



Masters of Arts Clinical Mental Health Counseling

Student Handbook

Department of Counseling

Department of Counseling MA Clinical Mental Health Counseling Student Handbook

The Department of Counseling welcomes you to LeTourneau's Clinical Mental Health Counseling program. We are excited for you as you begin this journey to prepare for the role of professional counselor. We look forward to seeing what God has in store for you and how He will continue to work in you and through you to shape you into the role of counselor to be His Kingdom builder.

This handbook serves to help Clinical Mental Health Counseling students understand the program such as policies and procedures, student expectations, course requirements, academic advising, professional dispositions, and other student resources. This handbook supplements the provisions found in the LeTourneau University Graduate Catalog. The Graduate Counseling Faculty and the university retains the right to modify policies, courses, requirements, and other aspects of the curriculum at any time.

We look forward to getting to know you, and we pray for you as you embark on your academic, clinical, professional, and spiritual development.

To God be the Glory,

Your Faculty and Staff

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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 and the university.

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:

LeTourneau University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Please note the Department of Counseling is working towards CACREP accreditation. Our courses currently utilize CACREP standards; however, our program does not meet licensure requirements for the following states: Illinois, Kentucky, Missouri, North Carolina, Ohio, and Utah. Once our program is CACREP accredited then we will meet the requirements for these states.

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.

Department of Counseling Mission Statement

The 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.

Program Objectives: Master of Arts in Clinical Mental Health Counseling

Ethical Practice and Decision-Making (EPD)

Graduates will demonstrate knowledge and the application of ethical standards and ethical decision-making in clinical practice and professional behavior.

Professional and Dispositional Growth (PDG)

Graduates will demonstrate an understanding of professional counselor identity and professional dispositions. Graduates will demonstrate the ability to engage professionally with clients, faculty, staff, peers, supervisors, and their communities. Faculty members engage in personal development and professional service to foster professional identity and dispositional growth in students through a Christian Worldview.

Competent Clinical and Assessment Skills (CCAS)

Graduates will demonstrate an understanding of CACREP's core content areas and the ability to use foundational counseling theories, techniques, and skills to assess and treat clients as individuals, couples, families, and groups.

Scholarly Research (SR)

Graduates will develop competencies in research and evaluation processes to enhance counseling effectiveness and leadership influence.

Developmental and Wellness Orientation (DWO)

The program will emphasize developmental and wellness models of counseling to effectively treat mental, emotional, physical, social, moral, educational, spiritual, and career development and recovery. Graduates will understand the dynamics of spiritual direction and means by which to address spirituality in counseling informed by a Christian Worldview.

Global and Community Systems (GCS)

The program will recruit a diverse faculty and student body to effectively equip the next generation of counselors to understand systemic advocacy and serve a diverse, multicultural, and global society.

Professional Counselor Identity and Professional Counseling Organizations

One aspect of our program is helping students develop their professional identity as a counselor. Developing the counseling identity is a process and is learned throughout this program. The first course is Professional Orientation in Clinical Mental Health Counseling, which is the foundation to understanding the basic variables of what encompasses the counseling profession, how

counseling is different from other helping professions, and learning about professional counseling organizations.

Furthermore, we designed the courses by levels: Level 1 (Foundational), Level 2 (Intermediate) and Level 3 (Advanced) to help students build their professional identity by taking courses in a specific sequence that develops their clinical and professional skills. Beyond the academic, clinical, and professional skills, our hope is that students grow spiritually and follow their calling.

As part of the professional counselor identity, graduate counseling students are expected to join and to become active in professional counseling organizations such as

- American Counseling Association (ACA) – [counseling.org](https://www.counseling.org)
- Texas Counseling Association (TCA)—[txca.org](https://www.txca.org) (or your state’s chapter of ACA)
- American Mental Health Counselors Association ---[amhca.org](https://www.amhca.org)
- Christian Counselors of Texas—www.cctx.org
- American Association of Christian Counselors—www.aacc.net

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 professional growth. Involvement in professional counseling organizations provides advocacy and leadership opportunities, access to professional publications, and other membership services such as liability insurance and legal information and services.

Students are encouraged to look for opportunities to attend local, state, and national professional counseling conferences and serve at the conferences when possible. Professors will also share information about upcoming professional counseling events. Students are also encouraged to present at the conferences, and students may have opportunities to present with one of their graduate counseling professors.

Participating in the Virtual Graduate Counseling Student Club is another means of developing a professional counselor identity, engaging with peers and graduate counseling faculty, learning about counseling trends, and interacting with professional counselors. This Club meets on a quarterly basis.

Matriculation Requirements

Admission Requirements for Clinical Mental Health Counseling

Diversity:

The Department of Counseling, 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 3.0 (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 the Graduate Counseling Faculty committee or designated interviewer.

Department of Counseling 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 Chair of the Department of Counseling.
3. New students are required to attend Student Orientation at the beginning of their first semester. Please consult with your academic advisor for more information.

Once students are accepted into the counseling program, they must maintain a 3.0 GPA in all counseling courses.

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.

Transfer of Credits:

The Chair of the Department of Counseling will work with the Office of the Registrar to determine if any previous graduate work can be transferred. Please note that the Counseling Department does not allow course work over 5 years old. Students might have to retake courses such as, but not limited to, COUN 5033 Ethical, Legal, and Professional Standards in

Counseling and COUN 5023 Counseling Skills and Techniques to ensure competency in these subject matter areas. In some cases, students may need to complete additional assignments to show course currency.

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 C 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 Graduate Counseling Faculty and a student success plan will be implemented. 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. When students retake a course, they are expected to submit new material rather than recycling assignments from the previous course. Students are expected to adhere to plagiarism policies. 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" (incomplete) 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 discuss with the instructor regarding deadlines.

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 The Department of Counseling 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 Department of Counseling 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 a test, unauthorized information regarding a test, or other unauthorized assignment material without prior permission from the instructor for the current course.
- Using unauthorized files, tests, problems, lab reports, or other assignment material from previous classes other than allowed by the instructor for the current course.
- Copying or using unauthorized technological (such as Course Hero, Quizlet) or print aids in tests, examinations, or laboratory reports.

- Using computational software/hardware, generative artificial intelligence (AI) tools, or the like, without prior permission from the instructor of the current course.
- Submitting AI-generated material as one's own work.
- Looking at an examination paper or answer sheet of another student.
- Using textbooks, notes, social media, websites while taking exams.
- 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 or utilizing AI-generated materials.
- 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.

The Department of Counseling 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: receive a zero (0) on the assignment with the possibility of resubmitting the assignment with a score reduction, and instructor will consult with the Chair of the Department of Counseling to discuss and implement a student success plan.
- Second Offense: Receive a zero (0) on the assignment and fail the course; instructor will notify the Chair; the student will meet with the Chair and review the student success plan.
- Third Offense: Fail the course; meet with the Chair and the Dean of The School of Psychology and Counseling to determine dismissal from the program.

Reporting the Violation to the Department of Counseling

The faculty member should report the violation to the Chair of the Department of Counseling and complete the form in Starfish (located within Canvas). 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.

Appeals Process for Academic Dishonesty

- The student will have an opportunity to appeal any sanctions imposed by either the accusing faculty member or the Department of Counseling. For sanctions imposed by the faculty member, the student is encouraged to first make an appeal to the faculty member within 10 business days of receipt of sanction.
- If the faculty member rejects the student's appeal, the student may submit a further appeal to the Chair, Department of Counseling within 10 business days.
- The student may submit a further appeal to the Dean of the School of Psychology and Counseling.
- If the Dean denies the appeal, the student has 10 business days to 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 Chair of the Department of Counseling within one week after notification by the instructor. The written appeal must specify both the complaint and the action requested. The Chair must notify the student of the decision within one week.

If the decision of the Chair 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 Chair. 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*.
- 6) Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal counseling. Faculty advisors can provide a list of counseling 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 and professional development.

- 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 Chair of the Department of Counseling. 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.

Clinical and Professional Development

In addition to the academic standards, students are expected to develop clinically and professionally. Professors provide extensive feedback to help students develop these skills. Faculty are gatekeepers of the program and of the counseling profession and expect students to implement feedback in each assignment.

Clinical Standards

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, meaning students must use an appropriate environment to conduct role plays. The role plays are opportunities to demonstrate their counseling skills, theories, techniques, and professionalism.

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.

Students who struggle with implementing clinical skills, techniques, or theories will meet with the Graduate Counseling Faculty to discuss a student success plan. This plan may require additional requirements or retaking a course.

Professional Dispositions Standards

All graduate students in the counseling programs are expected to uphold moral excellence consistent with the Department of Counseling 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, state licensure rules, and ACA Code of Ethics. 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, Department of Counseling, and ACA code of ethics; provides excellent service to clients
Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ. Philippians 1:27
- Professional Behavior—behaves respectfully to faculty, staff, peers, site supervisors, clients, 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).
As a prisoner for the Lord, I urge you to live a life worthy of the calling you have received. Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace. Ephesians 4:1-3

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers. Galatians 6:9-10
- Openness to feedback—responds appropriately and non-defensively to class instruction, supervision, and other sources of constructive feedback.
My dear brothers, take note of this: Everyone should be quick to listen, slow to speak, and slow to become angry. James 1:19
- 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.
But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law. Since we live by the Spirit, let us keep in step with the Spirit. Let us not become conceited, provoking and envying each other. Galatians 5:22-23, 25-26
- 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.
Consider it pure joy, my brothers, whenever you face trials of many kinds, because you know that the testing of your faith develops perseverance. Perseverance must finish its work so that you may be mature and complete, not lacking anything. James 1:2-4

Trust in the Lord with all your heart and lean not on your own understandings; in all your ways acknowledge Him, and He will make your paths straight. Proverbs 3:5-6

- Multicultural Competency—demonstrates respect for culture; demonstrates multicultural competencies; demonstrates an appreciation and value for diversity.

He has showed you, O man, what is good. And what does the LORD require of you? To act justly, and to love mercy, and to walk humbly with your God. Micah 6:8

There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus. Galatians 3:28

Assessing Professional Dispositions

Disposition Assessment Schedule

Disposition Assessment Event	Description	Timeframe
Orientation and Introduction	Students are introduced to the concept of dispositions and how they are measured	Prior to starting coursework or first week of classes
Disposition Explanation	Student handbook contains full description of dispositions and process for measurement	Prior to starting coursework
Formal Assessment 1	All students are assessed by their instructor at the and receive formal feedback if they score 2 or below on any disposition	COUN 5023 Counseling Skills and Techniques (End of First Semester)
Disposition Review and Implications for Field Experience	All students are reminded of dispositions as they relate to field experience in the classroom and are required to complete a paper discussing each of the dispositions and reflecting on their growth and goals	COUN 5593 Applied Lab, Ethics, and Treatment Planning (classroom)
Formal Assessment 2	All students are assessed by their instructor at the and receive formal feedback if they score 2 or below on any disposition	COUN 5083 Counseling Theories (End of Year 1)
Formal Assessment 3	All students are assessed by the Director of Clinical Training and the Program Chair and receive verbal feedback during the exit interview	COUN 5593 Applied Lab, Ethics, and Treatment Planning Prior to Year 3 and before admittance to Practicum)
Informal Assessment – Core Faculty	Faculty discuss dispositional concerns during biweekly faculty meeting	Ongoing
Informal Referrals –	Adjunct faculty and staff share professional	Ongoing

Adjunct Faculty and Staff	and dispositional concerns with Core Faculty as needed	
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Remediation Plan

Failure to comply with ethical guidelines and/or the above expectations will be addressed by the faculty of the Department of Counseling. The student will meet with the faculty to discuss academic standards, clinical skills, or professional disposition concerns. The first offense will include a student success plan. If a second offense is reported or the student fails to sign or comply with the plan, the Department of Counseling faculty and the Dean of the School of Psychology and Counseling will meet to evaluate the student's continuance 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 Department of Counseling 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 and state licensure rules 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 student success plan or dismissal from the program.

Technology Use and Competence

All graduate students in the counseling programs are expected 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 Graduate Counseling Faculty recommend that graduate students seek and experience their own counseling. LeTourneau University has partnered with TimelyCare to deliver virtual health and well being platform for students. Through either a mobile app or your desktop, TimelyCare provides 24/7 access to virtual care from anywhere in the United States at no cost.

If students prefer in-person counseling then contact the LETU Counseling Center or the Director of Clinical Training.

LETU Counseling Center-903-233-3490 (counseling@letu.edu)

Although personal counseling is not required as part of the Clinical Mental Health Counseling program, we encourage students to participate in counseling; especially before they begin practicum and internship. Please note that counseling may be required as part of a remediation plan.

Additional Services

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.**

Disability Support Services

Admission

When seeking admission at LeTourneau University, a student with a disability should be aware of admission standards. The standard admissions criteria also apply to students with disabilities who are interested in attending LETU. A student may choose to self-disclose a disability in the application for admissions. If self-disclosed, the disability will not enter into the admissions decision.

Academic Program

The appropriate academic support, deemed reasonable and necessary by law, will be provided to students with documented disabilities that have been accepted according to the University's admissions criteria. LETU has not specific programs for students with disabilities; however, the University provides students with disabilities reasonable accommodations to provide all students equal access to academic programs and university experience. The University is unable to lower program requirements, provide individualized supervision, or make modifications or substitute courses if the modification or substitution would fundamentally alter the nature of the educational program. Additionally, requirements that are essential to earning a degree cannot be waived.

Self-Identification and Documentation

Students with disabilities are encouraged to provide required documentation to the Director of Student Achievement. Students are required to provide documentation of a disability to the Director of Student Achievement prior to the provision of academic support services or facility adjustments. Documentation must be no more than three years old. In the case of a medical disability of mobility, sensory, health, or physical limitations, a complete medical record and formal diagnosis from a physician is necessary. The deadline for providing documentation is 60 days prior to the beginning of the initial semester to allow time to provide adequate coordination of services. A student who wishes to identify as having a disability must provide documentation of the disability and complete an Accommodation Request and Consent form.

In the case of a learning or psychological disability, acceptable documentation includes a psychoeducational evaluation and formal diagnosis performed by a licensed therapist who specializes in learning disabilities. The evaluation must delineate the nature of the student's learning disability and describe any factors that entitle the student to academic support services. Each evaluation must include an assessment of broad cognitive functioning, specific cognitive processing, oral language ability, and achievement levels. All scores must be reported and interpreted. The physical or psychoeducational evaluations must also explain how the student's ability to perform routine school tasks is affected by the disability and recommended modifications that would be reasonable and necessary at LETU.

Academic Support

At the student's request and upon receipt of a signed consent form, the Director of Student Achievement will notify the appropriate faculty member of recommended specific accommodations. The student will then meet with the instructors to discuss the accommodation(s). Students must update their requests for accommodations each semester by completing and returning the update form to the Director of Student Achievement prior to the start of each semester.

Reasonable accommodation involves a level of shared responsibility, cooperation, and communication among faculty, staff, and students to ensure academic integrity and provide equal educational opportunities for students with disabilities. Ultimately, the student is responsible for notifying the Director of Student Achievement if adjustments are not working well.

For specific requirements regarding these procedures please review the Disability Support Services page: http://www.letu.edu/_Student-Life/support-services/student-support/disability/

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:

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

To schedule a virtual or in-person tutoring session, use the online scheduling system at <https://tutortrac.letu.edu/TracWeb40/Default.html>. Appointments must be made 48 hours in advance.

The Writing Center is located in Career Services Suite 128 on the 1st floor of the Allen Family Student Center. Phone: 903-233-4476 and email: writingcenter@letu.edu.

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 free 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) 233-3500.

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.**

Academic Components

Clinical Mental Health Counseling

This 66-credit hour counseling program provides academic and clinical training to prepare students to work in a variety of mental health settings such as private counseling practice, mental health agencies, career counseling centers, corrections facilities, residential treatment facilities, and MHMR agencies. Students pursuing the Clinical Mental Health Counseling degree will be eligible for licensure as a professional counselor (LPC) in most states. Successful completion of the Clinical Mental Health Counseling degree provides graduates with academic requirements for Licensed Professional Counselor in Texas. Please be aware that enrollment in the MA in Clinical Mental Health Counseling does not guarantee a degree from LeTourneau University or qualification for professional licensure.

Please note that the educational requirements for licensure are set by individual states so state requirements vary. Students should consult the rules and regulations regarding Licensed Professional Counselor requirements for the state that they intend to seek licensure.

New Student Orientation

Students are required to participate in the virtual Student Orientation with Graduate Counseling Faculty members. Student Orientation exposes students to the requirements and expectations, program objectives, professional dispositions, professional counseling identity, review of the student handbook, licensure eligibility, 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.

Courses

The courses are divided into levels, and students must complete all courses within the level before moving to the next level. Several courses have prerequisites so it is imperative students follow the course sequence to stay on track. Failure to follow the course sequence may delay the student in moving forward in the program.

Level 1: Foundation Courses

COUN 5443 Professional Orientation in Clinical Mental Health Counseling (taken the first semester)

COUN 5033 Professional Ethics

COUN 5023 Counseling Skills and Techniques

COUN 5083 Counseling Theories

COUN 5053 Research Methods

COUN 5073 Lifespan Human Development

COUN 5223 Lifestyle and Career Development

COUN 5333 Integrative Theology for Counselors

COUN 5343 Abnormal Behavior: Case Conceptualization

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

Level 2: Intermediate Courses

COUN 5043 Psychopathology

COUN 5123 Cognitive Behavior Therapy

COUN 5133 Clinical Appraisal and Diagnostic Evaluation in Counseling

COUN 5093 Counseling Diverse Populations

COUN 5203 Group Counseling

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. Students will also demonstrate ability to articulate their professional counseling identity.

Level 3: Advanced Courses and Field Experience

COUN 5593 Applied Lab, Ethics, and Treatment Planning

COUN 6013 Counseling Practicum

COUN 6023 Counseling Internship I

COUN 6033 Counseling Internship II

COUN 5323 Couples and Family Counseling

COUN 5583 Addictions

COUN 5153 Psychopharmacology

COUN 5163 Trauma, Crisis, and Theology in the Developmental Context

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. Failure to comply may result in dismissal from the program.

Content Areas and Key Performance Indicators

The curriculum of the MA Clinical Mental Health Counseling follows the Eight (8) Common Core Areas of Counseling, which are:

1. Professional Counseling Orientation and Ethical Practice
 - COUN 5033 Ethical, Legal, and Professional Standards in Counseling

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- COUN 5443 Professional Orientation in Clinical Mental Health Counseling
 - 2. Social Cultural Diversity
 - COUN 5093 Counseling Diverse Populations
 - 3. Human Growth and Development
 - COUN 5073 Lifespan Human Development
 - 4. Career Development
 - COUN 5223 Career Counseling and Lifestyle Development
 - 5. Group Counseling
 - COUN 5203 Group Counseling
 - 6. Assessment and Testing
 - COUN 5133 Clinical Appraisal and Diagnostic Evaluation in Counseling
 - 7. Research and Program Evaluation
 - COUN 5053 Research Methods
 - 8. Counseling and Helping Relationships
 - COUN 5023 Counseling Skills and Techniques

The knowledge in these core areas is foundational to the counseling profession and are the areas tested on the National Counselor Examination. To help evaluate students' knowledge and counseling skills, the Graduate Counseling Faculty utilize nine (9) key performance indicators (KPIs). The below chart outlines the assessment of the KPIs:

CACREP Curriculum Area	KPI	Program Objective Alignment	Assessment Evidence	KPI Indicator Threshold	When Measured	Collection
Professional Ethics and Orientation	2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Ethical Practice and Decision Making (EPD)	Introduce: Unit 5 Case Study	90% of students will score 80% or better on rubric criteria item "Demonstrated Ethical Decision Making"	COUN 5033 Ethical, Legal, and Professional Standards	End of semester
		Professional and Personal Growth (PPG)	Reinforce: Applied Case Study Presentation	80% of students will earn a score a 3 (Meets Expectations) or better	COUN 5593 Applied Lab, Ethics, and Treatment Planning	End of course
			Master: Counselor Competency Scale Revised (CCS-R) Item 2.A.	90% of students will score 4 (Meets Expectations) or better	COUN 6023 Counseling Internship I	End of semester
Social and Cultural Diversity	2.F.2.b. multicultural competencies	Professional and Personal Growth (PPG)	Introduce: Exposure and experience through class and role plays	Not assessed	COUN 5023 Counseling Skills and Techniques	End of semester
		Global and Community Systems (GCS)	Reinforce: Final Role Play	80% of students will score 80% or better on rubric criteria "Multicultural Competencies"	COUN 5093 Counseling Diverse Populations	End of semester
			Master: CCS-R Item 2.F.	90% of students will score 4 (Meets Expectations) or better	COUN 6023 Counseling Internship I	End of semester
Social and Cultural Diversity	2.F.2.g. impact of spiritual beliefs on clients' and counselors' worldview.	Professional and Personal Growth (PPG)	Introduce: Final Reflection Paper	80% of students will score 80% or better on rubric criteria "Quality of Information"	COUN 5033 Ethical, Legal, and Professional Standards	End of semester
		Developmental and Wellness Orientation (DWO)	Reinforce: Essay on final exam	80% of students will score 8/10 or better on essay question "Explain the impact of spiritual beliefs on clients' and counselors' worldviews."	COUN 5093 Counseling Diverse Populations	End of semester
		Global and Community Systems (GCS)	Master: CCS-R Item 2.F.	90% of students will score 4 (Meets Expectations) or better	COUN 6023 Counseling Internship I	End of semester

Human Growth and Development	2.F.3.a. theories of individual and family development across the lifespan	Professional and Personal Growth (PPG)	Introduce: Lifespan Development Application Paper	80% of students will score 80% or better on rubric criteria "Quality of Information"	COUN 5073 Lifespan Development	End of semester
		Developmental and Wellness Orientation (DWO)	Reinforce: Essay Question on Final Exam	80% of students will score 8/10 or better on essay question "Discuss the importance of assessing the developmental stages (life cycle) of family members. Discuss how the counselor needs to be mindful of the developmental stage of each family member, and how the counselor will address the life cycle in counseling.	COUN 5323 Couples and Family Counseling	End of semester
			Master: Internship I Case Presentation that	100% of students will receive a passing grade (Pass) before they continue to COUN 6033 Counseling Internship II	COUN 6023 Counseling Internship I	End of semester

			includes developmental theory application			
Career and Lifestyle Development	2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Professional and Personal Growth (PPG) Developmental and Wellness Orientation (DWO)	Introduce: Content is introduced as part of Professional Orientation Reinforce: Career Counseling Case Study	Not assessed 80% of students will score 80% or better on rubric criteria "Career Intervention and Assessment" and "Career Theory and Strategies"	COUN 5443 Professional Orientation in Clinical Mental Health Counseling COUN 5223 Lifestyle and Career Development	N/A End of semester

Counseling and Helping Relationships	2.F.5.f. counselor characteristics and behaviors that influence the counseling process	Professional and Personal Growth (PPG) Competent Clinical and Assessment Skills (CCAS)	Introduce: Final Role Play Video Reinforce: Applied Lab Role Plays Master: CCS-R Item 2.B.	80% of students will score 80% or better on the total rubric 80% of students will score 4 (Meets Expectations) or better 90% of students will score 4 (Meets Expectations) or better	COUN 5023 Counseling Skills and Techniques COUN 5593 Applied Lab, Ethics, and Treatment Planning COUN 6023 Counseling Internship I	End of semester End of semester End of semester
Group Counseling and Group Work	2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members	Professional and Personal Growth (PPG) Competent Clinical and Assessment Skills (CCAS)	Introduce: Group Proposal Topic Reinforce: CCS-R Item 2.D. Master: Post-graduation survey to assess employer/supervisor satisfaction	80% of students will score 80% or better on the total rubric 90% of students will score 4 (Meets Expectations) or better 80% of responding employers/supervisors will report effective training in group counseling	COUN 5203 Group Counseling COUN 6023 Counseling Internship I Post-graduate surveys of supervisors	End of semester End of semester End of program
Assessment and Testing	2.F.7.1. use of assessments relevant to academic/educational, career, personal, and social development	Professional and Personal Growth (PPG) Competent Clinical and Assessment Skills (CCAS)	Introduce: Test Administration and Report Reinforce: Assessment and Video Report Master: Unit 12 Treatment Plan in Addictions Counseling	80% of students will score 80% or better on total rubric 80% of students will score 80% or better on total rubric 80% of students will score 80% or better on rubric criteria "Assessment Measures"	COUN 5133 Clinical Appraisal and Evaluation Diagnostic COUN 5153 Psychopharmacology COUN 5583 Addictions Counseling	End of semester End of semester End of semester

Research and Program Evaluation	2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Professional and Personal Growth (PPG) Scholarly Research (SR)	Introduce: Journal Article Analysis	80% of students will score 80% or better on rubric criteria "Research Design and Discussion of Results"	COUN 5053 Research Methods	End of semester
			Reinforce: Psychological Testing Research Paper	80% of students will score 80% or better on rubric criteria "Quality of Information"	COUN 5133 Clinical Appraisal and Psychological Evaluation	End of semester
			Master: Psychopharmacology Research Paper	80% of students will score 80% or better on rubric criteria "Quality of Information"	COUN 5153 Psychopharmacology	End of semester
Clinical Mental Health Counseling	5.C.3.a. intake interview including mental status evaluation, biopsychosocial history, and assessment for treatment planning	Competent Clinical and Assessment Skills (CCAS)	Introduce: Intake Interview Role Play	80% of students will score 80% or better on total rubric	COUN 5023 Counseling Skills and Techniques	End of semester
			Reinforce: Assessment and Video Report	80% of students will score 80% or better on rubric criteria "Outline of Clinical Interview"	COUN 5343 Abnormal Behavior	End of semester
			Master: Unit 12 Treatment Plan in Addictions Counseling	80% of students will score 80% or better on total rubric	COUN 5153 Psychopharmacology	End of semester
					COUN 5583 Addictions Counseling	End of semester

Leave of Absence

The Graduate Counseling Faculty understand that sometimes students need to take time off from their academics due to a variety of reasons. Students are strongly encouraged to talk with their academic advisor or faculty member as soon as possible to discuss their next steps. If students are out two or more consecutive semesters, they will need to reapply to the program. If students are out for two or more years then the Department of Counseling Graduate Chair will re-evaluate their courses to determine if any courses need to be repeated so students remain current in the various areas of the counseling profession.

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, Graduate Counseling 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. Participation in this course does not guarantee approval to register for practicum.

Students must successfully complete all Level 1 and Level 2 courses and maintain a 3.0 GPA before enrolling in COUN 5593 Applied Lab, Ethics, and Treatment Planning.

Counselor Education Comprehensive Examination (CECE)

During Applied Lab, students will complete the CECE, which is a practice exam for the 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.

Students can study for the CECE 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 (or most recent addition). Routledge Publishing, ISBN: 978-1138942653

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

Additional testing aids can be accessed at www.howardrosenthal.com

Clinical Training

The clinical training portion of students' graduate program serves as the foundation for practical application of material learned in class. During 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 students near their completion of the prerequisites for practicum and internship, students 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 March 24
Enroll Fall Semester: paperwork due by July 20
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. Announcements will be posted on the CMHC Practicum/Internship Canvas page.

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 CECE 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 students can begin practicum, they must successfully complete COUN 5593 Applied Lab, Ethics, and Treatment Planning as well as the prerequisites to COUN 5593, and pass the CECE. 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, students must contact the Director of Clinical Training (by e-mail) and report their desire 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 ensures that students will perform their 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) Students are ultimately responsible to know the academic requirements, including practicum and internship guidelines, in the state in which they desire to seek licensure.
- 5) The Director of Clinical Training must approve the site.

Goals for Clinical Training in Counseling

Contributing in the helping professions through this degree 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 and practical theology, students experience and impart Christ-centered transformation.

The Department of Counseling'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 Department of Counseling and LeTourneau University expect students to secure remedial assistance when needed, and **dismisses from the program students who fail to comply with the Department of Counseling 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," "Clinical 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 Department of Counseling 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 Department of Counseling 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 Department of Counseling'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, Department of Counseling 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. 7\.; 6) 87;

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.

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

Former or current students in the Master of Clinical Mental Health Counseling program often seek professor endorsement for credentialing or employment. Faculty members in the Department of Counseling or School of Psychology and Counseling are not obligated to fulfill such a request if they do not believe that endorsement is warranted. Faculty members have complete discretion concerning their willingness to endorse a current 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 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 upload to COUN 5443 Professional Orientation to Counseling or email it to Dr. Fasol.

(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 5123 Cognitive Behavioral Therapy
COUN 5133 Clinical Appraisal and Diagnostic Evaluation in Counseling
COUN 5203 Group Counseling Methods
COUN 5223 Career Counseling and Lifestyle Development
COUN 5323 Couples and Family Counseling
COUN 5583 Addictions Counseling

Clinical Theology Coursework:

COUN 5333 Integrative Theology for Counselors
COUN 5663 Trauma, Crisis, and Theology in the Developmental Context

Specialization:

COUN 5443 Professional Orientation in Clinical Mental Health Counseling
COUN 5343 Abnormal Human Behavior: Case Conceptualization and Treatment Planning
COUN 5153 Psychopharmacology

Clinical Counseling Experience

COUN 5593 Applied Lab and Treatment Planning
COUN 6013 Counseling Practicum
COUN 6023 Counseling Internship I
COUN 6033 Counseling Internship II

Total Curriculum: 66 hours

