseling. It will cover the history and development of clinical mental health counseling, and theories and models specific to CMHC. Contextual dimensions in CMHC including roles and settings, etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders will be examined. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare and the mental health counseling services networks will be reviewed. Students will examine legislation and government policy relevant to clinical mental health counseling. They will learn about record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. In addition, students will explore strategies related to interfacing with legal systems and behavioral health care professionals while advocating for persons with mental health issues.

**COUN 620. School Counseling P-12 (3); Sp, Su**

This course provides knowledge and skills necessary for school counselors to implement a developmentally appropriate, comprehensive school counseling program. Students learn school counselor roles as counselors, educators, leaders, advocates, members of multidisciplinary teams, and systems change agents in P-12 schools. They will explore models of school counseling programs with a special emphasis on developing a RAMP (Recognized ASCA Model Program). They will explore core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. Students will learn interventions to promote academic development, techniques of personal/social counseling in school settings, and to discuss assessments specific to P-12 education. Other topics include school-based collaboration and consultation.

**COUN 621. Grief, Loss and Expressive Arts Therapy (3); Var**

In this class, we will explore in a supportive environment our grief and how the experience of the Expressive Arts can allow the grieving process and healing to unfold. We will explore the stages of grief and the use of creativity for moving through these stages. We will experience our own issues of loss and how, through the power of art, movement and journaling, we can access our inner allies and begin to heal our own wounds. We will enact an ancient myth, discover our own ancestral work that may still need completing, discuss complicated grief, and learn to apply the Expressive Arts in working with our clients. As we move through our healing and contact our fullness we will be better able to assist our clients in their ability to touch their fullness as they move through their recovery.

**COUN 622. Play Therapy (3); Var**

This course focuses on training to be a therapeutic agent in the lives of children through the utilization of play therapy. Alt Su, even

**COUN 623. Foundations of Addiction: Alcohol Abuse (3); Sp**

Foundation of Addictions – Alcohol Abuse is one of four courses focusing on Substance Abuse and Alcohol Abuse. These courses are in alliance with the requirement for licensure in New Mexico to obtain a license as the Licensed Alcohol and Drug Abuse Counselor (LADAC). The Foundation of Addictions – Alcohol Abuse covers: a) overview of alcohol abuse addictions, b) etiology models of alcohol abuse addictions, c) different populations effected by alcohol abuse addictions, and d) implications of alcohol abuse addictions.

**COUN 624. Foundations of Addiction: Drug Abuse (3); Su**

Foundation of Addictions – Drug Abuse is one of four courses focusing on Drug Abuse and Alcohol Abuse. These courses are in alliance with the requirement for licensure in New Mexico to obtain a license as the Licensed Alcohol and Drug Abuse Counselor (LADAC). The Foundation of Addictions – Drug Abuse covers: a) overview of drug abuse addictions, b) etiology models of drug abuse addictions, c) different populations effected by drug abuse addictions, and d) implications of drug abuse addictions.

**COUN 626. Treating Individuals with Alcohol Abuse (3); Su**

Treating Individuals with Alcohol Abuse Addictions is one of four courses focusing on Substance Abuse and Alcohol Abuse. These courses are in alliance with the requirement for licensure in New Mexico to obtain a license as the Licensed Alcohol and Drug Abuse Counselor (LADAC). Treating Individuals with Alcohol Abuse Addictions covers: a) overview of alcohol abuse treatments, b) DSM and ICD diagnoses of alcohol abuse verses alcohol dependence, c) responding to the needs of different populations of alcohol abusers, and d) implications for addictions counselors in regards to their treatment of individuals with alcohol abuse addictions.

**COUN 627. Treating Individuals with Drug Abuse (3) Fa**

Treating Individuals with Drug Abuse Addictions is one of four courses focusing on Drug Abuse and Alcohol Abuse. These courses are in alliance with the requirement for licensure in New Mexico to obtain a license as the Licensed Alcohol and Drug Abuse Counselor (LADAC). Treating Individuals with Drug Abuse Addictions covers: a) overview of drug abuse treatments, b) DSM and ICD diagnoses of drug abuse verses drug dependence, c) responding to the needs of different populations of drug abusers, and d) implications for addictions counselors in regards to their treatment of individuals with drug abuse addictions.

**COUN 629. Trauma and Crisis Intervention (3); Fa, Su**

This course explores the nature and experience of trauma and related crises and natural disasters. Multiple theories are explored regarding the effects of traumatic impact on the individual psyche. Theoretical constructs are analyzed, from a bioecological perspective, for their potential application in the area of trauma, crisis, and disaster; various examples of interventions and therapeutic techniques are examined for their usefulness in working with survivors of trauma.

**COUN 631. Addiction Counseling Theory and Practice (3); Fa, Sp, Su**

This course focuses on an overview of substance addictions and process addictions: a) history, b) etiology models of addictions, c) types of addictions, d) different populations and settings effected by addictions, e) treatment, f) evaluation, g) ethics, and h) policies related to addiction. Additional emphasis is placed on the unique needs and characteristics of person with disabilities as they interact with addiction and dependency.

**COUN 632. Counseling Children and Adolescents (3); Sp, Su**

This course provides knowledge and skills necessary to provide developmentally appropriate therapeutic interventions for children, adolescents and their families. Topics include characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders; common medications that affect learning, behavior, and mood in children and adolescents; and, signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs. Interventions to promote academic development and techniques of personal/social counseling along with ethical and legal considerations regarding minors and families will be examined throughout the course. Prerequisites: COUN 600 and COUN 601.

**COUN 633. College and Career Planning P-12 (3); Fa, Su**

This course is intended to prepare students to design and implement a data-driven comprehensive college and career counseling program for students in the P-12 academic setting. To prepare students to become effective school counselors who will assume a primary role in helping their students become college and career ready, specialized information about college and career search resources, college admission and selection practices, and the financial aid process will be presented. Additionally, the role of the school counselor in facilitating school and postsecondary transitions, methods to improve promotion and graduation rates, and strategies to promote equity in student achievement and college access will be emphasized throughout the course.

**COUN 634. Practicum in Counseling (3); Fa, Sp, Su**

This course provides students their first supervised field experience. Students must complete 100 clock hours of supervised counseling practice of which 40 hours must be direct service to clients. Students must also receive 1 hour a week of individual or triadic supervision with their site supervisors and 1.5 hours a week of group supervision. May be repeated for credit. Prerequisites: Pre-arrangement and permission of instructor. COUN 600, COUN 601, COUN 605.

**COUN 635. Selected Topic in Counseling and Guidance (1 – 4 VC); Var**

Course in topic or topics in counseling and guidance. May be repeated with change of content.

**COUN 636. Restorative Justice and Conflict Resolution (3); Fa, Su**

Conflict resolution skills can prove helpful where a lack of academic, social, and/or behavioral skills may lead to significant consequences for students in conflict, such as social isolation or academic decline. Conversely, students who exhibit competency in conflict resolution skills may be better able to adhere to the various academic and social demands as well as the peer norms. This course looks at school-based prevention models focused on conflict resolution, peer mediation, and other options for decreasing or resolving the incidence of peer conflicts. A particular emphasis is placed on examining the origins of interpersonal conflict and the most methods of communication used in effectively dealing with differences and managing conflict in the future.

**COUN 640. Foundations, Case Management, and Job Placement in Rehabilitation (3); Sp, Su**

Foundations, case management, and job placement in rehabilitation acquaints the student with the legislative, historical, and philosophical roots of rehabilitation counseling in America. This course will present an introduction to the case management process and procedures used in counseling and human service settings. In addition, this course aims to enhance the ability of rehabilitation counseling students to develop and implement successful job placement strategies for people with disabilities. Topics covered include federal and local mandates for rehabilitation of individuals with disability, organizational structures to assist individuals with disability, screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, job development, client education, referral, record keeping and consultation, as well as ethics and confidentiality. Current legislation and practice emphasizes participation, capabilities, adapting environments and building community for people with disabilities.

**COUN 642. Case Management and Job Placement in Rehabilitation (3); Fa**

The goal of Vocational Rehabilitation is most often to assist people with disabilities in job placement, i.e., preparing for employment, and obtaining and maintaining appropriate employment. This course is designed to provide the Rehabilitation Counseling student an overview of the job placement and case

management functions of rehabilitation counseling, and to enhance the ability of rehabilitation counseling students to develop and implement successful job placement strategies for people with disabilities. Case Management is the process through which the rehabilitation counselor helps a single client enter and move through the vocational rehabilitation process, concluding with appropriate employment. The course addresses case management practiced in industry, public, and private settings, and provides knowledge of the managed care system. Practical experiences using a case development model will be provided.

**COUN 646. Vocational Evaluation, Assistive Technology, and Transition Planning (3); Fa, Su**

In this course students will learn about vocational evaluation, assistive technology and transition planning. Students will learn how vocational evaluation is utilized in identifying and appraising an individual's level of functioning in relation to vocational preparation and employment decision making and serves as an educational process in which an individual gains greater self and work knowledge through participation in work activities designed to evaluate vocational skills, interests, and abilities. Through this process individuals learn about the functional impact of their disability in relation to their career options. Vocational assessment is essential to school to career transition planning. Students will learn how transition plans built upon accurate, current, and relevant information are most likely to result in positive outcomes. Assistive technology will be addressed from high to low tech in addition to the impact of relevant legislation and regulations.

**COUN 648. Advanced Vocational Evaluation (3); Var**

The focus of this course is on advanced techniques in vocational evaluation including the use and development of work samples, portfolio development, functional vocational evaluation in transition, and the evaluation/use of assistive technology. Course work will cover current state and federal regulations affecting vocational evaluation and work adjustment practice.

**COUN 649. Psychiatric Rehabilitation and Co-Occurring Disorders (3); Sp, Su**

In this course students will learn about psychiatric rehabilitation concepts and principles, techniques, history, treatment settings and modalities; emphasizing issues central to mental health consumers such as empowerment, the consumer movement, family intervention, cross-cultural issues, recovery and reintegration within the community and the prevalence and impact of co-occurring disorders. Students will be introduced to the philosophical and empirical bases of psychiatric rehabilitation, including an overview of programming models, service-system issues, current research in psychological co-occurring disorders, and their treatment.

**COUN 652. Death, Dying and Bereavement in Counseling (3); Var**

Every counselor will inevitably be faced with clients who bring issues of death, dying or bereavement (DDB). These issues are likely to raise powerful emotions because they are issues that every counselor must eventually face in their own lives. This class combines experiential and didactic learning to help students understand how DDB issues may affect their clients, and how their own emotions about death and dying might affect their response to their clients. Prerequisites: COUN 600 and COUN 601.

**COUN 654. Sexuality in Counseling (3); Var**

Every counselor will inevitably be faced with clients who bring issues of death, dying or bereavement (DDB). These issues are likely to raise powerful emotions because they are issues that every counselor must eventually face in their own lives. This class combines experiential and didactic learning to help students understand how DDB issues may affect their clients, and how their own emotions about death and dying might affect their response to their clients. Prerequisites: COUN 600 and COUN 601.

**COUN 673/SPED 673. Medical Aspects of Disability (3); Sp, Su**

This course is an overview of human disability and medical terminology. It provides a review of human body systems, major disabling conditions and their implications for rehabilitation counseling.

**COUN 674/SPED 674. Psychosocial and Cultural Aspects of Disability (3); Fa, Su**

This course provides an overview of psychosocial and cultural aspects of disability emphasizing emotional issues influencing the adjustment process of persons with disabilities.

**COUN 690. Independent Study (1–4 VC); Var**

Independent study arranged with an instructor. Prerequisite: Permission of instructor.

**COUN 692. Independent Research (1–4 VC); Var**

Independent research arranged with an instructor. Prerequisite: Permission of instructor.

**COUN 696. Professional Paper (1); Var**

This course is designed to be a one semester hour course for those students who are finished with all their coursework but still need to do their Professional Paper. This will allow the students to be enrolled in the university as they complete their Professional Paper. A course like this is mandated by the university so that students can be enrolled when all other coursework has been completed. This is not a mandatory course unless the student needs to continue to be enrolled in the university but has no courses remaining to be taken.

**COUN 697. Field Project (1–6 VC); Var**

Individual field research and writing in preparation of a graduate field project (equivalent to a thesis). Prerequisite: Permission of instructor.

**COUN 698. Internship in Counseling (1-6 VC); Fa, Sp, Su**

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service. The internship is the final and most comprehensive professional experience in the counseling program. In order to insure that the students' individualized career goals are met in the internship experience, arrangements for the internship are negotiated between the student, the on-site supervisor and the student's supervising professor at New Mexico Highlands University. Minimum of 6 credits. May be repeated for credit. Prerequisites: Pre-arrangement and permission of instructor. COUN 600, COUN 601, COUN 605, COUN 607, COUN 634.

**COUN 699. Thesis (1–6 VC); Var**

Individual research and writing in preparation of a graduate thesis. Prerequisite: Permission of instructor.

## **PROFESSIONAL COUNSELING ORGANIZATIONS**

### **AMERICAN COUNSELING ASSOCIATION (ACA)**

As an enrolled Counseling Graduate student, you have the opportunity of joining the American Counseling Association, the professional body of counselors in America, and any of its 20 chartered divisions.

## **ACA DIVISIONS**

- Association for Adult Development and Aging (ADA, 1986)
- Association for Assessment and Research in Counseling (1965)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACA)
- American College Counseling Association (ACCA, 1991)
- Association for Counselor Education and Supervision (ACA, 1952)
- The Association for Humanistic Counseling (ACA, 1952)
- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
- Association for Multicultural Counseling and Development (AMCD, 1972)
- American Mental Health Counselors Association (AMHCA, 1978)
- American Rehabilitation Counseling Association (ARCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC, 1974)
- American School Counselor Association (ASCA, 1953)
- Association for Specialists in Group Work (ASGW, 1973)
- Counselors for Social Justice (CSJ)
- International Association of Addictions and Offender Counselors (IAAOC, 1972)
- International Association of Marriage and Family Counselors (IAMFC, 1989)
- Military and Government Counseling Association (MGCA, 1984) formerly ACEG
- National Career Development Association (NCDA, 1952)
- National Employment Counseling Association (NECA, 1956)

## **BENEFITS OF STUDENT MEMBERSHIP**

- Professional liability insurance for students enrolled and engaged in a counseling curriculum master's degree at a post-secondary institution.
- Subsidized Conference fees.
- All day electronic access to literature, journals and research resources.
- Reduced student member fee with 3-month payment-plan option

Visit <https://www.counseling.org/> for details to enroll or the NMHU Counseling office to pick-up forms.

## **CHI SIGMA IOTA (CSI)**

### **COUNSELING ACADEMIC AND PROFESSIONAL HONOR SOCIETY INTERNATIONAL INC.**

This is an international academic and professional society established to promote scholarship, research, professionalism, advocacy and excellence in counseling. It recognizes high attainment in the pursuit of academic and clinical excellence in the profession of counseling and is open to counselors-in-training, counselor educators and professional counselors.

Entry criteria is master's level with completion of at least one full academic term (semester or quarter) maintaining an overall scholastic Grade Point Average of 3.5 or more on a 4.0 system or the equivalent. Membership is campus based with Chapters established at regionally accredited institutions of higher education that have officially designated Council for Accreditation of Counseling and Related Educational Programs (CACREP) or Council for Rehabilitation Education (CORE) accredited counselor education programs that meet uniform criteria determined by the Executive Council.

Visit <https://www.csi-net.org/> for details.

## **NATIONAL BOARD FOR CERTIFIED COUNSELORS (NBCC)**

This is the national board that demonstrates to the public that a professional counselor has met national standards. The qualifying examinations are conducted twice a year in April and October on the 3rd Saturday of each month.

### **APPLICATION REQUIREMENTS**

- Master's degree with a counseling major from a regionally accredited program.
- At least 6 semester or 10 quarter hours of documented counseling supervised field experience.
- At least 100 hours of post graduate counseling supervision over a period of 24-months.
- At least 3,000 hours of post-graduate counseling work experience over a minimum 24-month period.
- Passing score on the **National Counselor Examination for Licensure and Certification (NCE)** or the **National Clinical Mental Health Counseling Examinations (NCMHCE)**.
- Endorsement from a professional colleague with a master's degree or higher in a mental health field. (Not relative nor verifying supervisor).

### **BENEFITS OF MEMBERSHIP**

- The use of NBCC'S certification mark.
- Access to publications and manuals
- Access to low cost liability insurance.

Visit [www.nbcc.org/](http://www.nbcc.org/) for details and waivers.