The UNF Clinical Mental Health Counseling Program is approved by the Council for the Accreditation of Counseling and Related Educational Programs
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Welcome to the University of North Florida Clinical Mental Health Counseling Program, a CACREP accredited program. The University of North Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, and doctoral degrees.

Whether you have already been admitted or are just investigating various programs, this Student Handbook has been designed to provide you with specific information about the Clinical Mental Health Counseling Program.

Once you have been admitted to the Program please make a hard copy and save a file of the Handbook that is current when you begin your studies. Because the Handbook is revised on a regular basis, the version with the date noted on it will be your guideline throughout your tenure in the program. If there are any curricular or other program changes you will be notified sufficiently in advance. If policy changes are made in the Handbook at a later date, you should not be affected by them, and we will do our best to honor policies made when you entered the program.

**NOTE:** It is important that you familiarize yourself with the entire Handbook at the beginning of your program and you keep it as a reference throughout your graduate studies.

The Clinical Mental Health Counseling Handbook does not replace the UNF Graduate Catalog or other official University documents, but rather supplements them. The Clinical Mental Health Counseling Faculty in the UNF Brooks College of Health make every effort to maintain clear and consistent communication with students through the new student orientation, personal mentoring, timely email correspondence, announcements, practicum and internship seminars, and classroom discussions and other means of communication.

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Program Description

Program Mission Statement
The mission of the UNF Clinical Mental Health Counseling program is to provide an intellectually stimulating and supportive environment in which to prepare professional counselors to work in a variety of mental health settings including but not limited to, private practice, hospitals, community counseling centers, for profit and non-profit agencies, public health departments, and schools that offer therapeutic services. This preparation emphasizes academic rigor, excellence in counseling skills and techniques, and ethical and professional integrity.

Degree Awarded
The Clinical Mental Health Counseling program is housed in the Brooks College of Health, Department of Public Health. Upon completion of the program, graduates are awarded a Master of Science (MS) Degree in Clinical Mental Health Counseling.

Accreditation
The Clinical Mental Health Counseling Program at the University of North Florida is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The current curriculum follows the 2009 CACREP standards.

Professional Orientation

Professional Identity
As a counselor-in-training, it is vital that you begin to build your role as a professional, striving toward mastery of the knowledge, skills, and dispositions that are identified with the Clinical Mental Health Counseling profession as well as a professional person in the world of work.

Professional Affiliations and Service
An important part of building your professional identity is choosing activities of interest to you and participating in local, state, regional, national, and even international activities related to Clinical Mental Health Counseling. Finding your niche(s) can be an empowering and exhilarating addition to your professional identity as a counselor. Moreover, you will develop an important voice as an advocate for mental health and can become instrumental in exacting change at all levels where mental health policy is considered.

Professional Skills and Limitations
As a student, and later as a mental health professional, it is imperative that you understand the limits of your own abilities, knowledge, skills, and
authority, so you can communicate and present yourself accurately in an ethical and professional way that reflects the standards of the American Counseling Association, the American Mental Health Counseling Association, and the Florida State Statutes related to the Profession of Clinical Mental Health Counseling (or those of any state in which you reside).

**Professional Attitudes and Independent Thinking**
As a student and future professional it is important that you not only learn and understand the history, theoretical tenets, and skills of the Clinical Mental Health Counseling profession, but also that you think independently, exploring and challenging the conventional theories and practices of counseling. Freethinking is what has brought the profession to its standards of excellence throughout the many years of its existence.

**Research**
As the Profession moves ever continually toward evidence based outcomes in therapy, becoming familiar with and involved in the professional research in Clinical Mental Health Counseling is a must, not only so you can contribute to the Profession and its professional literature, but also so you can stay up-to-date and literate in current and historic research. There is often a disconnect between current counseling research and practitioners. You cannot count on your place of employment to keep counselors up to date on research findings. You can count on yourself to seek them out, resulting in “best practices” in counseling.

**Disseminating Professional Knowledge**
An important element of the Clinical Mental Health Counseling Profession, for students, counselors, and counseling faculty, is disseminating professional knowledge to all interested parties in order to increase the effectiveness of the practice of mental health counseling and enrich the quality of life of those individuals who are served.

**Demonstrating Leadership**
As you move through the Program and evolve into a Clinical Mental Health Counseling professional, your ability to demonstrate leadership is important in order to build public visibility, credibility and trust, both with clients and other counseling professionals but also with professionals from various disciplines with whom you interact.

**Ethical Accountability**
As with those who are already working in the field, students are ethically accountable to the profession, to the public, and to each other.
Professional Counseling Post Graduate Requirements

In order to be licensed by the state of Florida, students completing the Clinical Mental Health Counseling (CMHC) Program must meet all the State educational requirements for licensure as a Mental Health Counselor (LMHC). As of January 1, 2001, all individuals applying for licensure or post-graduate counseling internship status in the State of Florida are required to have met the CACREP educational requirements. These include a total of 60 hours of combined academic and clinical instruction (1000 total clinical hours).

Other licensure issues and requirements -- including information regarding the licensure examination process and post-graduate supervision -- will be discussed during the course of your tenure in the CMHC program. Nonetheless, it is important that you keep up to date on current Florida laws related to post degree licensure.

Program Guiding Principles

A foundational guiding principle in the Clinical Mental Health Counseling Program and mental health counseling profession is that personal exploration and awareness is an integral part of the process, not only as a student but also as a lifelong practice.

The following principles have served to guide the development of the CHMC program’s mission, policies and procedures, curriculum, course content and future direction:

- Professional counselors must value and honor diversity, equity and equality of opportunity for all individuals.
- A developmental and global perspective across the life span is integral to training professional counselors.
- Professional counselors must advocate for the mental wellness of all individuals regardless of age, socioeconomic status, disability status, culture and/or ethnicity, gender identity and expression, or sexual orientation.
- Professional counselors are obligated to deal with their own internal beliefs, assumptions and behaviors with regard to sexism, ageism, racism, classism, disability, and homophobia, etc., and to explore the ways that those belief systems are manifested.
- Professional counselors are ethically obligated to strive toward their own optimal psychological health and to engage in self-care activities related to the emotional, physical, cognitive, spiritual and intra-psychic dimensions of life.
• Professional counselors have an ethical obligation to work at their highest level of competence and to do so only within their areas of expertise.
• The academic preparation process must emphasize the application of theory to practice and provide ample opportunities for experiential learning throughout the program.

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Admissions

GPA
A baccalaureate degree from a regionally accredited U.S. institution or its equivalent from a foreign institution with a preferable grade point average of 3.00 (B) or higher in all work attempted as an upper-division student, normally the 60 hours taken during the last two years of baccalaureate study.

Official Transcripts
Official transcripts of previous undergraduate and graduate work must be included with the application package.

GRE
Official, competitive GRE scores on the verbal and quantitative reasoning scales, taken within the last 5 years are required. If you have completed a master’s or higher degree from an accredited institution, the GRE may not be required.

Letter of Intent
The letter should minimally address: a) reasons for seeking admission to the CMHC program b) short and long-term educational, research, and professional goals.

Letters of Recommendation
Three letters of recommendation are required from those familiar with the applicant’s academic and professional potential, preferably with at least one from a university faculty member.

Acceptance Notification
Meeting the basic requirements for the CMHC Program does not guarantee acceptance into the Program. If application package is accepted, the applicant will be invited to participate in an on-campus interview with members of the CMHC faculty. If you live out of state, or too far away to attend the interview, it can be done via video or voice call.
Qualified applicants will be notified of admittance within 30 days of the interview. If denied admission, you are encouraged to examine your application, improve any deficiencies you can, and reapply the following year.

**NOTE:** Currently 26 students are admitted for the fall term each year as a full time cohort. The application deadline is **March 1st.**

**Course Transfers**
Admitted students may be able to transfer a total of 9 semester hours (3 courses) of graduate coursework to UNF. If the courses students wish to transfer were a part of an earned degree, we will only be able to waive the course requirement and students will still need to earn 60 credit hours at UNF in order to graduate. If the courses you wish to transfer were not included in a completed degree program, both the requirement and the credit will transfer to UNF. This is a University policy. Students are advised to discuss any transfer courses with the Program Director, who will determine if and which courses may be applicable.

**Undergraduate Courses**
Undergraduate courses are not accepted in the graduate program in Clinical Mental Health Counseling.

**Non-admitted Students Seeking Course Enrollment**
Individuals who have completed masters’ degrees in counseling from other graduate institutions sometimes request to register for courses in the CMHC Program in order to achieve eligibility for mental health licensure in Florida. Those individuals seeking licensure courses are required to submit the following: (a) a copy of the official letter from the Florida licensing board noting their eligibility status and specifying courses needed, (b) proof of completion of a current certified background check, and (c) submission of transcript of graduate study. Non-admitted students are allowed to earn up to 9 semester hours (3 courses). Registration in CMHC courses requires approval of the CMHC Program Director.

Current UNF graduate students may also be allowed to enroll in certain courses with the Program Director’s approval.

Non-admitted students are not permitted to enroll in the following courses:
- MHS 6941 Clinical Counseling Skills
- MHS 6510 Introduction to Group Counseling
- MHS 6500 Advanced Practice in Group Therapy
Second Master's Degree
An individual who has a master's degree and seeks to obtain a second master's in the Clinical Mental Health Program must apply and be admitted to the program. As noted above, a total of 9 semester hours (3 courses) may be transferred. A second GRE is not typically necessary, but CMHC faculty reserve the option to require that it be taken again based on scores or the length of time that has transpired between the present time and when the GRE was taken. Once admitted to the program, students pursuing CMHC as a second master's degree will be required to complete a minimum of 51 semester hours. The Practicum and Internship courses cannot be waived.

Statement of Understanding
Upon admission, all students will sign a “Statement of Understanding” which pertains to the ongoing responsibility of the faculty to determine the appropriateness of the student for the program and the profession as noted above with the Student Progress Assessment, and through a review of their academic progress in the Program. This signed statement will be placed in each student’s file. (See Appendix A)

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Program of Study and Curriculum

Program of Study
At this time the Clinical Mental Health Counseling program is a full-time cohort program with classes from 3:05-5:50 and 6:00-8:45 pm Monday through Thursday. Every effort is made so students are on campus only two days per week for classes. The program is designed to provide comprehensive training for individuals who wish to counsel diverse populations in a variety of mental health settings. Curricular experiences encompass opportunities to explore the developmental, social, and cultural foundations of behavior across the life span, practice psychotherapeutic and diagnostic skills, and complete extensive field experiences in order to apply knowledge and skills in professional settings. Curricular experiences occur in the classroom, the community, and in practicum/internship sites.
Curriculum

The curriculum meets the 2009 CACREP Standards by integrating the eight core curriculum experiences and the six clinical mental health counseling domains.

<table>
<thead>
<tr>
<th>CMHC Domains</th>
<th>Core Curriculum Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>Professional Orientation and Ethical Practice; Human Growth and Development</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention</td>
<td>Helping Relationships; Group Work</td>
</tr>
<tr>
<td>Diversity and Advocacy</td>
<td>Social and Cultural Diversity</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment; Career Development</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Research and Program Evaluation</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>Embedded in all eight</td>
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</tbody>
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### Major Requirements

(48 Semester Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1 (Fall) 12 credit hrs.</strong></td>
<td></td>
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<tr>
<td>MHS 6486: Human Development Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6404: Theories in Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6700: Legal, Ethical, and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6941: Clinical Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 2 (Spring) 12 credit hrs.</strong></td>
<td></td>
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<tr>
<td>MHS 6876: Clinical Research in Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6070: Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6428: Counseling Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6510: Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 3 (Summer) 9 credit hours</strong></td>
<td></td>
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<tr>
<td>MHS 6205: Assessment &amp; Evaluation in Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6305: Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6490: Sexual Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 4 (Fall) 9 credit hours</strong></td>
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<tr>
<td>MHS 6401: Counseling in Community Settings</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6800: Practicum (330 contact hours)</td>
<td>3</td>
</tr>
<tr>
<td>Elective 1: 3 credits- see semester schedule</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 5 (Spring) 9 credit hours</strong></td>
<td></td>
</tr>
<tr>
<td>MHS 6830: Internship (335 contact hours)</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6450: Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Elective 2: 3 credits- see semester schedule</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 6 (Summer): 9 credit hours</strong></td>
<td></td>
</tr>
<tr>
<td>MHS 6830: Internship (335 contact hours)</td>
<td>3</td>
</tr>
</tbody>
</table>
Elective 3: 3 credits—see semester schedule
Elective 4: 3 credits—see semester schedule

Total 60 Hours

Electives 12 credit hours total; see semester schedule for these and other options:

- MHS 6402 Overview of Brief Counseling 3
- MHS 6430 Introduction to Family Counseling 3
- MHS 6431 Advanced Seminar in Family Counseling 3
- MHS 6440 Counseling Couples 3
- MHS 6500 Advanced Practice in Group Therapy 3
- MHS 6436 Counseling Military Families 3
- MHS 6930 ST: Counseling Children and Adolescents 3
- MHS 6930 ST: Expressive Arts and Creativity in Counseling 3

NOTE: MHS 6930 is a temporary course number for Special Topics (ST). Courses listed under this course number may vary.

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Practicum and Internship
Please refer to the Clinical Practicum/Internship Handbook for more detailed information.

Students must complete all the first year courses as indicated above before they can enroll in Practicum. Enrollment in the first Internship class takes place in semester 5 which is the spring term of the second year.

Electives
All electives are 3 credit hours and some are subject to change during any academic year. With advice of the student’s advisor and/or approval of the program director students may be allowed to take elective courses in other program areas. Some of these areas include nutrition, public health, health administration, and education. Please refer to the list above for CMHC courses currently offered as electives.

Independent Study
MHS 6905 Directed Independent Study in the Clinical Mental Health Counseling Program affords students an opportunity to work with a faculty on a topic of interest to both of them. Typically an independent study is reserved for doing research with a faculty or for working on a project that is not addressed in a traditional course. If a student is interested in pursuing an independent study it is best that they outline a proposal, contact the professor or professors with whom they would like to work, and discuss the viability of the project. If the professor believes
the project to be viable and gives tentative approval, the student will then more thoroughly design the proposed work, specifically the syllabus — and bring this to the professor(s) for final approval. In the proposal the students will need to identify the following:

1) the core questions or problems being explored;
2) construction of a strategy for investigating them;
3) a map of readings, writings, and discussions or other activities aimed at achieving the proposed goals.

An Independent study proposal must be approved prior to officially enrolling in the Independent Study. There is a formal independent study contract that must be signed by the sponsoring faculty, program director and department chairperson. Once approved this contract is submitted to the advisement office so the student can register for the independent study.

NOTE: the CMHC Program Director must clear Out-of-Program Independent Studies.

The primary job of the faculty with whom the student will be working on an independent study is to: 1) provide preliminary feedback on the proposal and the accompanying assignments; 2) consult on revisions to the original proposal if necessary; 3) provide a preliminary end-of-the-semester review; 4) meet regularly with the student during the semester of the independent study; 5) assist with research methodology if appropriate; and 6) discuss and evaluate the final product to include feedback and a final grade.

Time Limits for Program Completion
Students must complete their degree within five years from the time they are admitted and begin their first semester of course work. When course work completed at UNF or elsewhere exceeds five years, the credit hours are rendered invalid. In order to be possibly accepted the courses must be submitted for revalidation by the Program Director according to the procedures found in the Graduate Catalog. If a course is not validated, additional course work will be required and added to the program of study. Students should make every effort to complete their degree within the time limits established.

Continuous Enrollment
Students who do not take classes for three consecutive terms are automatically dropped from the Clinical Mental Health Counseling Program and must reapply for admission. If program requirements have changed after the student is dropped, the student will be obligated to meet
new program requirements upon re-admission.

**Incomplete Grades**

Students who encounter extenuating circumstances that preclude their completing all course requirements by the end of the term may, at the instructor’s discretion, receive a grade of “Incomplete.” The student must complete the course within the time limit set by the instructor, not to exceed one calendar year. To extend an incomplete beyond one year, the student must petition for a waiver of University policy.

University policy dictates that an "I" will be changed to a final evaluative grade of F after one year unless the student works with a faculty member to make a change. This “F” grade will be calculated into the student’s GPA. Students cannot re-register for courses in which an incomplete grade is outstanding.

**Course Validation**

No course completed ten years prior to the date of graduation can be included in the program of study. Courses that are five to ten years old at the time of graduation may be validated, but this is decided on a case-by-case basis. Each student’s mentor/ adviser will advise them on how to validate these courses, which may include, but is not limited to, taking exams, retaking the course, completing selected assignments, or by interview and approval of the professor who originally taught the course.

**Application for Graduation**

Students must submit a formal graduation application to the Registrar’s Office by the deadline date listed in the University Calendar on the University web site: www.unf.edu. Graduation application deadlines are also advertised in Osprey Update. You may apply online in myWings. Please review the Graduation Checklist for detailed instructions.

**Student Evaluation**

The CMHC faculty members have an ethical obligation to both the students and to students’ future clients. As such, it is the responsibility of the faculty to prepare students to become skilled and ethical counselors. Throughout each student’s experience -- from the initial interview through the completion of the internships -- faculty members use both formal and informal means of observing, intervening, and guiding them in order to ensure that each student’s potential is maximized and that future clients are protected. Students’ competence and suitability for the program are subject to an ongoing and broadly based evaluation by Program faculty. In addition to academic performance, students’ professional competence and conduct will also be evaluated. Decisions regarding continued study are
based upon demonstrated competence in each of the following areas: interpersonal skills, ethical judgment, and professional maturity and demeanor.

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Student Progress Assessment

According to CACREP, a systematic student evaluation as described in the 2009 CACREP Accreditation Manual, pgs. 87-88 is required. The CMHC program uses a professional identity portfolio to 1) provide an ongoing and systemic assessment and 2) engage students in a process of creating and defining their professional identity.

While the iWebfolio is an electronic portfolio it also serves as the assessment protocol the CMHC program has chosen for its student progress data management system. This system allows students to be active online participants in multiple areas of their academic experience including course instruction, field experiences, and sharing of assessment data.

The CMHC program is one of a few UNF programs that are in a pilot phase of implementation of the iWebfolio. Therefore, students in the current and upcoming CMHC cohorts will be granted their portfolio license at no additional costs.

With the introduction of the iWebfolio students will have the option of maintaining this portfolio after graduation. It can then be changed to reflect any change in their professional goals and any part of it can be made available to prospective employers, professional schools or other professional needs.

iWebfolio, the professional portfolio is a collection of experience-based materials and reflective information that demonstrate the various dimensions of the student counselor’s work, philosophy, abilities, and dispositions. The goal of the portfolio is to have student counselors analyze their various learning experiences and to then synthesize their learning in a way that demonstrates how diverse activities and insights from the program have contributed to their competence and professional identity. Therefore, this portfolio is as much a process as it is a product.

Portfolio Structure

The iWebfolio should be a well-organized and attractive presentation of professional materials that represent the student counselor’s “best work.” It should be organized corresponding to the CMHC specialty themes. Sub-themes are left to the discretion of the individual student, but should make a statement about the individual’s standards of quality and the sense of self that one brings to the counseling profession.
Sections of the Portfolio
The CMHC iWebfolio is designed around the six CMHC specialty domains with the eight core curricular experiences embedded. Additionally it includes feedback on the developmental progression of the clinical experience, a section of personal growth, a section on professional identity and a final portfolio assessment.

Assessment of the Portfolio
At a minimum this portfolio will be assessed at least once each semester. This assessment will take place with the individual faculty advisor to determine if the student counselor is making progress in creating and building on evidence of counseling knowledge and skills during the course of the program. A student progress assessment is completed by the student’s program advisor at the end of years one and two prior to graduation. This final assessment will take place during the student counselor’s last internship and it will include an evaluation of the student’s counseling knowledge, and skills as well as personal characteristics such as ethical behavior and professionalism as a counselor. The student will also be formally assessed to determine the degree to which portfolio standards have been met according to the portfolio grading rubric. (See Appendix B for iWebfolio Instructions)

Grade Requirements
Students are required to:

• Maintain a B average. Individuals who receive a “C” in three or more courses will be placed on academic probation for review. A student cannot graduate with more than 3 C’s in the Clinical Mental Health Counseling Program.

• Retake the following classes if you make a grade of C:
  o MHS 6941 Clinical Counseling Skills
  o MHS 6810 Group Counseling
  o MHS 6800 Practicum
  o MHS 6830 Internship; while Internship is graded on a Pass/Fail basis, the Program faculty and instructors maintain the right to look at each questionable student progress on a case to case basis and prescribe any remediation necessary to increase the quality of skills and service provision.

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CPCE Examination
All students are required to post a passing score for the Counselor Preparation Comprehensive Examination (CPCE) in the semester prior to practicum. An overall passing score must satisfy both of the following
conditions:
1. Achieving a total score that is within one (1) standard deviation of the national mean for total scores.
2. Achieving a score that is within one (1) standard deviation of the national mean on at least six (6) of the eight (8) content areas.

Students must complete all CACREP core courses listed below prior to taking the examination. The CPCE has 160 multiple-choice questions that test students’ knowledge of the 8 CACREP content domains including:

1. Human Growth & Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Assessment
7. Research and Program Evaluation
8. Professional Orientation and Ethics

Students will be informed about test location and time when they are identified. Students are required to bring identification and a cashier’s check or money order for the current appropriate charge for the exam, made out to the Center for Credentialing and Education (CCE) for admission for the test. Personal checks are not accepted by CCE.

Completed exams are mailed to and scored by CCE and are usually returned in 3-4 weeks. Soon thereafter, examinees will receive a formal letter from the Clinical Director or the Program Director informing them of their test results.

Students who do not pass the CPCE can take the examination one additional time. The examination is typically offered once each academic year. Additional test dates may be scheduled as needed. If a student does not pass the CPCE the student should meet with their faculty mentor/adviser to discuss how to work toward score improvement. If the student is unable to pass the examination after two attempts, the student may be granted an oral examination at the discretion of the Clinical Director. The oral exam will be scheduled by the Clinical Director at a mutually agreed upon time and place in front of the Oral Exam Committee which will be comprised of the CMHC faculty. If students are unable to pass the oral examination, the CMHC faculty will consider removing the candidate from the program.

**Remediation**

It is imperative that students demonstrate professional behavior that conforms to CACREP and university program guidelines and the ACA
Code of Ethics. Any student who demonstrates problems with professional competence and conduct may be required to complete remediation to address the concerns. Faculty will evaluate each student in the following competency areas:

Interpersonal and professional competence; examples of which include the following:

- Demonstrates respectful peer and faculty interactions
- Demonstrates respect for the ideas and integrity of others
- Demonstrates maturity in interactions with others
- Demonstrates ability to interact respectfully with people of diverse backgrounds
- Demonstrates ability to react with appropriate empathy and sensitivity

Sample behaviors that could result in remediation are:

- An inability to control anger
- Uses insulting or profane words
- Uses intimidating tactics
- An inability to tolerate cultural or lifestyle differences
- Dishonest or unethical behavior
- Lack of self-awareness, self-reflection, and self-evaluation
- A lack of awareness or inability to manage own limitations and responsibilities
- Turns assignments in late with some regularity
- Avoids responsibility for situations by blaming others
- Overt hostile reaction to supervision
- Refuses or is unable to adjust behavior in response to clearly communicated feedback
- Consistently fails to give appropriate credit to others
- Demonstrates a pattern of overreaction to a small slight
- An inability or refusal to accept academic inquiry or disagreement or to work collaboratively in a professional or academic environment

**Program Dismissal**

1. Students may be dismissed from the program for academic reasons (e.g., grades of C or lower, plagiarism, and/or verbal, non-verbal, or written communication problems).
2. Students may be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice.
3. Students may be dismissed for “personal unsuitability for the profession.” Examples of such behavior include:
   - Consistent inability to assess problem situations in a mental health
or educational setting and determine how to negotiate/compromise or otherwise resolve the situation

- Ongoing inability or unwillingness to recognize personal boundary/power issues which a); inhibit or prevent the student from learning appropriate professional behavior/counseling skills; and/or b) have the potential to harm a client
- Ongoing inability or unwillingness to participate in learning activities designed to promote and improve self-understanding, self-analysis skills and interpersonal skills

**Appeals Process**

All members of the University community are entitled to fair and equitable procedures and have the right of appeal. A student who believes the University policy imposes an undue hardship, or has not met reasonable accommodations for a disability may submit a petition requesting waiver of the specific policy through the Registrar’s Office. The student will be informed in writing of the results of the appeal.

Guidelines for grade appeals are in the Registrar’s Office. Members of the community who believe that they have not been accorded rights under the 1990 Americans with Disabilities Act, the Civil Rights Act of 1964 or Title IX of the Higher Education Amendments of 1972 may submit inquiries to Equal Opportunity Program Director, Room 2515, J.J. Daniel Hall, 620-2507.

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**Policies**

**Diversity and Inclusiveness Recruitment Policy**

The University of North Florida (UNF) Clinical Mental Health Counseling (CMHC) program recognizes, acknowledges and values principles of diversity, inclusiveness, equal rights and social justice. Acceptance of these principles directs our need to maintain a commitment to equal opportunity in recruitment of students. Also important is our recognition of the need for a diverse faculty to be mentors and role models for students.

UNF strives to increase its recruitment and retention of a diverse student and faculty population. It is therefore the goal of the CMHC program to follow UNF’s modeling to employ a variety of approaches for recruiting and retaining diverse populations and for maintaining openness to the importance of inclusiveness. With a focus on this goal, the following strategies are employed.
• Establishing outreach and personal contact with diverse populations
• Maintaining and increasing mentor accessibility with university academic advising offices, faculty, and staff
• Strengthening relationships with diverse communities
• Active involvement on various community boards
• Increasing attendance at community culturally relevant events
• Using holistic and equitable admissions requirements (i.e., using multiple criteria)
• Seeking to employ a diverse faculty
• Continuing to support a systematic university affirmative action program.

Ethical/Legal Awareness
CMHC students are required to adhere to the American Counseling Association Code of Ethics and the Ethical Standards of the Florida Department of Health licensing board. Since this program is practitioner-based students train with client/counselor roles. These roles are considered a simulation of the client/counselor relationship and, therefore, subject to ethical and legal regulations governing these types of relationships. Given the importance of ethics and the law, students are required to take MHS 6700: Legal, Ethical, and Professional Issues in Counseling during their first semester where they review professional and state licensing code of ethics and legal practice requirements. Students are required to sign statements of ethical and legal awareness prior to beginning all clinical experiences.

Student Endorsement Policy
Faculty members in the CMHC Master’s Degree Program have adopted endorsement guidelines as provided in the current version of the American Counseling Association (ACA) Code of Ethics. Per the ACA Code of Ethics (2005), “F.5.d. Endorsement: Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement” (p. 14).

In the academic setting, endorsement includes, but is not limited to, the following activities:
• Approving a student for graduation clearance once he or she has completed all academic requirements of the CMHC
Master’s Degree Program and has not demonstrated impairment as defined by the ACA Code of Ethics

- Preparing a letter of reference for a student for employment, a credential (e.g., LMHC, LPC), a doctoral program, etc.
- Fielding a telephone call, written, or digital request from a potential employer, credentialing body, institution of higher learning, etc., regarding a student’s potential for success in the field of clinical mental health counseling.

**Program Endorsement Policy**

At various times students require an endorsement – a verbal or written recommendation – from program faculty in order to:

- Obtain graduation clearance after application for graduation has been submitted and once all academic requirements of the CMHC Program are completed
- Secure a practicum or internship placement
- Gain employment after graduation from the program
- Obtain licensure as a mental health counselor or other counseling credential
- Apply for doctoral, professional, or other graduate degree programs

When students apply for graduation, advisors in the Brooks College of Health Academic Advising Office; the student’s program mentor; the CMHC Clinical Director; CMHC Program Director; and the Department Chairperson review their records. Care is taken to ensure that every student has completed the requirements of the program. If faculty and administration find the student has successfully completed all necessary course work, the student’s file is forwarded to the Registrar’s Office.

In accordance with the ACA Code of Ethics (2005; Section F.5.d.) students are endorsed by faculty only for a position or credential for which they have been prepared. Students should be aware of this policy and seek endorsement only for employment and credentials that are appropriate given the student’s training, coursework and supervised experience qualifications. Students should request verbal and/or written references well ahead of due dates and permit faculty reasonable time to prepare these.

Upon successful completion of the Master of Science degree in CMHC, students are eligible to become Registered Mental Health Counseling Interns in the state of Florida. Please visit the website for The Florida Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling for details on obtaining full licensure as Mental Health Counselors (LMHC).
Non-Discrimination Policy Regarding Persons with Disabilities

The CMHC program adheres to UNF’s non-discrimination policies as stated on the ADA Compliance office website http://www.unf.edu/adacompliance/. UNF is committed to creating a culture of sensitivity for individuals with disabilities where inclusion is essential to contributing towards a society that eliminates exclusion and segregation. It is UNF’s goal to continuously improve the accessibility of our campus, programs, and activities for individuals with disabilities. Promoting our goal to move beyond compliance is imperative to create an environment where access to programs and facilities appears seamless.

In keeping with UNF’s philosophy, the CMHC program does not discriminate on the basis of disability in the recruitment, admissions and retention of students, faculty or staff. The CMHC program also adheres to specified federal laws and regulations in the operation of any of its program and all program related activities. (See Appendix C for Disability Etiquette guidelines).

Background Check and Professional Liability Insurance

Students are required to apply for and pass a criminal background check and finger printing in your first semester of the program and a re-check in the fall of your second year. You cannot begin practicum or internship client contact until you have cleared the University required background re-check. Please refer to background check information on the CMHC Blackboard for additional information.

Information revealed by a background check may:

- Prohibit participation in required practicum and/or field experiences.
- Prohibit students from taking required post-graduate state and national examinations for licensure and/or certification and/or post-graduate internships.

If you have concerns regarding a background check be sure and discuss this with the Clinical Director or the Program Director.

Students are not required to purchase professional liability insurance as long as they are enrolled in the Clinical Mental Health Program. The University covers this for students.

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Student Opportunities

Personal Counseling for Students
While individual counseling for each student is not required, students are strongly encouraged to participate in their own personal therapy. The UNF Counseling Center, located in Founders Hall, Building 2, provides individual counseling at no additional cost to students. This is important not only to help you understand the counseling experience from a client’s perspective but also to help you participate in self-care as you go through this Program, which may trigger personal issues. If you are doing any of your clinical experiences in the counseling center the center staff can assist you in making arrangements for counseling.

Professional Organizations
Students are encouraged to join local, state and national professional associations. Students are also highly encouraged to be active participants in their professional associations. This level of participation includes submission of papers and poster; participation on student specific committees and any other student let experience. The benefits of membership are networking with professional counselors and developing increased knowledge in the field from workshops, meetings, and relevant journal articles. Organizations of interest include:

- American Counseling Association- [www.counseling.org](http://www.counseling.org)
- American Association of Mental Health Counselors- [www.amhca.org](http://www.amhca.org)
- Florida Counseling Association- [www.flacounseling.org](http://www.flacounseling.org)
- Florida Mental Health Counseling Association [http://www.fmhca.org](http://www.fmhca.org)

Chi Sigma Iota
Chi Sigma Iota is the International Honor Society of professional counseling. Its mission is to promote scholarships, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Invitation to apply to the UNF chapter of Chi Sigma Iota is based upon the following criteria:

1. Completion of one semester of full-time grade course work
2. Earned grade point average of 3.5 or higher
3. Recommendation of the membership by the Sigma Phi Epsilon chapter

For the further information contact Dr. Natalie Arce Indelicato, [n.indelicato@unf.edu](mailto:n.indelicato@unf.edu) Chapter Faculty Advisor; or contact Chi Sigma Iota at [http://www.csi-net.org](http://www.csi-net.org)
Osprey E-mail Accounts
All students are will be given their own osprey e-mail account upon enrollment in a UNF program. Students maintain their Osprey email accounts for life. Please review Osprey Email Frequently Asked Questions for more information. All official university and program communication will be delivered to this address.

Data Analysis, Word Processing, and the Help Desk
Students have access to word processing, data analysis, and other computer functions through the UNF Computer Center and the UNF Library. Both IBM compatible and Macintosh computers are available. The University Computer Center, located in the Matthews Building 15, offers training in the use of computing equipment and systems. The Help Desk, also located in Building 15 and readily available by phone or via e-mail, is most helpful in addressing computing issues and problems that arise. They are there for your use! Additionally, there are computer workstations on the 3rd floor of The Brooks College of Health, Building 39, Room 3064 for student use.

Library Facilities and Holdings
The UNF library is a 120,000 square foot facility covering four floors and containing more than 650,000 holdings including 52,000 audio/visual units, 1.2 million micro format units, and 2,520 subscriptions to journals. Students will find most of the top tiered and more nuanced counseling, psychology, and related in the library.

The entire card catalog is computerized and students have access to dozens of computers on each floor of the library. Computerized searches are accomplished easily through the library system, LUIS. The on-line catalog has both in-library and remote access. Interlibrary loans through the State University System are available to students at nominal charges. Many documents, including older journals and all ERIC documents, are maintained on microfiche.

Copy machines are available on each library floor. Additionally, the library staff provides group and individual instruction related to conducting computer searches, doing literature reviews, etc. They also offer a comprehensive guide to services available on-line and in hard copy.

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Faculty

Natalie Arce Indelicato, Ph.D., Assistant Professor & Clinical Director; Faculty Advisor, Chi Sigma Iota, n.indelicato@unf.edu

Cynthia Scott, Ph.D., Associate Professor, cscott@unf.edu

Tes Tuason, Ph.D., Associate Professor, ttuason@unf.edu

Richmond D. Wynn, Ph.D., Assistant Professor & Director rwynn@unf.edu

Sharon T. Wilburn, Ph.D., Professor Emerita, swilburn@unf.edu

NOTE: Not included in the above list are the numerous experts and scholars, clinical faculty, and part-time faculty who offer their outstanding services to the program on an ongoing basis.

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Appendix A: CMHC Student Statement of Understanding

I understand that the successful completion of the Clinical Mental Health Counseling Program is dependent upon a healthy balance of personal and professional characteristics and skills required for effective interventions in counseling settings. These personal and professional characteristics include attitudes and behaviors as well as academic performance. I acknowledge that the program faculty members have an ethical responsibility to monitor my progress and to inform me when my skills, knowledge, attitudes, or behaviors are below standards expected for graduate students in Clinical Mental Health Counseling.

I have reviewed the contents of this Handbook and agree to abide by the guidelines and policies incorporated into the Clinical Mental Health Counseling Program Handbook under which I was admitted.

If faculty members deem my performance in any area to be deficient, I may be directed to: personal counseling, writing or speech courses, withdraw from specific courses, desist temporarily from continuing course work, perform voluntary or paid work in a school or agency, repeat courses, or withdraw from the program permanently.

As a student, I have the right to appeal any of the decisions made by the faculty. I agree to follow faculty directives and to notify them if I intend to appeal.

A copy of this signed document will be given to the student’s faculty advisor. A copy will also be placed in the student’s clinical file.

_________________________  __________________________
Student – Print Name       Date

_________________________  __________________________
Student Signature               Date
Appendix B: iWebfolio: Getting Started Guide

Overview
Welcome to your brand new CMHC Professional Identity Portfolio! UNF has purchased iWebfolio software and is providing it at no cost to selected UNF students. With iWebfolio:

- You can create an unlimited number of portfolios and dynamically share them with anyone, including faculty, peers, admissions departments, colleagues, or potential employers.
- You can upload artifacts, add reflections, and share insights about each piece of work to demonstrate abilities and showcase special talent.
- Faculty members and others given access to your portfolio can review, rate, and provide feedback about your work.
- You control who views your content and for how long. A record of access allows you to be aware of who has reviewed each portfolio by date.

Creating your iWebfolio Account
You will receive an automated email sent from support@nuventive.com to your UNF email address. Click on the link in the email and follow the directions to create your account. Once you have created your account, from then on you can get into iWebfolio by going to www.iwebfolio.com and logging in with the credentials you have created.

Getting Started
The following browsers are supported by iWebfolio
- Windows: Internet Explorer 6+; Safari 3+; Firefox
- Mac: Safari 3+; Firefox

Navigating Within iWebfolio
Within iWebfolio you should not use the back button on your browser. Use the navigation buttons within the application. Using the back button on your browser will give unpredictable results.

Step 1: Creating a New Portfolio
1. Click the Portfolios tab in the top navigation bar.
2. Click the Create New Portfolio link near the top center of the screen. You will be asked whether you would like to base the portfolio on a template.
3. Select the option Yes. Browse the folders and select the CMHC folder, CMHC (M) d4 template. (Note: if you already started a portfolio using the d3 template, you are asked to create a new portfolio using the d4 template and copy over your materials.)
4. Your name will be filled in with the information from your profile.
5. Click the Save button. You will be taken to the edit portfolio screen where you can begin adding artifacts.

**Step 2: Adding Content to your Portfolio Categories**

*Categories* (main tabs in the left hand menu) within a portfolio serve as a table of contents by grouping similar artifacts you have attached to the portfolio. Reviewers will see a list of these categories when they view your portfolio and can use the categories to help navigate within the portfolio. For example, the CMHC template contains a category named “Home” to which you will add text, images, and/or artifacts that introduce you to the portfolio reader.

To add content to your portfolio, click on a content area (e.g. Home) and look for the Edit link in the upper right hand corner. Click on Edit, and the item editor will pop up. Please refer to the separate Item Editor Reference Guide (in the Help Documents for Owners section of http://www.iwebfolio.com/public/template_unf) for detailed instructions on how to use the Edit window. Be sure to save your work frequently. Save and Continue keeps you on the same page, whereas Save and Return returns you to the portfolio view.

- You can add text, images, web links, documents, videos, or any other electronic files.
- In order to add files, you need to upload them to your Files area first.
- Your storage limit for your entire iWebfolio account (including all portfolios you create) is 500Mb. However, one file that is linked to multiple portfolios counts only once toward that quota.

**Items** (also called *Attachments*) are “subcategories”. Some (e.g. Foundations under CMHC Specialty) are provided for you; you may create others in your Items area, then Attach an item to a section of your portfolio (e.g. Professional Identity) by clicking on Attachments, then Add Attachment.

**Step 3: Giving Access to View your Portfolio**

By default, Drs. Wilburn, Wynn, and Miller have access to view your portfolio.

If you wish to give permission to someone else to view your portfolio, you may go to the Permissions tab and either

- Select UNF Reviewers from the dropdown Permissions list, click on the CMHC folder on the left side, select that person from the list of CMHC reviewers, and click Save; or
- Select Custom Reviewers from the dropdown Permissions list, Add a Custom Reviewer, and then click Give Permission for that reviewer.

**Step 4: Reviewer Ratings**

- Your instructors can provide feedback on some parts of your portfolio, which you can see by clicking on the Feedback link on any page for which feedback has been added, or on the title of the portfolio itself.
- See also the help documentation (linked from the upper right corner of each iWebfolio screen), Portfolios section, How do I review feedback on a portfolio? area, for other ways of accessing feedback.
Step 5: At some point you may wish to re-use parts of this portfolio for other purposes (for example, a job application portfolio). You can do one or all of the following:

- Copy this portfolio and modify it as you please.
- Note that when you copy the portfolio, all template items are copied into your Items area (to view them, select All Items from the dropdown Filter menu in the upper right hand corner of your Items page).
- Now you can reuse items as you wish in other portfolios. Click on the Add Attachment link (it won’t be visible on all pages); click Show All Items; and Attach the item or items you want.
- You can also Add New Items, and organize existing items into folders.
- Start a new portfolio, with or without a template.

Getting Help:

- Once you log into iWebfolio, there are two tutorials, linked from the upper right hand corner of the screen, that will help you get started: an overview tutorial and a tutorial for building portfolios based upon templates.
- The on-line help, also accessed from the upper right hand corner of the screen, addresses frequently asked questions about all the primary functions of iWebfolio.
- UNF specific help documentation is linked from http://www.iwebfolio.com/public/template_unf
- Dr. Judith Miller, X2765, j.miller@unf.edu is the iWebfolio administrator at UNF and is happy to help you with problems.
- Email support@nuventive.com (M-F 8:30-5).
Appendix C: Disability Etiquette

In the same vein as the aforementioned guiding principles, understanding how to work with individuals with disability correctly, humanely, and with optimum understanding is of upmost importance whether they be clients or colleagues. If you have not had many interactions with persons with disabilities, you may not know exactly how to react. For example, you may ask yourself “how do I talk to someone in a wheelchair?” or “how do I interact with someone who is blind or deaf?” “How do I interact with someone with schizophrenia?” What follows are some guidelines to ensure respectful and equal treatment of people with disabilities.

Things to remember
- Individuals with disabilities are people!
- Individuals with disabilities are whole people!
- They expect to be treated with the same dignity and respect that you do.
- Just because someone has a disability does not mean he/she is disabled.

Proper Terminology

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person with a disability</td>
<td>Cripple</td>
</tr>
<tr>
<td>Disability</td>
<td>Handicap; handicapped person</td>
</tr>
<tr>
<td>Mental or emotional disability</td>
<td>Crazy; insane</td>
</tr>
<tr>
<td>Addictive disorder</td>
<td>Alcoholic/Addict</td>
</tr>
<tr>
<td>A person who has mental or developmental</td>
<td>Moron; retarded; feebleminded</td>
</tr>
<tr>
<td>disabilities</td>
<td></td>
</tr>
<tr>
<td>Able-bodied; able to walk, see, etc.</td>
<td>Healthy; normal- Just because someone has</td>
</tr>
<tr>
<td></td>
<td>a disability does not mean they are not healthy</td>
</tr>
<tr>
<td>A wheelchair user; walks with aid</td>
<td>Confined/restricted to a wheelchair</td>
</tr>
<tr>
<td>A person who is deaf/ hearing impaired</td>
<td>Deaf and dumb; mute</td>
</tr>
<tr>
<td>A person with epilepsy</td>
<td>An epileptic</td>
</tr>
<tr>
<td>A person with cerebral palsy</td>
<td>Spas… a cerebral palsy victim</td>
</tr>
<tr>
<td>A successful/productive person</td>
<td>Person who has overcome his/her disability. Person who is courageous.</td>
</tr>
</tbody>
</table>
General Disability Etiquette

- Remember, he/she is a person, NOT a disability.
- Never patronize them by patting them on the head or back.
- Offer to shake their hand, even if it appears as if they have limited use of their arms or have an artificial limb. Simply the gesture will help them feel accepted and create a warmer environment for communication.
- For those who cannot shake hands, lightly touch the individual on the shoulder or arm to welcome their presence.
- Look at and speak directly to the person, not through a companion, care-taker, or interpreter.
- Treat adults as adults.
- Don’t apologize if you use an expression such as “I gotta run” or “See you later” that relates to the person’s disability. These expressions are part of everyday language and it is likely the apology will be more offensive than the expression.
- Don’t pet or feed service animals or guide dogs as they are working.
- When giving directions, make sure you consider things such as the weather, locations of ramps/curb-cuts, and other physical obstacles that may hinder travel for individuals with disabilities.

Speech Disability Etiquette

- Never assume….many people mistakenly identify these individuals as being mentally retarded or mentally ill. Make sure to be patient in finding out which communication method works best for them.
- Be 100 percent attentive when conversing with an individual who has difficulty speaking.
- If you are in a noisy and/or crowded environment, don’t panic. Just try and move to a quieter location to talk.
- Let them complete their own sentences. Be patient and do not try to speak for them. Do not pretend to understand; instead, tell them what you do understand and allow them to respond.
- Do not be corrective, but rather, encouraging.
- When necessary, it’s OK to ask short questions that require short answers.

Wheelchair Etiquette

- Individual who use wheelchairs may require different degrees of assistance.
- Some who use wheelchairs may also use canes or other assistive devices and may not need his/her wheelchair all the time.
- Do not automatically assist the individual without permission. It is ok to offer assistance. However, if the offer is not accepted, respect his/her request!
- If you will be speaking with an individual in a wheelchair for more than a couple of minutes, find a place where you can sit down to give the individual a more comfortable viewing angle.
- A person’s wheelchair is part of his/her own personal space. Never move, lean on, rock, or touch his/her wheelchair without permission. In addition to being rude, it can be dangerous.
Do not assume that having to use a wheelchair is a tragedy. Wheelchairs can be a means of freedom to fully engage in life.

**Hearing Disability Etiquette**
- Do not shout at a hearing impaired person unless they request you to. Just speak in a normal tone but make sure your lips are visible.
- Keep conversations clear and find a quiet location to communicate.
- If you are asked to repeat yourself, answering “nothing, it’s not important” implies the person is not worth repeating yourself for. It is demeaning; be patient and comply.
- Show consideration by facing the light source and keeping things (such as cigarettes or your hands) away from your mouth while speaking.
- It is ok to write a note to someone who is hearing impaired. Sometimes it is a necessity.

**Visual Disability Etiquette**
- When meeting someone with a visual disability, identify yourself and others with you (e.g. “Jane is on my left and Jack is on my right.”). Continue to identify the person with whom you are speaking.
- If you go out to dinner with an acquaintance with a visual disability, ask if you can describe what is on the menu and what is on his/her plate.
- When walking with someone with a visual impairment, offer them your arm for guidance. Do not take their arm. They will likely keep a half-step behind to anticipate curbs and steps.

**Words and phrases guidelines**

**Disability vs. Handicap**
- A disability is a condition caused by such things as an accident or trauma, disease, or genetics that limits a person’s vision, hearing, speech, mobility, or mental function.
- A handicap is a constraint imposed upon a person, regardless of that person’s ability or disability. These constraints can be physical or attitudinal. For example, stairs and curbs are handicaps imposed on those who use wheelchairs.

Always remember that the person is not the condition. Keep all your speech person focused, not disability focused.

**Avoid terms that carry a negative connotation:**
- Abnormal, Crazy, Afflicted, Confined, Crippled, Defective, Handicapped, Invalid, Lame, Palsied, Retarded, Stricken, Sufferer, Victim, Withered
- Use empowering, individualized vocabulary; don't clump them with phrases like "the blind" or "the disabled."