Graduate Studies in Counseling

Master of Science in Clinical Mental Health Counseling
CACREP-accredited

Program Handbook

2014-2015

Department of Psychology, Counseling, and Family Science

Lipscomb University

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Nashville, TN 37024-3951

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The information contained in this handbook is accurate as of August, 2014. The requirements, rules, and provisions stated in this handbook and other publications of Lipscomb University are subject to change or modification at any time without notice. If changes are made to this handbook prior to its next reprinting, such changes will be made available in the office of the Graduate Department of Psychology and Counseling and online at www.lipscomb.edu/counseling
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STATEMENT ON ACCREDITATION

Lipscomb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Lipscomb University. For all other questions about Lipscomb, contact Lipscomb University at 615.966.1000 or 800.333.4358.

Lipscomb University is a member of the Tennessee Council of Graduate Schools, the Conference of Southern Graduate Schools, the MBA Roundtable and the Council of Graduate Schools.

In July 2014, the Master of Science in Clinical Mental Health Counseling at Lipscomb University became fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for 8 years (through June, 2022). CACREP is an organizational affiliate of the American Counseling Association (ACA). The history of commitment to accreditation has been extensive by ACA and its divisions as a means of proactively strengthening the counseling profession. CACREP was instituted in 1981 and heralds a mission that parallels ACA to promote the advancement of quality educational program offerings.

Lipscomb University is a private, Christian university open to any qualified student without regard to race, religion, sex, age, color, national or ethnic origin, or disability. Lipscomb University complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, religion, sex, age, color, national or ethnic origin, or disability in the administration of its educational policies, programs and activities. This policy includes admissions policies, scholarship and loan programs, employment practices and athletic and other school-administered programs.

This handbook is for information only and does not constitute a contract. Lipscomb University reserves the right to make necessary changes without further notice in courses, programs or financial charges. Additional specific academic information can be obtained from the Registrar’s Office.

Generally, Graduate Studies in Counseling follows Lipscomb University policies. However, due to the unique structure of the program, some policies and procedures have been revised to best serve the needs of our students. This manual is intended to supplement the Lipscomb University Graduate Catalog and the Graduate Student Handbook based on the structure of the Graduate Studies in Counseling program and should be interpreted in conjunction with that publication. All questions or concerns related to degree requirements or program policy should be referred to the Director of Graduate Studies in Counseling at (615) 966-5906.

Failure to read this handbook does not excuse students from the requirements and regulations described herein.
Greetings New Students!

As the Director of the Graduate Programs in Psychology and Counseling, it is a great pleasure for me to welcome you to Lipscomb University and to Graduate Studies in Counseling.

At LU, we strive to help you grow as a total person - professionally, socially, personally, and spiritually. Professionally, our Master of Science in Clinical Mental Health Counseling meets Tennessee’s academic requirements for licensure. We expect that when you graduate, you will feel fully prepared to continue your licensure process in your post-Masters supervised clinical work. We will also aid you in becoming involved with professional organizations which are key to becoming networked in the Nashville area. We are also excited to announce that we are pursuing CACREP accreditation. It is our goal that your graduating class will be eligible to graduate under CACREP status; we are actively working to make this possible. This accreditation will open up additional employment opportunities for you, especially in government sectors. We are so pleased that you will be the group partnering with us to make this advancement possible for our program.

In addition to the acquisition of a graduate degree, it is also our hope that we will be able to assist you in the journey to better understand yourself and yourself in the context of others. I believe that the most important tool we have as counselors is the self. In your classes, you will be challenged to evaluate your beliefs, preferences, and prejudices, not with the intent of changing these, but with the intent of understanding them and seeing how they influence you professionally and interpersonally.

A final goal is that we may help you to grow closer to God. We believe that knowledge of the field is greatly enhanced by knowledge of the Father. We come to this program with many backgrounds and many beliefs. It is not our intent to make you share our beliefs. It is our intent, however, to actively acknowledge our faith and to have meaningful discussions about how faith, counseling, and practice interact.

You are likely both excited and anxious as you begin this journey. It will be a journey of growth and change for you. We know you are ready for it. The degree will require focus, dedication, and hard work. It is our hope that you have made the completion of your degree a priority.

May God bless you as you begin your journey into graduate education.

Jake Morris, Ph.D.
Director of Graduate Studies in Counseling
Professor of Psychology and Counseling
GRADUATE STUDENT ACKNOWLEDGEMENT FORM

It is the policy of Lipscomb University’s Graduate Department of Psychology and Counseling that any student participating in the Master of Science in Clinical Mental Health Counseling must adhere to the policies articulated in the following documents: Graduate Catalog, Graduate Student Handbook, Graduate Counseling Handbook, Clinical Experiences Handbook, course syllabi, American Counseling Association (ACA) Code of Ethics, and Lipscomb University regulations concerning academic, scientific, and behavioral standards. Students must provide evidence of this agreement by signing this Graduate Student Acknowledgement Form.

By signing below, you acknowledge that you have read and will comply with the expectations contained in the documents above and acknowledge that from time-to-time policies may be reviewed and revised without advance notice. You further acknowledge that it is your responsibility to remain informed of university, departmental, and program policy changes and comply with them as they are published.

____________________________________________
Graduate Student’s Name (please print)

____________________________________________
Graduate Student’s Signature

____________________________________________
Date
MISSION AND GOALS

Mission of Lipscomb University

Lipscomb University is a private coeducational institution whose principal focus is undergraduate education in the liberal arts and sciences, combined with a number of undergraduate professional and pre-professional fields, master’s and doctoral degree programs. Its primary mission is to integrate Christian faith and practice with academic excellence. This mission is carried out not only in the classroom but also by involvement in numerous services to the church and the larger community.

Objectives of Lipscomb University

The Master of Science in Clinical Mental Health Counseling joins with Lipscomb University in meeting university objectives. Specifically, Lipscomb University is committed to promote Christian faith and practice

- by employing teachers who are firmly committed to the world view and lifestyle of biblical Christianity.

The university is committed to provide excellent educational opportunities through undergraduate and graduate programs:

- by introducing students to great thinkers and ideas of human history;
- by helping students develop an awareness and knowledge of diverse cultures;
- by assisting students in the choice or enhancement of a vocation and by equipping students for honorable professions;
- by empowering students with the ability to think critically and to communicate effectively in writing and in speaking;
- by encouraging students to develop a balanced approach to life in which they will incorporate activities that promote intellectual, physical, psychological, social and spiritual well-being.

The university is committed to serve the church, the community and the world:

- by providing opportunities for Christians to participate in events designed to strengthen the church and community;
- by enhancing awareness of humanitarian needs;
- by serving the immediate community and the world through participation in appropriate service activities;
- by encouraging the development of socially-responsible citizens.

Mission of Lipscomb University Graduate Studies in Counseling

The mission for the Lipscomb University Graduate Studies in Counseling is to provide an educational environment characterized by academic excellence and Christian faith, where counseling students are prepared to become competent, confident, committed and caring professional mental health counselors.
**Graduate Studies in Counseling Program Goals and Objectives**

The GSC program promotes the following goals:
- To attract and develop a high quality, diverse student body.
- To increase student knowledge in the field of professional counseling.
- To facilitate competence in the practice of professional counseling.
- To serve and improve the quality of life in the local, state, national, and international community.
- To encourage an understanding and commitment to the scientist practitioner model.
- To facilitate an understanding of the individual characteristics that each student brings to the counseling process.

The GSC program promotes the following objectives:
- To gain knowledge of the counseling profession and other related helping professionals.
- To gain knowledge of and become accountable to the ACA Professional Code of Ethics.
- To gain knowledge and competence in serving and advocating for culturally diverse populations, including assessment, treatment planning, treatment, and outcome evaluation.
- To gain knowledge of the Theories of Counseling and Psychotherapy, Theories of Personality, Lifespan Development, Career Development, Group Dynamics, and Diagnosis and Treatment Planning.
- To gain knowledge of a wellness model of mental health.
- To gain knowledge in the foundations of research and inquiry.

**Graduate Studies in Counseling Diversity Commitment**

The Graduate Studies in Counseling program values the role diversity plays in our country and in our profession. We believe that all people have the right to counselors who are sensitive toward their diverse needs. Towards this end, we are committed to assisting in the creation of a diverse work force in the clinical mental health counseling profession. The GSC program implements procedures to recruit and retain students representing a multicultural and diverse society.

**Diversity Goals**
- Assertively recruit academically qualified and ethnically diverse students to apply and enroll at Lipscomb University;
- Increase the number of ethnically diverse students;
- Pursue activities to seek 100% retention and completion of the Clinical Mental Health Counseling degree among minority students; and
- Encourage leadership roles in counseling among students of diversity.

**Recruitment Activities**
- Utilize advertising materials that reflect the program’s intentions to recruit students of diversity;
- Ensure thorough communication among Department of Psychology and Counseling, Department of Graduate Studies, Registrar’s Office, Financial Aid, Office of Multicultural Services, and the Office of Veterans Services to ensure a student’s ready access to graduate program materials;
- Establish and maintain communication with each potential minority candidate to facilitate the admission process;
Offer information and recruiting sessions in local historically black colleges and universities (e.g., Fisk, Tennessee State University);
Promote social and academic activities which will result in visits to the campus where candidates can meet with students and faculty;
Advertise the CMHC degree via social media (Facebook) to target students and alumni of historically black colleges and universities.

Retention Activities
- **Orientation & Advising.** All first year students attend an orientation dinner where they meet their advisors, receive program materials, and learn about components and expectations of the program. Students are required to meet with their advisors during the first semester and beyond to plan for and track academic progress.
- **Facilitating Connection.** Relationships are encouraged between the graduate students through our cohort model, social activities sponsored by the Department, and active Facebook page to enhance communication and highlight successes of our students.
- **Professional Activities.** Various counseling-related conferences and speakers are hosted on campus regularly and are free to Lipscomb graduate counseling students. Chi Sigma Iota is an opportunity for all students who meet the membership criteria; professional and social activities are available through this organization.

GENERAL PROGRAM INFORMATION

The Master of Science in Clinical Mental Health Counseling offers a 61-hour curriculum designed to meet the academic and graduate clinical experiences required for licensure as a Professional Counselor with Mental Health Service Provider designation (LPC-MHSP) in the State of Tennessee (TN). This credential allows students to provide counseling services in a variety of settings as outlined by the State Board of Certification for Professional Counselors and Marital and Family Therapists and Clinical Pastoral Therapists. For detailed information about this licensure, see the rules of the State Board of Certification for Professional Counselors and Marital and Family Therapists and Clinical Pastoral Therapists at http://health.state.tn.us/Boards/PC_MFT&CPT/index.htm. Our program’s emphasis on faith integration would be especially helpful for those who wish to practice in faith-related settings (although students are not limited to only these settings).

**Organization of Graduate Studies in Counseling Program**

The Graduate Studies in Counseling program, which offers the Master of Science in Clinical Mental Health Counseling, is an educational unit of the College of Arts and Sciences and the Department of Psychology and Counseling.

**Faculty**

Our departmental faculty consists of full-time and part-time professors representing the areas of professional counseling, marriage and family therapy, and the fields of clinical, experimental, neuroscience, developmental and cognitive psychology. We supplement this group with excellent part-time faculty members who are experts in their fields. For further information about each faculty member, visit our website.
Core Counseling Faculty

Roy W. Hamley, B.S. (Tennessee State University), M.S. (Middle Tennessee State University), Ed.D. (Tennessee State University), LPC, FT, Professor of Psychology and Counseling

Jake Morris, B.A., M.Ed., Ph.D. (University of Mississippi), LPC-MHSP, Director of Graduate Studies in Counseling, Professor of Psychology and Counseling

Melanie H. Morris, B.S. (Lipscomb University), M.S., Ph.D. (University of Mississippi), Licensed Psychologist, HSP, Clinical Director of Graduate Studies in Counseling, Assistant Professor of Psychology and Counseling

Douglas Ribeiro, B.S., M.S. (Freed Hardeman University), Ph.D. (Georgia State University), Licensed Psychologist – Temporarily Licensed, Assistant Professor of Psychology and Counseling

Frank Scott, B.A. (David Lipscomb College), M.S. (Tennessee State University), M.S. (Abilene Christian University), Ph.D. (University of North Texas), LPC-MHSP, Assistant Professor of Psychology and Counseling

Denis’ Thomas, B.A. (Abilene University), M.Ed. (Middle Tennessee State University), Ph.D. (University of Tennessee), NCC, Assistant Professor of Psychology and Counseling

Paul E. Turner, A.A. (Faulkner University), B.S. (Auburn University), M.A. (Southern Christian University), M.S. (University of Western Kentucky), M.A. (University of Southern Mississippi), Ph.D. (University of Southern Mississippi), Professor of Psychology and Counseling

Non-Core Faculty

Affiliate Faculty

J. Dale Alden III, B.S. (Freed Hardeman University), M.S. (Abilene Christian University), Ph.D. (Virginia Polytechnic University), Internship/Residency, (Vanderbilt University School of Medicine), Licensed Psychologist, HSP, Assistant Professor of Psychology and Counseling

Shanna D. Ray, B.S. (Lipscomb University), M.S. (Middle Tennessee State University), M.S., Ph.D. (Vanderbilt University), Department Chair of Psychology, Counseling, and Family Science, Director of Graduate Studies in Psychology, Thesis Coordinator, Professor of Psychology and Counseling

Clinical Adjunct Faculty

Joy Samuels, B.A. (Abilene Christian University), M.S. (California State University), M.Div., D. Min. (Wesley Theological Seminary), LPC-MHSP, Faculty Supervisor

Program Admission

Applicants to the Graduate Studies in Counseling program must submit the following application materials:
1. **Application Form.** Each applicant must complete an application form. The application form is available at http://gradstudies.lipscomb.edu/, then click on Admissions, then APPLY TODAY. The application can be completed online or downloaded in a PDF version.

2. **Application Fee.** Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students). Fee will be waived for those applying before October 1 for Spring semester and March 1 for Fall semester.

3. **Goals Statement.** A 2-page expanded goals statement concerning the applicant’s interest in the program’s curriculum to expected career progression is required.

4. **Standardized exam score.** Scores from the Graduate Record Examination (GRE) are required for students seeking their first graduate course work. (For more information on the GRE, visit http://www.ets.org/ and click on GRE.) Minimum scores accepted are an 800 (combined Verbal/Quantitative score under old system).

5. **GPA.** Undergraduate GPA of 3.0 is required. Students who have taken graduate coursework prior to applying for Lipscomb must also have maintained a 3.0 average in graduate coursework. Exceptions to these standards may be made on a case-by-case basis and will result in a Conditionally Admitted status.

6. **TOEFL.** The Test of English as a Foreign Language (TOEFL) is required for international students. (See section titled International Students for more information.)

7. **References.** Three letters of reference are required.

8. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.

9. **Health Form.* Each applicant must submit a completed health form signed by a health care provider. (To print a copy of the health form, visit http://healthcenter.lipscomb.edu/Uploads/38443.pdf).

*The following forms must be submitted after acceptance into the program.*

All application items should be submitted to the Department of Psychology and Counseling office no later than 30 days before the beginning of the semester or term in which the student plans to enroll. Forms should be mailed to: Graduate Studies in Psychology and Counseling, Lipscomb University, One University Park Drive, Nashville TN 37204-3951.

Upon completion of the required application materials, the applicant will be subject to an admission interview process. Impressions gained by the interviewers will be added to the admissions packet and forwarded to the Admissions Committee.

All admission materials will be reviewed by the GSC Admissions Committee. The GSC Admissions Committee consists of the Director of the Graduate Program, the Clinical Director of the Graduate Program, and two (2) additional counseling faculty appointed by the Director.

**Non-Degree Seeking Students**

Students who have completed a Master’s degree in Psychology or a related field, at Lipscomb or a different university, may be interested in coursework that enables them to pursue licensure. These students must complete all application procedures and be admitted to the Graduate Studies in Counseling program as a non-degree seeking student. Students who completed their Master’s degree at Lipscomb will only need to complete their application and interview.
Admitted Student Categories

Following review, the committee will make a recommendation regarding each applicant’s admission to the program. Students are admitted to graduate courses in one of four categories:

1. **Graduate Student**: one who has satisfied all admissions requirements. A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold; this hold will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed, and the student will be allowed to register for the following semester, provided the student is approved for progression by the Progress Review Committee (see section below).

2. **Conditionally Admitted Student**: one who has been admitted conditionally, without satisfying all admission requirements, at the discretion of the program director. Students admitted with the following criteria may be required to complete a minimum of nine hours of graduate work, with a grade of “B” or above before the conditional admission is removed.
   a. From an unaccredited school or with a substandard GPA or GRE score.
   b. A transfer student with a graduate GPA below 3.0. The transfer student must be in good standing at the previous institution attended.
   c. As a student who has not completed a bachelor’s degree program. The transfer student must be in good standing at the previous institution attended.

3. **Non-Degree Student**: one who has been admitted to graduate studies and has met all admission requirements except GPA or MAT/GRE. The student may take up to nine (9) semester hours for graduate credit. Those hours may be applied toward a master’s degree if the student makes a grade of “B” or better in the courses taken for credit and if all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.

4. **Visiting Student**: one who is currently enrolled as a student in good standing at the post-bachelor’s level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.

5. **Probationary Student**: one who has been readmitted to a graduate program following academic suspension from the program.

In the case of a Conditional admission, the GSC Admissions Committee will forward a pre-admission Performance Improvement Plan (PIP) to the student detailing the course of action that must be taken to be considered for unconditional admission. The remedial plan may include but not be limited to a minimum of nine (9) hours of graduate work with a minimum grade of “B.” A specific timeline and completing deadline will be included in the remedial plan. The student will be required to sign and return the form which will be placed in the file. The PIP will be monitored by the student’s faculty advisor and will be reviewed by the Performance Review Committee (PRC) at the end of the first semester and each semester thereafter until the PIP is successfully completed (See Evaluation of Student Performance and Progress). The PIP must be successfully completed before the Conditional admission is removed, and the student is promoted to Graduate Student standing (which is required for further progress in the program).

Admission to the program does not imply admission to Candidacy for the M.S. degree. Only those students who meet the requirements for “Graduate Student” status and the program requirements outlined in the Evaluation of Student Progress section of this handbook are eligible for Candidacy (See Candidacy).
Readmission
Students not enrolled for two or more consecutive semesters (fall or spring) must reapply by submitting only the Graduate Studies Application two weeks prior to the start of the semester they plan to enroll. Students not enrolled for two years or more must submit a complete admission file before the admissions deadline of the graduate program.

Transfer and Waiver of Courses
Although all graduate credit hours may be transferred from another accredited institution, a maximum of 9 hours will be counted toward a graduate degree. The Graduate Director or an appointed faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. The student should arrange for an official transcript from the other graduate programs to be sent to the Graduate Counseling Office. No course with a grade below a “B” will be considered for transfer. A substitution for a required course may be allowed if the substituted course is equivalent in content and caliber. Documentation (course syllabus, letter from instructor, etc.) for both the course previously taken and for the course for which substitution is sought is required. Students should file the Course Transfer Request Form with the program director to request a transfer of a course.

Special consideration for course waiver may be given to the student who has special study and/or experience in a given subject area. The waiver will be by means of an examination that is passed with a grade of “B” or better. A $140 fee is charged for each examination taken (includes $55 for evaluating and recording and $85 per course for constructing and administering). A maximum of 6 hours may be waived by examination. Arrangements for a waiver are to be made through the Graduate Studies office. No graduate credit is awarded.

Documentation
Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of the Graduate Catalog.

Changing Programs
Students interested in changing graduate programs within the Department of Psychology and Counseling may do so with an additional interview, which may be waived at the discretion of the program director, and an internal assessment of fit and availability. It is likely when transferring to a different program, that not all classes will be applicable to the new program. Students concerned about the transfer of hours should consult with the program director to assess degree completion requirements prior to switching programs.

Lipscomb graduate students wishing to complete a second Master’s degree may apply for the second desired program with the completion of a new application and a second interview (other requirements will be waived). Students who are admitted will be able to apply 9 hours of their prior graduate course work toward the second Master’s degree.

Graduate Studies in Counseling: Clinical Mental Health Curriculum

The Master of Science in Clinical Mental Health Counseling offers a 61-hour curriculum designed to meet the academic and graduate clinical experiences required for licensure as a Professional Counselor with
Mental Health Service Provider designation (LPC-MHSP) in the State of Tennessee (TN). This credential allows students to provide counseling services in a variety of settings as outlined by the State Board of Certification for Professional Counselors and Marital and Family Therapists and Clinical Pastoral Therapists. For detailed information about this licensure, see the rules of the State Board of Certification for Professional Counselors and Marital and Family Therapists and Clinical Pastoral Therapists at http://health.state.tn.us/Boards/PC_MFT&CPT/index.htm. Our program’s emphasis on faith integration would be especially helpful for those who wish to practice in faith-related settings (although students are not limited to only these settings). Graduation from the Counseling Program will require the following completed steps:

- Cumulative GPA of 3.0 or higher
- Successful completion of Plan of Study (POS)
- Successful completion of the Progress Review process
- Approval for Candidacy
- Successful completion of Clinical Experiences
- Successful completion of Coursework including Capstone and comprehensive exam
- Completion of Application for Graduation and completing all required paperwork
- Recommendation of the GSC faculty

To keep our programs current, faculty revise requirements from time to time. If your decision to apply for the program is based on specific course requirements, please be sure you have the latest program description before you accept any offer for admission and register for classes. The faculty reserve the right to make modifications to the program, curriculum, and exams to better address student, faculty, program, university and/or community needs with or without notice.

For a list of course offerings by semester, see Typical Course Offerings by Semester.

Curriculum

Core Courses (46 Hours)
COUN 5103 Theories of Counseling and Personality
COUN 5113 Introduction to Clinical Mental Health
COUN 5203 Introduction to Psychopathology and Adaptive Behavior
COUN 5303 Lifespan Development
COUN 5603 Research Methods and Statistics
COUN 5703 Ethics and Professional Issues in Counseling
COUN 5803 Integration of Psychology and Christianity Seminar
COUN 5903 Introduction to Counseling Skills
COUN 6053 Multicultural Issues in Counseling
COUN 6103 Group Dynamics and Group Counseling
COUN 6253 Career Counseling
COUN 6303 Substance Abuse Counseling
COUN 6603 Advanced Psychopathology
COUN 6653 Assessment Techniques
COUN 6703 Effective Counseling and Treatment Planning
COUN 6951 Capstone Seminar in Counseling
Clinical Experience Courses (9 Hours)
COUN 6803     Practicum
COUN 6903     Internship I
COUN 6913     Internship II
COUN 6910     Internship Continuation (if needed)

Elective Courses (select 6 Hours) (Elective courses are not offered every semester)
COUN 6003     Grief and Crisis Counseling
COUN 6153     Marriage and Family Counseling
COUN 6403     Psychopharmacology
COUN 6453     Gerontology
COUN 6503     Human Sexuality
COUN 675V     Psychological/Counseling Topics
              (Introduction to Play Therapy, Advanced Play Therapy, Internship II in Play Therapy)
PSG 6933     Thesis I
PSG 6943     Thesis II

Courses from other Lipscomb graduate studies may be used as electives as approved by the graduate director (e.g., Conflict Management, Theology).

Course Sequences for First Year
Below is the required first year sequence for full-time M.S. in Clinical Mental Health Counseling students entering in the FALL or SPRING. These courses are the nine (9) prerequisites for Practicum. Students who take these courses in a different order will delay their start of practicum.

First Semester:
- Introduction to Clinical Mental Health Counseling
- Introduction to Psychopathology and Adaptive Behavior
- Theories of Counseling and Personality

Second Semester:
- Advanced Psychopathology
- Ethics & Professional Issues in Counseling
- Introduction to Counseling Skills

Third Semester:
- Effective Counseling & Treatment Planning
- Substance Abuse Counseling
- Multicultural Issues in Counseling

Course Descriptions
COUN 5103 Theories of Counseling and Personality (3)
   This course provides an overview of the practice of counseling, with emphasis on understanding the profession of counseling, interviewing and assessment, introduction to techniques of psychotherapy and various treatment strategies.
COUN 5113 Introduction to Clinical Mental Health Counseling (3)
This course provides a base of knowledge about the counseling profession, its history, philosophy, and identity. Also covered are the roles & responsibilities of the professional counselor in working competently with diverse populations through personal challenges and crises and toward wellness and prevention.

COUN 5203 Introduction to Psychopathology and Adaptive Behavior (3)
Present categories of psychopathology with an emphasis on causes, diagnosis and treatment strategies. Roles of various mental health professionals involved in diagnosis and treatment of psychopathologies will be addressed. Healthy and adaptive behaviors will also be discussed.

COUN 5303 Lifespan Development (3)
This course provides a survey of human development from conception through death. Special emphasis will be given to biological, social/emotional and cognitive change as well as applications to counseling and other applied settings. This course is recommended after COUN 5103, 5113, 5203, 5703, 5903, 6053, 6303, 6603, 6703 unless a student is taking the course concurrent with a Global Learning trip.

COUN 5603 Research Methods and Statistics (3)
Course designed to introduce students to research methods and statistical analyses used in psychological research. Students will be taught to critically evaluate psychological research and understand its application to counseling. This course is recommended after COUN 5103, 5113, 5203, 5703, 5903, 6053, 6303, 6603, 6703.

COUN 5703 Ethics and Professional Issues in Counseling (3)
Presents the current American Counseling Association code of ethics and related codes as appropriate. Steps in ethical decision making will be discussed and case studies will be presented. Students will gain an understanding of the need for ethical standards and will learn how to follow ethical guidelines. Prerequisites: COUN 5103, 5113, 5203.

COUN 5803 Integration of Psychology and Christianity Seminar (3)
An in-depth consideration of psychological theories and ethics within the context of the Christian faith with a focus on areas of agreement and disagreement among theories of counseling and Christian principles. Ethical and legal issues from both Psychology and Christianity will be discussed. Prerequisite: COUN 5103. This course is recommended after COUN 5103, 5113, 5203, 5703, 5903, 6053, 6303, 6603, 6703 unless a student is taking the course concurrent with a Global Learning trip.

COUN 5903 Introduction to Counseling Skills (3)
Introduces the development of basic counseling techniques with a review of counseling theory, philosophy and principles as applied to skill development. A number of counseling approaches and techniques will be examined for student development, demonstration, and possible integration. The instructor of COUN 5903 will consult with the PRC regarding a student who fails to demonstrate proficiency in this course. Following the review of evidence regarding the student’s deficiencies, the PRC may recommend that the student be given an “In Progress” (IP) grade and provided with a Performance Improvement Plan (PIP) which will detail corrective actions necessary for successful completion of this course. Students receiving “C” or below in the course will be required to repeat the course. A grade of “A” or
“B” is required in this course in order to be considered for Candidacy Status. Candidacy approval is required in order to complete clinical experiences (practicum/internships). Successful completion of clinical experiences are required to be conferred a Master of Science in Clinical Mental Health Counseling.

COUN 6003 Grief and Crises Counseling (3)
The purpose of this course is to investigate the process of dying and grieving in order to learn how the normal grieving process occurs and how counselors can address with sensitivity the needs of the dying and those who are survivors of loss. Crises management strategies, including those in emergency situations will also be addressed. Prerequisites: COUN 5103, 5203

COUN 6053 Multicultural Issues in Counseling (3)
A course designed to help counselors maximize their effectiveness in working with clients from different cultures and sub-cultures. Includes counseling skills that are effective with clients with various disabilities, races, religions, sexual orientations and economic backgrounds. Prerequisite: COUN 5103, 5203. This course is recommended after COUN 5103, 5113, 5203, 5703, 5903, 6603 unless a student is taking the course concurrent with a Global Learning trip.

COUN 6103 Group Dynamics and Group Counseling (3)
An introduction to group counseling techniques, the advantages and limitations of group counseling and group work, opportunities and challenges unique to this format and effective strategies for maximizing group effectiveness. Prerequisite: COUN 5103, 5203. This course is recommended during Practicum. It is a prerequisite for Internship I (COUN 6903).

COUN 6153 Marriage and Family Counseling (3)
Introduction to major approaches to marriage and family counseling, including issues and challenges unique to marriage/family counseling and strategies for dealing with these challenges. Prerequisite: COUN 5103, 5203

COUN 6203 Child and Adolescent Counseling (3)
Provides an overview of psychological problems and issues unique to child and adolescent clients and introduces counseling theories and techniques that are used with this population. Problems in diagnosis, treatment, rights of minors and abuse issues will be addressed. Prerequisites: COUN 5103, 5203

COUN 6253 Career Counseling (3)
Introduces students to methods used in counseling clients about career-related decisions. Provides an overview of test instruments used to evaluate skills and aptitudes, methods to give guidance for training and job placement and job interview strategies. Prerequisite: COUN 5103, 5203

COUN 6303 Substance Abuse Counseling (3)
A course for preparing students to work with substance abuse clients and to be able to refer clients to appropriate treatment. Supervised exposure to a controlled inpatient substance abuse environment is required. Prerequisites: COUN 5203, 5103, 5203, 5703, 6603, 5903
COUN 6403 Psychopharmacology (3)
An overview of the psychotropic drugs with emphasis on drugs that have therapeutic uses relative to clinical disorders. Basic physiological and neurological processes will be discussed along with the necessity for monitoring clients for adverse drug reactions. Prerequisite: COUN 5203

COUN 6453 Gerontology (3)
An overview of current thinking and evidence regarding the development of older persons. Problems of illnesses will be explored along with types of possible placements for disabled elderly clients. Ways to assist caretakers in decision making about treatment, placement or referral to agencies for other assistance will be presented. Prerequisite: COUN 5203

COUN 6503 Human Sexuality (3)
Overview of the physiological and psychological components of sexual behavior. Both healthy and problematic areas of sexual functioning will be studied, with special attention to diagnostic skills for identifying sexual disorders and dysfunctions and designing appropriate treatment regimens. Moral, legal and ethical issues will be addressed. Prerequisites: COUN 5103, 5203

COUN 6603 Advanced Psychopathology (3)
Intense coverage of disorders included in the current diagnostic and statistical manual. Focus will be on developing diagnostic skills and an understanding of psychopathology. This course is only open to students in the Professional Counseling program. Prerequisites: COUN 5203

COUN 6653 Assessment Techniques (3)
An overview of interviewing methods, appropriate assessment instruments and their interpretation. Students will serve as both examiner and subject in administration of psychological tests. This course is only open to students in the Professional Counseling program. Prerequisites: COUN 5603

COUN 6703 Effective Counseling and Treatment Planning (3)
Course will provide advanced study of the process of counseling, with emphasis on treatment planning strategies, rapport building and developing counseling skills. This course is only open to students in the Professional Counseling program. Prerequisites: COUN 5903, 5113, 5103, 5203, 5703, 6603

COUN 675VCounseling Topics (1 to 3)
A course option available upon request of students and/or faculty to cover topics not covered in the regular graduate program. The course may be offered as an extension of existing courses or may cover advanced or seldom-covered areas. Prerequisites: COUN 5103, COUN 5203

Introduction to Play Therapy (3) - This course covers principles, history, and theories of play therapy, as well as modalities, techniques, applications, skills and how to become a registered play therapist. It includes an experiential component to develop basic play therapy skills within the context of ethical and diversity-sensitive practice. Students are invited to pursue specific interests and professional development through individualization
of assignments and course activities. These courses are recommended before Introduction to Play Therapy: COUN 5103, 5303, 5703, 5903, 6053.

Advanced Play Therapy and Expressive Arts Techniques (3) – This course covers advanced principles, history, and philosophies of play therapy, as well as modalities, techniques, applications, and skills. It includes an experiential component to practice and apply advanced play therapy and expressive arts skills within the context of ethical and diversity-sensitive practice. While the course is designed for application within the child population, special consideration will be given to applying a child-centered play therapy approach to adolescent and adult populations. Students are invited to pursue specific interests and professional development through individualization of assignments and course activities. Prerequisites: COUN 675V Introduction to Play Therapy.

COUN 6803 Practicum (3)
Introductory experience in supervised counseling with clients in selected clinical settings totaling a minimum of 150 hours. Students will be supervised by the course instructor and a field supervisor and receive feedback from supervisors in order to develop counseling skills. Practicum must be approved by the Clinical Director prior to registration for practicum. Students should plan to start searching for practicum two semesters before they wish to start. Prerequisites: COUN 5103, 5113, 5203, 5703, 5903, 6053, 6303, 6603, 6703. Some practicum sites may require additional prerequisites. This class may only be taken by students enrolled in the GSC Program and promoted to Candidacy. Proof of liability insurance (through ACA student membership) is required.

COUN 6903 Internship I (3)
Intermediate experience in supervised counseling with clients in selected clinical settings totaling a minimum of 300 hours. Students will be supervised by the course instructor and a field supervisor and receive feedback from supervisors in order to develop counseling skills. Internship must be approved by the Clinical Director in the semester prior to beginning the Internship. Proof of liability insurance (through ACA student membership) is required. Prerequisites: COUN 6803, 6103.

COUN 6913 Internship II (3)
Advanced experience in supervised counseling with clients in selected clinical settings totaling a minimum of 300 hours. This course should be taken during the last semester of the students' program. Students will be supervised by the course instructor and a field supervisor and receive feedback from supervisors in order to develop counseling skills. Internship must be approved by the Clinical Director in the semester prior to beginning the Internship. Proof of liability insurance is required. Prerequisites: COUN 6903.

COUN 6910 Internship Continuation (0)
For students who are unable to complete the 600 hours required in Internship I and II in those two semesters, they may register for additional semesters of internship until their site and face to face hours are completed (subject to approval of the site director or supervisor). Additional Internship must be approved by the Clinical Director in the semester prior to registration for internship. Proof of liability insurance (through ACA student membership) is required. A $500 fee will be required to register for Internship Continuation.
COUN 6951 Capstone Seminar in Counseling (1)
Provides a review of the counseling program and is a venue for students to ask questions and round out their training. Course is to be taken in the last semester of the program and is only open to students in the Professional Counseling program. Prerequisite: completion of 52 hours in coursework. This course should be taken in the final semester only.

Thesis Option
Students who are considering pursuit of a doctorate should consider completing a thesis, as most doctoral programs would expect one as a prerequisite. Thesis I and II would count as two electives in the Master of Science in Clinical Mental Health Counseling degree. Interested students should meet with Dr. Shanna Ray to discuss interests.

Play Therapy Specialization
Students interested in working with children and utilizing play therapy may pursue a Specialization in Play Therapy, which requires nine (9) hours in specific play therapy courses. This specialization, in the context of the Clinical Mental Health Counseling degree, will assist students in becoming a Registered Play Therapist through the Association for Play Therapy. Students take the following two courses, taught by Dr. Denis’ Thomas, for their electives – Introduction to Play Therapy and Advanced Play Therapy and Expressive Arts Techniques. They would also complete Internship I or II as an Internship in Play Therapy under the supervision of Dr. Thomas. Be advised: to meet the prerequisites for the Introduction to Play Therapy course, a student may need to take classes out of sequence or take an additional class one semester to be ready for the Introduction course when it is offered. For these course offerings, please see Dr. Thomas for the schedule as they are sometimes taught between semesters in a condensed format.

ACADEMIC POLICIES AND PROCEDURES

Program Completion Sequence
For successful completion of the Graduate Studies in Counseling program, students should follow the sequence referenced below:

___ Submit Application Packet
___ Complete Interview
___ Applicant Review by Graduate Admissions Committee
___ Obtain Approvals for Transfer/Waiver of Credit(s)
___ Program Admission
___ Attend University and Program Student Orientations
___ Complete Plan of Study with Faculty Advisor
___ File Intent to Pursue Practicum form with Clinical Director
___ Successfully Complete Progress Review (after first semester)
___ Apply for Candidacy (after 12 hours completed)
___ Obtain Promotion to Candidacy Status
___ Begin Clinical Experiences (no earlier than fourth semester)
___ Successfully Complete Clinical Experiences
Continued Successful Annual Reviews
Complete Application for Graduation and Pay Graduation Fees
Successfully Complete Coursework including Capstone and CPCE
Complete Exit Interview/Closing Conversation with Program Director
Graduate!

Orientation

Incoming students will be invited to two (2) orientations. The first is provided by the Graduate School and will have representatives from the Business Office, the Registrar’s Office, Financial Aid Office, Campus Safety Office, the Counseling Center, the Computer Center, the Campus Library, Health Services and the Campus Bookstore. Students will have the opportunity to have identification cards made and obtain parking stickers. A second orientation will be conducted by the Graduate Studies in Counseling program and provide information on the mission and goals of the program, the Course of Study, academic policies and programs, program expectations, clinical experiences and requirements, class format and grading policies, student retention and remediation, professional orientation and organizations, and an introduction to departmental faculty. Students will receive email communications regarding the dates and times of the orientation(s). Students are required to attend the Graduate Studies in Counseling program orientation. Students will be asked to provide feedback on their experiences in the Graduate Studies in Counseling program orientation.

Student Advising and Plan of Study (POS)

Students will be assigned an advisor at the Graduate Studies in Counseling program orientation. In collaboration with their advisor, students will develop a Plan of Study (POS) during the first semester in which they are enrolled in the program. The purpose of the POS is to tailor the course sequence to ensure a student’s timely progression through the program. See Plan of Study (POS) form. At this same advising meeting, students will complete the Intent to Pursue Practicum form (located in the Clinical Experiences Handbook) and file it with the Clinical Director by the appropriate deadline. While students are only required to meet with their advisor the first semester, students are encouraged to meet with their advisors whenever they would like, and students may request a meeting at any time.

Changing Plan of Study (POS)

Once signed, the Plan of Study becomes an agreement between the program and the student. We expect that the student will follow the POS each semester. Changes to the plan must be initiated by the student. In order to change the plan, the student must meet with his/her advisor and develop a revised plan. Once signed by the student and the advisor, the plan must be approved by the Director of the Graduate Program. Once approved, the new plan will be placed in the student’s file.

Academic Course Load

A student enrolled for 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 hours is considered a part-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the director of the graduate program.
**Grading System**

While it may be customary to refer to graduate student enrollment by the number of courses a student takes per term, the academic unit is the semester hour. The 3-semester hour course is based upon three 50-minute hours of instruction each week over a period of 16 weeks. In most instances, graduate courses meet for 150 minutes per week.

All work in the university is graded by letters. Each letter is in turn assigned a quality-point value according to the list provided below. For example, a letter grade of “A” carries a quality-point value of four quality points per semester hour. If the student makes an “A” in a three-hour course, the total number of quality points earned for this course would be twelve quality points. The overall grade-point average for each student is determined by dividing the number of quality points earned by the total number of hours attempted. Only work taken at Lipscomb University is included in the computation. In the case of courses repeated at Lipscomb, only the highest grade will be used in determining the grade point average. The hours attempted will be used only once. For duplicated work, that is, for any course taken both at Lipscomb and another school, the grade of the Lipscomb course will always be used in computing the student’s GPA. Grades are awarded on an “A” (excellent), “B” (good), “C” (marginal) and “F” (failing) scale. An “I” (incomplete) may be given under special circumstances, but will be computed as an “F” until the course is completed.

“In Progress” (IP) grades are given only on approved courses, such as masters’ theses, honors theses, and certain practicums. A grade must be established by the end of the next full semester after the IP grade has been given. A student who does not return to Lipscomb University will automatically receive an “F” on all IP grades after one year. Any variation of these policies must be approved by the Academic Leadership Team.

**Class Attendance**

Regular class attendance is expected of each student. The classroom experience is considered an integral part of the institution’s educational program. Students who miss a significant amount of class time are subject to failure. Students who expect to miss class should consult with their teachers in advance and additional assignments may be required to compensate for the missed classes.

**Class Schedule Disruption Policy**

Except in the rarest of instances, Lipscomb University does not cancel classes or close offices. However, should an event (weather-related or otherwise) occur that requires disruption of the entire Lipscomb University class schedule, students will be notified via multiple venues including the Lipscomb homepage (www.lipscomb.edu), a text message sent through LU ALERT (http://lualert.lipscomb.edu), and the Lipscomb Weather Information Line (615-966-1836). For information on possible snow-related closures or “late starts,” students should consult local television stations (2-WKRN, 4-WSMV, 5-WTVF and 6-WZTV, and Channel 9 on campus). Students should look for information regarding “Lipscomb University,” not “David Lipscomb Campus Schools.” Students are expected to notify their instructors in advance of class if they are not able to attend class due to inclement weather. See course syllabi for absence notification requirements.
**Student’s Responsibility for Notification of Extended Absence**

In the case of individual absences, students should contact their professors directly. However, students who find themselves in circumstances which would cause them to miss meetings/practicum/internship for an extended period of time should contact your supervisor immediately. When necessary, Steve Prewitt, Associate Provost for Student Academic Support, (steve.prewitt@lipscomb.edu; 615-966-5804) will be notified for any assistance as well.

**Cumulative GPA Requirements**

1. **Good Academic Standing:** To remain in good academic standing, the student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.
2. **Probation:** Should the student’s cumulative graduate GPA fall below 3.00, he/she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than 6 hours during any term the probation applies. The probationary student is required to achieve a 3.25 cumulative GPA by the time the student has completed the next 9 hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.
3. **Suspension:** If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. Additionally, a graduate course in which a student earns an “F” will cause suspension for the following semester. The student may be required to appear before the Graduate Committee. A graduate course in which a student has earned a “C” or “F” may be repeated. In such cases, only the higher grade will be used to compute the student’s GPA. Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.
4. **Appeals:** Appeals to suspension decisions should be made in writing to the Associate Provost for Academic Development and Graduate Studies. Appeals must be received no later than 4:30 pm on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.

**Conduct Expectations**

Lipscomb University was founded with a commitment to Biblical faith and principles. As an institution, the university seeks to equip, educate, and develop graduates holistically as people who glorify God, integrating Christian faith and practice with every aspect of their lives. We hope to equip each student with a personal integrity and a moral/ethical framework for life, which is responsible to the standards of Scripture and lived out in the Spirit of Christ.

**Standards of Student Conduct**

With the goal to create a community that is Christ-centered, the university has established expectations for student behavior. As a member of the Lipscomb community, each student has the responsibility to become familiar with the expectations that reflect the high standards of the university’s mission.

These values include, but are not limited to:
1. Respect for one’s self and others within the campus and in the community.
2. Respect for the legacy, mission, and community Lipscomb University strives to maintain.
3. Respect for all the laws set forth by the government at local, state, and federal levels.
4. Respect of policy, procedure, discipline, and authority implemented by the institution to effectively manage all university activity.

5. Respect for the diversity (personality, race, religion, etc.) of students, faculty and staff who inhabit the Lipscomb community.

6. Willingness to embrace the need to hold others in the Lipscomb community accountable to the Christian standards that reflect the university’s mission.

All policies regarding student conduct are available in the Graduate Student Handbook at www.lipscomb.edu/uploads/48839.pdf. These policies apply to all graduate students on or off campus, regardless of whether school is in session.

**Academic Integrity**

Lipscomb University is a community of scholars and learners committed to the teachings of Jesus Christ. Our core values of Christ-likeness, truth, excellence, and service integrate our Christian faith with the practice of academic pursuits. As citizens of this community, students, faculty, and staff share the responsibility for promoting a climate of integrity. The life of a Christian is built on the foundation of serving others and living in truth. A community built on these principles cannot accept unauthorized collaboration, cheating, fabrication, multiple submissions, false citation, plagiarism, or other actions as prohibited by instructors that jeopardize the rights and welfare of the community and diminish the worth of academic integrity of the community. The Community of Faith sets out broad principles. From these broad principles flow policies and practices for members of the Lipscomb University Community. The Judicial code identifies specific definitions of academic integrity infractions, provides a listing of sanctions, which students may face, and identifies steps of process. These can be viewed at www.lipscomb.edu/academics/Academic-Integrity.

**Personal and Experiential Awareness**

The faculty members in the Graduate Studies in Counseling program at LU firmly believe in the role and value of personal reflection and self-awareness for counselors and encourage our students to engage in their own personal therapeutic journey. Understanding one’s own perspectives, interpretations, beliefs, experiences, and emotions is a crucial step towards understanding others and enhancing one’s professional counseling and helping skills. According to the 2009 CACREP standards, the existence of self-awareness is a fundamental skill needed to relate to diverse individuals and groups. As such, the personal qualities, characteristics, experiences, and reactions of counselors are critical to the counseling and helping process.

The emphasis on personal development is a vital and fundamental aspect of our graduate program. Our program’s faculty members engage students in activities that promote the development of self-awareness and are committed to creating an atmosphere of safety. However, it is important to recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. In numerous classes in the program, students will be asked to take necessary emotional risks and actively engage in personal growth and self-reflection. For example, students will have opportunities to explore their own family of origin issues and identify their biases and assumptions. Understanding oneself is essential to your professional development as a counselor, as the counselor brings the self to be with the client. Engaging in our own self-awareness and personal development is essential to encouraging such a process in others. Consistent with this is the expectation that students will offer their peers honest and direct interpersonal feedback. Feedback is a crucial aspect of students learning from each other. This is especially true in clinical courses such as Introduction to Counseling Skills, Group Dynamics and Group Counseling, Practicum, and Internships.
In order to advocate for the professional development of our students, and prepare students with the skills necessary to become competent professionals, educational experiences in some courses may be distressing for some students. If a student is exhibiting distress, we discuss options to help the student cope with this discomfort. Should a student choose to seek personal counseling, suggestions for local resources will be made (local references are listed in *Availability of Counseling Services for Graduate Students*). Students who are participating in their own personal counseling should inform their counselor, course instructor, and program advisor about distressing course experiences.

In addition, during the course of study it may become clear to the student, faculty, or both, that the counseling profession is not a suitable match for the student. In such cases, faculty will help students, as needed, to explore more appropriate career choices and assist the student with exiting the program in a committed and caring manner.

(Adapted with permission from Western Kentucky University’s Department of Counseling and Student Affairs *Graduate Student Handbook*, 2011)

**Professional Social Networking Behavior**

Students who use social networking sites (e.g., Facebook, MySpace, Twitter) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, site supervisors, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor. To this end, students should set all security settings to “private” and should avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites. Students should never accept a client as a “friend” or expose a client through pictures, posts, tweets, or otherwise as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of a counselor or counselor in training. Engaging in these types of actions could result in the student being dismissed from the program.

(Adapted with permission from Arizona State University’s Counseling and Counseling Psychology program’s *Master of Counseling Program Guide*, May 2011)

**Evaluation of Student Performance and Progress**

The Graduate Program in Professional Counseling is committed to continuous and systematic evaluation of its students. The faculty also believe that students deserve and require on-going feedback regarding their progress through the program if they are to reach their potential.

When a student is admitted for the Master of Science in Clinical Mental Health Counseling, it is an admission into the program but does not constitute Candidacy for M.S. degree. Candidacy approval allows the student to progress through the program and pursue the clinical experiences. A student’s progress and performance in the program will be initially evaluated after completion of the first semester (which must include COUN 5903 Introduction to Counseling Skills) through the Progress Review process. Information from the Progress Review process will become part of the program’s consideration of the student’s application for Candidacy. A progressing student should make application
for Candidacy after completing 12 hours of graduate coursework (typically at the end of the second semester). Application for Candidacy initiates the next review of a student’s performance and progress. After approval for Candidacy, the student will continue to be evaluated through formal and informal processes to ensure successful completion of the program. Information about the Progress Review process and the Candidacy process is provided below.

**Performance Review Committee**

The Progress Review Committee (PRC) is responsible for evaluating a student’s performance and potential for effectiveness as a Professional Counselor and making decisions regarding a student’s continuation towards Candidacy and promotion to Candidacy status. Membership of this committee includes but is not limited to the student’s faculty advisor (who may serve as chairperson when PRC reviews the student’s performance deficiencies), the faculty who taught the student’s courses (including COUN 5903 Introduction to Counseling Skills), the GSC Clinical Director, and any other faculty as appointed by the GSC Director. Appeals to the Progress Review process should be directed to the Director of the GSC.

**Progress Review**

At the end of the first semester, faculty will review and evaluate each new student’s performance during that semester, considering not only the academic performance, but also the professional, intrapersonal, and interpersonal skills and behavior.

An evaluation of the student’s performance will occur via both formal and informal methods. Formally, the student will be evaluated by course performance. In addition, the faculty will provide formal evaluation by completing the Professional Performance Review (PPR) form for each course in which the student was enrolled during the first semester. Informally, the faculty will continuously evaluate the appropriateness of each student’s interpersonal skills through interactions with faculty, staff, clinical supervisors, and other students. **During the first semester**, each student should also meet with the Clinical Director for advising and professional development. Information from these evaluations and interactions will be reviewed by the Progress Review Committee.

At the end of the first semester, the PRC will review all information from the formal and informal evaluations listed above to consider each student’s entire performance during this semester and consider the student’s readiness for the counseling field. This information will be recorded on the Summary of Professional Performance Reviews (SPPR) form. Specifically, the PRC will determine if a student should be allowed to proceed in the M.S. program. At this meeting one of the following decisions will be made: 1) approval to proceed in the program, 2) dismissal from the program, or 3) recommendation for a PIP (See Performance Improvement Plan below for details). If a student’s performance is deemed appropriate for progression in the program and in the field of Professional Counseling, the student will be encouraged to proceed with additional courses and may request a meeting to review the first semester feedback. All evaluation and progress review materials will be placed in the student’s files, and the student may request to see this information at any time.

Specifically in second semester, we look at fit for profession through counseling skills. Proficiency in counseling and interpersonal skills is imperative to success as a Professional Counselor. Accordingly, COUN 5903 Introduction to Counseling Skills is designed to provide foundational skills and enhance interpersonal functioning known to be central to counselor effectiveness. The instructor of COUN 5903 will consult with the PRC regarding a student who fails to demonstrate proficiency in this course. Following the review of evidence regarding the student’s deficiencies, the PRC may recommend that the
student be given an “In Progress” (IP) grade and provided with a Performance Improvement Plan (PIP) which will detail corrective actions necessary for successful completion of this course. Students receiving a “C” or below in the course will be required to repeat the course. A grade of “A” or “B” is required in this course in order to be considered for Candidacy Status. Candidacy approval is required in order to complete clinical experiences (practicum/internships). Successful completion of clinical experiences are required to be conferred a Master of Science in Clinical Mental Health Counseling. Students failing to successfully complete the PIP and/or failing to pass COUN 5903 in the semester immediately following initial registration in this course will be not be allowed to continue in the program. Students dismissed from the program will be provided with encouragement and support in exploring other professions to which they are better suited. (See Performance Improvement Plan below).

In addition to evaluating each student’s specific performance in COUN 5903, at the end of the second semester, the PRC will review all information from the formal and informal evaluations listed above to consider each student’s entire performance during both semesters and consider the student’s continued readiness for the counseling field. Students who have completed twelve hours of coursework at the end of the second semester should apply for Candidacy (see Candidacy below). For those who have not yet completed twelve hours, the formal and informal evaluations will be reviewed, and this information will be recorded on the Summary of Professional Performance Reviews (SPPR). Specifically, the PRC will determine if a student should be allowed to proceed in the M.S. program. At this meeting one of the following decisions will be made: 1) approval to proceed in the program, 2) dismissal from the program, or 3) recommendation for a PIP (See Performance Improvement Plan below for details). If a student’s performance is deemed appropriate for progression in the program and in the field of Professional Counseling, the student will be encouraged to proceed with additional courses and to apply for Candidacy after twelve hours of coursework are completed. Students may request a meeting with their advisor to review the feedback. All evaluation and progress review materials will be placed in the student’s files, and the student may request to see this information at any time.

**Candidacy**

After the student has received approval from the PRC to proceed into the second semester of coursework and has completed at least 12 hours of coursework, the student must apply for “Candidacy” which allows the student to continue progress in the program and pursue the clinical experience. A student is not allowed to progress beyond the semester in which 12 hours have been earned without application for Candidacy. For admission to Candidacy, the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition, including successful completion of a PIP leading to “Graduate Student” status.

2. Complete at least twelve hours of graduate work (in no less than two semesters). The twelve hours must include the following two courses: COUN 5113 Introduction to Clinical Mental Health Counseling and COUN 5903 Introduction to Counseling Skills. The remaining six hours of coursework must include two courses from the following: COUN 5103 Theories of Counseling and Personality, COUN 5203 Introduction to Psychopathology and Adaptive Behavior, COUN 5703 Ethics and Professional Issues in Counseling, and COUN 6603 Advanced Psychopathology.

3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. Receive successful reviews by PRC and successful evaluations on Professional Performance Review forms during the first and second semesters.

5. File an “Application for Candidacy” form with Graduate Studies in Counseling which will initiate a formal review by the PRC. Applications are due each semester on the Monday after graduation by 4:00 p.m. to the departmental administrative assistant.

6. After review by the PRC, one of three decisions will be made: 1) promotion to Candidacy for the Master of Science in Clinical Mental Health Counseling and approval to proceed with additional coursework and clinical experiences, 2) dismissal from the program, or 3) recommendation for a PIP (see Performance Improvement Plan for additional details).

7. After the Faculty review date, the student will receive a letter communicating the decision of the PRC. If there are concerns, the student will be asked to meet with the advisor. If a PIP was recommended for the student, see details below. The Candidacy form will be signed by the Program Director along with the POS (determined during the first semester with one’s advisor), and both will be filed in the student’s file.

8. After admission to Candidacy and approval of the POS, any changes in the POS must be approved by the student’s advisor and the Graduate Director and a revised POS form submitted.

**Routine Annual Evaluation of Student Progress**

Student progress through the program is assessed annually at a PRC meeting toward the end of each spring semester. The standard for satisfactory performance includes the following: successful passing of courses, progress through the program requirements in a timely manner, appropriate professional and personal growth, and appropriate interpersonal behavior.

If a faculty member has a concern about a student’s progress, course performance, or behavior, a PPR form will be completed to document the concerns. If additional space is needed, the faculty will write a letter documenting the concerns. A student will receive a Notice of Concern (in a letter) if progress or behavior is not considered to be appropriate; he/she will be asked to meet either with the advisor and/or the PRC for a discussion of the issues and to determine a course of action, should a formal one be necessary (PIP will be utilized).

Students can assume that their performance is satisfactory and that they are in good standing in the program if they receive no written notification to the contrary after the annual review.

**Performance Improvement Plan (PIP)**

In the event that a student fails to meet program expectations, the student may be placed on probation, and provided with a Performance Improvement Plan (PIP) to aid the student in overcoming performance deficiencies and returning to good standing in the program. The plan is normally developed by the Performance Review Committee (PRC) (except for PIPs related to program admission decisions which are handled by the Graduate Program in Professional Counseling Admissions Committee) and specifies required activities and deadlines that must be achieved by the student, as well as consequences for failure to complete the PIP. Failure to successfully complete directives prescribed in the PIP will result in sanctions up to and including temporary or permanent dismissal from the program.
The PRC could determine a student’s performance deficiencies are of such a nature and severity that neither the student nor the program will benefit from a PIP. In those cases, a student may be dismissed temporarily or permanently from the program. Dismissal procedures are described in the section entitled "Dismissal from the Program."

A PIP will include 1) a detailed description of the performance/behavioral deficiencies, 2) a detailed explanation of the level of progress or performance that is required to remediate each deficiency—with reference to supporting documentation from written standards in the program (e.g., syllabi, practicum evaluation criteria), 3) the required actions to be taken and the documentation necessary to substantiate successful completion of the action steps, 4) the specific timeframe for completion of the plan, and 5) the consequences for failure to complete the plan. The plan will be signed and dated by the student, the advisor, and GSC Director, with a copy given to the student and another placed in the student’s file. The advisor and student will discuss and establish mechanisms which will aid the student in completing the PIP in the allotted time, and the advisor will monitor the student’s plan progress and report this progress to the PRC. Students on a PIP are not permitted to pre-register for coursework for the semester following the implementation of their PIP plan. Additionally, students on a PIP are not permitted to register for more than 6 hours of coursework per semester while on a PIP.

Based on a review of the student’s progress, the PRC will determine whether the student has met the terms of the PIP. If the student demonstrates compliance with the terms of the PIP, the student will be considered in good standing and no longer on probation. If the student fails to complete the PIP in accordance with its terms, the student will be subject to sanctions up to and including temporary or permanent dismissal from the program. (See Dismissal from the Program). The PRC will communicate its determinations in writing to the student, with a copy placed in the student’s file.

Ad Hoc Evaluations of Performance
Professional ethics demand that student deficiencies be addressed as soon as possible. Many deficiencies can be successfully addressed by the student and faculty member in the context of a course or other experience (e.g., clinical experiences) without recourse to the more formal procedures described above. However, when student deficiencies cannot be addressed within the context of a course or other experience—either because they are too serious or too broad (i.e., they extend beyond a single course or experience)—they must be brought to the attention of the PRC by completing a Professional Performance Review (PRR) form which outlines deficiencies in the student’s professional, intrapersonal, and interpersonal functioning. Such deficiencies are handled in the same manner as progress or annual reviews. (See Performance Improvement Plan above).

Dismissal from the Program
It is the policy of the Lipscomb University’s Department of Psychology and Counseling that any student participating in the Masters of Science in Clinical Mental Health Counseling must adhere to the policies articulated in the Graduate Catalog, Graduate Student Handbook, Graduate Counseling Handbook, Clinical Experiences Handbook, course syllabi, American Counseling Association (ACA) Code of Ethics, and Lipscomb University regulations concerning academic and scientific standards. Students are responsible for reading and complying with the expectations contained in the documents referenced above and remaining informed of university, departmental, and program policy changes. The program and the university reserve the right to modify policies and procedures without advance notice.

Students who fail to comply with the terms of their PIP may be temporarily or permanently dismissed from the program. Additionally, the program reserves the right to dismiss a student from the program if
it is determined that the student's performance deficiencies are of such a nature and severity that neither the student nor the program will benefit from a PIP. Final decisions regarding dismissal due to performance/behavioral deficiencies will be made by the GSC Director, upon recommendation by the Performance Review Committee (PRC). Dismissal from the program may follow a period of remediation (PIP), probation, and/or suspension, but such a period is not required to precede dismissal.

A student, being considered for dismissal, will be advised in writing of the performance/behavioral deficiencies under review by the PRC. The student may be requested to appear before PRC, provide the committee with a written statement, or both. Any oral or written statement by the student is expected to respond to the performance deficiencies under review. A copy of the student’s written statement will be placed in the student’s departmental file. While attempting to be consistent in its performance evaluations and dismissal decisions, the program attempts to be sensitive to the facts and circumstances surrounding individual cases. These two values may, at times, conflict, but both will be weighed in the effort to achieve as fair of a process/decision as possible. Following review of the case, the PRC will determine whether a recommendation to dismiss from the program is warranted and whether the dismissal should be temporary or permanent. The PRC then makes its recommendation to the GSC Director, who has the authority to make the final program dismissal decision. The student will be advised in writing regarding the dismissal decision, with a copy placed in the student’s file. Students dismissed from the program are no longer considered students of Lipscomb University as of the end of the semester in which they are dismissed. The following are examples of circumstances that could result in dismissal from the GSC program:

- Failure to meet and maintain minimum academic, program, and professional performance standards.
- Unsatisfactory performance in practicum and/or internships.
- Unethical or unprofessional conduct.
- Circumstances that interfere with training or threaten client welfare.
- Felony conviction that affects ability to practice or be licensed.

Program dismissal reviews and communications are considered confidential but may be shared, as appropriate, with pertinent staff and faculty on a need to know basis.

Graduate students may be subject to dismissal by Lipscomb University for failure to comply with Standards of Conduct and Academic Integrity. For information on these policies and procedures, see www.lipscomb.edu/uploads/48839.pdf.

Appeals
Students may appeal recommendations and decisions of the PRC to the GSC Director.

Students dismissed from the program may appeal the dismissal first to the Dean of the College of Arts and Sciences, then to the Associate Provost for Academic Development and Graduate Studies, with the final appeal determination residing with the Provost. A formal, written appeal, which outlines the specific grounds for the appeal, must be filed within 60 days of the end of the term in which the student was dismissed and no later than the end of the twelfth month following the dismissal. The student will be notified regarding the university’s appeal decision.
Graduation Requirements

Residency
No period of formal residency is required for a degree in the master’s program.

Statute of Limitations
All requirements for the M.S. in Clinical Mental Health Counseling degree must be completed within a 5-year period from the time of initial matriculation.

Minimum Credits
The M.S. in Clinical Mental Health Counseling requires 61 hours exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA
The minimum cumulative grade point average (GPA) is 3.00 for all graduate courses taken for graduate credit while pursuing the degree. No grade below a “C” is acceptable, and such a grade would need to be replaced with a passing grade by completing the course again. A grade of “A” or “B” in the following classes is required for continued progress in the program and for graduation: COUN 5903 Introduction to Counseling Skills, COUN 6803 Practicum, COUN 6853 Internship I, and COUN 6903 Internship II.

Counselor Preparation Comprehensive Exam
As a component of the Capstone Seminar in Counseling (COUN 6951), all students are required to complete the Counselor Preparation Comprehensive Exam (CPCE), published by the Center for Credentialing and Education. The CPCE is a national, standardized exam that tests eight core curricular areas as identified by CACREP. The cost for the CPCE is $40.00. Further information and scheduling details for the CPCE will be provided by the Capstone Seminar in Counseling instructor.

Closing Conversation
Graduating students in the GSC program will be invited to a group dinner with the GSC Director as part of the Capstone Course experience. The primary purpose of the dinner will be to provide students the opportunity to share with the Director evaluative feedback regarding their experiences in the program.

Graduation
Students must register for GN 999X in the semester in which all coursework will be completed for graduation. Students will need to complete the ‘Intent to Graduate Form’ even if they do not plan to walk at graduation. This form can be found on the Lipscomb Registrar’s website: http://www.lipscomb.edu/registrar/Commencement. Students who do not file their ‘Intent to Graduate Form’ in the Registrar’s Office by the end of the first week of their last semester may be delayed in graduating. Graduate students receiving degrees are hooded during the May and December commencement exercises. If a student is scheduled to graduate in August, when there are no formal commencement ceremonies, they may choose to walk early in May or late in December. The ‘Petition to Walk Early Form’ may also be found on the Registrar’s website provided above. For information about graduation fees, refer to the current year’s Graduate Catalog.

Faculty Endorsement
Program faculty are pleased to provide recommendation and endorsement for program graduates. It should be noted, however, that endorsement will reflect the student’s overall competence. Requests for
recommendation should be made directly to the program faculty member from whom the endorsement is solicited with sufficient time for completion. Faculty reserve the right to refuse a recommendation request.

**Deadlines**

It is the student’s responsibility to be aware of all deadlines applicable to his or her academic program. Information regarding all deadline dates can be obtained from the Graduate Studies in Counseling Office.

**PROFESSIONAL DEVELOPMENT & CREDENTIALING**

In addition to the responsibilities inherent in the curricular demands of the graduate program, students are encouraged to aggressively pursue their professional development through attendance and participation at local, regional, state, and national professional conferences and workshops. Program faculty welcome the opportunity to collaborate with students in writing, presentation, and other professional development activities.

**Professional Organizations**

Graduate students are expected to be active and involved in professional counseling organizations, including American Counseling Association* (ACA), Tennessee Counseling Association (TCA), and the Tennessee Licensed Professional Counseling Association (TLPCA). Other area professional organizations that may be of interest are the Tennessee Mental Health Counseling Association (TMHCA), American Association for Marriage and Family Therapy Tennessee Division (TAMFT), American Association of Pastoral Counselors (AAPC), Nashville Psychotherapy Institute (NPI), American Association of Christian Counselors (AACC), Nashville American Association of Christian Counselors (NAACC), and the National Christian Counseling Association (NCCA).

*Practicum and Internship students are required to obtain and maintain student membership (inclusive of professional liability insurance coverage) with the American Counseling Association (ACA). Documentation will be required. For information on ACA membership and benefits, [www.counseling.org](http://www.counseling.org)\students.

**Chi Sigma Iota**

“CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.”

“Membership in Chi Sigma Iota, as specified in the Bylaws, is by chapter invitation to both students and graduates of the chapters’ counselor education programs. Students must have completed at least one semester of full-time graduate coursework in a counselor education degree program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership by the chapter, including promise for a capacity to represent the best about professional counseling through appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to
working to advocate for wellness and human dignity for all.” See website for more details: http://www.csi-net.org/

Dr. Denis` Thomas is the Chi Sigma Iota faculty sponsor.

**Career Planning and Placement**

The Career Development Center at Lipscomb University is a valuable aid for students. It provides comprehensive services for undergraduates to alumni to help them achieve their career aspirations from career exploration, resume reviewing, job search strategies, and networking opportunities. The office is located in the Bennett Campus Center, Suite 120. You may also view their online resources at http://www.lipscomb.edu/careercenter/ which will provide you with some information, but an in person visit may be best to help achieve your goals. Contact the Career Center at careerdevelopment@lipscomb.edu.

**Alternative Career Exploration**

If, at any time, a student realizes that his or her goals have changed or are no longer aligned with the objectives of the Graduate Studies in Counseling program, program faculty are available to assist that student in exploring alternatives and referrals. For more information or to begin this process, contact the faculty advisor or the Director of Graduate Studies in Counseling.

**Licensure and Credentialing Requirements**

The credentialing of professional counselors takes various forms. Credentialing itself is an umbrella term to cover such areas as state licensure, certification, and registry. Information about licensure in the State of Tennessee can be obtained at http://health.state.tn.us/Boards/PC_MFT&CPT/index.htm. It is the student’s responsibility to understand and make arrangements to meet the licensure requirements of the state in which he or she intends to practice. The student is encouraged to work with the faculty advisor to make necessary modifications to the POS in order to meet those requirements.

*Lipscomb University’s Master of Science in Clinical Mental Health Counseling meets the academic requirements for licensure in the state of Tennessee. Additional exams and supervised clinical activities (across 2-4 years) are required to fully meet licensure requirements.*

**Tennessee Licensure for Licensed Professional Counselor with Mental Health Service Provider Designation (LPC-MHSP)**

In the state of Tennessee, as of August, 2014, there are a few standard requirements for licensure. Rules for licensure change occasionally, but the most recent regulations can be obtained at the link above. The program is committed to helping students navigate the changing landscape of licensure procedures in the state of Tennessee. A summary of the necessary components for licensure are listed below.

Contact information for the TN Board of Licensed Professional Counselors, Licensed Marital and Family Therapists and Licensed Pastoral Therapists is listed below.
Examinations

The state requires successful completion of three examinations as described below.

National Counselor’s Exam (NCE®)
Successful completion of the NCE® is required for licensure as a Licensed Professional Counselor (LPC) in the State of Tennessee. This exam is offered through the National Board for Certified Counselors (NBCC). Students who have received their Master of Science in Clinical Mental Health Counseling are eligible to take the exam. Students may register for the exam online at www.nbcc.org. Click on “state exam information,” then “state credentialing boards” and then click on Tennessee. At the bottom of the state Licensure Board Administrator’s contact information are registration forms and instructions. A study guide is available and may be purchased at www.nbcc.org. Other great study guides include Study Guide for the National Counselor Examination (Helwig, 2006) or Encyclopedia of Counseling (Rosenthal, 2007). The exam is offered monthly.

The NCE is used for two purposes: national counselor certification and state counselor licensure. The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties. Satisfactory performance on the NCE is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC). Many states also use the NCE for state credentialing (LPC, LAPC, LPGC, etc). The NCE is comprised of 200 multiple choice questions and is scheduled for a four-hour period beginning at 9:00 a.m. Responses are recorded on a separate machine-scorable answer sheet. A different edition of the NCE is compiled for each administration of the exam. Each form’s questions are drawn from the NCE item pool which has undergone extensive review and field testing. The entire item pool, each form of the NCE, and the answer sheet are copyrighted. Consequently, any distribution of the examination content or materials through any form of reproduction or oral or written communication is strictly prohibited. Disclosure of examination content is a violation of the NBCC Code of Ethic.

National Clinical Mental Health Counseling Exam (NCMHCE)
Successful completion of the NCMHCE is required for licensure as a Licensed Professional Counselor-Mental Health Service Provider (LPC-MHSP) in the State of Tennessee. This exam is offered through the National Board for Certified Counselors (NBCC). Students who have received their Master of Science in Clinical Mental Health Counseling are eligible to take the exam. Students may register for the exam and purchase a study guide online at www.nbcc.org. The exam is offered monthly and may be taken the same week as the NCE.
The NCMHCE is primarily used for two purposes: national certification as a Certified Clinical Mental Health Counselor (CCMHC) and state counselor licensure. The examination consists of 10 simulated clinical mental health counseling cases that are designed to sample a broad area of competencies. The cases assess clinical problem-solving ability, including identifying, analyzing, diagnosing and treating clinical issues. Each case is divided into approximately five to eight sections that are classified as either information gathering or decision-making. The areas covered by the exam are:

Content Areas for the NCMHCE

1. Evaluation & Assessment (including but not limited to):
   - Identify precipitating problems or symptoms
   - Conduct mental status exam
   - Conduct comprehensive biopsychosocial assessment histories
   - Identify individual and relationship functioning

2. Diagnosis & Treatment Planning:
   - Integrate client assessment and observational data with clinical judgment to formulate a differential diagnosis
   - Develop a treatment plan in collaboration with the client
   - Coordinate treatment plan with other service providers
   - Monitor client progress toward goal attainment

3. Clinical Practice:
   - Determine if services meet client needs
   - Discuss ethical and legal issues
   - Understand scope of practice parameters

Tennessee State Jurisprudence Exam

The Tennessee jurisprudence examination concerning Tennessee’s professional counselor statutes and regulations is also administered by the NBCC (http://www.nbcc.org/directory/TN). In order to obtain a Tennessee Jurisprudence Examination Registration form, you will need to contact the Tennessee State Board directly when you are ready to begin the examination procedure.

Post-Masters Supervised Clinical Experience (Required for MHSP Designation)

In addition to the above listed examinations, post-Masters pre-licensed professionals are required to complete post-Masters supervised clinical work in order to pursue the Licensed Professional Counselor with Mental Health Service Provider designation. The following components are required for this clinical work:

- **Hours.** 3000 hours post-Masters supervised clinical work, with 1500 hours in direct face-to-face client time and 1500 hours in clinically related activities to be completed in no less than 2 years and no more than 4 years (Rules of Tennessee Board for Professional Counselors, Marital and Family Therapists, and Clinical Pastoral Therapists; General Rules Governing Professional Counselors Chapter 0450-01-.10.5.b). Exceptions for the 2-4 years requirement are made for major life events (e.g., severe accident, birth of a child, death of a loved one, etc.), with permission from the board.

- **Approved Supervisor.** The post-Masters applicant must be supervised by an approved supervisor: “An approved supervisor for professional experience subsequent to the master’s degree must be a currently Licensed Professional Counselor, Licensed Marital and Family Therapist, Licensed Clinical Pastoral Therapist, Licensed Clinical Social Worker, Licensed
Psychologist with Health Service Provider designation, Licensed Senior Psychological Examiner, or Licensed Psychiatrist, who has been licensed at least five (5) years and who takes responsibility for the practice of the supervisee during a specific time to enable the supervisee to meet the requirements of licensing. If the supervisor is a Licensed Professional Counselor who is supervising a candidate for Licensed Professional Counselor with Mental Health Service Provider designation, the supervisor must have the Mental Health Service Provider designation.” (Rules of Tennessee Board for Professional Counselors, Marital and Family Therapists, and Clinical Pastoral Therapists; General Rules Governing Professional Counselors Chapter 0450-01-.01.4). Post-masters Supervisors must also meet training standards (Rules of Tennessee Board for Professional Counselors, Marital and Family Therapists, and Clinical Pastoral Therapists; General Rules Governing Professional Counselors Chapter 0450-01-.10.e).

- **Supervision Hours.** One hundred and fifty (150) contact hours of supervision by the qualified supervisor, of which no more than fifty (50) hours may be in a group setting (Rules of Tennessee Board for Professional Counselors, Marital and Family Therapists, and Clinical Pastoral Therapists; General Rules Governing Professional Counselors Chapter 0450-01-.10.5). At least 50% (75) of supervision hours must be by an LPC-MHSP.

- **Setting.** The post-Masters applicant must complete the supervised clinical work in a qualified setting. General guidelines include the following: a clinical mental health setting which is not owned or independently operated by the applicant (i.e., cannot practice alone in a private practice) and which has at least one licensed mental health professional onsite for a cumulative 20 hours per week who is available to the applicant for supervision or consultation. (Rules of Tennessee Board for Professional Counselors, Marital and Family Therapists, and Clinical Pastoral Therapists; General Rules Governing Professional Counselors Chapter 0450-01-.01.11).

- **Temporary License.** The post-Masters applicant may apply for a temporary license after the licensure exams have been passed. A temporary license may last no more than 3 years. Having a temporary license during the post-Master experience phase may make the applicant more marketable for jobs as some agencies are able to bill for services for a temporary license. (Rules of Tennessee Board for Professional Counselors, Marital and Family Therapists, and Clinical Pastoral Therapists; General Rules Governing Professional Counselors Chapter 0450-01-.05.5).

**Other Required Licensure Information**

A background check is also required with your licensure application; plan to request this background check approximately three months before you apply for licensure. Download the criminal background check instructions from the website at www.tennessee.gov/health and click on “licensing,” then on “health professional boards” and to the right, you will see the “Criminal background check” icon. Allow at least 6-8 weeks for processing.

A “passport” sized photo of yourself, a copy of your birth certificate, and two letters of recommendation are required with the application materials.

**Licensure Application**

Download the application at http://health.state.tn.us/Boards/PC_MFT&CPT/index.htm.

One has 60 days from the time the application is submitted to complete the entire application.
The licensure board meets 4 times/year to review applications (typically, February, May, August, and November). Check the board’s website for exact dates.

**Student’s Responsibility**
Ultimately, understanding the exact requirements for licensure at the time of a student’s graduation is the responsibility of the student. However, it is our goal to do all that we can to support the student through the process. During the Capstone course, the course instructor will assist students in understanding the most current licensure requirements, including examinations and the post-Masters supervised clinical work. For the most up-to-date requirements, please refer to the licensure board website at http://health.state.tn.us/Boards/PC_MFT&CPT/index.htm or use the contact information for the board administrator listed above.

**STUDENT SERVICES**

**Availability of Counseling Services for Graduate Students**
The Lipscomb University Counseling Center provides free, confidential mental health counseling by Licensed Professional Counselors, and Marriage and Family Therapists for any Lipscomb student. They are located in the basement of Elam Hall on the corner facing the Bennett Campus Center. Additional information about the Counseling Center is available at [www.lipscomb.edu/counselingcenter/](http://www.lipscomb.edu/counselingcenter/). For an appointment, call 615-966-1781.

Lipscomb University Family Therapy Center will open this fall and offer counseling services to Lipscomb University, Lipscomb Academy, and the general public. It will be managed by the Lipscomb University Marriage and Family Therapy program and staffed by their interns under supervision of Licensed Marriage and Family Therapists. It is located on Granny White Pike between the Granny White Church of Christ and the Lipscomb Academy high school gymnasium.

Additional local resources for reduced fee services for Lipscomb students (or a general sliding scale fee) include the following:

- **AGAPE**
  - 615-781-3000
  - [www.agapenashville.org](http://www.agapenashville.org)
- **Angela Thompson, LPC-MHSP**
  - 615-383-7575
  - [www.angelathompson.net](http://www.angelathompson.net)
- **New Directions**
  - 615-601-0580
  - [www.ndcacgroup.com](http://www.ndcacgroup.com)
- **Terri Atwood, LPC-MHSP**
  - 615-477-3073
- **The Refuge Center for Counseling**
  - 615-591-5262
  - [www.refugecenter.org](http://www.refugecenter.org)
Students interested in additional options may speak with a faculty member or the Clinical Director for recommendations. The Counseling faculty strongly encourage counseling students to seek their own personal counseling. This experience is invaluable in your education toward being a professional counselor.

**Disability Resources for Students**

Lipscomb University and the Graduate Studies in Counseling program are committed to assisting students with disabilities by making reasonable accommodations to assure that all students have equal access. It is the policy of Lipscomb University to comply with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the state and local regulation’s regarding students with disabilities. Pursuant to these laws, no qualified individual shall unlawfully be denied access to or participation in any services, programs, or activities of Lipscomb University on the basis of their disability. The preceding requires institutions of higher learning to provide reasonable accommodations for the needs of qualified students as they pursue post-secondary education.

In carrying out this policy, we recognize that “disabilities” may involve physical, psychological, and learning problems, and we will attempt to provide accommodations to qualified individuals with disabilities, to the extent it is reasonably achievable to do so. We are unable, however, to make accommodations that are unduly burdensome or that fundamentally alter the nature of the service, program, course or activity.

For information about Disability Services and Reasonable Accommodations, contact the Office of Disability Services [www.lipscomb.edu/counselingcenter/Disability-Services](http://www.lipscomb.edu/counselingcenter/Disability-Services)

**Computer Requirements & Availability**

We suggest that students have their own computers. However, if students do not have personal computer access, computers are available for student use in 153 Ward (the Department of Psychology and Counseling conference room) and 101 McFarland. Be mindful that these rooms are not always available depending on departmental and class requirements, and students may be asked to leave. Information about the availability of additional computer labs on campus as well as information technology policies and resources is located at [www.lipscomb.edu/it](http://www.lipscomb.edu/it).

*myLipscomb*

*myLipscomb* is the portal for Lipscomb University students, employees and faculty. In order to access a *myLipscomb* account, go to [http://my.lipscomb.edu](http://my.lipscomb.edu). The username and password is the Lipscomb network username and password. Concerns or problems with the *myLipscomb* portal should be directed to the Information Technology Help Desk at [http://helpdesk.lipscomb.edu](http://helpdesk.lipscomb.edu). When providing information about the issue for which you are seeking assistance, please provide as much information about the system/application and if possible provide a screen shot of the browser window.

*myLipscomb* is a constantly changing portal of information. It is the place to go for much of the information students need while at Lipscomb. Additionally, all access to Blackboard is also through the myLipscomb portal. Information and videos regarding the functionality of *myLipscomb* are available at [http://www.lipscomb.edu/it](http://www.lipscomb.edu/it).
**Blackboard**
Blackboard is your source for class materials and information. To access Blackboard, Log into myLipscomb with your username and password, and click the link on the Student Resources or My Classes tab. If you experience difficulties with the myLipscomb portal or Blackboard, please contact the Information Technology Help Desk at http://helpdesk.lipscomb.edu. When providing information about the issue for which you are seeking assistance, please provide as much information about the system/application and if possible provide a screen shot of the browser window.

**Statistical Analysis Software (SAS)**
During COUN 5603 Research Methods and Statistics and for completion of a Thesis, students may be required to utilize SAS for statistical analysis. SAS is available on the two computers in 153 Ward (the Department of Psychology and Counseling conference room) as well as on other computer labs throughout campus.

**Time2Track**
Starting in Fall, 2014, students in the Clinical Experiences year will utilize Time2Track, a web-based hour tracking system. Students are required to sign up for a year of Time2Track (which is $30 at time of printing) to manage hour tracking on practicum and internship. See the Clinical Experiences Handbook for more details. Visit their website at http://time2track.com/

**FINANCIAL ASSISTANCE**
The most current information related to various forms of financial assistance available to graduate students can be found at www.lipscomb.edu/financialaid/

**Graduate Assistantships**
A minimum of one graduate assistantship (GA) will be available each semester in which the GSC program admits incoming students. Graduate Assistants are given a 50% tuition discount in exchange for 10 hours per week of service to the department. Graduate Assistants must be enrolled in 9 credit hours of course work in order to be eligible to receive an assistantship. Graduate Assistants will be assigned to work with a supervising faculty or staff member. This supervisor will provide a performance evaluation to the GA at the end of each semester. If performance is unsatisfactory, corrective action will be determined ranging from verbal feedback to termination of the assistantship. Graduate Assistantships are generally not available for the summer months.

Students wishing to apply for assistantships will be notified of GA availability in the semester prior to the start of the semester. Students will be asked to submit a resume, a completed application, and a picture. Faculty members collaborate with the program director in the selection and pairing of assistants with faculty and staff. Depending on faculty/staff assignment, graduate assistants may be asked to perform a number of tasks including from teaching a class, giving campus tours, running study groups, administrative assistance, conducting research, managing course assignments, and managing computer databases. Graduate Assistants are considered professional members of the Lipscomb community. As professional members of the community, GAs must be familiar with and abide by institutional policies and codes of professional behavior. Students may contact the departmental administrative assistant to learn more about GA opportunities.
CLINICAL EXPERIENCES

As a culmination of the student’s professional training, three semesters of clinical experience are required: Practicum (3 credit hours), Internship I (3 credit hours), Internship II (3 credit hours), and if necessary, Internship Continuation (0 credit hours). Students may begin the Practicum semester as early as the fourth semester, depending on their chosen Plan of Study (POS). Students will be able to begin the Practicum after the following steps have been successfully completed:

- File Intent to Pursue Practicum Form (complete with advisor during first semester)
- Advising meeting with the Clinical Director
- Promotion to Candidate Status
- Successful completion of prerequisites
  - COUN 5113 Introduction to Clinical Mental Health Counseling
  - COUN 5203 Introduction to Psychopathology and Adaptive Behavior
  - COUN 5103 Theories of Counseling and Personality
  - COUN 5903 Introduction to Counseling Skills
  - COUN 5703 Ethics and Professional Issues in Counseling
  - COUN 6603 Advanced Psychopathology
  - COUN 6053 Multicultural Issues in Counseling
  - COUN 6703 Effective Counseling and Treatment Planning
  - COUN 6303 Substance Abuse Counseling
- Continued good standing in the program.

Detailed information regarding clinical experiences is located in the Graduate Studies in Counseling’s Clinical Experiences Handbook. See Suggested Timeline for Preparing for Practicum and Potential Practicum Sites.

HANDBOOK APPEALS AND QUESTIONS

Any questions or requests for exceptions to program policies as stated in this handbook should be addressed to the Director of the Department of Psychology and Counseling. Changes or exceptions to academic policies will require approval via the appeal process established by the Graduate Academic Leadership Team. For information about this appeal process, contact the Associate Provost for Academic Development and Graduate Studies at 615.966.6287.
Forms and Supporting Documents
**APPLICATION FOR ADMISSION**

**Application Information**

**Program of Interest:**
- [ ] M.S. in Psychology
- [ ] M.S. in Clinical Mental Health Counseling
- [ ] Master of Marriage and Family Therapy
- [ ] Certificate in Pastoral Counseling

Have you previously applied to Lipscomb University Graduate Programs?  [ ] Yes  [ ] No
If so, to which program did you apply?
- [ ] Conflict Management
- [ ] Business
- [ ] Theology
- [ ] Exercise and Nutrition Science
- [ ] Psychology/Counseling
- [ ] Education
- [ ] Sustainability

When do you intend to begin coursework in your program of study?  Month:  [ ] January  [ ] August  Year: ____________

Are you seeking admission as a graduate transfer student?  [ ] Yes  [ ] No

Are you interested in our graduate assistantship program?  [ ] Yes  [ ] No

**Personal Information**

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<th>Name: ________________________________________________</th>
<th>Social Security No. ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
<td>First</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Preferred Name: _____________________________</td>
<td>Contact preference:  [ ] Email  [ ] Home Phone  [ ] Cell</td>
</tr>
<tr>
<td>Address: ___________________________</td>
<td>City/St: ___________________________</td>
</tr>
<tr>
<td>Home Phone: ________________________</td>
<td>Cell Phone: ___________________________</td>
</tr>
<tr>
<td>Email Address: ___________________</td>
<td></td>
</tr>
</tbody>
</table>

Are you a U.S. Citizen?  [ ] Yes  [ ] No

Date of Birth (MM/DD/YYYY): ______________________________  Gender:  [ ] Female  [ ] Male

Are you a veteran?  [ ] Yes  [ ] No  If so, do you plan to attend Lipscomb with veteran's assistance?  [ ] Yes  [ ] No

*Religious Preference: __________________________________________________________________

*Ethnic Background:
- [ ] Asian/Pacific Islander
- [ ] Black/African American
- [ ] White/ Caucasian
- [ ] Hispanic
- [ ] American Indian or Alaskan Native
- [ ] Native Hawaiian/Pacific Islander
- [ ] Race/Ethnicity Unknown
- [ ] Other

* Optional questions

**Emergency Contact**

<table>
<thead>
<tr>
<th>Name: ________________________________________________</th>
<th>Relationship:  [ ] Parent or Guardian  [ ] Spouse  [ ] Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
<td>First</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Address: ___________________________</td>
<td>City/St: ___________________________</td>
</tr>
<tr>
<td>Phone: ___________________________</td>
<td></td>
</tr>
</tbody>
</table>
International Students

What is your country of citizenship? ____________________ Visa Type: ____________________ TOEFL Score: ________________

Visa Number: ___________________________________ Visa Status (please specify): ______________________________

Educational Background

Please list all colleges and universities previously attended including Lipscomb University (list most recent first) and dual enrollment. Please request transcripts from all the colleges and universities listed below. If you have not yet graduated please list your anticipated date of graduation:

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>City, State</th>
<th>Dates of Attendance</th>
<th>Did you graduate?</th>
<th>If so, list degrees and major</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Standardized Test (GRE): Score: ________________ Date of Exam (MM/YYYY): ___________

Have you ever been expelled or suspended from a high school or college? ☐ Yes ☐ No

Have you ever been convicted of any crime other than a minor traffic violation? ☐ Yes ☐ No If yes, please attach an explanation. This is not necessarily a bar to admission.

Employer Information

Employer Name: ___________________________________ Current Position: ________________________________

Address: ___________________________________ City/St: ________________________________ Zip: ______________

Phone: ___________________________________ Fax: ____________________

Beginning Date of Employment: ________________

Is this a non-profit organization? ☐ Yes ☐ No Will you be participating in an employee reimbursement program? ☐ Yes ☐ No

Will you be employed full-time while in graduate school? ☐ Yes ☐ No

References

Please list three names and contact information of references (ex: community services, professional, and/or academic). These individuals should be willing to speak of your abilities and motivation to attend our program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City/State/Zip</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

The information provided in this application is true and accurate. I agree that if I enroll I will abide by the policies, rules, regulations and financial terms in the catalog, student handbook, and/or other university publications authorized and approved by the university. Lipscomb University reserves the right to revoke admissions on the basis of misrepresentations or omissions, whether intentional or accidental, on this application.

Signature of Applicant (required): ___________________________________ Date: ______________________________

IMPORTANT ADMISSION INFORMATION:

No action can be taken on any application until fee is received. The $50 application fee will be waived for those applying before October 1 for Spring semester, and for those applying before March 1 for Fall semester.

Marketing Information:

How did you find out about the program? ☐ Lipscomb Student ☐ Lipscomb Faculty ☐ Lipscomb Staff ☐ Alumni ☐ Internet

☐ Advertising ☐ Academic advisor ☐ Professional Association ☐ Another College/University ☐ Another source

Please give specific examples: ________________________________________________________________

What other programs/ institutions have you applied to? __________________________________________
APPLICATION REFERENCE FORM

Applicant Information

Applicant, please complete:

Name: ______________________________________________________ Social Security No.: ______________________________
  Last    First    Middle    Maiden Name

Address: ____________________________________________ City/St: ______________________________ Zip: _________________

Home Phone: ____________________________ Cell Phone: _____________________________________

Email Address: ____________________________________________________________________________

When do you intend to begin coursework in your program of interest? ___________________

Program:  □ M.S. in Psychology  □ Master of Marriage and Family Therapy
  □ M.S. in Clinical Mental Health Counseling  □ Certificate of Graduate Study in Counseling Psychology

I waive my right to access the information on this recommendation form and specifically allow it to be reviewed by those individuals involved in the admissions process, including the admissions committee.

Applicant Signature: ______________________________________________________ Date: ______________________________

Reference Evaluation

Reference please read and complete:
Lipscomb University’s Psychology and Counseling Department asks you to complete this reference form for the above applicant. The following information is used by our Admission Committee to evaluate the academic and personal strengths of this individual. This evaluation form is completely confidential. We appreciate your participation. Describe your relationship with the applicant. How well do you know him or her?

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

What are some strengths of the applicant? Please give specific examples of accomplishments that prove his or her ability to excel in our program.

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

What are some attributes upon which the applicant can improve?

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________
Please evaluate the applicant on the following items:

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Unable to Estimate</th>
</tr>
</thead>
</table>

Verbal communication skills
Written communication skills
Intellectual curiosity
Analytical skills
Intellectual ability
Motivation
Ability to work on a team
Leadership skills
Ethical behavior
Emotional stability

Reputation

Rate applicant’s abilities compared with others you know

*If you wish, you may attach additional comments regarding the applicant.*

Would you recommend this applicant for acceptance to the Lipscomb University Graduate Programs?

- [ ] Highly Recommend
- [ ] Recommend
- [ ] Recommend with Reservations
- [ ] Not Recommend

Signature: ___________________________________________ Date: _________________________

Please print name: ___________________________________________ Title: _______________________

Address: ___________________________________________ Phone Contact: _______________________

Thank you for your cooperation. If you would like to discuss the applicant in more detail, please contact our department at **615.966.5906** or **1.800.333.4358**, ext. 5906, or email to Jake.Morris@lipscomb.edu

Please mail (or fax to 615-966-7073) this reference form to:
Lipscomb University **ATTN**: Graduate Studies in Psychology and Counseling One University Park Drive Nashville, TN 37204
ACCEPTANCE/DENIAL DECISION FORM

Please check one of the following to indicate your decision and return this sheet to the Graduate Counseling Office.

By mail:
Acceptance Decision
Graduate Studies in Counseling Program
One University Park Drive
Nashville, TN 37204

Acceptance Decision
Attn: Elena Zemmel
615 - 966 - 7073

☐ I am accepting admission to Lipscomb University’s Graduate Studies in Counseling Program, M.S. in Clinical Mental Health Counseling Degree.

☐ I am accepting conditional admission to Lipscomb University’s Graduate Studies in Counseling Program, M.S. in Clinical Mental Health Counseling Degree. I understand that I will need to complete requirements as recorded on the Pre-Admission Performance Improvement Plan before I am granted full admission to the program.

☐ I do not accept admission to Lipscomb University’s Graduate Studies in Counseling Program. (Please state your reasons in the comment box. Thank you.)

Comments: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Print Name

Signature

Date
NEW STUDENT ORIENTATION EVALUATION FORM

Thank you for taking time to complete this orientation evaluation. Your feedback will help to improve the quality of future orientations.

Please rate your agreement with the following statements:

The orientation provided valuable information regarding the program and my professional options.
1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
6. No Opinion

The orientation was well organized.
1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
6. No Opinion

The orientation helped me feel informed about my choice of academic studies.
1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
6. No Opinion

The individual providing the orientation was warm and enthusiastic.
1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
6. No Opinion

The orientation provided me many opportunities to ask questions and get concerns resolved.
1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
6. No Opinion

The orientation provided useful reference materials.
1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
6. No Opinion
Overall, the orientation met my expectations.

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
6. No Opinion

Comments: ____________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
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What do you consider the real strengths of this orientation? _______________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
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What do you consider areas for potential improvement for the orientation? ______________
__________________________________________________________________________________________
__________________________________________________________________________________________
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What other comments do you have regarding the orientation? ________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
COURSE TRANSFER REQUEST FORM

Name (Print) ___________________________________________ L #____________________

LAST FIRST MIDDLE

Date of Request ___________________________ Program: MS-P MS-CMHC C-GS

Directions:
• Complete this form, recording the course you have taken at a different university and the LU course you wish for it to replace.
• Attach your official transcript from the other university.
• Attach the course syllabus of completed course
• Complete a form for EACH course

Policy regarding transfer credit:
• A maximum of 9 transfer hours may be counted toward your Master degree.
• The Graduate Director or an appointed faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability.
• No course with a grade below a “B” will be considered for transfer.
• A substitution for a required course may be allowed if the substituted course is equivalent in content and caliber.

Courses to Transfer or Substitute

<table>
<thead>
<tr>
<th>Name of University</th>
<th>Course #</th>
<th>Course Title</th>
<th>Grade</th>
<th>Course #</th>
<th>Course Title</th>
<th>Transfer Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Lipscomb University

Student Signature ___________________________ Date ______________________

Program Director Signature ___________________________ Date ______________________
GRADUATE STUDENT ACKNOWLEDGMENT FORM

It is the policy of Lipscomb University's Department of Psychology and Counseling that any student participating in the Master of Science in Clinical Mental Health Counseling must adhere to the policies articulated in the following documents: Lipscomb University Graduate Catalog, Lipscomb University Graduate Student Handbook, Graduate Studies in Counseling Program Handbook, Graduate Studies in Counseling Clinical Experiences Handbook, course syllabi, American Counseling Association (ACA) Code of Ethics, and Lipscomb University regulations concerning academic, scientific, and behavioral standards. **Students must provide evidence of this agreement by signing this Graduate Student Acknowledgement Form.**

By signing below, you acknowledge that you have read and will comply with the expectations contained in the documents above and acknowledge that from time-to-time policies may be reviewed and revised without advance notice. You further acknowledge that it is your responsibility to remain informed of university, departmental, and program policy changes and comply with them as they are published.

______________________________________________
Graduate Student’s Name (please print)

______________________________________________
Graduate Student’s Signature

______________________________________________
Date
**ADVISING FORM**

The purpose of this form is to document advising meetings between faculty advisors and students. It is intended to be an ongoing log, updated at each meeting. Additional forms may be used as necessary as a continuation of the documentation.

Student Name: __________________________________________ L Number: __________________

Faculty Advisor: _________________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC DISCUSSED</th>
<th>STUDENT INITIALS</th>
<th>ADVISOR INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
# TYPICAL COURSE OFFERINGS BY SEMESTER

<table>
<thead>
<tr>
<th>FALL (16 Weeks)</th>
<th>SPRING (16 Weeks)</th>
<th>SUMMER (11 Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Psychopathology</td>
<td>Advanced Psychopathology</td>
<td>Advanced Psychopathology</td>
</tr>
<tr>
<td>Assessment Techniques</td>
<td>Assessment Techniques</td>
<td></td>
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<tr>
<td>Capstone Seminar in Psychology</td>
<td>Capstone Seminar in Psychology</td>
<td>Capstone Seminar in Counseling</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>Career Counseling</td>
<td></td>
</tr>
<tr>
<td>Effective Counseling &amp; Treatment Planning</td>
<td>Effective Counseling &amp; Treatment Planning</td>
<td></td>
</tr>
<tr>
<td>Ethics &amp; Professional Issues in Counseling</td>
<td>Ethics &amp; Professional Issues in Counseling</td>
<td>Ethics &amp; Professional Issues in Counseling</td>
</tr>
<tr>
<td>Group Dynamics &amp; Group Counseling</td>
<td>Group Dynamics &amp; Group Counseling</td>
<td>Integration of Psychology &amp; Christianity Seminar</td>
</tr>
<tr>
<td>Integration of Psychology &amp; Christianity Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Continuation</td>
<td>Internship Continuation</td>
<td>Internship Continuation</td>
</tr>
<tr>
<td>Internship I</td>
<td>Internship I</td>
<td>Internship I</td>
</tr>
<tr>
<td>Internship II</td>
<td>Internship II</td>
<td>Internship II</td>
</tr>
<tr>
<td>Introduction to Clinical Mental Health</td>
<td>Introduction to Clinical Mental Health</td>
<td></td>
</tr>
<tr>
<td>Introduction to Counseling Skills</td>
<td></td>
<td>Introduction to Counseling Skills</td>
</tr>
<tr>
<td>Introduction to Psychopathology &amp; Adaptive Behavior</td>
<td>Introduction to Psychopathology &amp; Adaptive Behavior</td>
<td></td>
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<tr>
<td>Lifespan Development</td>
<td>Lifespan Development</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>Multicultural Issues in Counseling</td>
<td></td>
<td>Multicultural Issues in Counseling</td>
</tr>
<tr>
<td>Practicum</td>
<td>Practicum</td>
<td>Practicum</td>
</tr>
<tr>
<td>Substance Abuse Counseling</td>
<td></td>
<td>Substance Abuse Counseling</td>
</tr>
<tr>
<td>Theories of Counseling &amp; Personality</td>
<td>Theories of Counseling &amp; Personality</td>
<td></td>
</tr>
<tr>
<td>Thesis I and II</td>
<td>Thesis I and II</td>
<td>Thesis I and II</td>
</tr>
<tr>
<td>Elective (TBA)</td>
<td>Elective (TBA)</td>
<td>Elective (TBA)</td>
</tr>
</tbody>
</table>
**RECOMMENDED COURSE SEQUENCING – FALL START**

Taking 9 hours a semester, it may take you 7 semesters to complete the program.

*Prerequisites for Practicum*

<table>
<thead>
<tr>
<th>FALL Semester 1</th>
<th>SPRING Semester 2</th>
<th>SUMMER Semester 3</th>
<th>FALL Semester 4</th>
<th>SPRING Semester 5</th>
<th>SUMMER Semester 6</th>
<th>FALL Semester 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psychopathology (3)*</td>
<td>Advanced Psychopathology (3)*</td>
<td>Effective Counseling and Treatment Planning (3)*</td>
<td>Practicum** (3)</td>
<td>Internship I** (3)</td>
<td>Internship II** (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>Introduction to Clinical Mental Health (3)*</td>
<td>Ethics and Professional Issues (3)*</td>
<td>Multicultural Issues (3)*</td>
<td>Group Dynamics and Counseling (3)</td>
<td>Lifespan Development (3)</td>
<td>Integration of Psychology and Christianity (3)</td>
<td>Career Counseling (3)</td>
</tr>
<tr>
<td>Theories of Counseling and Personality (3)*</td>
<td>Introduction to Counseling Skills (3)*</td>
<td>Substance Abuse Counseling (3)*</td>
<td>Research Methods and Statistics (3)</td>
<td>Assessment Techniques (3)</td>
<td>Elective (3)</td>
<td>Capstone (1)</td>
</tr>
</tbody>
</table>

Taking 6 hours a semester, it may take you up to 11 semesters to compete the program.

<table>
<thead>
<tr>
<th>FALL Semester 1</th>
<th>SPRING Semester 2</th>
<th>SUMMER Semester 3</th>
<th>FALL Semester 4</th>
<th>SPRING Semester 5</th>
<th>SUMMER Semester 6</th>
<th>FALL Semester 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Clinical Mental Health (3)*</td>
<td>Introduction to Psychopathology (3)*</td>
<td>Advanced Psychopathology (3)*</td>
<td>Effective Counseling and Treatment Planning (3)*</td>
<td>Group Dynamics and Counseling (3)</td>
<td>Integration of Psychology and Christianity (3)</td>
<td>Career Counseling (3)</td>
</tr>
<tr>
<td>Theories of Counseling and Personality (3)*</td>
<td>Introduction to Counseling Skills (3)*</td>
<td>Ethics and Professional Issues (3)*</td>
<td>Substance Abuse Counseling (3)*</td>
<td>Research Methods and Statistics (3)</td>
<td>Multicultural Issues (3)*</td>
<td>Assessment Techniques (3)</td>
</tr>
<tr>
<td>SPRING Semester 8</td>
<td>SUMMER Semester 9</td>
<td>FALL Semester 10</td>
<td>SPRING Semester 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum** (3)</td>
<td>Internship I** (3)</td>
<td>Internship II** (3)</td>
<td>Internship Continuation (0) if needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (3)</td>
<td>Lifespan Development (3)</td>
<td>Elective (3)</td>
<td>Capstone (1)</td>
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</tbody>
</table>

**Please note that Not All Practicum/Internship Sites Are Available to Start Every Semester**
# RECOMMENDED COURSE SEQUENCING – SPRING START

Taking 9 hours a semester, it may take you 7 semesters to complete the program.

*Prerequisites for Practicum

<table>
<thead>
<tr>
<th>SPRING Semester 1</th>
<th>SUMMER Semester 2</th>
<th>FALL Semester 3</th>
<th>SPRING Semester 4</th>
<th>SUMMER Semester 5</th>
<th>FALL Semester 6</th>
<th>SPRING Semester 7</th>
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<tbody>
<tr>
<td>Introduction to Psychopathology (3)*</td>
<td>Advanced Psychopathology (3)*</td>
<td>Effective Counseling and Treatment Planning (3)*</td>
<td>Practicum** (3)</td>
<td>Internship I** (3)</td>
<td>Internship II** (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>Introduction to Clinical Mental Health (3)*</td>
<td>Ethics and Professional Issues (3)*</td>
<td>Multicultural Issues (3)*</td>
<td>Group Dynamics and Counseling (3)</td>
<td>Lifespan Development (3)</td>
<td>Assessment Techniques (3)</td>
<td>Career Counseling (3)</td>
</tr>
<tr>
<td>Theories of Counseling and Personality (3)*</td>
<td>Introduction to Counseling Skills (3)*</td>
<td>Substance Abuse Counseling (3)*</td>
<td>Research Methods and Statistics (3)</td>
<td>Integration of Psychology and Christianity (3)</td>
<td>Elective (3)</td>
<td>Capstone (1)</td>
</tr>
</tbody>
</table>

Taking 6 hours a semester, it may take you 11 semesters to complete the program.

<table>
<thead>
<tr>
<th>SPRING Semester 1</th>
<th>SUMMER Semester 2</th>
<th>FALL Semester 3</th>
<th>SPRING Semester 4</th>
<th>SUMMER Semester 5</th>
<th>FALL Semester 6</th>
<th>SPRING Semester 7</th>
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</thead>
<tbody>
<tr>
<td>Theories of Counseling and Personality (3)*</td>
<td>Ethics and Professional Issues (3)*</td>
<td>Multicultural Issues (3)*</td>
<td>Group Dynamics and Counseling (3)</td>
<td>Substance Abuse Counseling (3)</td>
<td>Integration of Psychology and Christianity (3)</td>
<td>Career Counseling (3)</td>
</tr>
<tr>
<td>Introduction to Clinical Mental Health (3)*</td>
<td>Introduction to Counseling Skills (3)*</td>
<td>Introduction to Psychopathology (3)*</td>
<td>Advanced Psychopathology (3)*</td>
<td>Effective Counseling and Treatment Planning (3)*</td>
<td>Research Methods and Statistics (3)</td>
<td>Assessment Techniques (3)</td>
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<table>
<thead>
<tr>
<th>SUMMER Semester 8</th>
<th>FALL Semester 9</th>
<th>SPRING Semester 10</th>
<th>SUMMER Semester 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum** (3)</td>
<td>Internship I** (3)</td>
<td>Internship II** (3)</td>
<td>Internship Continuation (0) if needed</td>
</tr>
<tr>
<td>Lifespan Development (3)</td>
<td>Elective (3)</td>
<td>Elective (3)</td>
<td>Capstone (1)</td>
</tr>
</tbody>
</table>

**Please note that Not All Practicum/Internship Sites Are Available to Start Every Semester**
# PLAN OF STUDY (POS)

Master of Science in Clinical Mental Health Counseling

<table>
<thead>
<tr>
<th>Date</th>
<th>Term (i.e., Spring 2014)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Middle</th>
<th>L Number</th>
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</table>

<table>
<thead>
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<table>
<thead>
<tr>
<th>Phone</th>
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<td>Introduction to Clinical Mental Health Counseling</td>
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<td>COUN 5203</td>
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<td>COUN 5103</td>
<td>Theories of Counseling and Personality</td>
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<tr>
<td>COUN 5903</td>
<td>Introduction to Counseling Skills</td>
<td>3</td>
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<tr>
<td>COUN 5703</td>
<td>Ethics and Professional Issues in Counseling</td>
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<td>Group Dynamics and Group Counseling</td>
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<td>Research Methods and Statistics</td>
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<td>COUN 6903</td>
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Total Hours: **61**

I have read and accept this plan of study:

**Student Signature**

**Date**

I approve this program of study:

**Faculty Advisor Signature**

**Date**

**Program Director Signature**

**Date**
# COURSE PLANNING WORKSHEET

<table>
<thead>
<tr>
<th>Semester 1</th>
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<th>Semester 4</th>
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PROFESSIONAL PERFORMANCE EVALUATION RUBRIC

To be used when completing the Professional Performance Review Form (PPR)

1. **Open to new ideas**: *Closed [1] to Open [5]*

<table>
<thead>
<tr>
<th>1</th>
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<td><strong>5</strong></td>
</tr>
<tr>
<td>Dogmatic about own perspective and ideas.</td>
<td>Amenable to discussion of perspectives other than own.</td>
<td>Accepts constructive feedback without defensiveness.</td>
<td>Some evidence of effort to incorporate relevant feedback in changing behavior.</td>
<td>Solicits others' opinions and perspectives about own work.</td>
</tr>
<tr>
<td>Ignores or is defensive about constructive feedback.</td>
<td></td>
<td></td>
<td></td>
<td>Invites constructive feedback, and demonstrated interest in others' perspectives.</td>
</tr>
<tr>
<td>Shows little or no evidence of incorporating constructive feedback in order to changing behavior.</td>
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<td></td>
<td>Showed strong evidence of incorporation of feedback received to change own behavior.</td>
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</tbody>
</table>

2. **Flexible**: *Inflexible [1] to Flexible [5]*

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<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Shows little or no effort in recognizing changing demands in the professional &amp; inter-personal environment.</td>
<td>Recognition of changing demands in the professional &amp; inter-personal environment is evident but sometimes inaccurate.</td>
<td>Effort to flex response to environmental demands is evident but sometimes ineffective.</td>
<td>Flexes response to changing environmental demands when directed to do so.</td>
<td>Accurate recognition of changing demands in the professional &amp; inter-personal environment.</td>
</tr>
<tr>
<td>Shows little or no effort in flexing response to changing environmental demands.</td>
<td>Recognition of changing demands in the professional &amp; inter-personal environment is evident but sometimes inaccurate.</td>
<td>Effort to flex response to environmental demands is evident but sometimes ineffective.</td>
<td>Flexes response to changing environmental demands when directed to do so.</td>
<td>Effectively flexes response to changing environmental demands.</td>
</tr>
<tr>
<td>Refuses to flex response to changing environmental demands despite knowledge of the need for change.</td>
<td>Recognition of changing demands in the professional &amp; inter-personal environment is evident but sometimes inaccurate.</td>
<td>Effort to flex response to environmental demands is evident but sometimes ineffective.</td>
<td>Flexes response to changing environmental demands when directed to do so.</td>
<td>Independently monitors the environment for changing demands and flexes response accordingly.</td>
</tr>
<tr>
<td>Intolerant of unforeseeable or necessary changes in established schedule or protocol.</td>
<td>Recognition of changing demands in the professional &amp; inter-personal environment is evident but sometimes inaccurate.</td>
<td>Effort to flex response to environmental demands is evident but sometimes ineffective.</td>
<td>Flexes response to changing environmental demands when directed to do so.</td>
<td>Attempts to understand and accept need for changes in established schedule or protocol as well as underlying reasons for the changes.</td>
</tr>
</tbody>
</table>
Professional Performance Evaluation Rubric (cont.)


<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>• Shows little or no engagement in collaborative activities.</td>
<td>• Engages in collaborative activities but rarely allows or invites input.</td>
<td>• Works actively toward reaching consensus in collaborative activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Undermines goal achievement in collaborative activities.</td>
<td>• Accepts but rarely initiates compromise in collaborative activities.</td>
<td>• Initiates compromise in order to reach group consensus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unwilling to compromise in collaborative activities.</td>
<td>• Concerned mainly with own part in collaborative activities.</td>
<td>• Shows concern for group as well as individual goals in collaborative activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>• Discourages feedback through defensiveness and anger.</td>
<td>• Generally receptive to supervisory feedback.</td>
<td>• Directly requests feedback and positively acknowledges it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shows little or no evidence of incorporation of feedback.</td>
<td>• Shows some evidence of incorporating feedback into own views and behaviors.</td>
<td>• Shows evidence of active incorporation of feedback into own views and behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interprets feedback contrary to own perspective as personal affront.</td>
<td>• Shows some defensiveness to critique through over-explanation of own actions, without anger.</td>
<td>• Demonstrates a balanced willingness to give and receive feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates greater willingness to give feedback than to receive it.</td>
<td>• Demonstrates greater willingness to receive feedback than to give it.</td>
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</tbody>
</table>

5. Aware of impact on others: *Unaware [1] to Aware [5]*

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<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>• Words and actions reflect little or no concern about impact on others.</td>
<td>• Effort to determine impact of words and actions on others is evident but sometimes inaccurate.</td>
<td>• Empathetic recognition of impact of words and actions on others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ignores feedback about negative impact of words and actions on others.</td>
<td>• Responds, as necessary, to feedback regarding negative impact of words and actions on others, but, at times, with resentment.</td>
<td>• Initiates and invites feedback from others regarding impact of own words and behaviors.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Regularly and effectively incorporates feedback regarding impact of own words and behaviors and changes behavior positively.</td>
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</tbody>
</table>
Professional Performance Evaluation Rubric (cont.)

6. **Effectively deals with conflict**: *Unable [1] to Able [5]*

<table>
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<tr>
<th>1</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>• Unable or unwilling to consider others' points of view.</td>
<td>• Attempts to grasp conflicting points of view, but sometimes with some difficulty.</td>
<td>• Always willing and able to consider others' points of view.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unwilling to examine own role in a conflict.</td>
<td>• Examines own role in a conflict when directed to do so.</td>
<td>• Almost always willing to examine own role in a conflict.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ignores supervisory advisement if contradicts own perspective.</td>
<td>• Responsive to supervision in a conflict when offered.</td>
<td>• Consistently open to supervisory critique about own role in a conflict.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shows no effort at problem solving.</td>
<td>• Participates in problem solving when directed.</td>
<td>• Initiates problem solving efforts in conflicts.</td>
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<tr>
<td>• Displays hostility when conflicts are addressed.</td>
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</table>

7. **Accepts personal responsibility**: *Unable [1] to Able [5]*

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<tbody>
<tr>
<td>• Refuses to take responsibility for or examine contribution to problems.</td>
<td>• Willing to examine own role and responsibilities in problems, when informed of need to do so.</td>
<td>• Monitors level of personal responsibility in professional performance.</td>
<td></td>
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</tr>
<tr>
<td>• Lies, minimizes or embellishes the truth to avoid responsibility.</td>
<td>• Describes accurately and honestly own and others roles in problems.</td>
<td>• Invites constructive critique from others and applies it toward professional growth.</td>
<td></td>
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<tr>
<td>• Consistently blames others for problems, without self-examination.</td>
<td>• Might blame initially, but is open to self-examination about role in and responsibility for problems.</td>
<td>• Accepts responsibility for mistakes and responded to them as opportunity for self-improvement.</td>
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8. **Expresses feelings effectively and appropriately**: *Unable [1] to Able [5]*

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</thead>
<tbody>
<tr>
<td>• Unwilling or unable to articulate feelings.</td>
<td>• Demonstrates some willingness and ability to articulate feelings, but with limited range.</td>
<td>• Consistently willing and able to articulate full range of feelings.</td>
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</tr>
<tr>
<td>• Unwilling or unable to recognize and acknowledge the feelings of others.</td>
<td>• Demonstrates some willingness and ability to acknowledge others' feelings, sometimes inaccurately.</td>
<td>• Demonstrates willingness and accurate ability to acknowledge others' feelings.</td>
<td></td>
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</tr>
<tr>
<td>• Acts out negative feelings (through negative behaviors) rather than articulating them.</td>
<td>• Usually expresses feelings appropriately; is responsive to feedback when not appropriate.</td>
<td>• Consistently expresses feelings appropriately.</td>
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</tr>
<tr>
<td>• Expresses feelings inappropriately.</td>
<td>• Discusses feelings in supervision, when directed.</td>
<td>• Initiates discussion of feelings in supervision.</td>
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<tr>
<td>• Resistant to discussing feelings in supervision.</td>
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9. **Attends to ethical and legal considerations:** *Inattentive [1] to Attentive [5]*

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<tr>
<td></td>
<td>• Engages in dual relationships with clients.</td>
<td>• Responsive to supervision for occasional personal/professional boundary confusion with clients.</td>
<td>• Responsive to supervision for occasional multicultural insensitivity in professional interactions.</td>
<td>• Engages in some risky judgments that could compromise client safety, wellbeing and confidentiality.</td>
<td>• Establishes and maintains clear personal/professional boundaries with clients.</td>
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<tr>
<td></td>
<td>• Acts with prejudice toward those of different age, race, culture, socio-economic class, gender, or sexual orientation.</td>
<td>• Acts with prejudice toward those of different age, race, culture, socio-economic class, gender, or sexual orientation.</td>
<td>• Acts with prejudice toward those of different age, race, culture, socio-economic class, gender, or sexual orientation.</td>
<td>• Acts with prejudice toward those of different age, race, culture, socio-economic class, gender, or sexual orientation.</td>
<td>• Acts with prejudice toward those of different age, race, culture, socio-economic class, gender, or sexual orientation.</td>
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<tr>
<td></td>
<td>• Endangers the safety and the wellbeing of clients.</td>
<td>• Endangers the safety and the wellbeing of clients.</td>
<td>• Endangers the safety and the wellbeing of clients.</td>
<td>• Endangers the safety and the wellbeing of clients.</td>
<td>• Endangers the safety and the wellbeing of clients.</td>
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<td></td>
<td>• Breaches established rules for protecting client confidentiality.</td>
<td>• Breaches established rules for protecting client confidentiality.</td>
<td>• Breaches established rules for protecting client confidentiality.</td>
<td>• Breaches established rules for protecting client confidentiality.</td>
<td>• Breaches established rules for protecting client confidentiality.</td>
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10. **Takes initiative and is motivated:** *Poor Initiative/Motivation [1] to Good Initiative/Motivation [5]*

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<tr>
<td></td>
<td>• Often misses deadlines and classes.</td>
<td>• Misses the maximum allowable classes and deadlines.</td>
<td>• Usually participates in class activities.</td>
<td>• Meets only the minimal expectations in assigned work.</td>
<td>• Meets all attendance requirements and deadlines.</td>
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<tr>
<td></td>
<td>• Rarely participates in class activities.</td>
<td>• Usually participates in class activities.</td>
<td>• Shows some initiative and creativity in assignments.</td>
<td>• Shows some initiative and creativity in assignments.</td>
<td>• Consistently displays initiative and creativity in assigned work.</td>
</tr>
<tr>
<td></td>
<td>• Often fails to meet minimal expectations in assignments.</td>
<td>• Shows some initiative and creativity in assignments.</td>
<td>• Shows some initiative and creativity in assignments.</td>
<td>• Shows some initiative and creativity in assignments.</td>
<td>• Shows some initiative and creativity in assignments.</td>
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<tr>
<td></td>
<td>• Displays little or no initiative and creativity in assignments.</td>
<td>• Shows some initiative and creativity in assignments.</td>
<td>• Shows some initiative and creativity in assignments.</td>
<td>• Shows some initiative and creativity in assignments.</td>
<td>• Shows some initiative and creativity in assignments.</td>
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</table>

(Adapted with permission from College of William & Mary Counseling Education program’s Student Handbook for Counselor Education (2010-2011))
PROFESSIONAL PERFORMANCE REVIEW (PPR)
To be completed by student’s course instructor

Student: ___________________________________________  L Number: _______________________

Course: ___________________________________________  Semester/Year: ___________/___________

Faculty: ___________________________________________  Date: ________________________________

Evaluation Rating (see criteria descriptions in Professional Performance Evaluation Rubric)
*Mark “N” if no opportunity to observe

<table>
<thead>
<tr>
<th>Evaluation Item</th>
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<tbody>
<tr>
<td>1. Open to new ideas</td>
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<tr>
<td>(Closed [1] to Open [5])</td>
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<td>2. Flexible</td>
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<tr>
<td>(Inflexible [1] to Flexible [5])</td>
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<td>3. Cooperates with others</td>
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<tr>
<td>(Uncooperative [1] to Cooperative [5])</td>
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<td>4. Accepts and uses feedback</td>
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<tr>
<td>(Unwilling [1] to Willing [5])</td>
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<td>5. Aware of impact on others</td>
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<td></td>
</tr>
<tr>
<td>(Unaware [1] to Aware [5])</td>
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<td></td>
</tr>
<tr>
<td>6. Effectively deals with conflict</td>
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<td>7. Accepts personal responsibility</td>
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<td>(Inattentive [1] to Attentive [5])</td>
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<td>10. Takes initiative and is motivated</td>
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<td>(Poor Initiative/Motivation [1] to Good Motivation/Motivation [5])</td>
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</tbody>
</table>

Student’s strengths:
Professional Performance Review Form (PPR) (cont.)

Student’s opportunities for growth:

Areas Requiring Attention: These items will be brought before the Progress Review Committee for review and potential Performance Improvement Plan (PIP). Attach additional pages if necessary.

☐ Check if there are NO areas requiring formal attention

Additional Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Course Instructor Signature ___________________________ Date ___________________________

Please forward completed form to student's faculty advisor
## SUMMARY OF PROFESSIONAL PERFORMANCE REVIEWS (SPPR)

To be completed by student’s faculty advisor

Select appropriate review category:
- [ ] Pre-Candidacy Performance Review
- [ ] Post-Candidacy Performance Review

Student: ____________________________________________  L Number: ______________________

Evaluation Period (Semester/Yr): ____________________________ to ____________________________

# of Courses Taken in this period: ______  # of PPR Forms completed in the period: ______

Overall GPA: ____________________  Note: GPA below 3.0 needs to be addressed

For each criterion below, please place a ✓ under the rating for each PPR Form completed in the evaluation period.

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<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>N</th>
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<tbody>
<tr>
<td>1. Open to new ideas</td>
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<td>Closed [1] to Open [5]</td>
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<td>2. Flexible</td>
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<td>3. Cooperates with others</td>
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<td>4. Accepts and uses feedback</td>
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<td>5. Aware of impact on others</td>
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<td>6. Effectively deals with conflict</td>
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</tbody>
</table>

Student’s strengths:
Summary of Professional Performance Reviews (SPPR) (cont.)

Student’s opportunities for growth:

Additional Information regarding student’s performance*:
*Please reference any additional material, interactions, etc. A separate sheet may be attached if necessary.

Areas Requiring Attention: These items will be brought before the Progress Review Committee for review and potential Performance Improvement Plan (PIP). Attach additional pages if necessary.

☐ Check if there are NO areas requiring formal attention

-----------------------------------------------------

Performance Review Committee Decision

Date of PRC Review: 

Decision:

☐ Proceed with second semester coursework. Student is encouraged to continue with program requirements.
☐ Proceed with candidacy application. Student must have completed 12 hours of coursework.
☐ Continue as candidate. Student is encouraged to continue with program requirements.
☐ Does not meet criteria for Candidate Status at this time. A Performance Improvement Plan (PIP) will be designed; the student will be required to complete a PIP. (Please document using the PIP form.)
☐ Denial of Candidate Status. Student will be dismissed from the program immediately. No additional coursework or program activities will be allowed. (Please attach supporting documents to explain decision).

Performance Review Committee (PRC): Members’ Signatures:

___________________________________________________________________________ (Chair) ________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Faculty Advisor Signature Date
PRE-ADMISSION PERFORMANCE IMPROVEMENT PLAN (PIP)

Student Name: ___________________________________________  L Number: __________________________

Date of Graduate Program in Professional Counseling Admissions Committee Meeting: __________________

I. Statement of Concern(s):

II. Corrective Measures Attempted Thus Far:

III. Corrective Plan:

IV. Required Completion Date:

V. Anticipated Consequences if Plan Not Completed:

VI. Disposition: (e.g. Follow-up ______ wks./months, Refer to Department Chair, Recommend Sanctions, etc.)
Pre-Admission Performance Improvement Plan (PIP) (cont.)

Graduate Program in Professional Counseling Admissions Committee Members’ Signatures:

_______________________________________ (Chair) _______________________________________

__________________________________________ ____________________________________________

__________________________________________ ____________________________________________

__________________________________________ ____________________________________________

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Student Acknowledgement:

By signing this document, I acknowledge the decision by the Graduate Program in Professional Counseling Admissions Committee that I be placed on a Pre-Admission Performance Improvement Plan (PIP) as outlined above. I understand that failure to satisfactorily complete this PIP may result in consequences up to and including denial of admittance as a Graduate Student in the Graduate Program in Professional Counseling. I further understand that I may appeal the decision(s) of the Graduate Program in Professional Counseling Admissions Committee through the procedures described in the Graduate Catalog, the Graduate Student Handbook, and the Graduate Counseling Handbook. I have discussed this matter with the program director.

Conditionally Admitted Student Signature ________________________________ Date ________________

Program Director Signature ________________________________ Date ________________
CANDIDACY APPLICATION

To apply for Candidate status, one must have met the requirements listed below.

1. Complete all required undergraduate deficiencies if admitted on condition, including successful completion of a Performance Improvement Plan (PIP) leading to “Graduate Student” status.

2. Complete at least twelve hours of graduate work (in no less than two semesters). The twelve hours must include the following two courses: COUN 5113 Introduction to Clinical Mental Health Counseling and COUN 5903 Introduction to Counseling Skills. The remaining six hours of coursework must include two courses from the following: COUN 5103 Theories of Counseling and Personality, COUN 5203 Introduction to Psychopathology and Adaptive Behavior, COUN 5703 Ethics and Professional Issues in Counseling, and COUN 6603 Advanced Psychopathology.

3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.

4. Receive successful reviews by the departmental Performance Review Committee (PRC) and successful evaluations on Professional Performance Review forms during the first and second semesters.

Please complete the following information: (please print)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>L Number:</th>
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<tbody>
<tr>
<td>Date of Application:</td>
<td>Catalog Year:</td>
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<tr>
<td>Overall GPA:</td>
<td>Total Number of Credits Earned:</td>
</tr>
</tbody>
</table>

I have completed the following requirements:

- [ ] I have no deficiencies remaining from admittance (undergraduate deficiencies or PIP).
- [ ] I have maintained a 3.0 or above GPA and have no incomplete or IP grades.
- [ ] I have received successful reviews from the PRC to this point and remain in good standing with the program.

I have completed at least 12 hours of coursework: (please mark the completed courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>COUN 5113 Introduction to Clinical Mental Health Counseling</td>
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<tr>
<td>COUN 5903 Introduction to Counseling Skills</td>
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<tr>
<td>COUN 5103 Theories of Counseling &amp; Personality</td>
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<tr>
<td>COUN 5203 Introduction to Psychopathology and Adaptive Behavior</td>
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<tr>
<td>COUN 6603 Advanced Psychopathology</td>
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<tr>
<td>COUN 5703 Ethics and Professional Issues in Counseling</td>
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<td>(add’l course)</td>
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<td>(add’l course)</td>
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<td>(add’l course)</td>
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</table>
Candidacy Application (cont.)

Comments regarding above criteria:

By submitting this Application for Candidacy, I certify that I have met the above criteria. I also understand that Candidate Status is required before I may pursue any additional coursework or clinical experience. I understand that in the event that I am not approved for Candidate status, I will either be given a Performance Improvement Plan (PIP) or I will be dismissed from the program. If a PIP is required, after successful completion of the PIP, I may reapply for Candidate status.

Student Signature: ______________________________________________________ Date: ____________________________

Performance Review Committee Decision

Date of PRC Review: __________________________________________

Decision:

☐ Admit to Candidate Status. Student is encouraged to continue with program requirements. Letter acknowledging approved Candidate status will be mailed.

☐ Student does not meet criteria for Candidate Status at this time.* A Performance Improvement Plan (PIP) will be designed; the student will be required to complete the PIP fully before applying for Candidate Status again. (Please document using the PIP form.)

☐ Denial of Candidate Status.* Student will be dismissed from the program immediately. No additional coursework or program activities will be allowed. (Please attach supporting documents to explain decision).

Performance Review Committee (PRC) Members’ Signatures:

_________________________________ (Chair) __________________________________________________________

_________________________________ ________________________________________________________________

_________________________________ ________________________________________________________________

_________________________________ ________________________________________________________________

_________________________________ ________________________________________________________________

_________________________________ ________________________________________________________________

_________________________________ ________________________________________________________________

*Student Acknowledgement: (to be signed only if decision is second or third option above)

By signing this document, I acknowledge the decision by the Performance Review Committee as stated above. I further understand that I may appeal the decision(s) of the Graduate Program in Professional Counseling Admissions Committee through the procedures described in the Graduate Catalog, the Graduate Student Handbook, and the Graduate Counseling Handbook. I have discussed this matter with my faculty advisor.

Student Signature _____________________________ Date _____________________________

Faculty Advisor Signature _____________________________ Date _____________________________
CLOSING CONVERSATION FORM

1. How would you rate the quality of instruction that you received in this program?
   a. Excellent
   b. Good
   c. Fair
   d. Poor

2. How would you rate the availability and helpfulness of the faculty in this program?
   a. Excellent
   b. Good
   c. Fair
   d. Poor

3. How would you rate the availability and helpfulness of the support staff?
   a. Excellent
   b. Good
   c. Fair
   d. Poor

4. How well do you believe you are prepared by the program to function as a licensed professional counselor?
   a. Excellent/Extremely Well
   b. Good/Well Prepared
   c. Fair/Prepared but with deficiencies
   d. Poor/Not Prepared

5. Would you recommend this program to a friend, family member or colleague?
   a. Yes – Enthusiastically Recommend
   b. Recommend
   c. Recommend with Reservations
   d. No – Would Not Recommend

6. Comments:
DESCRIPTIONS OF COUNSELING AND MENTAL HEALTH PROFESSIONALS

In addition to a master's and/or doctoral degree and supervised experience, the professions below require completion of the appropriate state examination process to obtain a license to practice. In all cases, continuing education is required to maintain an active license. Be aware that academic degrees (e.g., M.D., Ph.D., M.MFT), though they sometimes sound similar, are not the same as the licenses issued by the state (e.g., LPC, LCSW, LMFT).

Licensed Professional Counselor (LPC/MHSP): These individuals must have a minimum of a master's degree in counseling (M.A.) or closely related field and must complete a post-degree period of supervised experience that spans two to four years. They must also meet other state requirements including passing three exams. In addition to providing general counseling services, LPCs with the additional Mental Health Service Provider (MHSP) designation are qualified to diagnose and provide therapy for mental health disorders.

Counseling or Clinical Psychologist: Refers to someone who has obtained a doctoral degree (Ph.D., Psy.D., or Ed.D.) in Counseling or Clinical Psychology which includes six years of graduate training including a full time one-year pre-doctoral internship. In order to diagnose and treat those with mental disorders, psychologists must become licensed and obtain designation as a Health Service Provider (HSP). This requires an additional one-year post-doctoral internship and passing of exams required by the state. Psychologists are usually able to provide a wide variety of therapies as well as psychological testing and often serve in a supervisory capacity in counseling or clinical settings.

Licensed Clinical Social Worker (LCSW): Requires a master's (M.S.W. or M.S.S.W.) in Clinical Social Work plus two years of postgraduate training and completion of state examination process. Social workers have a wider focus than other mental health professionals in their concern with the broadest reaches of a person’s life. They assist individuals and families with personal, family and environmental issues. Often they are the catalyst for collaboration and planning that brings together several disciplines.

Licensed Marital and Family Therapist (LMFT): At a minimum these therapists have master's degrees (M.MFT) from programs that focus on interpersonal relationships and family systems. They must also have a two-year period of supervised practice by a specially trained therapist certified by the American Association for Marriage and Family Therapy. Additionally, they must meet other specific state requirements, and pass written and oral exams. Though they frequently work with couples or families, many also provide therapy for individuals.

Licensed [Senior] Psychological Examiner (LPE, LSPE): In order to obtain a license as a Psychological Examiner, an individual must have completed a master's degree (M.A. or M.S.) in Counseling Psychology or Clinical Psychology and must have passed written and oral state examinations. New LPE licenses are no longer available in the State of Tennessee. Those already holding a license as an LPE may, after five years of supervised experience and 200 hours of continuing education, become a Licensed Senior Psychological Examiner (LSPE). Upon becoming an LSPE, an individual also becomes a Health Service Provider (HSP) and can practice independently. LSPEs provide psychotherapy as well as psychological and psychoeducational testing.
Descriptions of Counseling and Mental Health Professionals (cont.)

**Pastoral Counselor:** A religious professional who has been specifically trained in counseling techniques and theory. The American Association of Pastoral Counselors is the certifying organization in this discipline. Some states provide an opportunity to become certified or licensed as a Pastoral Counselor.

**Psychiatrist:** Psychiatrists have completed medical school, obtained a Doctor of Medicine degree (M.D.), and gone on to complete a specialization in psychiatry (as opposed to surgery, pediatrics, etc.). They must pass the state’s requirements for licensure plus an additional examination process to become Board Certified. Psychiatrists diagnose and treat mental, emotional and behavioral disorders. Psychiatrists are specialists in prescribing the medications used to treat mental disorders, especially those that are more severe or complex. Psychiatrists also often serve as supervisors or directors at mental health facilities.

**Advance Practice Registered Nurse (APRN):** An APRN has completed a master’s degree or higher in a particular area of nursing, such as psychiatric-mental health. An APRN is credentialed by the American Nurses’ Association and may be certified by the state licensing board to prescribe medications and treatments in his/her area of expertise. A psychiatric APRN is educated and experienced to provide individual, family, and couples psychotherapy. All advanced practice credentials have requirements such as continuing education and periodic re-examination to maintain the credential.

**Psychotherapist:** A general descriptive term for any mental health professional (licensed or unlicensed) who provides outpatient psychotherapy.

Source: http://www.agapenashville.org/descriptions