



*Masters of Arts in Clinical
Mental Health Counseling*

Student Handbook

Counselor Education Program

CONTENTS

LeTourneau University Disclosure Statement.....	3
LeTourneau University General Information.....	4
LeTourneau University Vision Statement	5
LeTourneau University Mission Statement	5
Counseling Education Program Mission Statement	5
School of Psychology and Counseling Mission Statement	5
Counseling Education Program Faculty	6
Admission Requirements for Clinical Mental Health Counseling	7
Financial Aid.....	8
Standards for Continuance in Graduate Counseling Programs.....	10
Professional Dispositions	15
Technology Use and Competence.....	15
Personal Counseling Services.....	16
Academic Components	17
Clinical Qualifying Evaluation (Applied Lab).....	20
Clinical Training.....	21
Policy on Remediation and Dismissal of Students Related to Academics and Clinical Training.....	24
M.A. Clinical Mental Health Counseling Student Acknowledgement Form.....	27
Appendices.....	28

Disclosure Statement

Students are responsible for meeting all academic and professional requirements for graduation. Students who plan to practice counseling outside of Texas are responsible to know all requirements of their state board of counseling. Enrollment in LeTourneau's graduate programs does not guarantee a degree or state license. Students are to read and to adhere to the policies and procedures outlined in the student handbook.

LeTourneau University General Information

About LeTourneau:

LeTourneau University is named for our founder, Mr. R.G. LeTourneau. While flying over the area in 1946 to select a manufacturing site, Mrs. LeTourneau saw the sprawling complex of a vacated Army hospital consisting of over two hundred frame buildings. When told the facility was no longer in use, Mrs. LeTourneau asked about establishing a school to serve the many GIs returning from war. The site was secured and LeTourneau Technical Institute was established. Since then, LeTourneau Technical Institute has become LeTourneau University, an interdenominational Christian university, offering both undergraduate and graduate degrees.

Accreditation:

The M.A. in Clinical Mental Health Counseling is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Mission Statements

LeTourneau University Vision Statement

Claiming every workplace in every nation as our mission field, LeTourneau University graduates are professionals of ingenuity and Christ-like character who see life's work as a holy calling with eternal impact.

LeTourneau University Mission Statement

LeTourneau University is a comprehensive institution of Christian higher education where educators engage learners to nurture Christian virtue, to develop competency and ingenuity in their professional fields, to integrate faith and work, and to serve the local and global community.

Counselor Education Program Mission Statement

The Clinical Mental Health Counseling Program at LeTourneau University prepares counseling professionals to engage with varied populations through the use of counseling skills, ethical practice, holistic attention, and a systemic orientation. Graduate students also learn to integrate counseling through the lens of a Christian Worldview, personal awareness, and growth. The program graduates students who help hurting people, families, and communities by working alongside a diverse world to promote social involvement and change.

School of Psychology and Counseling Mission Statement

The School of Psychology and Counseling engages students in an environment of excellence, service, professionalism, and transformational faith. Students are committed to personal and professional growth and wellness, academic success, and integrity in vocation. Graduates enhance the quality of life for individuals, couples, families and communities through holistic integration of counseling and the Christian worldview.

Counseling Faculty and Staff

Dr. Malinda Fasol
Unit Leader
Associate Professor of Counseling
malindafasol@letu.edu

Dr. Aimee Hicks
Director of Clinical Training
Assistant Professor of Counseling
aimeehicks@letu.edu

Dr. Deborah Bannan
Assistant Professor of Counseling
deborahbannan@letu.edu

Stacey Hudman
Administrative Assistant
staceyhudman@letu.edu

Jennifer Audas, M.A. MFT
Academic Advisor
jenniferaudas@letu.edu

Admission Requirements for Clinical Mental Health Counseling

Diversity:

The Counselor Education Program, like the university, provides equal opportunity in its admission without regard to race, color, or ethnic origin in administration of its educational policies, admission policies, and other school-administered programs.

University Requirements:

- 1) Submit a completed application for admission to the graduate program.
- 2) Submit official transcripts of all undergraduate work and any graduate work that has been attempted or completed.
- 3) A bachelor's or master's degree from a regionally accredited college or university with a minimum cumulative grade point average of 2.75 (on a 4.00 scale). Applicants who do not meet the GPA requirements for unconditional acceptance into the M.A. Clinical Mental Health Counseling program may be allowed to enter on academic probation if the GPA for their last 60 hours is at least 2.75 (on a 4.00 scale) and all other admissions criteria are successfully met.
- 4) Applicants who meet admission requirements must complete a successful interview with a faculty member or designated interviewer.
- 5) Applicants who have not completed at least 12 hours of undergraduate psychology coursework (or 9 hours of undergraduate psychology coursework and 3 hours of statistics) with a grade of C or higher will be required to enroll in PSYC 5003 Introduction to Counseling.
- 6) Applicants who have not completed Abnormal Psychology with a grade of C or higher will be required to take PSYC 5013 Advanced Abnormal Psychology and earn a grade of C or higher prior to enrolling in COUN 5043 Psychopathology.
- 7) Applicants who have not completed Elementary Statistics with a grade of C or higher will be required to take PSYC 4603 Statistics and Research Methods I and earn a grade of C or higher prior to enrolling in COUN 5053 Research Methods.

Counselor Education Program Requirements

1. Applicants who meet initial admission requirements must complete a successful interview with the Graduate Counseling Faculty committee prior to receiving an official notification of admission.
2. Applicants will submit an essay to the Graduate Counseling Faculty committee. The details of the essay requirements will be provided by the Unit Leader of the Counselor Education Program.
3. Applicants who have not completed a minimum of 12 hours of undergraduate coursework in psychology with a grade of C or higher will be required to enroll in leveling courses such as Introduction to Counseling, Abnormal Psychology, and Research Methods and Statistics.
4. New students are required to attend Student Orientation. Please consult with your academic advisor for more information.

Financial Aid

Students requesting financial aid will need to contact the Financial Aid Office.

Representatives in this office are available to assist with planning university expenses and ways to meet them.

Financial aid for graduate students includes grant, loan, or work-study employment offered to help students meet education-related expenses.

Student Academic Progress Policy:

Federal regulation requires students must make satisfactory academic progress if they receive Title IV aid. Title IV aid includes financial assistance such as Pell Grants, Supplemental Educational Opportunity Grant (SEOG), Perkins Loans, Federal Direct Student Loans, PLUS Loans, and Work Study.

All students enrolled at LETU who receive financial aid through the University or the Federal Title IV Assistance Program must meet the satisfactory academic progress (SAP) requirements as defined below to be eligible for further aid. Students' SAP will be checked annually after each spring semester and will be based on achieving both qualitative and quantitative requirements.

At the end of an academic year, if qualitative and quantitative requirements are not met, the student will be notified and placed on financial aid suspension.

Graduates students receiving financial aid should be familiar with the SAP requirements, which are:

- **Qualitative Requirements:** Students must have a cumulative grade point average of 3.0, and must meet this academic standard through the completion of the degree
- **Quantitative Requirements:**
 1. Students must pass, as a minimum, 67% of attempted credits per academic year.
 2. Students must also complete their program measured in credit hours in a maximum timeframe no longer than 150% of the published length of the program
 3. Transfer students must have earned credits at another school that will count toward the degree at LETU. Only transfer credits that apply to the student's degree will count as part of the 150% maximum timeframe. Non-credit or remedial coursework is not applicable at LETU.
 4. Students pursuing a second degree will have a new maximum timeframe.
 5. Withdrawals are counted as an attempted class that was not successful.
 6. Incompletes will be counted as an attempted class that was not successful.
 7. Repeated courses are counted as attempted and successfully completed.

Appeal Process:

Students on financial aid suspension have the option of submitting a letter of appeal written to the Director of Financial Aid. The appeal must address the reason the student failed to make satisfactory academic progress and what has changed in the student's situation to enable the student to demonstrate satisfactory progress at the next evaluation point. Appeals are reviewed and decided on a case-by-case basis by the Financial Aid Appeals Committee. Students will be notified in writing regarding the outcome of the appeal. Students should consult the Office of Financial Aid to discover the submission deadline for their situation.

If the appeal is approved, the student will be given the following semester to meet the eligibility requirements, or have an academic plan developed that will ensure the student is able to meet the requirements by a specific point in time. Academic plans are developed by the student's academic advisor in collaboration with a representative from the Office of the Registrar.

If the appeal is denied and the student is still academically eligible, the student may continue to attend LETU without Title IV assistance. A student on Financial Aid Suspension may regain eligibility by meeting Satisfactory Academic Progress requirements.

At the end of the following payment period or academic plan timeframe, if a student has not met the required standards, the student will be placed on financial suspension from LETU. A second appeal is permitted.

Standards for Continuance in the Graduate Counseling Programs

Academic Standards

Graduate students in counseling are expected to uphold high standards of academic excellence. The following academic standards must be met for the duration of the student's graduate program:

- 1) All work is submitted on time. No late work is accepted without prior approval from the instructor.
- 2) A grade of D is not considered passing and will not count toward meeting graduate requirements.
- 3) All graduate students must maintain a cumulative GPA of 3.00 or higher. Graduate students falling below the required 3.00 GPA will be reviewed by the Dean of the School of Psychology and Counseling or an appointed committee of faculty and advisors in the same school. If a cumulative GPA of 3.00 is still possible, the student may be subject to academic probation. Failure to make satisfactory academic progress will result in academic suspension.
- 4) Graduate students may repeat courses in which a grade of C or lower has been earned, but students will receive credit only once toward fulfillment of degree requirements. The course name, original grade, and all repeated grades will remain on the student's transcript. The prior grade will not count toward hours attempted, hours completed, or total grade points. Students may repeat a course and have the prior grade removed from the calculation of the cumulative GPA if the following guidelines are met:
 - a) A course in which the grade of C or lower has been earned may be repeated twice.
 - b) No more than 20% of the required hours for a program may be replaced.
 - c) A Declaration of Course Repeat form should be submitted to the Office of the Registrar prior to the start of the repeated course to ensure correct GPA calculation.
- 5) If a student receives an "I" in any graduate course, it is the student's sole responsibility to turn in completed hours/work before the official date when the "I" converts to an "F." The student is responsible to know when these deadlines occur.

Academic Honesty and Integrity

A foundation of mutual trust is essential to the learning community. Students and faculty break that trust when they violate ethical standards the community of scholars expects each member to uphold. Academic dishonesty is a serious breach of trust within the Counselor Education Program and LeTourneau University community because it violates the regard for truth that is essential to genuine learning and Christian consistency. From a

broader perspective, it hurts both offending students and their peers who complete their work with integrity. Therefore, the Counselor Education Program (CEP) and the LeTourneau University community will not tolerate academic dishonesty and encourages a student who experiences particular difficulties in a course to discuss the problem with the instructor rather than succumb to the pressure to commit academic dishonesty.

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation in an attempt to deceive. In an academic setting, this dishonesty may take various forms including, but not limited to, the following:

1) Cheating

Obtaining, distributing, or using test, unauthorized information regarding a test, or other unauthorized assignment material.

Using unauthorized files, tests, problems, or lab reports from previous classes other than allowed by the faculty member.

Copying or using unauthorized technological or print aids in tests, examinations, or laboratory reports.

Looking at an examination paper or answer sheet of another student.

Cooperating or aiding in any of the above.

2) Plagiarizing

Submitting someone else's words, work, or ideas as if they were one's own.

Presenting the words, works, or ideas of someone else without accurately or completely citing the source.

Self-plagiarizing or recycling (without permission of the faculty member) one's own work as original in one course when it was created in another course or for another assignment.

Counselor Education Program (CEP) Responses to Academic Dishonesty

Cases of academic dishonesty are typically first handled by the faculty member teaching the course in which the violation occurs. If a faculty member finds a student guilty of violating the Academic Integrity Policy, the possible sanctions he or she may impose include but are not limited to the following:

- First Offense: A requirement to redo the paper or assignment or receive a significant score reduction; instructor will consult with the CEP Unit leader and complete the academic dishonesty form.
- Second Offense: Receive a zero (0) on the assignment and failing the course; instructor will complete the academic dishonesty form and notify the CEP unit leader; the student will meet with the CEP unit leader and academic advisor for a remediation plan.
- Third Offense: Fail the course; meet with the CEP unit leader, Dean of The School of Psychology and Counseling, and the academic advisor to review the remediation plan and determine dismissal from the program.

Reporting the Violation to the Counseling Education Program

The faculty member should report the violation to the Counselor Education Program unit leader as well as complete the academic dishonesty form. This must be done within three business days of the violation. This system will help identify students who may be violating the academic integrity policy in multiple courses, allowing for better student remediation and a more appropriate disciplinary response.

First Offense: the instructor will complete the academic dishonesty form and notify the CEP unit leader within three business days. The violation is registered with the Dean of Students.

Second Offense: the instructor will complete the academic dishonesty form and notify the CEP unit leader within three business days. Upon receipt of the offense, the CEP unit leader will notify the student within three business days to schedule a meeting with the CEP unit leader, core faculty, and the academic advisor to discuss the remediation plan. The CEP unit leader will notify the Dean of The School of Psychology and Counseling of the remediation plan. A formal letter will be sent to the student. The violation is registered with the Dean of Students.

Third Offense: the instructor will complete the academic dishonesty form and notify the CEP unit leader within three business days. Upon receipt of the offense, the CEP unit leader will notify the student within three business days to schedule a meeting with the CEP unit leader, core faculty, Dean of The School of Psychology and Counseling, and the academic advisor to determine dismissal from the program. The Dean of The School of Psychology and Counseling will consult with the Dean of Students and the Academic Integrity Council. The student will receive a formal letter from the Academic Integrity Council.

Appeals Process for Academic Dishonesty

- The student will have an opportunity to appeal any sanctions imposed by either the accusing faculty member or Counselor Education Program. For sanctions imposed by the faculty member, the student is encouraged to first make an appeal to the faculty member.
- If the faculty member rejects the student's appeal, the student may submit a further appeal to the Counselor Education Program unit leader within 10 business days.
- The student may submit a further appeal to the Academic Integrity Council.
- Prior to hearing any appeal, the Academic Integrity Council will invite the accusing faculty member to either attend the appeal hearing or submit a written statement, at the

faculty member's choosing. The student may appeal sanctions imposed by the Academic Integrity Council within 10 business days of receiving the letter of review, and the Academic Integrity Council will hear the appeal at the closest upcoming meeting.

- For any appeal of an initial Academic Integrity Council decision, the Academic Integrity Council will expand to include one additional faculty representative from the school in which the alleged infraction occurred. This representative must not be the accusing faculty member.
- No one other than members of the Academic Integrity Council or those involved in the current appeal may attend Academic Integrity Council meetings.

After hearing verbal or written statements from the student and the accusing faculty representative, the Academic Integrity Council will convene in private and determine whether to dismiss, reduce, or uphold the sanctions by a majority vote of at least three out of five in the initial appeal or four out of six in the further appeal. If a majority vote cannot be reached, the sanctions will stand.

Academic Appeal Policy

Once a grade has been submitted to the Office of the Registrar, only the instructor can change the grade except in the case of a grade appeal. If a student believes that a final course grade has been improperly given, the student may appeal the grade by following these steps:

1. The student must contact the instructor in writing to seek a solution no later than four weeks after the end of the course. The instructor must notify the student of the decision within one week of being contacted by the student. If the instructor decides that a grade change is warranted, the instructor must submit a change of grade form approved by the dean of the academic school to the Office of the Registrar.
2. If the decision of the instructor is not acceptable to the student, an appeal may be made in writing to the CEP Unit leader within one week after notification by the instructor. The written appeal must specify both the complaint and the action requested. The unit leader must notify the student of the decision within one week.

If the decision of the unit leader is not acceptable to the student, the written appeal may be made to the Dean of The School of Psychology and Counseling within one week after notification by the unit leader. The Dean will seek a solution or may refer the matter to the Office of the Provost. The decision of the Office of the Provost is final unless the Office of the Provost refers the appeal to the Admissions and Standards Committee, in which case the decision of that committee becomes final.

Confidentiality

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical

obligation to the profession. In both these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding courses:

- 1) The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective counselor.
- 2) In some classes, there will be an emphasis on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- 3) Some classes may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- 4) It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.
- 5) Self-disclosures will not be used as a basis for grading any course. However, should a student disclose information indicating the possibility of impairment or the potential for harm to clients, the faculty may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- 6) Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. Faculty advisors can provide a list of therapy resources for students interested in referral information upon request. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- 7) Faculty members may discuss students' functioning (academic, interpersonal, professional) with other faculty, including the Provost, the Dean of the School of Psychology and Counseling, and CEP Unit Leader. For this reason, there is no implied confidentiality of student disclosures to faculty.
- 8) Although all instructors strive to create a safe environment for any personal disclosures, faculty cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.

Professional Dispositions Standards

All graduate students in the counseling programs are expected to uphold moral excellence consistent with the Counselor Education Program and LeTourneau's mission and the guiding ethical guidelines of the counseling profession. The LeTourneau graduate counseling student must demonstrate readiness to meet the level of professional behavior and service expected of a professional counselor. All students are expected to adhere to the professional dispositions and the ethical code of the American Counseling Association (ACA). These ethical codes should be reviewed online. In addition to these dispositions and codes, all LeTourneau graduate counseling students are expected to adhere to the following professional dispositions:

- Professional Ethics—exhibits conduct consistent with the mission of LeTourneau University, Counselor Education Program, and ACA code of ethics; provides excellent service to clients
- Professional Behavior—behaves respectfully to faculty, staff, peers, site supervisors, and others; exhibits excellent social and interpersonal skills, which includes oral and written communications (such as video conference calls, emails, text messages, in person communications).
- Openness to feedback—responds appropriately and non-defensively to class instruction, supervision, and other sources of constructive feedback.
- Emotional Stability—exhibits emotional balance and maturity with the ability to acknowledge and address any impairment that might place self or another at risk; demonstrates self-awareness and self-control in relationships with faculty, staff, peers, site supervisors, clients, and others.
- Professional and personal growth—demonstrates a commitment to ongoing professional and personal development; demonstrates engagement in learning, development, and practices that improve counseling competency and excellence; exhibits behaviors and attitudes that demonstrate ability to adapt to changes, unexpected events, situations, and new ideas.
- Multicultural Competency—demonstrates respect for culture; demonstrates multicultural competencies; demonstrates an appreciation and value for diversity.

Remediation Plan:

Failure to comply with ethical guidelines and/or the above expectations will be addressed by the faculty of the Counselor Education Program. The student will meet with the faculty to discuss academic standards or professional disposition concerns. The first offense will include a remediation plan. If a second offense is reported or the student fails to comply with the remediation plan, the Counselor Education Program faculty and the Dean of the School of

Psychology and Counseling will meet to evaluate the student's ability to continue in the program. Ethical violations may result in the dismissal from the program.

E-Professionalism

All graduate students in the counseling programs are expected to apply the ethical and moral standards promoted by the Counselor Education Program to their use of electronic media. Electronic media includes all social media, e-mail communications, text messages, or any other means of electronic communication. All standards outlined by the ACA code of ethics are to be applied to electronic media. In addition, graduate students are expected to uphold professional practice when engaged in electronic media. Professional practice includes appropriate photos and postings, text messages, and other electronic communications. Failure to comply will result in a remediation plan or dismissal from the program.

Technology Use and Competence

All graduate students in the counseling programs are expected to be able to use technology effectively and apply such technology to course requirements. This includes online class management systems (Canvas) and effective applications of technology software and hardware to program expectations. All graduate students are highly encouraged to have access to modern and rapid internet connections as well as the latest operating systems on their computers. Failure to have proper internet access and up-to-date software/hardware will severely hamper the graduate student's ability to successfully complete courses and program requirements.

Personal Counseling Services

Considering the high-stress and intimate nature of counseling, the faculty in the graduate counseling programs recommend that graduate students seek and experience their own counseling. Students in the Longview area may consider the following counselors:

Sonya Reeder, LPC – 903-918-4774

RJ Ferguson, LPC Intern – 903-918-6860

Natalie Hale, LPC Intern – 903-233-3490

Lauren Bradley, LPC Intern – 903-233-3490

If students is not in the Longview area, they can contact the Director of Clinical Counseling or go to their state's LPC website to locate counselors in their respective area.

Academic Components

Clinical Mental Health Counseling Degree:

Students pursuing the Clinical Mental Health Counseling degree will be eligible for licensure as a professional counselor (LPC). Students must complete the 66 credit hours to meet requirements for Texas Board of Professional Counselors.

New Student Orientation:

Students are required to enroll in the Student Orientation Canvas page, and participate in the virtual or residential Student Orientation with Graduate Counseling Faculty members. Student Orientation exposes students to the requirements and expectations, program objectives, professional dispositions, review of the student handbook, and review of documents such as course sequence, practicum and licensure information. Students will also learn about the university's online library, academic advising, and other services as such as technology support and personal counseling.

Program Objectives of the Counseling Education Program:

- Explain and implement ethical decision making skills
- Acquire and apply counseling skills, clinical assessment, testing, and intervention in counseling cases
- Understand the interpersonal aspects of theodicy, the dynamics of spiritual direction, and means by which to address spirituality in counseling
- Analyze and apply theories and skills related to individual, couples, and group counseling
- Demonstrate knowledge and skills of culturally, developmentally, and ethically sensitivity counseling
- Develop and describe a philosophy of counseling and professional identity
- Demonstrate understanding of contemporary issues, which include but not limited to gender, sexual orientation, addiction, and violence in treatment of individuals, couples, and families
- Explain research methodologies and program evaluation and its application to individual, couple, and family counseling

Required Courses:

See Appendix A for the course curriculum.

Level 1: Foundation Courses

COUN 5033 Professional Ethics

COUN 5023 Counseling Skills and Techniques

COUN 5043 Psychopathology

COUN 5083 Counseling Theories

COUN 5053 Research Methods

COUN 5073 Lifespan Human Development

COUN 5383 Family Assessment

COUN 5203 Group Counseling

Level 1 courses provide introduction to licensure and ethical rules and standards, basic counseling skills, assessment, professional dispositions, and APA. Need to make B or better in the above courses.

Level 2: Intermediate Courses

COUN 5123 Cognitive Behavior Therapy

COUN 5133 Psychological Testing

COUN 5093 Counseling Diverse Populations

COUN 5153 Psychopharmacology

COUN 5223 Career Counseling

COUN 5091 Couples Therapy and Assessment I

Level 2 courses require students to implement intermediate skills related to licensure and ethical rules and standards, counseling skills, assessment, and APA. At this stage, students should have minimal APA and grammatical errors. Students will also demonstrate their ability to utilize counseling skills such as setting goals, summarizing, writing a treatment plan, implementing appropriate theory and techniques, and demonstrate professional ethics and behavior.

Level 3: Advanced Courses and Field Experience

COUN 5593 Applied Lab

COUN 6013 Practicum

COUN 6023 Counseling Internship I

COUN 6033 Counseling Internship II

COUN 5291 Couples Therapy and Assessment III

Level 3 courses require students to demonstrate advanced reflection skills, appropriate use of confrontation, professional boundaries, and adherence to all licensure rules, ethical codes, practicum and internship site policies and procedures, state and federal laws, and university policies.

Transfer of Credits:

The Unit leader of the Counseling Education Program will work with the Office of the Registrar to determine if any previous graduate work can be transferred. Please note the rule of Texas Board of Professional Counselors regarding academic work:

681.81(h): A graduate degree and graduate coursework that was awarded or earned more than 10 years prior to the application date may not be used to fulfill the requirements for licensure unless the applicant has held a license issued by another state, has been counseling in Texas in an exempt setting for at least five years prior to the application date or the board waives this provision. If the board waives this provision, it may require the applicant to comply with additional conditions.

Academic Advising:

Each student has an academic advisor throughout the entirety of the program. The advisor helps with student registration and academic planning. Although students are strongly encouraged to interact with their advisors throughout the semester, the expectation is students will meet with their advisor at least once a semester in advance of registration. The academic advisors will communicate via your school email any due date reminders and other information pertaining to the counseling program. **Students are expected to check and read their school email on a regular basis.**

American Psychological Association Style and Format:

The Counselor Education Program requires all graduate students to use the current edition of the American Psychological Association (APA) writing style manual. Students may access www.apastyle.org as a supplement, not a replacement, of the APA manual.

Submitting Roleplays:

Several courses require students to submit roleplays via YouTube or MP4. The roleplays demonstrate the student's professionalism, counseling skills, and the use of theories and techniques. Students need to simulate real counseling sessions as much as possible. Students need to check the quality of both audio and light. It is the student's responsibility to find volunteers to help with the roleplays. Volunteers must be 18 years or older and are not family

members. The roleplays are required and cannot be substituted for other course work. Students cannot submit work from previous classes.

Canvas:

LETU uses Canvas Learning Management System for online courses. Tutorials are available to help students acclimate to this system. Instructors will post announcements on their Canvas course so students are expected to read the announcements as they contain pertinent information. Students are expected to review and record all due dates of assignments. Please note that sometimes the licensure boards will require a copy of the syllabi. It is the student's responsibility to keep a copy of all syllabi.

Writing Center:

The Writing Center provides LeTourneau students with one-on-one tutorial sessions. The tutoring staff will help students meet the challenge of effective writing in all disciplines by providing tips on:

- Developing strong introductions and conclusions
- Creating transitions
- Improving organizational strategies
- Using evidence for support
- Grammar, punctuation, and sentence structure
- Citing sources correctly (APA)

To schedule a tutoring session, use the online scheduling system at <https://tutortrac.letu.edu/TracWeb40/Default.html>. Appointments must be made 24 hours in advance.

The Writing Center is located in Room 225 (Student Activities/YAC room) on the 2nd floor of the Allen Family Student Center. Phone: 903-233-4470 and email: achievementcenter@letu.edu. Students may also schedule a Skype appointment.

Students are expected to write at the graduate level. All assignments must be void of slang, texting, shorthand, grammatical errors, misspelled words, plagiarism, copy/paste, and so forth.

Students also have access to www.tutor.com to help with punctuation and grammar.

Technology Services:

LeTourneau's Information Technology service is available Mon-Saturday from 8:00 am to 11:59 pm, and on Sundays from 2:00 pm-11:59pm. Phone: (866) TEC-LETU or (903) 2333500. Email: support@letu.edu. Please note: Students are expected to have internet connection, access

to WORD, PDF, Power Point, and other forms of technology. **Lack of access or knowledge of technology is not accepted as a reason for late work.**

Clinical Qualifying Evaluation –Applied Lab

Students in the M.A. Clinical Mental Health Counseling program must complete COUN 5593 (Applied Lab, Ethics, and Treatment Planning) before they can begin practicum. The purpose of the Applied Lab course is to evaluate the student's readiness for the clinical training portion of the program. Applied Lab is a four-day intensive held at the Longview campus. Students will submit work before and after the four-day intensive. As part of the Applied Lab class, each student will be interviewed by the Dean of the School of Psychology and Counseling, Counseling Education Program Core Faculty, selected faculty members, and other counseling professionals to evaluate readiness to begin the clinical training portion of the program. Students who are deemed ready to begin clinical training will be verbally affirmed by the interview committee. Students who are deemed not ready to begin practicum will be verbally informed and a written remediation plan will be given to the student within one week of the interview. The student will receive an "Incomplete (I)" in the Applied Lab class to be changed in accordance with university policy and/or the Counselor Education Program's remediation plan.

Students must successfully complete the following courses before enrolling in COUN 5593 Applied Lab, Ethics, and Treatment Planning:

COUN 5023 Counseling Skills and Techniques*
COUN 5033 Ethical, Legal, and Professional Standards*
COUN 5043 Psychopathology*
COUN 5053 Research Methods
COUN 5073 Lifespan Human Development*
COUN 5083 Counseling Theories and Family Therapies*
COUN 5093 Counseling Diverse Populations*
COUN 5123 Cognitive Behavioral Therapy
COUN 5133 Psychological Testing
COUN 5203 Group Counseling*
COUN 5223 Lifestyle and Career Counseling*
COUN 5383 Family Assessment*

*These courses require a grade of B or better.

Counselor Preparation Comprehensive Examination (CPCE)

During the first day of Applied Lab, students will complete the CPCE, which is the practice exam for NCE. The practice exam allows the students and faculty to help assess the student's

academic progress. If the student fails the practice exam, the counseling faculty will assist the student in a remediation plan. The student must pass the CPCE prior to taking COUN 6023 Counseling Internship I. Students are allowed three attempts to pass the practice exam. **See Appendix B for application, instructions, and fees for the CPCE. Failure to follow the instructions could result in the student having to drop Applied Lab.**

Students can study for the CPCE by using the following material:

Rosenthal, H. (2017). Encyclopedia of Counseling; Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination, 4th edition. Routledge Publishing, ISBN: 978-1138942653

Rosenthal, H. (2009). Vital Information and Review Questions, Audio CD. Routledge Publishing, ISBN: 978-0415801416

Clinical Training

The clinical training portion of students' graduate program serves as the foundation for practical application of material learned in class. During the practicum and internship students begin to embrace their professional calling and identity. For these reasons, the practicum/internship portion of students' training is given significant weight in the program; therefore, requires certain procedures before students can begin their clinical training.

General Information

As the student is nearing his/her completion of the prerequisites for practicum and internship, the student should contact the Director of Clinical Training by e-mail and request a "practicum and internship guide" which will give the student information on how to begin the process of securing a practicum site. All students are required to find their own site. Site selection should include appropriate clinical requirements (outlined in the practicum guide) as well as the potential to fulfill required hours. **Students must adhere to the due dates to submit all required paper work for practicum and internships. Your academic advisor will notify you of the due dates.** Typically, the deadline to submit practicum and internship paperwork is as follows:

Enroll Summer Semester: paperwork due by April 1

Enroll Fall Semester: paperwork due by July 27

Enroll Spring Semester: paperwork due by November 1

It is the student's responsibility to adhere to the due dates and to keep all copies of practicum and internship paperwork.

Practicum:

Students will take COUN 6013 Practicum once they have met all prerequisite requirements and have submitted required documentation to The Director of Clinical Training.

Practicum is a 15-week course that requires a total of a minimum of 100 clock hours with 40 direct client hours. Students will meet with their **on-site supervisor** for one hour per week as well as attend group supervision for 1.5 hours per week with their LETU instructor.

Students must continue practicum even if they have completed the required hours before the end of the 15 weeks. Any additional hours accrued cannot count towards COUN 6023 Internship I or COUN 6033 Internship II.

Students must make a B or better.

Internships:

After successful completion of COUN 6013, students will complete 600 clock hours of supervised counseling services with 240 being direct client hours. Students are required to complete two internships: COUN 6023 and 6033. Students must complete any prerequisites and required documentation before being granted approval to enroll in the internship course. Students must pass the CPCE prior to enrolling in COUN 6023. For COUN 6023, students are expected to complete a minimum of 300 clock hours with a minimum of 120 direct client hours. Students must continue the 15 week course even if they completed the required hours before the course ends. For COUN 6033, students are required to complete a minimum of 300 clock hours with 120 direct client hours. Students must complete the 15 week course even if they have met the required hours. Students must make a B or better in COUN 6023 and 6033.

Prerequisites and Site Selection:

Before a Master of Arts in Clinical Mental Health Counseling student can begin practicum, he/she must complete COUN 5593 Applied Lab, Ethics, and Treatment Planning as well as the prerequisites to COUN 5593, and pass the CPCE. Students must make a B or better in COUN 5593 and all prerequisites.

Once these classes have been completed, the M.A. Clinical Mental Health Counseling student is qualified to take the practicum course (COUN 6013). When qualification has occurred, the student must contact the Director of Clinical Training (by e-mail) and report that he/she desires to begin practicum. The Director of Clinical Training will send the student the “Practicum and Internship Guide” that outlines requirements and site selection parameters for the clinical practicum. As the student is considering practicum and internship, the following guidelines will be helpful:

- 1) All clinical practicum and internship sites are self-selected by the student. This insures that the student will perform his/her practicum/internship at a site that is of interest to the student.
- 2) Students should begin looking for practicum/internship sites even before the prerequisites are met. The student is encouraged to begin making connections with officials and site supervisors at sites of interest.
- 3) Each practicum/internship course runs an entire 15 week semester (not 7 weeks). 4) The student is ultimately responsible to know the academic requirements, including practicum and internship guidelines, in the state in which he/she desires to seek licensure.
- 4) The Director of Clinical Training must approve the site.

Goals for Clinical Training in Counseling

Making a contribution in the helping professions through these degrees allows LETU graduates to live out their calling with eternal impact. The clinical training experience for graduate students requires and allows them to complete a quality program that will equip academically and provide career opportunities for the future. By integrating professional counseling, applied psychology, and practical theology, students experience and impart Christ-centered transformation.

The Counselor Education Program's primary objective is to provide graduate level training in professional counseling from a Christian perspective. Secondary objectives promote additional activities designed to enhance student training and provide service to the Christian community. Upon graduation, students will be prepared to:

1. Apply distinctively Christian values within the context of individual, couple, and family counseling.
2. Demonstrate comprehension of the professional standards, ethical guidelines, and legal aspects of practice.
3. Demonstrate knowledge of various models of professional counseling useful for counseling individuals, couples, families, and groups.
4. Exhibit the skills necessary to establish and maintain effective helping relationships with individuals at various developmental levels and from diverse cultural groups.
5. Classify and diagnose clinical disorders and relational issues within the context of professional counseling.
6. Design and conduct treatment for clinical disorders and relational issues within the context of professional counseling.
7. Evaluate research in professional counseling and distinguish between excellent and poor quality research and research methods.

POLICY ON REMEDIATION & DISMISSAL OF STUDENTS RELATED TO ACADEMICS AND CLINICAL TRAINING

By policy, consistent with the Ethics and Standards of Practice of the *American Counseling Association*, the Counselor Education Program and LeTourneau University expect students to secure remedial assistance when needed, and **dismisses from the program students who fail to comply with Counselor Education Program and LeTourneau policies and procedures or who are believed to be unable to provide competent services due to academic or personal limitations.** Students are expected to meet the standards of performance delineated Under “Academic Standards” and “Professional Dispositions” and must demonstrate professional behavior and service expected of a graduate student in professional counseling with a Christian focus.

Because specific skills and personal qualities are essential to excellent performance as a counselor, students will be evaluated by the core faculty and advisors periodically during their training. Not every student is suited to the profession of counseling, and acceptance into the program does not guarantee continuation in the program. The admission process is designed to accept students who, through testing, prior academic performance, interviews and other applications processes, appear to have the academic, professional, and personal characteristics that may lead to success in counseling. However, such judgments inevitably are based on limited data. Moreover, life circumstances, personal crises, and difficulties may arise which interfere with a student’s continued success in the program.

Four categories of deficiencies present concerns and will lead to a plan of remediation and possibly dismissal from the Counseling Education Program or university. These include impairment, failure to demonstrate competence, ethical misconduct, and problematic behaviors.

Impairment is defined as interference in professional functioning, whether chemical, physical, and emotional or otherwise, that is demonstrated in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency;
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional or social functioning; or
- Relational and boundary setting traits or enduring behaviors that interfere with the establishment and maintenance of healthy relationships within or beyond LeTourneau.

Failure to Demonstrate Competence is defined as a lack of demonstrated skills or ability, including, without limitation, deficiencies in professional conduct, deficient interpersonal skills, academic deficiency, failure to fulfill academic requirements, neglect, repeated absenteeism, and/or similar behaviors. It would be deemed failure to demonstrate competence for a student to provide professional services beyond his or her current level of competence.

Ethical Misconduct occurs when the Ethical Principles and Code of Conduct of the *American Counseling Association* are not followed. These codes are intended to provide both general principles and the decision rules to cover most situations encountered by counselors and marriage and family therapists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counselors or marriage and family therapists work. It is the individual responsibility of each student to aspire to the highest possible standards of conduct.

Problematic Behavior refers to a student's persistent, unremedied behaviors, attitudes or characteristics that are deemed unacceptable for professionals in training. Performance anxiety, discomfort with client's diverse life-styles and/or ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status. Problematic behaviors are typically more situational and time limited rather than persisting across time and situations and, therefore, are expected to be corrected through counseling and remediation efforts initiated by either LeTourneau or the student without requiring further disciplinary action, up to and including dismissal.

Although each situation is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more serious impairment rather than a problematic behavior that is easier to remediate:

1. The student does not acknowledge, understand, or address the problematic behavior when it is identified.
2. The problematic behavior is not a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person is insufficient and cannot be restored or remedied.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.
6. A disproportionate amount of attention by training personnel is required.
7. Behavior does not change as a function of feedback.
8. Behavior negatively affects the public image of LeTourneau, or the training site.
9. Interpersonal relationship problems that suggest a personality disorder.

Identification and verification of impairment, failure to demonstrate competence, ethical violations, or problematic behaviors can arise from many sources, including, but not limited to, the classroom, a faculty member, a clinical supervisor, the student's advisor, a fellow student, or a member of the community. Both formal and informal interactions provide useful information in determining a student's need for remedial work or suitability for the counseling profession. The CEP and LeTourneau University retain the right to intervene and move toward remediation or dismissal at any point in the student's program in the event of impairment, failure to demonstrate competence, ethical violations, or problematic behaviors.

If a student is identified as potentially in violation of the standards outlined above, the following actions will be taken by the Counselor Education Program and the School of Psychology and Counseling:

- 1) The student is informed in writing that he/she is under investigation for possible violations of the Counselor Education Program's academic and/or behavioral standards, including specific allegations.
- 2) The student will be given one week to respond to the allegations in writing.
- 3) A committee will be formed by the Dean of the School of Psychology and Counseling to investigate and consider the allegations and the student's response. This committee will consist of the Dean, CEP faculty members, and the student's academic advisor.
- 4) The committee will reach a decision of either remediation or dismissal of the student. Requirements for remediation will be presented to the student in writing and will include specific details and timeline. Failure to comply with the remediation plan will be result in dismissal from the program. If the committee decides to dismiss the student without remediation, the student will be informed in writing.
- 5) An assigned faculty member, if remediation is warranted, will supervise and monitor the progress of the remediation plan.

Please note: If a student falsifies one's practicum or internship hours or forges the supervisor's signature, the student will be dismissed from the program. If any information comes to light after the student graduates, the degree can be rescinded.

Professional Organizations

Students are expected to join and to become active in professional counseling organizations. These organizations provide yearly opportunities for professional development and networking. Student membership dues are often significantly reduced from normal professional membership dues yet student members receive some of the same benefits including access to professional literature, professional development opportunities, and other activities that will increase the student's development. The following professional organizations are recommended:

American Counseling Association (ACA) – counseling.org
Texas Counseling Association (TCA)—txca.org (or your state's chapter of ACA)
National Board of Certified Counselors—www.nbcc.org
Christian Counselors of Texas—www.cctx.org
American Association of Christian Counselors—www.aacc.net

Policy for Endorsement/Recommendation for Students Seeking Credentialing and/or Employment

Former and/or current students in the Masters of Clinical Mental Health Counseling program often seek professor endorsement for credentialing and/or employment. No faculty member in the Counselor Education Program or School of Psychology and Counseling is obligated to fulfill such a request if he/she does not believe that endorsement is warranted. Each faculty member has complete discretion concerning his/her willingness to endorse a current and/or former student. If the student is seeking professional licensure, the Director of Clinical training will provide confirmation of hours completed in the practicum and internship. Any request for credentialing and/or endorsement should be directed to the faculty member of interest in writing. **Students must a keep a copy of required practicum and internship documentation to successfully complete the application for licensure.**

M.A. Clinical Mental Health Counseling Student Acknowledgement Form

By signing the line below you are acknowledging that you have read the “Clinical Mental Health Student Handbook” and you understand its contents. Questions regarding the handbook should be directed to Dr. Malinda Fasol (malindafasol@letu.edu). When you have signed and dated the lines below, please return this page to Dr. Malinda Fasol (email above) as soon as possible.

(Student Signature)

(Printed Student Name)

(Date)

Appendix A

Required curriculum for M.A. Clinical Mental Health Counseling: 66 hours

Core Curriculum:

COUN 5023 Counseling Skills and Techniques
COUN 5033 Ethical, Legal, and Professional Standards in Counseling
COUN 5043 Psychopathology: Diagnosis and Treatment of Mental Disorders
COUN 5053 Research Methods
COUN 5073 Lifespan Human Development
COUN 5083 Counseling Theories and Family Therapies
COUN 5093 Counseling Diverse Populations
COUN 5133 Psychological Testing, Clinical Appraisal and Diagnostic Evaluation in Counseling
COUN 5153 Psychopharmacology
COUN 5203 Group Counseling Methods
COUN 5223 Career Counseling and Lifestyle Development
COUN 5593 Applied Lab and Treatment Planning
COUN 6013 Practicum
COUN 6023 Internship I
COUN 6033 Internship II

Clinical Theology Coursework:

COUN 5101 Integrative Theology I
COUN 5201 Integrative Theology II
COUN 5301 Integrative Theology III
COUN 5663 Trauma and Theology in the Developmental Context

Specialization:

COUN 5113 Human Sexuality and Sex Therapy
COUN 5123 Cognitive and Behavioral Therapy
COUN 5383 Family Assessment
COUN 5583 Addictions Counseling
COUN 5091 Couples Therapy and Assessment I
COUN 5191 Couples Therapy and Treatment Planning II
COUN 5291 Couples Therapy and Treatment Planning III

Total Curriculum: 66 hours

