

SALVE REGINA UNIVERSITY



Holistic Clinical Mental Health
60-Credit Graduate Program

Student Orientation Manual and Handbook

2017 - 2018

**MASTER OF HOLISTIC CLINICAL MENTAL
HEALTH COUNSELING HANDBOOK**

**SALVE REGINA UNIVERSITY
NEWPORT, RI**

The student handbook provides detailed information about academic policies for the Holistic Clinical Mental Health Counseling Program. The purpose of this manual is to provide basic information about the program, the resources available to students, and program/university policies and procedures.

Students are expected to be familiar with the information in this document, the Welcome Booklet from Graduate Studies and Continuing Education, and the Salve Regina University Graduate Catalog, which is the official document of the University regarding policies and procedures.

Links:

[Online Graduate Catalog](#)

[Graduate Studies Welcome Booklet](#)

STUDENT RESPONSIBILITY FORM

I understand that I am responsible for the information presented in the Master of Holistic Clinical Mental Health Counseling Graduate Program Handbook, the Welcome Book from Graduate Studies and the Salve Regina University Graduate Catalog.

I will review these materials carefully and if I have questions concerning this information, I will ask for clarification from an appropriate person within the department. Signing this document indicates that I agree to abide by the policies and procedures described in the Handbook.

I have downloaded a copy of the Master of Holistic Clinical Mental Health Counseling Graduate Program Handbook or received a paper/electronic copy from the Holistic Clinical Mental Health Counseling Program and understand that I am responsible for the information presented therein.

Date _____

Printed Name

Signature

(Signed form will be filed in student record.)

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LETTER FROM THE DIRECTOR

Dear Students:

Welcome!

Congratulations on your decision to embark on your studies at Salve Regina University. We are excited to welcome you into our expanding department, our newly approved 60-credit Holistic Clinical Mental Health Program, and our Holistic Graduate Programs' community. Salve Regina University, founded by the Sisters of Mercy, provides a unique home for us as it supports our belief in academic and professional excellence, social justice, and change.

You are formally enrolled in a unique counselor education program. We incorporate the best in counselor education with a holistic perspective. This manual is designed to assist you to begin your educational experience and navigate your way through the program. Here you will find the university mission and vision, our program mission and philosophy, an outline of the program and policies for the program and the university. I urge you to carefully read this manual in its entirety to discover your responsibilities as a student in the program and our responsibilities to you as a student.

As we grow, one of our goals is to ensure that we meet our students' needs for information and connection. Be assured that in addition to the printed material, live human beings are always eager to be of service to you! Please don't hesitate to call or email whenever you need a more personal touch. (You will find contact information in the manual.) Also, be sure to read the programs' e-newsletter each month and check the blog regularly.

Again, welcome! I look forward to working with each of you.

Sincerely,

Nancy Gordon, EdD

Chair, Department of Counseling, Leadership, and Expressive Arts
Director, Holistic Graduate Programs

TO DO LIST FOR STUDENTS

60-CREDIT HOLISTIC CLINICAL MENTAL HEALTH PROGRAM

For a successful program, please follow the checklist* outlined below:

1. Complete Counseling Program Application _____
2. Receive acceptance letter from Graduate Studies and Continuing Education Office _____
3. Review Program Orientation Manual & Handbook prior to advising appointment and Sign Signature Sheet (above) with advisor at appointment _____
4. Meet IN PERSON with advisor for course planning _____
5. Register for first semester of courses _____
6. Attend Program Orientation meeting (5pm on the Tuesday after Labor Day each year) _____
7. Complete Disposition Rubric when assigned _____
8. Follow 60-credit course schedule created with advisor. If changes need to be made, inform and/or meet with advisor** _____
9. Attend Clinical Placement Meeting 2 Semesters PRIOR to Practicum _____
10. Research and Obtain Clinical Placement (Practicum/Internship) and sign contract _____
11. Fill out Application to Graduate form in November for estimated May Graduation or August Graduation _____
12. Fill out bio information and return to department office _____
13. Complete exit survey instrument _____
14. Attend closing conversation with Program Director _____

* The line provided after each step can be used to indicate date completed

**Do not change schedule without formal advising

UNIVERSITY MISSION AND VISION

Our University Mission

As a community that welcomes people of all beliefs, Salve Regina University, a Catholic institution founded by the Sisters of Mercy, seeks wisdom and promotes universal justice. The University, through teaching and research, prepares men and women for responsible lives by imparting expanding knowledge, developing skills and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives. In keeping with the traditions of the Sisters of Mercy, and recognizing that all people are stewards of God's creation, the University encourages students to work for a world that is harmonious, just, and merciful.

Our University Vision

The world desperately needs a new kind of leadership - one predicated on a willingness of leaders to turn empathy into action, to work with others through the challenges of our world, and to empower others. Mercy captures these characteristics of leadership.

As a premier Mercy institution, Salve Regina University offers an education that is built on the power of Mercy to change the world. We challenge ourselves to achieve academic excellence through disciplined development of skills and knowledge, and to cultivate the spirit of Mercy within ourselves - to see, to care, and to act for the good of others.

Mercy empowers.

SECTION 1:

HOLISTIC CLINICAL MENTAL HEALTH

PROGRAM OVERVIEW

HOLISTIC CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION AND PHILOSOPHY

Our Program Mission

The mission of the Holistic Clinical Mental Health Counseling Program is to prepare quality counselors for various settings in Rhode Island and the nation.

- Provide Holistic Clinical Mental Health Counselors-in-training with an education steeped in the eight core areas of the Council for the Association of Counseling and Related Education Programs and in the American Counseling Association Code of Ethics.
- Instill a strong sense of professional counseling identity in students. Help students gain an appreciation of the rich knowledge base in counselor education.
- Develop student expertise in the skills of counseling
- Develop personal and professional dispositions that demonstrate appropriate reflective analysis and effective behavior.
- Provide students with the knowledge base needed to sit for the LMHC licensing exam.
- Present a holistic paradigm with which to understand our world, our clients, our work and ourselves.
- Help students understand and respond to diverse cultures and views.
- Follow the Salve Regina Mission to work toward a just and harmonious world.

Our Philosophy

- The professionally trained counselor should develop an integrated counseling style, characterized by the recognition of the need to work with a client in a variety of areas including *cognitive processes, feelings, intra- and interpersonal behavioral processes, and somatic awareness*.
- Individuals and relationships exist and thrive on one or more of five levels (individual, small systems, group, larger systems, globally).
- The counseling relationship is one that is best conducted through commitment and congruency, and in a setting of equality, cooperation, and mutual respect.
- Personal and system wholeness depends upon individual experience of connectedness with the human community and with the natural world that supports it.
- All individuals should be treated with respect, dignity, and worth.
- As a result of the counseling process, clients can better understand their perceptions, attitudes, and behaviors and help themselves by selecting appropriate alternatives.
- Counselors and clients should understand the developmental process of the social/cultural environment in which they live.
- That integration and wholeness are an essential expression of personal and system well-being, compassion and social justice.
- The counseling process is an effective means for helping clients learn how to interact constructively with themselves, others, and the various systems to which they belong.

HISTORY

The 60 credit Holistic Clinical Mental Health Counseling academic unit is part of the Department of Counseling, Leadership, and Expressive Arts. The program was founded in 1983 as a 36 credit Master of Arts in Human Development. This master's degree evolved to become the Salve Regina University Holistic Counseling Program, the only one of its kind, in 1992. By 1999 the program included the 48 credit Holistic Counseling Master's degree, and a 12 credit Certificate of Advanced Graduate Studies (CAGS) in Mental Health with a Holistic Concentration. Currently, students can obtain a 48 credit master's degree in Holistic Counseling and a 12 credit Certificate of Advanced Graduate Study in Mental Health with a concentration in Holistic Counseling or a 60 credit master's degree in Holistic Clinical Mental Health.

The Holistic Graduate Programs are accredited through the University by the New England Association of Schools and Colleges, Inc., the Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality and is periodically applied through a peer review process. The Holistic Clinical Mental Health Program (60 credits) is working toward becoming accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). A CACREP accredited college or university program is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives evidence that it will continue to do so in the foreseeable future. Institutional integrity is addressed through this accreditation.

LOCATION

The Holistic Clinical Mental Health Counseling classes are offered primarily at our Newport campus at 100 Ochre Point Avenue, Newport, Rhode Island 02840-4192, (401) 847-6650. The Rehabilitation Counseling courses (cross listed with Holistic Clinical Mental Health Counseling classes) are primarily offered online and at the Warwick campus at 144 Metro Center Boulevard, Warwick, RI 02886, (800) 637-0002.

Dr. Nancy Gordon, Dr. Amanda Minor, Mrs. Julie Williams Davis, and Mr. Christopher Carbone have office space in the Department of Counseling, Leadership, and Expressive Arts located at 162 Webster Street, Newport, RI 02840.

Dr. Judith Drew has office space located at the Warwick Campus at 144 Metro Center Boulevard, Warwick, RI 02886.

GOALS AND OBJECTIVES

The overall purpose of the Holistic Clinical Mental Health Counseling (MA) degree is to prepare

students to practice as professional counselors from a holistic perspective. The Holistic Clinical Mental Health Program faculty believe that the development of strong professional identity, rich knowledge base, in depth holistic awareness, and expertise in the skills of counseling are essential to functioning as a professional in any counseling setting.

The Master of Holistic Clinical Mental Health Counseling degree provides a strong foundation upon which graduates enter a lifetime career in the helping professions. Based on a holistic understanding, the program provides extensive knowledge and skill related to the eight common-core areas for licensure and accreditation

The Holistic Counseling Program has curricular and professional objectives for each Holistic Clinical Mental Health Counseling student. Each of these objectives has specific outcome measures:

Curricular Objectives:

1. Students will understand and embody a professional holistic clinical mental health counseling identity
2. Students will have knowledge of human growth and development in order to understand the nature and needs of individuals at all developmental levels and in multicultural contexts.
3. Students will have knowledge of social and cultural foundations to be effective in a multicultural and diverse society.
4. Students will be knowledgeable and skillful in counseling and consultation processes.
5. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.
6. Students will be knowledgeable and understand career development and related factors.
7. Students will learn and be knowledgeable about individual and group approaches to assessment and evaluation.
8. Students will be knowledgeable about various research methods, statistical analysis, needs assessments, and program evaluation.
9. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards and credentialing.

ADMISSION REQUIREMENTS

To be considered for admission, interested students must apply for the 60 credit Holistic Clinical Mental Health Counseling Program by completing the online application. All prospective students are encouraged to contact the Office of Graduate Studies and Continuing Education as well as the program directors for more information.

1. Completion of application form
2. Official transcripts from undergraduate academic institutions

3. Official transcripts from graduate institutions
4. Bachelor's degree from an accredited college or university
5. Cumulative grade point average of 3.0 for full acceptance to program. (Conditional acceptance may be given to those individuals who do not meet this standard but have extensive relevant work experience.)
5. Two letters of recommendation, one of which should be from a supervisor of relevant work in the field, if applicable
6. A personal statement that outlines the following:
 - Personal and professional goals and objectives
 - An understanding of the nature of the MA in Holistic Clinical Mental Health
 - An indication of why the applicant feels the program is an appropriate fit and will help him/her reach stated goals and objectives
7. Successful interview with the Program Director

STUDENT ORIENTATION

The Holistic Clinical Mental Health Counseling Program offers formal orientation in the Fall semester. We also offer a gathering in the spring for students entering the program at that time. Students will be given a *Student Orientation Manual and Handbook* and are expected to print out and turn in the signature page at their first meeting with an advisor.

SECTION 2:
HOLISTIC CLINICAL MENTAL HEALTH
PROGRAM SPECIFICS

The program is currently working to apply for CACREP accreditation for the 60-credit MA in Holistic Clinical Mental Health Counseling.

CACREP COMMON-CORE PROGRAM OBJECTIVES

Human Growth and Development - An understanding of the nature and needs of persons at all developmental levels.

Students will gain an understanding of human behavior through studying theories of learning, personality development, individual and family development, and methods for facilitating human development.

Social and Cultural Foundations - An understanding of issues and trends in a multicultural and diverse society.

Students will gain an understanding of the factors that contribute to the development of culture and personality. Through the study of family patterns, history of oppression, economic factors, and related influences, the student will learn to understand the basis for culture and avoid the practice of stereotyping groups within society.

Helping Relationships - An understanding of counseling and consultation processes.

Students will gain an understanding of the nature of counseling and consultation relationships by studying the related theories, skills, and practices of professional counselors. The student will also gain an understanding of the personal characteristics of both counselors and clients as they relate to their unique differences in orientation and background.

Group Work - An understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

Students will gain an understanding of group work by studying theories and skills of group work and characteristics of group leadership styles. The student will also gain an understanding of task, psychoeducational, counseling, and psychotherapy groups.

Career and Lifestyle Development - An understanding of career development and related life factors.

Students will gain an understanding of career and lifestyle development by studying career development theories and the various sources of information used to describe the impact of socioeconomic factors on careers and career choice. The student will also explore various assessment procedures and career guidance systems as they relate to the role of career counseling.

Assessment - An understanding of individual and group approaches to assessment and evaluation.

Students will gain an understanding of the appraisal process by studying the nature of

assessment, appraisal methodology, and specific instruments used by counselors. The student will also learn the strategies for selecting, administering, and interpret assessment instruments and the impact that age, gender, culture, and disability may have on the results of these instruments.

Research and Program Evaluation - An understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

Students will gain an understanding of basic parametric and nonparametric statistics including the use of computers in statistical analysis.

Students will gain an understanding of qualitative and quantitative research designs, needs assessment and program evaluation, and ethical and legal considerations of research.

Professional Orientation - An understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Students will gain an understanding of counseling by studying its history, its relationship to other co-occurring disorders

CLINICAL MENTAL HEALTH COUNSELING PROGRAM SPECIALIZATION OBJECTIVES (via CACREP)

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. 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
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual*

- of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
 - f. impact of crisis and trauma on individuals with mental health diagnoses
 - g. impact of biological and neurological mechanisms on mental health
 - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
 - i. legislation and government policy relevant to clinical mental health counseling
 - j. cultural factors relevant to clinical mental health counseling
 - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
 - l. legal and ethical considerations specific to clinical mental health counseling
 - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. PRACTICE
- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
 - c. strategies for interfacing with the legal system regarding court-referred clients
 - d. strategies for interfacing with integrated behavioral health care professionals

HOLISTIC CLINICAL MENTAL HEALTH COUNSELING COURSES

Required courses: recommended course sequence

Students are expected to meet with their program advisor on a continuous basis

Required Core Courses:

HLC 504: Holistic Foundations	3 Credits
HLC 505: Interpersonal Helping Skills	3 Credits
HLC 506: Professional Orientation and Ethics	3 Credits
HLC 507: The Body/Mind Connection	3 Credits
HLC 508: Human Growth and Development	3 Credits
HLC 509: Theories of Counseling	3 Credits
HLC 510: Cultural Awareness in Counseling	3 Credits
HLC 512: Evaluation Research OR HLC 500: Research Methods	3 Credits
HLC 513: Couple and Family Counseling	3 Credits
HLC 515: Assessment and Treatment Planning	3 Credits
HLC 516: Group Process	3 Credits

HLC 517: Career Counseling	3 Credits
HLC 510: Cultural Awareness in Counseling	3 Credits
HLC 518: Appraisal	3 Credits
HLC 528: Understanding Trauma in Counseling OR RHB 527: Substance Abuse Counseling and Rehabilitation	1 Credit 3 Credits
HLC 540: Integrating Meaning	3 Credits
HLC 550: Advanced Helping Skills	3 Credits
HLC 551: Practicum in Counseling	3 Credits
HLC 590: Internship and Seminar I	3 Credits
HLC 591: Internship and Seminar II	3 Credits

Electives: Students choose five (5) credits from the following list

Electives strengthen counselors' abilities to serve specific client populations by fostering growth, adding skill development and opening professional vistas. The number of electives students take depends on their plan of study and the number of required courses that may have been waived.

HLL 519: Introduction to Holistic Leadership Perspectives	3 Credits
HLL 520: Leading Holistically: Cross-Cultural Awareness	3 Credits
HLL 522: Creative Intervention Skills I	3 Credits
HLL 523: Creative Intervention Skills II	3 Credits
HLL 527: Leading System Change and Transformation	3 Credits
HLC 524: Identification of Special Population Needs within the Context of Substance Abuse	3 Credits
HLC 525: Clinical Language Skills 1 Credit(s)	1 Credit
HLC 535: Introduction to Expressive Sound	1 Credit
HLC 575: Healing & Transformation	2 Credits
HLC 578: Body and Personal Myth: A Jungian Perspective	3 Credits
HLC 579: Grief Counseling	2 Credits
HLC 582: Introduction to the Expressive and Creative Arts as Transformation	3 Credits
HLC 584: Movement, Creativity, and Consciousness: An Introduction	2 Credits
HLC 587: Gender and Human Sexuality in Counseling	3 Credits
HLC 588: Working with Young People	3 Credits
HLC 592: Arts, Nature, and Eco-Consciousness	1 Credits

* Elective courses may be substituted with appropriate courses from other graduate programs (i.e., Rehabilitation Counseling, Applied Behavioral Analysis) as applicable to a student's learning goals and with approval from the program director.

PROGRESSION IN CLINICAL-TRACK COURSES

Students who obtain a final grade of 2.7 (B-), or lower, in any clinical track courses (HLC 505 and HLC 550) will be required to repeat the course. Students who obtain a final grade of 2.7(B-) in the advanced clinical track courses (HLC 551, HLC 590, HLC 591) will be put on internal academic probation, will be given a remediation plan, and will be required to repeat the course.

If a student withdraws from any practicum or internship course after the university withdrawal date, that student must officially meet with the Department Chair or Internship Coordinator prior to re-enrolling.

Any student asked to leave a practicum or internship site will be removed from all other clinical work until such time as the Program can ascertain the severity and magnitude of the concerns and recommend whether the student is fit to continue clinical practice and thus the program. Written permission from the internship coordinator must be provided to resume clinical work. Students who are asked to leave a second clinical site will be dismissed from the program.

COUNSELOR SELF-AWARENESS

The Holistic Clinical Mental Health Counseling Program at Salve Regina University strongly believes that the counselor as a whole person is a necessary component of the counseling process and that the use of self as an instrument is fully integrated into the counseling process and relationship. Students are expected to become aware of issues related to personal disposition, and its impact on professional effectiveness as well as understand the connection of mind/body/spirit integration. As such, the personal qualities, characteristics, experiences, and reactions of counselors are as critical to becoming a counselor as the knowledge and skills related to functioning as a counselor. The emphasis on personal development is a vital and fundamental aspect of the holistic counseling program.

The faculty is committed to creating an atmosphere of safety. However, it is important to recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. Throughout your program, students will be asked to take necessary emotional risks and actively engage in intra and inter personal growth and self-reflection. Counseling is based on the process of self-growth and exploration on the part of the client and engaging in one's own self-awareness, and personal development as a counselor is essential to encouraging such a process in others.

For example, within the Holistic Clinical Mental Health Counseling Program, students will have opportunities such as:

- Exploring one's own family of origin issues through such assignments as completing a family genogram.
- Identifying biases and assumptions through such activities as completing various assignments related to personal and client cultural intersectionality.

- Receiving feedback on how others experience and perceive one another through such requirements as interpersonal helping skills and small group activities.
- Receiving feedback in individual/triadic and/or group supervision.

As faculty endorses the value of the counselor's personhood in the counseling process, feedback will be related to each student as a counselor. Active involvement in self-awareness and personal growth is an integral and necessary component of the counseling program. Students must be open to receiving clinical feedback that includes the realm of their personhood and to engaging in self-exploration to successfully complete the program.

In addition to success in academic coursework, certain non-academic conditions are essential to counselor development and competency in the helping professions. As such, certain non-academic conditions may impair the student's ability to work with others in class, practicum, or internship settings. For this reason, should the faculty or course instructors note any impairment in judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. A definition of impairment follows:

Overholser and Fine (1990) indicate that impairment is evaluated in five areas: A serious deficit in any of the following:

1. factual knowledge
2. generic clinical skills
3. orientation-specific technical skills
4. clinical judgment
5. interpersonal attributes

An operationalized definition of impairment for interpersonal attributes is offered by Frame and Steven-Smith (1995) as:

1. inability to be open, flexible, positive, and cooperative
2. unwilling to accept and use feedback
3. unaware of impact on others
4. inability to deal with conflict and accept personal responsibility
5. inability to express feelings effectively and appropriately

NOTE: Admission into the Holistic Clinical Mental Health Counseling Program does not guarantee graduation. The following non-academic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues, (3) personal attitudes or value systems that conflict with effective counseling relationships, and (4) unethical behavior. Students must be willing and able to uphold the most current American Counseling Association Code of Ethics to graduate from the program.

CONTINUOUS REVIEW PROCEDURES FOR THE HOLISTIC CLINICAL MENTAL HEALTH COUNSELING PROGRAM GRADUATE PROGRAM

In keeping with its mission, Salve Regina University strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society. This environment is made possible only through full participation of all members of the University community. A key expectation of this community of scholars, educators, practitioners, and students is the adherence to the highest standards of professional and ethical behavior.

Academic performance is only one indicator of success for Salve Regina University Graduate students. You are expected to demonstrate professional behavior, to accept responsibility for your actions, and to expect the same from your peers. Professional behavior is expected across environments, whether you are engaged in clinical practice, classroom instruction, peer or faculty interaction or research. For example, in the classroom, students demonstrate respect for faculty and classmates by arriving on time, coming to class prepared to learn, and listening attentively to lectures and participating in class discussions. Assignments are prepared professionally and turned in on time.

In-class activities are completed with care and efficiency. You take responsibility for your learning by asking questions, and by clarifying instructions as needed. Correspondence (written and electronic) and telephone communications should be conducted in a professional manner, whether you are making an informal call to the Counseling, Leadership, and Expressive and Creative Arts office or to arrange an interview at a prospective clinical site.

At clinical sites, you continue to demonstrate respect for all personnel by arriving on time, being prepared to work, and by completing their responsibilities promptly. At all times, language used to discuss clients should show respect, and should adhere to a "person-first" format (e.g., "a person with a disability" not "a disabled person"). You are expected to be knowledgeable of and comply with the specified rules of all academic and clinical experiences and the requirements of the work site. In addition, students are expected to adhere to the code of conduct, ethical standards, and professional dress code of the environment in which they are working.

You are evaluated on both academic performance and demonstration of professional behavior. This assessment includes students who achieve acceptable academic standing but demonstrate unacceptable professional behavior. Failure to meet the standards in either area may result in dismissal from the program. The decision to dismiss a student from the program or a decision not to place a student in an internship site will occur after a student has been notified of faculty concerns and given the opportunity to correct the deficiencies.

The Holistic Clinical Mental Health Program faculty members have a professional responsibility to serve as gatekeepers for the counseling profession. Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare of our communities. In particular, gatekeeping refers to the responsibility of counselor educators and student counselors to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services. This responsibility is mandated in the ethical standards the American Counseling Association (ACA) by specifying that counselors must act to rectify the problematic condition through appropriate

organizational and professional channels (ACA, 2014, Section F.5.; McAdams & Foster, 2009).

CORE DISPOSITIONS

*Elements within the Core Disposition may be altered by the department, consider this a working document

The Holistic Clinical Mental Health Program faculty has a strong belief and value for foundational tendencies, or core dispositions, that are viewed as transcendent to counselor role, context, or counseling population. The following core dispositions provide a framework for student educational experiences and evaluation throughout one's time in the program.

Mindfulness

Active, open attention on the present; observing one's thoughts and feelings without judgment; Living in the moment and awakening to experience:

As evidenced by:

- here-and-now awareness of thoughts and feelings in interactions with self and others in a variety of settings (class, supervision sessions, counseling sessions, etc.)
- here-and-now awareness of intentions and motivation actions within relationships (with self and others)

Engagement

Emotional involvement and commitment to one's own and other's (peers, colleagues, etc.) personal and professional development

As evidenced by:

- demonstrating actions toward one's personal development (wellness plan, personal counseling)
- professional development activities (conference attendance, professional association membership, involvement in professional service and advocacy)

Reflexivity

An awareness and exploration of one's belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients, friends/family, etc.)

As evidenced by:

- confronting and challenging assumptions that are potentially harmful to self and/or others
- demonstrating appropriate personal and professional boundary management

Curiosity

Eagerness to know, discover and generate; Interest leading to inquiry

- active participation in classroom learning
- enactment of a practitioner-scholar identity via community, conference, and scholarly pursuits

Integrity

Consistent commitment to professional ethics and values of the counseling profession, holding steadfastly true to one's commitments as a counselor in training and developing professional counselor

As evidenced by:

- demonstrating authenticity and congruence
- demonstrating trustworthiness and dependability
- persevering in learning to become a professional counselor

Empathy

The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another As evidenced by:

- ability to express feelings, to self and others, appropriately and effectively
- emotional regulation and stability
- enactment of care and compassion toward self and others
- diversity consciousness

Students are expected to accept and abide by the values of honesty, integrity, and truthfulness in your academic pursuits. The faculty further believe that the enactment of the core dispositions embodies the values of the counseling profession and deficiencies in these areas could lead to dismissal. All students are encouraged to seek counseling and attend to their mental health. A student's unwillingness to attend to intra-or inter-personal impediments contributing to impairment may lead to dismissal.

Core Dispositions will be assessed regularly. Students are expected to work on Core Disposition areas throughout their program.

RETENTION, REMEDIATION, AND DISMISSAL POLICIES

Remediation

In addition to the ACA *Code of Ethics*, the Holistic Clinical Mental Health Program adheres to Salve Regina University policies with regard to student conduct and academic dishonesty, found in the Graduate Catalog online.

Program faculty, staff, and site supervisors systematically discuss and evaluate students' progress in the program. When impediments are identified, the student will be informed either verbally or in writing. Impediments may include, but are not limited to, those offered by Frame and Stevens-Smith (1995):

- inability to be open, flexible, positive, and cooperative
- unwilling to accept and use feedback
- unaware of impact on others
- inability to deal with conflict and accept personal responsibility
- inability to express feelings effectively and appropriately
- The above examples are also found in the description of the Core Dispositions.

If others (i.e., faculty and site supervisors) have made similar observations, the Department Chairperson or another faculty will initiate a meeting with the student to discuss the apparent impediment to progress. Remedies and expected behavior changes will be discussed and outlined in verbal and/or written form.

Students will be given specific feedback on the nature of their impediment(s) as well as steps to remove this barrier(s) to progress when appropriate. In many instances, a remediation plan will be crafted to provide clear and specific ways the student can improve and continue to progress in the program. However, in more extreme cases (e.g., student poses a potential harm to self or others), faculty may choose to remove the student from the program without a remediation plan.

Remediation Plan

The remediation plan represents a formal agreement between the Program and student who has been identified as having impediments to their progress as a counselor in training. The plan might be for academic and/or skill deficits as well as criteria discussed in the core dispositions. In some instances, this should be seen as a plan to begin making intra and/or interpersonal changes or develop intra and/or interpersonal qualities that will facilitate growth both personally and professionally. Upon receipt of the remediation plan, the student will review the plan, provide their signature indicating an understanding of the requirements expected, and an agreement to meet the requirements described within. A student who chooses not to sign the remediation plan should understand this will cause immediate dismissal from the program. If you have a second incident of poor performance or non-professional behavior where a remediation plan is needed, student will be unable to continue in the program.

Dismissal

Dismissal of a master's student can be initiated in a variety of circumstances including, but not limited to, the following:

- Dismissal will occur when students violate the criteria established by the Graduate Programs (See Academic Policies in the Graduate Catalog online)
- Dismissal for academic deficiency
 - Graduate students whose semester grade point average fall below 3.0 will be placed on academic probation for one semester. If your semester grade point

average does not return to 3.00 or above during the subsequent semester, you will be unable to continue in the program.

- o Student does not earn above a B- in clinical coursework.
- Due to the nature of the program, students can be dismissed for non-academic concerns. The American Counseling Association Code of Ethics (2014) requires counselor educators provide remediation and/or dismissal from counseling programs when “they become aware of limitations that might impede performance” or when students are unable to demonstrate “they can provide competent counseling services to a range of diverse clients (6.f.b.)” As stated above, gatekeeping is an ethical mandate for counselor educators and designed to protect counselors in training and their current and future clients. Nonacademic concerns that could lead to dismissal include, but are not limited to, academic dishonesty, ethical violations, lack of professional comportment, personal attitudes or value systems that conflict with effective counseling relationships, and personal concerns or psychopathology.
- If student is asked to leave or are fired by a clinical internship placement, an immediate review will occur and student will most-likely program dismissal.

Appeal Process

The Holistic Clinical Mental Health Program follows the Appeal Process detailed in the SRU Graduate Catalog, found online. Students who wish to appeal dismissal from a graduate program, the receipt of a specific grade, or any other faculty or program action should follow the Graduate School process. Program faculty fully supports students’ right to appeal dismissal from the program.

Health and Liability Insurance Requirements

Students are responsible for submitting the documentation for health and liability insurance for your student file before beginning a clinical field placement.

The American Counseling Association (ACA) offers reasonably priced student liability Insurance.

If you are considering practicum and internship settings where the agencies require health-related information, testing and/or immunizations it will be your responsibility to provide this documentation.

SECTION 3:
POLICIES, PROCEDURES,
AND UNIVERSITY SERVICES

ACADEMIC POLICIES AND PROCEDURES

University academic policies are published in the Graduate Catalog, found online.

Confidentiality of Student Information

Procedures for the release and disclosure of student records maintained by the University are in accordance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). Where the law is silent, the University is guided by the principles that the privacy of an individual is of great importance and that as much information in a student's file as possible should be disclosed to you upon request. University officials may have access to student information when access is necessary for legitimate educational interests such as appropriate advising relating to your academic or campus life. Third parties have access to personally identifiable student records or information only with your written consent or as otherwise provided by FERPA. These guidelines comply with FERPA and your Right to Know/Campus Security Act of 1990. A detailed description of student rights under FERPA is contained in your Handbook.

Papers authored by students may be made available by the University for teaching or research purposes to third parties with your permission.

Grading Policy

To qualify for graduation, you must be fully matriculated into the program and complete all requirements with a minimum grade point average of 3.0.

Graduate students whose semester grade point average fall below 3.0 will be placed on academic probation for one semester. If your semester grade point average does not return to 3.00 or above during the subsequent semester, you will be unable to continue in the program.

Grade Interpretation

GRADE	INTERPRETATION	QUALITY POINT VALUE
A	EXCELLENT	4.0
A-		3.7
B+	GOOD	3.3
B		3.0
B-		2.10
C or lower	FAILURE	2.0-0.0
P	PASS	0.00

I	INCOMPLETE	Given when course requirements have not been completed. Must be resolved on incomplete form or I becomes F.
AU	AUDIT	Student fulfills all course requirements other than taking exams. No credit. Rare in our Department.
W	WITHDRAWAL	Course dropped with permission. Student may not drop after the last class meeting. No credit given.

The grade point average (GPA) is the weighted average that indicates academic progress. It is cumulative since each grade's point value is added to all accumulated course grades. To determine the GPA: multiply the quality point value of a course grade by the credit value of each course, add all values together divide by the total number of quality credits earned at Salve Regina University.

Note: I and W are not computed in the GPA. Grades are communicated to you online. You can log into your My-Salve website. Grades can be viewed from the "My information" menu.

Incompletes

If students are unable to complete the requirement of a course, they can discuss an incomplete grade with class instructor. The form for an incomplete grade must be submitted *before the last day of class*. You need to confer with the instructor about the reasons for the inability to complete the requirements and the anticipated date of course completion. *It is the student's responsibility to ensure that the incomplete form is signed or approved by the instructor and submitted to the Registrar.* The appropriate form is available from the Registrar's Office or is available online (<http://salve.edu/registrar/online-forms>).

If the negotiated completion date expires without the course requirements being met, the grade of "F" will be submitted. An incomplete grade can only be extended with written petition to the Department Chair or appropriate administrator. While faculty generally are open to assigning incomplete grades to meet individual needs, student must be **aware of potential** consequences for registration, financial aid, or delayed feedback from Instructors.

Grade Review – Resolving Questions

All requests for a review of a semester grade must address the process followed in calculating the final grade and not the instructor's evaluation of your work. You must first attempt to resolve your questions informally with the instructor. If no resolution is achieved, and you wish to pursue a formal grade review, you need to adhere to the process and schedule as stated in the Graduate School Catalog, found online.

University Grievance Procedure

The University Grievance Procedure is published in its entirety in the Graduate School Catalog.

You should attempt to resolve individual differences with the appropriate parties before pursuing a formal grievance. Also, students are required to pursue a formal grievance before seeking legal redress or legal relief from University policy.

Plagiarism and University Honor Code

Academic Dishonesty includes, but is not limited to, cheating and plagiarism. For the complete statement on academic dishonesty, please refer to the current SRU Graduate Catalog, found online. Examples of ethical violations include, but are not limited to, the improper use of technology, failure to secure informed consent, and breach of confidentiality. Lack of professional comportment, includes but is not limited to, a lack of engagement in course requirements, issues within interpersonal relationships with peers, staff and faculty, and inappropriate use of power with clients and other students.

Plagiarism occurs when you use someone else's creative work but fail to give that person credit. It also occurs when you credit the author but use his exact words without indicating with quotation marks or block indentations. It can occur when a person uses words so close to those in the source, that if the person placed his/her work next to the source, you would see that it could not have been written without the source 'at the elbow.' "Plagiarism constitutes intellectual theft [emphasis added]. Strictly speaking, it is a moral and ethical offense rather than a legal one, since most instances of plagiarism fall outside the scope of copyright infringement, a legal offense. (Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 5th ed. [New York: The Modern Language Association of America, 1999]: 30).

Salve Regina University has entered into a license agreement with Turnitin.com, a service that helps prevent plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take courses in the program are advised and agree that all assigned papers may be submitted to Turnitin.com. While student privacy is protected, papers submitted to Turnitin may become source documents in Turnitin's reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the Terms and Conditions of Use posted on Turnitin's website. Salve Regina University is committed to preserving academic integrity as defined by the Academic honor code noted above.

Sanctions for violations of academic honesty, such as plagiarism or cheating, are imposed by the course instructor and range from failure for the work involved to failure for the course. A record of violations and sanctions is maintained in your file. Violations can result in dismissal from the university.

Appeals regarding academic honesty issues are to be directed to the Provost or the Provost's designate.

Academic Load

Student may pursue graduate degrees on either a full-time or part-time basis. Full-time graduate students take at least three and no more than four courses (nine to twelve credits) in a degree program each semester. Students employed full-time are advised to register for no more than two courses (six credits) each semester. Students are also advised to register for no more than two courses in each summer session. If you are receiving financial aid, you are typically required to take a minimum of 4.5 credits per semester.

Academic Calendar

Salve Regina's academic year includes a fall and spring semester and two summer sessions. Calendar information may be found at <http://salve.edu/academics/academicCalendar.aspx>

Audit Policy

It is the policy of the Program to prohibit students from auditing any graduate level classes offered by the Holistic Clinical Mental Health Program unless agreed upon by the department chair.

Class Attendance

For on-campus courses, class participation is considered an essential part of the educational experience. Students are expected to attend all classes and to be responsible for course content. Faculty members establish attendance policies for their courses. Missed classes may impact grade.

For online classes, your attendance and participation in the course is described in the syllabus. You must adhere to the syllabus' guidelines/schedules in order to successfully complete the course.

Add/Drop Period

Graduate students may drop and add full-semester courses without academic consequence during the first seven days of a course. The option to add a course includes only those courses where space is still available during the drop/add period. Students will need instructor permission to add compressed, seven-week courses. If students are only dropping a course without adding there are financial penalties. Please refer to our refund policy. It is important for students to verify any financial aid consequences when changing their schedules. Please refer to the Financial Information for current information.

If a student has not officially dropped a course or received an approved course withdrawal by the completion date of the semester, the instructor must submit a final grade for the student.

Refund Policy for Withdrawal from Campus-Based Courses

Withdrawal before classes begin	100%
Withdrawal before start of the second week of the semester	80%
Withdrawal before start of the third week of the semester	80%
Withdrawal before start of the fourth week of the semester	60%
Withdrawal before start of the fifth week of the semester	40%
Withdrawal before start of the sixth week of the semester	20%
Withdrawal after start of the sixth week of the semester	0%
Withdrawal from weekend workshops (after workshop starts)	0%

Leave of Absence

If a student decides not to enroll in courses for two or more consecutive semesters they must request in writing, a leave of absence from the appropriate university administrator. Students returning to classes after an absence of two or more consecutive semesters without an approved leave are required to apply for readmission. Readmission forms may be obtained from the Graduate Studies office.

Tuition Refund Insurance for Graduate Students

Salve Regina offers an insurance plan that guarantees a tuition refund in cases of physical illness (90 percent reimbursement) and mental illness (90 percent reimbursement) any time during the semester. This plan is purchased per semester and is independent of the University.

The premium for this insurance plan varies from year to year but is generally less than 1 percent of tuition. You must enroll in the plan before the published start of each semester. Students with late start courses must enroll prior to the start of the semester, not prior to the start of each course. Cancelling a plan must also be done prior to the start of each semester.

Policies can be purchased through the Business Office. Policies can be requested in writing or by email to businessoffice@salve.edu. Premiums will be charged to the student tuition account and can be paid by mail, online through the portal or over the phone with Visa or MasterCard.

For additional information contact:

A.W.G. Dewar, Inc.
4 Batterymarch Park
Quincy, MA 02169
Office: (617) 774-1555
Email: trp@dewarinsurance.com
Website: www.collegerefund.com

Transfer of Credit

University policy may allow students to transfer up to 12 credits required of a particular graduate program if the following conditions apply:

- 1) The Program Director ascertains that the courses meet CACREP accreditation guidelines.
- 2) Students received a grade of B or better in each course requested for transfer.
- 3) Credits transferred were not applied toward a previous degree.
- 4) Credits were obtained from a regionally accredited institution.
- 5) Credits were earned within eight years of request to transfer
- 6) The graduate credits were not part of an undergraduate degree.

The Program Director must ascertain that transfer courses meet CACREP guidelines.

Request for transfer credits must be made in writing, and final approval of transfer credits

requires submission of a course description, course syllabus, and an official transcript reflecting the grade received for the course. If student plans to transfer credits taken while enrolled in the program, two petitions for transfer should be filed: one prior to taking the course (for approval) and one after completing the course (to process the transfer). Courses that were used to satisfy requirements for a previous degree may not be used for transfer credits (see Waivers). There is a 12-credit transfer limit. No transfer credits will be accepted during a student's last semester.

Transfer differs from waiver of course requirements. If credits are transferred, then those credits count directly toward your MA in Holistic Clinical Mental Health Counseling.

Waiver

A course or credit waiver reduces the total number of required courses or credits for the Holistic Clinical Mental Health Counseling program. Waivers are made on the basis of equivalency, following University policy. Waivers are not given for work experience.

Withdrawal from a Course

If student want/need to withdraw from a course after the drop/add deadline they must make this request in writing and have it approved by the Dean of Continuing Education and Professional Studies. Student can do so by submitting a course withdrawal form (available from the Registrar's Office), writing a letter, or sending a fax. If the request is approved, a grade of "W" will appear on transcript. All withdrawal requests must be received by the Graduate Studies Office prior to the last class meeting. Remember there will be financial implications when withdrawing from a course.

Class Cancellations

Cancellations due to inclement weather or other emergencies will be announced through the University switchboard 401. 847. 6650, local radio and television stations and on the website. Also, student can be notified by text to one's phone, or by Salve email if student sign-up for this service via the Salve website.

UNIVERSITY SERVICES

Services for Students with Disabilities

Salve Regina University is committed to providing reasonable accommodations for students with disabilities. The University supports the notion that students with disabilities have a right to participate in or benefit from the programs offered and it is committed to providing reasonable accommodations for students with disabilities. Salve Regina University believes that all members of our community are enriched by an education that encourages and supports diversity in regards to culture and disability. Students in all courses are invited to examine issues from a multicultural perspective and from the viewpoint of the individual with disabilities.

Salve Regina University is committed to providing equal access for students with disabilities to all of its programs and services in accordance with the Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act. If you have a disability that entitles you to instructional or other accommodations, you must register with the Office of Disability Services at the Academic Center for Excellence, and arrange to provide them with documentation of your

disability. The Office is open Monday – Friday 8:30 am – 4:30 pm EST, and can be reached by phone (401-341-3150) or via email (laura.barry@salve.edu). The Disability Services Office will provide you with letters of accommodation for your professors as appropriate. You should arrange to speak with the professor as soon as possible (ideally within the first week of class) to discuss arrangements for implementing your accommodations.

Student Identification and Library Card

After enrollment students should obtain a Salve Regina University student identification card. This requires a photograph and can be obtained from Support Services in the basement level of McKillop Library. This card has your photo id and your library card access information. It serves as your library card.

Library

Salve Regina's McKillop Library was opened in 1991 and provides seating for over 450 people. The Library contains over 125,000 printed volumes and maintains subscriptions to over 100 online databases that include links to several thousand full-text journals. Forty public workstations are connected to the Internet and provide access to online research information. Remote access to most of these resources is available to students and faculty twenty-four hours per day via an Internet connection.

The Library is a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL), a group of academic libraries that shares resources through interlibrary loan. In 1999, the library joined the HELIN system (Higher Education Library Information Network), a library consortium of academic institutions in Rhode Island and nearby MA that shares a common Innovative Interfaces library system.

As a member of Rhode Island Interrelated Library Network (RHILINET), a statewide library consortium for interlibrary cooperation and services, the Library enjoys daily delivery service to satisfy patrons' requests for materials held by other libraries within the state. Other materials not held by HELIN or CRIARL member libraries are available through the OCLC (Online Computer Library Center) interlibrary loan system, an international database of the holdings of 17,000 libraries.

The Library is also a partial United States Government Documents Depository Library and makes its resources available to the Newport community at large. The hours of operation for the library can be found from the library home page <http://library.salve.edu>.

University Computer Services

The University has four computer laboratories located on the garden level of the McKillop Library. The area houses over 100 workstations in three PC and one Macintosh lab, with Internet access and printing capabilities on every machine. The labs are open seven days and 92 hours per week throughout the semester. Professional staff and student lab monitors are available during all UCL operating hours. Labs are used for formal teaching, supporting curricula and individual learning assignments. If you have a computer related question, you can contact the Help desk, 401.341.7777 or the evening supervisor, 401.341.7873.

If you are taking classes on the Warwick campus, the computer lab is available for students to write papers and do research Monday through Friday from 8:30 am to 9:00 pm

University Email

All electronic correspondence from the University will be sent to students Salve Regina University email account. When one enrolls, a letter will be sent from Information Technology to the address on file about the passwords for an email account that can be used to access information from the “Portal” web page.

If this information is not received, or there is difficulty using the Salve email account student should contact the IT help desk, 401. 341.7777, which is open during business hours. The University will not send formal correspondence to a private email address. It is the student's responsibility to manage their Salve email account by checking emails regularly for important information from instructors, Program Director, or the University. The Help desk can provide directions regarding how to have a Salve email account forwarded to a personal email account.

Online Learning

When students enroll in an online course, you will be able to access your class from the Salve Portal. The Canvas access link can be found there. If you are experiencing difficulties with the online component of the course, you can access the e-Salve tech help site:
www.salve.edu/programs_Esalve/TechHelp.htm#tutorials.

Alternatively, you can contact Carole Currie at 401.341.2329 between 8:00 am and 4:30 pm or email her at carole.currie@salve.edu

Safety and Security

Call 401.341.5500 if you have a security concern at Newport.

Call 401.341.2871 if you have a security concern in Warwick.

HOLISTIC CLINICAL MENTAL HEALTH PROGRAM POLICIES

Advisors

All students are *required* to initially meet with designated faculty or staff to review the degree plan to determine the order of their courses. Students will receive information in their program acceptance letter and subsequently are responsible for scheduling this initial meeting and all required follow-up responsibilities. Failure to meet these responsibilities is an example of not embodying the core disposition of engagement (see description of Core Dispositions, page 22). A pattern of not embodying the core dispositions may lead to the need for remediation.

Non-Matriculated Students

Prospective students with baccalaureate degrees or higher who wish to enroll in courses before applying for the Holistic Clinical Mental Health Program may enroll as a non-matriculated student **with permission from the program director** for no more than two courses.

Courses taken before acceptance into a program may be credited toward the degree if the student is accepted and matriculated into the program, consistent with University policy.

To be accepted and matriculated into a program, non-matriculated students must complete an application that is reviewed according to University policy and standards. **Completion of courses as a non-matriculated student does not guarantee admission into a program.**

Time Limitations

Master's degree work must be completed within five years of matriculation.

Graduation Process

Students admitted to the Holistic Clinical Mental Health Program will submit a file for graduation form, which will be sent by mail from the registrar's office in the fall semester. At that point, the Department Chair will audit the Program of Study and outline outstanding requirements needed to complete the program in order to be eligible to graduate. A signed audit will be submitted by the chair and accessible to students on line.

At the end of the spring semester, or alternative proposed graduation date, the registrar will do a final audit on work required to complete the degree major. If the student is unable to complete the program, the result may include a revision of the degree plan, a delay in graduation, or dismissal from the program. At the successful completion of required coursework and a summative assessment of the core dispositions, a graduating student is required to participate in a final exit interview with members of the program faculty.

Membership in Professional Associations

The Holistic Clinical Mental Health Counseling Program believes that joining and actively participating in key professional associations is an important part of one's development as a professional counselor. As of September 2017, the Holistic Clinical Mental Health Counseling Program faculty members require all 60-credit counseling graduate students join the American Counseling Association (ACA) <http://www.counseling.org> and at least one division area(s) of interest. Student membership in ACA includes student malpractice insurance (this is an extra step that must be initiated by the student). We also strongly recommend students affiliate with the Rhode Island Counseling Association (RIMHCA) <http://www.rimhca.org/>. We believe that the leadership provided by these associations, publications distributed, and resources offered will enhance the professional identity of each student as an emerging counselor. Holistic Clinical Mental Health Program faculty also strongly encourage that students attend the annual counseling related conferences and other appropriate workshops sponsored by ACA and RIMHCA.

Technological Competencies

The Holistic Clinical Mental Health Counseling Program requires all students to develop adequate technological competencies. Students are expected to have competency in word processing, database and web searches, multi-media presentations, and data filing and sharing applications across the internet.

Internship Liability Disclaimer

The Holistic Clinical Mental Health Program is not responsible for any injury incurred as part of internship/practicum assignment either on or off-campus.

RHODE ISLAND LICENSING REQUIREMENTS

Those students who are in the process of completing the 60-credit Master of Art degree in Holistic Clinical Mental Health Counseling or the 48-credit Master of Art degree in Holistic Counseling plus CAGS program in mental health with a concentration in Holistic Clinical Mental Health Program are strongly encouraged to work to become a Licensed Mental Health Counselor (LMHC). The State of Rhode Island has specific requirements that must be met in order to qualify for licensure. These requirements may be above and beyond the degree requirements.

The requirements for examination to become an LMHC can be found on the RI Department of Health website at this address:

<http://sos.ri.gov/documents/archives/regdocs/released/pdf/DOH/5240.pdf>

NATIONAL BOARD CERTIFIED COUNSELOR REQUIREMENTS

Students may also be interested in becoming a National Certified Counselor (NCC). The National Board for Certified Counselors has specific requirements that must be met in order to qualify for national certification. For information on national certification requirements, contact:

National Board for Certified Counselors
3 Terrace Way, Suite D, Greensboro, NC 27403-3660
(336) 547-0607 (8:30 a.m. - 5:00 p.m. eastern time, M-F)
<http://www.nbcc.org>
email: nbcc@nbcc.org

Application for the NCE and any other licensing exam is the sole responsibility of the student/graduate.