

SALVE REGINA UNIVERSITY



Clinical Counseling:
Specializations in Holistic Clinical Mental Health
Counseling (HCMHC) and Clinical Rehabilitation
Counseling (CRHC)
60-Credit Graduate Program

Student Orientation Manual and Handbook

**MASTER OF CLINICAL COUNSELING HANDBOOK
SALVE REGINA UNIVERSITY
NEWPORT, RI**

The student handbook provides detailed information about academic policies for the Clinical Counseling Program with specializations in Holistic Clinical Mental Health Counseling (HCMHC) and Clinical Rehabilitation Counseling (CRHC). 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 information provided from Graduate Studies, and the Salve Regina University Graduate Catalog, which is the official resource of the University regarding policies and procedures.**

STUDENT RESPONSIBILITY FORM

I understand that I am responsible for the information presented in the Master of Clinical Counseling Graduate Program Handbook, the information provided by 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 Clinical Counseling Graduate Program Handbook or received a paper/electronic copy from the Clinical 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.)

Once you have signed this document, please return it to your advisor or mail it to:

Salve Regina University
c/o The Holistic Counseling Program
100 Ochre Court Ave
Newport, RI 02840

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LETTER FROM THE DIRECTOR

Dear Students:

Welcome to the 60-credit counselor education program! I am Dr. Amanda Minor (she/her/hers), and I have served as Program Director of the newly created Clinical Counseling Program with two specializations, Holistic Clinical Mental Health Counseling and Clinical Rehabilitation Counseling. I have been a professor in the counseling program at Salve since 2013. We are excited to welcome you as the first students to the new configuration of classes and programming, and so glad you chose Salve Regina to work towards your goal of becoming a professional counselor.

Salve Regina University, founded by the Sisters' of Mercy, provides a unique home for the Clinical Counseling program as it supports our belief in academic and professional excellence, seeing our student and their future clients from a holistic, merciful, and justice-centered perspective, and recognizes the importance of being agents of change. Our program and department align strongly with the 5 Critical Concerns of the Sisters' of Mercy: Earth, Immigration, Racism, Non-Violence, and Women. As part of the American Counseling Association Code of Ethics and a university grounded in mercy, we identify as an academic program that consistently works to make meaning and understand from an anti-racism perspective and extend that understanding to other systemically marginalized groups including disability, spirituality, faith, gender, sexuality, affection, nationality, immigration status, body size, socioeconomic status, etc.

Within the Clinical Counseling program, we understand the importance of the multifaceted nature of mental health and rehabilitation counseling. The program was founded and built on understanding oneself, clients, and systems from a holistic mind/body/spirit perspective. This includes the importance of understanding that our "whole" self has many parts. This exploration also includes recognizing the various systems we are a part of. Our teaching lens strives to employ cultural humility as a way of understanding people and the systems in which they interact. We work to cultivate and transform understanding more clearly in every class. We see this as an opportunity for us all, students, faculty, and staff, to grow.

This manual outlines the logistics behind what you will need to know to navigate through the program smoothly. You also have many virtual tools at your disposal—most of them are found on the Salve website. As a program, we will communicate with you via email and social media (we are working on this part—and your suggestions would be helpful). You will need to read this manual carefully, sign the Student Responsibility Form, and return it to your advisor or mail it to the Department office. If you aren't sure who that is yet, they should be in touch soon. If you did not have an advisor assigned in your acceptance letter, please reach out to the program (401) 341-4781.

From all the faculty in the Clinical Counseling Program and those in the larger Counseling, Leadership, and Expressive Arts Department, welcome! We look forward to meeting and working with all of you.

Sincerely,
Amanda J. Minor, PhD

She/her/hers
Counselor Education Program

TO DO LIST FOR CLINICAL COUNSELING STUDENTS

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

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

1. Complete Counseling Program Application _____
2. Receive acceptance letter from Graduate Studies Office (this should include the name and contact information for your program advisor and suggested courses for your first semester) _____
3. Log into Salve student portal tool to review advising tool _____
4. Register for first semester of courses _____
5. Attend Department and Program Orientation meeting _____
6. Review Program Orientation Manual & Handbook prior to advising appointment and Sign Signature Sheet (above) with advisor at appointment _____
7. Meet with advisor for initial course planning and discuss disposition expectations _____
8. Connect with your advisor once a semester to check-in, disposition review, and discuss next semester courses and career path _____
9. Watch Clinical Placement Video 2 Semesters PRIOR to Practicum _____
1. Review Clinical Placement Sites on Tevera or other options not listed _____
2. Obtain Clinical Placement (Practicum/Internship) and sign contract via Tevara _____
3. Fill out Application to Graduate form in November for estimated May Graduation or August Graduation _____
4. Fill out bio information and return to department office _____
5. Complete exit survey instrument _____
6. Keep in touch! _____

Please remember to give us an accurate email address so we can keep in touch after you graduate!

ADMISSION REQUIREMENTS

To be considered for admission, interested students must apply for the 60 credit Clinical 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.
5. Two letters of recommendation, one of which should be from a supervisor of relevant work in the field or an academic professor, 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 understanding of cultural humility
 - 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 program faculty

STUDENT ORIENTATION

The Clinical Counseling Program offers a formal orientation in the Fall and Spring semester. Students can request to see a recording of the orientation, and on occasion, advisors can go over the information with an advisee. During orientation, students review the *Student Orientation Manual and Handbook*, students' ethical and professional obligations, personal growth expectations as counselors-in-training are explained, and eligibility for license/certification is reviewed (CACREP, 2016, 1.M.).

UNIVERSITY GENERAL 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 individuals 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.

UNIVERSITY DIVERSITY, EQUITY, AND INCLUSION STATEMENTS

Diversity, Equity, and Inclusion Mission Statement

Salve Regina University strives to cultivate belonging values through diversity, equity and inclusion in order to foster a welcoming culture for our staff, faculty and students, as well as the wider community.

Diversity, Equity, and Inclusion Vision Statement

Salve Regina University embraces all people with grace. No matter the path traveled to get here, the University acknowledges that many identities will intersect. Salve Regina belongs to all in its community—regardless of one’s race, color, ethnicity, creed, religion, gender, ability, age, sexual orientation, socioeconomic status, political affiliation, cultural background, nationality or immigration status. Confronting the needs of our time and acknowledging the historical oppressions of various groups, our campus embraces diversity in all forms by actively promoting a culture of inclusiveness and striving for justice in our actions as a reflection of our mission and the Critical Concerns of the Sisters of Mercy.

Silence speaks volumes. Yesterday, today and in this moment, inaction is a form of acceptance. Salve Regina University will work relentlessly to ensure that we are striving towards a community that is not perfect, but is continuously evolving in our day-to-day work, our faith, our studies and our actions. Through service, teaching, leadership and community involvement, Salve Regina University will reflect the best that we wish to see in this world. The University’s Board of Trustees and the administration are dedicated to promoting inclusivity and embracing accountability within the campus community. Salve Regina’s commitment will also be shown through academic programming; student, staff and faculty development; and continued assessment as new needs arise. As a community, these actions will leave a legacy that instills the creation of a more harmonious, just and merciful world.

**SECTION 1:
HOLISTIC CLINICAL MENTAL HEALTH AND
CLINICAL REHABILITATION
COUNSELING SPECIALIZATIONS OVERVIEW**

SECTION 1.A.
HOLISTIC CLINICAL MENTAL HEALTH COUNSELING
SPECIALIZATION OVERVIEW

HCMHC SPECIALIZATION 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 throughout the United States.

- Provide Clinical Mental Health Counselors-in-training with an education that stems from a holistic perspective, 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 in a socially just and equitable manner.
- 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, somatic awareness, and understanding of the impact of cultural and systemic factors*.
- Individuals and relationships exist and thrive within various systems (examples: 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 equity, 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, behaviors, and cultural systems.
- 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. In 2017, the program offered its first 60 credit degree path, the Holistic Clinical Mental Health Counseling Degree.

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 HCMHC 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 HCMHC classes are offered primarily at our Newport campus at 100 Ochre Point Avenue, Newport, Rhode Island 02840-4192, (401) 847-6650. We also offer online courses for the CRHB specialization which HCMHC students can take as well.

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

Professor Zuleida-Herba, has a mailbox and meeting space at 162 Webster Street, Newport, RI 02840.

GOALS AND OBJECTIVES

The overall purpose of the HCMHC specialization degree is to prepare students to practice as professional mental health counselors from a holistic and ethical perspective that also practices cultural humility. The HCMHC specialization faculty believe that the development of strong professional identity, rich knowledge base, in depth holistic awareness, a strong understanding of social justice, and expertise in the skills of counseling are essential to functioning as a professional in any counseling setting.

The HCMHC specialization provides a strong foundation upon which graduates enter a lifetime career in the helping professions. Based on a holistic and culturally aware understanding, the program provides extensive knowledge and skills related to the eight CACREP core areas for licensure and accreditation.

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

Curricular Objectives:

1. Students will understand, embody, and be able to articulate their professional HCMHC 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 be able to articulate knowledge of social and cultural foundational understanding related to counseling skills currently needed in working with various client populations.
4. Students will be able to articulate knowledge and skills in the counseling and consultation processes.
5. Students will be able to articulate knowledge and skills related to 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 be able to articulate knowledge about individual and group approaches to assessment and evaluation.
8. Students will exhibit knowledge 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.

SECTION 2: PROGRAM SPECIFICS

The program 60 credit MA in Holistic Clinical and Mental Health Counseling (HCMHC) is currently preparing to apply for CACREP. CACREP has required program areas that are imperative for counselors in training to learn and typically are aligned with state licensure requirements. The program has incorporated these into the curriculum.

CACREP COMMON-CORE PROGRAM OBJECTIVES

Human Growth and Development - An understanding of the nature and needs of people 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 in the context.

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 tasks, 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 interpreting 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 SPECIALIZATION OBJECTIVES

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

REQUIRED AND ELECTED COURSES

Required courses: recommended course sequence

Note: Students are expected to communicate with their program advisor on a regular basis

Required Core Courses

- HLC 504: Holistic Foundations 3 Credit(s)
- HLC 505: Interpersonal Helping Skills 3 Credit(s)
- HLC 506: Professional Orientation and Ethics 3 Credit(s)
- HLC 507: The Body/Mind Connection 3 Credit(s)
- HLC 508: Human Growth and Development 3 Credit(s)
- HLC 509: Theories of Counseling 3 Credit(s)
- HLC 510: Cultural Awareness in Counseling 3 credit(s)
- HLC 500: Research Methods 3 Credit(s)
- HLC 513: Couple and Family Counseling 3 Credit(s)
- HLC 515: Assessment and Treatment Planning 3 Credit(s)
- HLC 516: Group Process 3 Credit(s)
- HLC 517: Career Counseling 3 Credit(s)
- HLC 510: Cultural Awareness in Counseling 3 Credit(s)
- HLC 518: Appraisal 3 Credit(s)
- HLC 528: Understanding Trauma in Counseling 1 Credit(s)
OR RHB 527 Substance Abuse Counseling and Rehabilitation 3 Credit(s)
- HLC 540: Integrating Meaning 3 Credit(s)
- HLC 550: Advanced Helping Skills 3 Credit(s)
- HLC 551: Practicum in Counseling 3 Credit(s)
- HLC 590: Internship and Seminar I 3 Credit(s)
- HLC 591: Internship and Seminar II 3 Credit(s)

Electives

Students must complete five credits of elective coursework to meet program requirements. Program elective offerings can shift depending on faculty availability, therefore, please check with the student portal, the course catalogue, and your academic advisor for available elective courses.

The number of electives a student takes depends on their plan of study. Typically, an elective course is between 1 and 3 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 must earn a Passing grade in all clinical coursework to graduate. If a student does not

pass a clinical course, they may be dismissed from the program. If allowed to remain, they will be put on a Professional Development Plan/Remediation Plan, put on internal academic probation, and will be required to repeat the course. If a student does not pass two attempts at clinical courses, they are dismissed from the program.

Any student asked to leave or not allowed to return to a clinical site will be removed from all program-related clinical work and clinical classes until such time as the Program can ascertain the severity and magnitude of the concerns and recommend whether the student is fit to continue the program and clinical training. Communication and feedback from the clinical site supervisor(s) are included in this decision. If the student continues in the program, a Professional Development Plan/Remediation Plan will be put in place. If a student is asked to leave a clinical site, written permission from the Holistic Counseling Program's Clinical Coordinator must be provided to resume clinical work. Students who are asked to leave a second clinical site will be dismissed from the program.

If a student withdraws from any practicum or internship course after the university withdrawal date, that student must communicate this with their advisor and officially meet with the class instructor and Internship Coordinator together prior to re-enrolling.

CONTINUOUS REVIEW PROCEDURES

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, listening attentively to lectures, participating in class discussions, etc. 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.

You continue to demonstrate respect for all personnel at clinical sites by arriving on time, being prepared to work, and by completing responsibilities promptly. At all times, the 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 per") unless alternatives are preferred by the person to whom you are referring. 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. If the dress code is an economic barrier, please discuss this with your advisor.

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 in a timely fashion that will not impact client care.

The HCMHC 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 by the ethical standards of the American Counseling Association (ACA), specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.; McAdams & Foster, 2009).

Counselor Self-Awareness

The HCMHC 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 and their impact on the professional systems they interact within. The program is also actively working to provide students with a developmental understanding that centers itself from a social justice lens. 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 and an understanding of systemic power is a vital and fundamental aspect of the holistic counseling program.

The faculty is committed to working towards an atmosphere that fosters greater safety, recognizing that for some, this won't be fully possible in our shared space. It is important to recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. Throughout the program, students will be asked to take necessary emotional risks and actively engage in intra- and inter-personal growth and self-reflection. Sometimes seeing one's self from a lens that exposes unknown or hidden biases, attitudes, beliefs systems, privileges, and assumptions is difficult. 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/personal development as a counselor is essential to encouraging such a process in others.

For example, within the HCMHC 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 assignments related to personal and client identities, privileges, and areas of oppression.
- Learning how to sit with the potential discomfort of silence.
- Understanding various elements of ethical, legal, and institutional "protections" that do not protect certain groups of people.
- Receiving feedback in individual/triadic and/or group supervision.

The program faculty, in alignment with the counseling professional identity, both endorse the value of the counselor's personhood in the counseling process; therefore, feedback given will be related to each student as a counselor. 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. This is achieved through active involvement in self-awareness, and personal growth is an integral and necessary component of the HCMHC counseling 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 classroom or clinical 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 HCMHC 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 or clinical 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.

Core Dispositions

The HCMHC Program faculty, in alignment with the counseling profession, have a strong value for foundational tendencies, or core dispositions, that are viewed as transcendent to counselor role, context, or counseling population. Within the program, students are expected to develop certain dispositions which will be periodically assessed. Core Dispositions will be specifically assessed in a variety of classes throughout a student's program and reviewed annually with their academic advisor.

CORE PROFESSIONAL DISPOSITIONS
<p><i>Attendance</i> Student attends all class meetings and clinical practice activities in their entirety; is fully engaged, participatory and prompt</p>
<p><i>Engaged/Motivated to Learn and Grow</i> Student actively engages in learning and developing their counseling knowledge, skills, and dispositions (e.g., takes initiative and seeks/uses growth opportunities)</p>
<p><i>Emotional Stability and Self-control</i> Student exhibits emotional stability (i.e. congruence between mood, affect, and behavior) and self-control in relationships with instructors, supervisors, peers, and clients</p>
<p><i>Flexibility and Adaptability</i> Student demonstrates flexibility with changing circumstances, unexpected events and new situations (e.g., changes within the academic environment, changing clinical site expectations)</p>
<p><i>General Self-Awareness and Understanding</i> Student demonstrates an awareness of their own belief system, values, needs and limitations, and the effect of these dynamics on their general interactions with others</p>
<p><i>Instructor/Supervisor Feedback</i> Student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions</p>
<p><i>Knowledge of & Adherence to Policies</i> Student understands and adheres to program, course, school, and site policies and procedures</p>
<p><i>Peer Feedback</i> Student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development</p>
<p><i>Professional Ethics</i> Student adheres to the most recent ACA Ethical Standards</p>
<p><i>Professionalism</i> Student behaves in a professional manner towards supervisors, peers, and clients (e.g. including appropriate dress, conduct, attitude, and boundaries)</p>
<p><i>Seeks Support/Consultation</i> Student demonstrates an awareness of the need for support and/or consultation and supervision and actively seeks support and/or consultation and supervision</p>
<p><i>Self-Care</i></p>

Student demonstrates an awareness of their own wellbeing and utilizes appropriate self-care strategies (e.g. personal counseling, health promoting activities, etc.)
<i>Self-Reflection</i> Student consistently engages in self-reflective practice (e.g. without guidance and challenges themselves to achieve at the highest level of clinical and professional practice)
<i>Sensitivity to Social and Cultural Diversity</i> Student demonstrates awareness, appreciation, and respect of cultural differences (e.g. race/ethnicity, spirituality, sexual orientation, SES, etc.). Actively works to remove known and potential personal biases
<i>Task Completion</i> Student completes all assigned tasks in an ethical and effective fashion (e.g. individual and group counseling supervision, individual and group reports and assignments)

In addition, within the clinical placement courses (HLC 551, 590, 591), students are expected to abide by the dispositions outlined in *Counselor Competencies Scale-Revised* developed by Lambie, Mullen, Swank, and Blount (2015). If a student receives a 2 or below in any of these areas, the student will be put on a Professional Development Plan to help improve the disposition(s) identified. Earning multiple 2's may result in not passing the course. The dispositions evaluated in the measure are as follows:

CLINICAL PROFESSIONAL DISPOSITIONS		
Number	Disposition	Descriptors
2.A.	Professional Ethics	Adheres to the ethical guidelines of the ACA and NBCC, including practices with competencies
2.B.	Professional Behavior	Behaves in a professional manner towards supervisors, peers, and clients (e.g. emotional regulation); is respectful and appreciative to the culture of colleagues and able to collaborate with others
2.C.	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, and clients
2.D.	Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for all counseling site and course policies & procedures
2.E.	Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly
2.F.	Multicultural Competence in Counseling Relationship	Demonstrates respect for cultures (e.g. race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship
2.G.	Emotional Stability and Self-Control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in

		relationships with clients
2.H.	Motivated to Learn & Grow/ Initiative	Demonstrates engagement in learning & development of their counseling competencies
2.I.	Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback
2.J.	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations
2.K.	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”

The enactment of the core dispositions embodies the values of the counseling profession and deficiencies or unwillingness to attend to intra- or interpersonal impediments in these areas could lead to remediation or dismissal. All students are encouraged to seek counseling and consistent feedback, and to attend to their mental health.

RETENTION, REMEDIATION, AND DISMISSAL POLICIES

Remediation

In addition to the ACA *Code of Ethics*, the HCMHC Program adheres to Salve Regina University policies regarding 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, Program Director, 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. Often the result will be a Remediation Plan/Professional Development Plan.

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/Professional Development 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/Professional Development Plan.

Within the clinical portion of the program, Site Supervisors play a large role in student assessment and thus perspectives on the need for remediation.

Remediation Plan/Professional Development Plan

The Remediation Plan/Professional Development 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 the circumstance where a student is not dismissed from the program for termination from a clinical placement, that student will be put on a Remediation Plan/Professional Development Plan.

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/Professional Development 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/Professional Development 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/Professional Development Plan is needed, students 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.
 - 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 a student is terminated, for any reason, from their clinical placement, an immediate review will occur, and student will most-likely face program dismissal. If a student is terminated from any two clinical placements, the student is automatically dismissed from the program.

APPEAL PROCESS

The HCMHC 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.

LIABILITY INSURANCE REQUIREMENT

Students are responsible for submitting the documentation for liability insurance for your student file before beginning a clinical field placement. Students will submit this proof into the online Tevera system each semester of their clinical program.

At the time of this writing, the American Counseling Association (ACA) offers free student liability insurance with membership. It is possible this may change after the time of this writing.

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 falls 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.

Incomplete

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

Students 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 on the university's website.

Audit Policy

It is the policy of the Program to prohibit students from auditing any graduate level classes offered by the HCMHC 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 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 complete a leave of absence form (found under student forms on the website). 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.

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 a 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. The clinical coursework have specific requirements that align with licensure requirements. A clinical course may have additional restrictions. No transfer credits will be accepted during a student's last semester in the program.

Transfer differs from waiver of course requirements. If credits are transferred, then those credits count directly toward your MA in HCMHC.

Waiver

A course or credit waiver reduces the total number of required courses or credits for the HCMHC 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 appropriate personnel in the Graduate Office. 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. If the policy for withdrawals are different in the Graduate Catalog, follow the most recent updated document.

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, on the website, and social media. Also, student can be notified by text to their phone, or by Salve email if students 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 support on the website and potentially through the CANVAS page.

Safety and Security

Call 401.341.5500 if you have a security concern at Newport.

HCMHC PROGRAM POLICIES

Advisors

All students are *required* to meet with a designated faculty advisor within the first semester to review the degree plan to determine the order of their courses. Students will receive information in their program acceptance letter regarding their advisor or the advisor will reach out in the first semester. Failure to meet these responsibilities is an example of not embodying the core disposition of engagement (see description of Core Dispositions). A pattern of not embodying the core dispositions may lead to the need for remediation.

Time Limitations

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

Graduation Process

Students admitted to the HCMHC 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 online.

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 survey and at times an exit interview with members of the program faculty.

Membership in Professional Associations

The HCMHC 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 HCMHC Program faculty members strongly suggest all 60-credit counseling graduate students join the American Counseling Association (ACA) <http://www.counseling.org>. 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. HCMHC 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 HCMHC 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.

Clinical Placement Liability Disclaimer

The HCMHC 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 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.

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.