

Graduate Studies in Counseling
Master of Science in Clinical Mental Health Counseling
CACREP-accredited
Program Handbook
2018 – 2019



Department of Psychology, Counseling, and Family Science

Lipscomb University

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The information contained in this handbook is accurate as of August, 2018. 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, Counseling, and Family Science and online at www.lipscomb.edu/counseling

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STATEMENT ON ACCREDITATION

Lipscomb University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 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 shall comply 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, including without limitation, admissions policies, scholarships and loan programs, employment practices, and athletic and other school administered programs. As a religiously controlled institution of higher education, Lipscomb University is exempt from compliance with some provisions of certain civil rights laws.

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.

LETTER FROM PROGRAM DIRECTOR

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 CACREP standards for accreditation and 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.

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., LPC-MHSP
Director of Graduate Studies in Counseling
Professor of Psychology and Counseling

GRADUATE STUDENT ACKNOWLEDGMENT FORM

It is the policy of Lipscomb University's Graduate Department of Psychology, Counseling, and Family Science that any student participating in the Master of Science in Clinical Mental Health Counseling must adhere to the policies articulated in the following documents: LU's Graduate Catalog, LU's 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 Acknowledgment 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, Counseling, and Family Science, 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, Counseling, and Family Science.

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

Jake Morris, B.A., M.Ed., Ph.D. (University of Mississippi), LPC-MHSP, *Program Director of M.S. in Clinical Mental Health 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 M.S. in Clinical Mental Health Counseling, Associate Professor of Psychology and Counseling*

DeAndrea N. Witherspoon Nash, B.S., M.S. (Tennessee State University), Ph.D. (Trevecca Nazarene University), LPC-MHSP, NCC, *Assistant Professor of Psychology and Counseling*

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

Denis' Thomas, B.A. (Abilene University), M.Ed. (Middle Tennessee State University), Ph.D. (University of Tennessee), NCC, *Associate 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*

Adjunct and Clinical Adjunct Faculty

Terry A. Casey, B.A. (Harding University), M.S. (Abilene Christian University), Ph.D. (Texas A&M University), Licensed Psychologist, HSP

Jason E. Cooper, B.A. (Lipscomb University), M.A. (Trevecca Nazarene University), Ph.D. (University of Akron), Licensed Psychologist, HSP

Scott R. Ericson, B.S. (Grace College), M.A. (Grace Theological Seminary), Ed.D. (Tennessee State University), Licensed Psychologist, HSP

Bruce McCurdy, B.A. (Tennessee Temple University), M.A. (Middle Tennessee State University), Ed.D. (Tennessee State University), Licensed Psychologist, HSP

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

Brooke Foxworthy, B.S. (Trevecca Nazarene University), M.A. (Trevecca Nazarene University), Ph.D. (Trevecca Nazarene University), LPC-MHSP

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.
5. **TOEFL.** The Test of English as a Foreign Language (TOEFL) is required for international students. (See section titled International Students for more information.)
6. **References.** Three letters of reference are required.
7. **Official Transcript(s).** Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.
8. **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>).
9. **FERPA:*** The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if you are independent of your parents, you must submit this form prior to enrollment.

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

All application items should be submitted to the Department of Psychology, Counseling, and Family Science 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, Counseling, and Family Science, Lipscomb University, One University Park Drive, Nashville TN 37204-3951. See website for updates on specific deadlines.

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 five 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*).

Background Checks

All students admitted to the M.S. in Clinical Mental Health Counseling must participate in and pass a background check through the graduate program’s selected company. For students who have been admitted and who do not pass the background check, the faculty will review the situation and take appropriate action, including possible denial of admission to the student. Many practicum and internship sites require background checks in addition to this one performed at admission. Some information from the results of the background check may be shared with practicum/internship sites as needed.

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.

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 Lipscomb University Graduate Catalog.

Changing Programs

Students interested in changing graduate programs within the Department of Psychology, Counseling, and Family Science 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 5213 Foundations of Substance Use Disorders Treatment*
- 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 Trauma & Advanced Psychopathology
- COUN 6653 Assessment Techniques
- COUN 6703 Effective Counseling and Treatment Planning
- COUN 6951 Capstone Seminar in Counseling

*Replaces COUN 6303 Substance Abuse Counseling for Addiction Counseling Specialization

Clinical Experience Courses (9 Hours)

- COUN 6803 Practicum

- COUN 6903 Internship I OR
- COUN 6963 Internship I in Play Therapy

- COUN 6913 Internship II OR
- COUN 6973 Internship II in Play Therapy

- COUN 6910 Internship Continuation (if needed)

Elective Courses (select 6 Hours/2 courses; Elective courses are not offered every semester)

- COUN 6003 Grief and Crisis Counseling
- COUN 6153 Marriage and Family Counseling
- COUN 6A23 Introduction to Play Therapy
- COUN 6223 Advanced Play Therapy & Expressive Arts
- COUN 6363 Assessment, Diagnosis, & Treatment Planning for Substance Use Disorders
- COUN 6373 Prevention, Intervention, & Counseling for Substance Use Disorders
- COUN 6403 Psychopharmacology
- COUN 6453 Gerontology
- COUN 6503 Human Sexuality
- COUN 675V Psychological/Counseling Topics
(e.g., Advanced Issues in Clinical Practice, Trauma)

- 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:

Trauma & Advanced Psychopathology
Ethics & Professional Issues in Counseling
Introduction to Counseling Skills

Third Semester:

Effective Counseling & Treatment Planning
Substance Abuse Counseling or Foundations of Substance Use Disorders Treatment
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. This course has a Technology Fee of \$150 for Clinical Training Manager.

COUN 5203 Introduction to Psychopathology and Adaptive Behavior (3)

Presents 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 5213 Foundations of Substance Use Disorders Treatment (*replaces COUN 6303) (3)

This first course in a series of three courses will cover the history of America's views on substance abuse and treatment, the science and neuroscience of addiction, and models of treatment with attention to ethics and diversity issues. The course will include experiential components at a substance abuse treatment facility. Prerequisites: COUN 5103, 5113, 5203, 5703, 5903, 6603, 6103, 6053, 6703

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 Performance Review Committee (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 6A23 Introduction to Play Therapy

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

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 6223 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 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 5113, 5103, 5203, 5703, 6603, 5903

COUN 6363 Assessment, Diagnosis & Treatment Planning for Substance Use Disorders (3)

This second course in a three course series will address the knowledge and skills needed to assess clients for substance use and to develop treatment plans. Students will learn the diagnostic process specific to substance use disorders and learn about appropriate assessment interviews/inventories. Students will have the opportunity to conduct mock screenings, assessments, and determine appropriate levels of care. Prerequisite: COUN 5213

COUN 6373 Prevention, Intervention & Counseling for Substance Use Disorders (3)

This third course in the three course series will address prevention and intervention theories and models. Various interventions will be discussed including counseling theories, experiential interventions, individual, group, and family systems models of treatment, and spiritual practices. Attention will be given to diversity considerations, advocacy roles, research, and evaluation. Prerequisite: COUN 6363

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 Trauma & Advanced Psychopathology (3)

Continued coverage of disorders included in the current diagnostic statistical manual. This course will also include enhanced study of the appropriate procedures for the diagnosis,

assessment and treatment of trauma and abuse in both adult and child populations.
Prerequisites: COUN 5103, 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 Clinical Mental Health 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 Clinical Mental Health Counseling program. Prerequisites: COUN 5903, 5113, 5103, 5203, 5703, 6603

COUN 675V Counseling 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

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.

COUN 6963 Internship I in Play Therapy (3)

Intermediate experience in supervised counseling with clients in selected clinical settings totaling a minimum of 300 hours. Students will be supervised by the faculty supervisor and a site supervisor and receive feedback from supervisors in order to develop counseling skills. Play therapy modalities will be utilized with clients at sites and will be reinforced through additional play therapy experiences in supervision with the faculty supervisor. 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 6A23, COUN 6223, COUN 6803, COUN 6103. Permission of instructor is required.

COUN 6973 Internship II in Play Therapy (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 faculty supervisor and a site supervisor and receive feedback from supervisors in order to develop counseling skills. Play therapy modalities will be utilized with clients at sites and will be reinforced through additional play therapy experiences in supervision with the faculty supervisor. Internship II must be arranged with the clinical director in the semester prior to beginning the internship. Proof of liability insurance (through ACA student membership) is required. COUN 6A23, COUN 6223, COUN 6903 or COUN 6963. Permission of instructor is required.

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.

Addiction Counseling Specialization

Students must apply and are admitted specifically into this specialization for a January start only. Students in this specialization complete the standard clinical mental health counseling coursework with the addition of nine (9) hours of specialized coursework and practicum/internship experiences in substance use addiction at Cumberland Heights, a local and nationally recognized addiction treatment

facility. Students interested in pursuing specialized addiction training but do not wish to complete their practicum and internships at Cumberland Heights will not be able to claim the Addiction Specialization upon graduation. Specifically, students take the following specialized courses:

COUN 5213 Foundations of Substance Use Disorders Treatment
(replaces COUN 6303)

As electives:

COUN 6363 Assessment, Diagnosis & Treatment Planning for Substance Use Disorders

COUN 6373 Prevention, Intervention & Counseling for Substance Use Disorders

The M.S. in Clinical Mental Health Counseling with Addiction Counseling Specialization is designed to meet the academic requirements for Tennessee licensure as a Licensed Professional Counselor with Mental Health Service Provider designation (LPC-MHSP) and Level II Licensed Alcohol and Drug Abuse Counselor (LADAC). Post-masters clinical hours and supervision and national and state-level tests are required for both licenses. *See Course Sequencing – Cumberland Heights Addiction Specialty – Spring Start* for specific course sequencing. *See Licensing and Credentialing Requirements* for additional information on licensure requirements for LPC-MHSP.

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. Specifically, students take the following specialized courses:

As electives:

COUN 6A23 Introduction to Play Therapy

COUN 6223 Advanced Play Therapy & Expressive Arts

As a part of the clinical experiences year:

COUN 6963 Internship I in Play Therapy (replaces COUN 6903 Internship I)

OR

COUN 6973 Internship II in Play Therapy (replaces COUN 6913 Internship II)

This specialization, in the context of the Clinical Mental Health Counseling degree, will meet partial requirements for credentialing as a Registered Play Therapist (RPT) through the Association for Play Therapy (<http://www.a4pt.org/>). 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 the specific timing of course offerings, please see Dr. Thomas as they are sometimes taught during or 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. However, students who are enrolled in practicums or internships are considered half-time students even in they are only registered for one clinical course in a given semester. Because of the significant hour requirement beyond the classroom, these students are considered half-time students by the CMHC program and faculty. 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. According to the Lipscomb University Graduate Catalog, "A credit hour (one) is defined as student/teacher interaction of not less than one hour and a minimum of two hours out of class work for 15 weeks (1/2/15 formula)."

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 or internships. 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 under *myLipscomb* (under Student Homepage, Graduate Studies). 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., Snapchat, 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 believes 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 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, which must include COUN 5903 Introduction to Counseling Skills). 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. If concerns arise about a student's interpersonal behaviors or personal characteristics at any point in the semester, a Professional Performance Evaluation Rubric (PPR) and Form may be completed by each faculty member expressing such concerns. Informally, the faculty will continuously evaluate the appropriateness of each student's interpersonal skills and professional behaviors through interactions with faculty, staff, clinical supervisors, other

students, or other Lipscomb or community partners. Information from these evaluations and interactions will be reviewed by the Progress Review Committee at the end of the first semester.

The Professional Performance Evaluation Rubric (PPR) was originally designed by the College of William and Mary Counseling Education program; we have adapted it with permission to meet our needs. The PPR assesses some intangible personal characteristics and behaviors that the faculty deem necessary in being a successful counselor. Categories assessed include the following: Open to new ideas, Flexible, Cooperates with others, Accepts and uses feedback, Aware of impact on others, Effectively deals with conflict, Accepts personal responsibility, Expresses feelings effectively and appropriately, Attends to ethical and legal considerations, and Take initiative and is motivated. Students who regularly demonstrate problematic behaviors or a lack of self-awareness in these areas will be evaluated by the faculty for continued fit for the program according to the evaluation procedures discussed in this handbook. See PPR in *Forms and Supporting Documents* for specific wording of this rubric.

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. Any issues requiring the completion of PPR forms during the semester will be specifically reviewed. For each student, 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 may proceed with additional courses; a student may request a meeting with his/her advisor at any time to review the first semester feedback. All evaluation and progress review materials generated will be placed in the student's files, and the student may request to see this information at any time. If the student's progress is deemed appropriate, no paperwork may be generated. Any documentation generated will serve the purpose to document problematic or exceptional situations.

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 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 as in the first semester. Any concerns recorded on PPR forms will be specifically reviewed. For each student, 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. The due date for Candidacy applications will be announced toward the end of each semester via email. They are to be submitted to the departmental administrative assistant unless the students are notified otherwise of any change.
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 professional and 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 (PPR) 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, Counseling, and Family Science 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 (whether on or off campus).
- Circumstances that interfere with training or threaten client welfare.
- Ethical violation, felony conviction, or other activity that may affect ability to practice or be licensed.

Program dismissal reviews and communications are considered confidential but may be shared, as appropriate, with pertinent staff, faculty, or site supervisors 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 <http://www.lipscomb.edu/academics/provost/academic-integrity>. For Graduate Student Handbook, please go to *myLipscomb*, student homepage, graduate studies.

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 6903 Internship I or COUN 6963 Internship I in Play Therapy, and COUN 6913 Internship II or COUN 6973 Internship II in Play Therapy.

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 covered by course fee. 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 lunch/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 is 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 welcomes 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. Examples include the American Counseling Association (ACA), Tennessee Counseling Association (TCA), the Tennessee Licensed Professional Counseling Association (TLPCA), and the Association for Play Therapy (APT). Other 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).

American Counseling Association

All students enrolled in the CMHC program are required to obtain a student membership with the ACA in the first semester and maintain this throughout the program. This membership includes professional liability insurance which is necessary for the student's clinical experience. Documentation of liability insurance will be required each semester of practicum and internship. In addition to insurance, ACA membership also provides many training opportunities including an annual conference, monthly journal, and podcasts. For information on ACA membership and benefits, please visit [www.counseling.org\students](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." Quotes come from CSI website; 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.

The American Counseling Association also has a Career Services department that is able to offer resume review and mock interview services to its student members. For resume review, send an email request to Danielle Irving (dirving@counseling.org) with a cover letter, curriculum vitae, and/or resume attached, and she will reply via email or follow up by phone. For mock interview sessions, send a request to Danielle as well. She will respond with practice questions, and go over the responses either via phone or email. These services can also be taken advantage of in person each year at the ACA Annual Conference and Expo.

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://www.tn.gov/health/article/pcmft-about>. 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, there are a few standard requirements for licensure. Rules for licensure change occasionally, but the most recent regulations can be obtained at the link below.

<http://tn.gov/health/article/pcmft-statutes>

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 in the following section.

Contact information for the TN Board of Licensed Professional Counselors, Licensed Marital and Family Therapists and Licensed Pastoral Therapists:

665 Mainstream Drive, 2nd Floor
Nashville, TN 37243
615-741-5735 local
1-800-778-4123 nationwide

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 licensure," then "access directory" and then search for 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. 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 licensure as a 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. A “passport” sized photo of yourself, a certified copy of your birth certificate, and at least two letters of recommendation are required with the application materials.

Licensure Application

Download the application at <http://tn.gov/health/article/pcmft-applications>.

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://tn.gov/health/article/pcmft-about> or use the contact information for the board administrator listed above.

STUDENT SERVICES

Availability of Counseling Services for Graduate Students

The Counseling faculty *strongly encourage* counseling students to seek their own personal counseling. This experience is invaluable in becoming a professional counselor and is useful for their own self-care and self-awareness. Our students may obtain free counseling services on campus through the Lipscomb University Family Therapy Center which is 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. They also offer counseling services to Lipscomb University, Lipscomb Academy, and the general public utilizing a sliding scale fee structure. See website for more details: <http://www.lipscomb.edu/familytherapycenter>

The University also offers counseling services to students through the University Counseling Center. However, many of the CMHC graduate students complete their practicums and internships at the UCC, so this site is not available to CMHC students for personal counseling.

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
Angela Thompson, LPC-MHSP	615-383-7575 www.angelathompson.net
New Directions	615-601-0580 www.ndcacgroup.com
Terri Atwood, LPC-MHSP	615-477-3073 www.terriallenatwoodcounseling.com
The Refuge Center for Counseling	615-591-5262 www.refugecenter.org

Students interested in additional options may speak with a faculty member or the Clinical Director for recommendations.

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 <http://www.lipscomb.edu/academicsuccess>

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 the Department of Psychology, Counseling, and Family Science conference room in Ezell 265 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.

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>. Your Lipscomb username and password are to be used for *myLipscomb*. Concerns or problems with the *myLipscomb* portal should be directed to the Information Technology Help Desk at <http://helpdesk.lipscomb.edu>. You will put in your Lipscomb network username and password to create a ticket. 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 Canvas is also through the *myLipscomb* portal. Information and videos regarding the functionality of *myLipscomb* are available at <http://www.lipscomb.edu/it>.

Canvas

Canvas is your source for class materials and information. To access Canvas, 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 Canvas, please contact the Information Technology Help Desk at <http://www.lipscomb.edu/it>. 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 the Department of Psychology, Counseling, and Family Science conference room as well as on other computer labs throughout campus.

Clinical Training Manager (CTM)

In their first semester, students will pay a \$150 Technology Fee associated with COUN 5113, Introduction to Clinical Mental Health Counseling to gain access to Clinical Training Manager (CTM). CTM is an online platform which offers many features that faculty, staff, and students will use throughout the program and the licensure process. Currently, students are utilizing CTM for their timesheets for tracking practicum and internship hours. Over time, the faculty will be introducing other uses for CTM including completing assignments and program requirements, searching for practicum/internship sites, and completing case studies with Electronic Medical Records (EMR) documents. See the *Clinical Experiences Handbook* for more details.

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 mid-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 assisting in 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 Jenna Vance (jenna.vance@lipscomb.edu) to learn more about GA opportunities and expectations.

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) or Internship I in Play Therapy (3 credit hours), Internship II (3 credit hours) or Internship II in Play Therapy (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 Trauma & Advanced Psychopathology
 - COUN 6053 Multicultural Issues in Counseling
 - COUN 6703 Effective Counseling and Treatment Planning
 - COUN 6303 Substance Abuse Counseling or COUN 5213 Foundation of Substance Use Disorders Treatment
- 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 Program Director of the Master of Science in Clinical Mental Health Counseling. Students may also contact the Chair of the Department of Psychology, Counseling, and Family Science if there is a concern with the CMHC faculty. 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

Some forms can be found on the departmental website.

<https://www.lipscomb.edu/psychology/graduate-programs/professional-counseling/professional-counseling-resources>

APPLICATION FOR ADMISSION (ONLINE PROCESS MAY LOOK SLIGHTLY DIFFERENT)

Application Information

Program of Interest:

- M.S. in Psychology
- M.S. in Clinical Mental Health Counseling
- Master of Marriage and Family Therapy

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? Spring Fall **Year:** _____

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

Are you interested in our graduate assistantship program? Yes No

Personal Information

Name: _____ Social Security No. _____
Last First Middle Maiden Name

Preferred Name: _____ Contact preference: Email Home Phone Cell

Address: _____ City/St: _____ Zip: _____

Main Phone: _____ Alternate Phone: _____

Email Address: _____

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

Name: _____ Relationship: Parent or Guardian Spouse Other
Last First

Address: _____ City/St: _____

Zip: _____ Phone: _____

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:

Name of Institution	City, State	Dates of Attendance	Did you graduate? If so, list degrees and major

Standardized Test (GRE) Score: Verbal: _____ Quantitative: _____ Writing: _____ 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.

Name	Email Address

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 (ONLINE PROCESS MAY LOOK SLIGHTLY DIFFERENT)

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

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:

	Outstanding	Above Average	Average	Below Average	Poor	Unable to Estimate
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 (ONLINE PROCESS MAY LOOK SLIGHTLY DIFFERENT)

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

By fax:

Acceptance Decision
Attn: CMHC program
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 understand that my full admission will be dependent on successful passing of the required background check.
- 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 my full admission will be dependent on successful passing of the required background check, and 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

New Student Orientation Evaluation Form (cont.)

Overall, the orientation met my expectations.

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

Comments: _____

What do you consider the real strengths of this orientation? _____

What do you consider areas for potential improvement for the orientation? _____

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

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

Lipscomb University

Name of University	Course #	Course Title	Grade	Course #	Course Title	Transfer Grade

Student Signature

Date

Program Director Signature

Date

GRADUATE STUDENT ACKNOWLEDGMENT FORM

It is the policy of Lipscomb University's Graduate Department of Psychology, Counseling, and Family Science that any student participating in the Master of Science in Clinical Mental Health Counseling must adhere to the policies articulated in the following documents: LU's Graduate Catalog, LU's 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 Acknowledgment 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: _____

DATE	TOPIC DISCUSSED	STUDENT INITIALS	ADVISOR INITIALS

TYPICAL COURSE OFFERINGS BY SEMESTER

FALL (16 Weeks)	SPRING (16 Weeks)	SUMMER (11 Weeks)
Assessment Techniques	Assessment Techniques	Assessment Techniques
Capstone Seminar in Psychology	Capstone Seminar in Psychology	Capstone Seminar in Counseling
	Career Counseling	Career Counseling
Effective Counseling & Treatment Planning		Effective Counseling & Treatment Planning
	Ethics & Professional Issues in Counseling	Ethics & Professional Issues in Counseling
Group Dynamics & Group Counseling	Group Dynamics & Group Counseling	
Integration of Psychology & Christianity Seminar	Integration of Psychology & Christianity Seminar	Integration of Psychology & Christianity Seminar
Internship Continuation	Internship Continuation	Internship Continuation
Internship I	Internship I	Internship I
Internship II	Internship II	Internship II
Introduction to Clinical Mental Health	Introduction to Clinical Mental Health	
	Introduction to Counseling Skills	Introduction to Counseling Skills
Introduction to Psychopathology & Adaptive Behavior	Introduction to Psychopathology & Adaptive Behavior	
Lifespan Development	Lifespan Development	Lifespan Development
Multicultural Issues in Counseling		Multicultural Issues in Counseling
Practicum	Practicum	Practicum
Research Methods & Statistics	Research Methods & Statistics	Research Methods & Statistics
Substance Abuse Counseling		Substance Abuse Counseling
Theories of Counseling & Personality	Theories of Counseling & Personality	
Thesis I and II	Thesis I and II	Thesis I and II
	Trauma & Advanced Psychopathology	Trauma & Advanced Psychopathology
Elective (TBA)	Elective (TBA)	Elective (TBA)

RECOMMENDED COURSE SEQUENCING – FALL START

Taking 9-12 hours a semester, it may take you 6 semesters to complete the program.

*Prerequisites for Practicum

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

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

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

****Please note that Not All Practicum/Internship Sites Are Available to Start Every Semester**

*****Electives can be taken in other semesters after the first year. Students are encouraged to consult their advisor and Typical Offerings by Semester chart to rearrange the schedule appropriately.**

RECOMMENDED COURSE SEQUENCING – SPRING START

Taking 9-12 hours a semester, it may take you 6 semesters to complete the program.

*Prerequisites for Practicum

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

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

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

****Please note that Not All Practicum/Internship Sites Are Available to Start Every Semester**

*****Electives can be taken in other semesters after the first year. Students are encouraged to consult their advisor and Typical Offerings by Semester chart to rearrange the schedule appropriately.**

RECOMMENDED COURSE SEQUENCING – PLAY THERAPY - FALL START

Taking 9-12 hours a semester, it may take you 6 semesters to complete the program.

*Prerequisites for Practicum

FALL Semester 1	SPRING Semester 2	SUMMER Semester 3	FALL Semester 4	SPRING Semester 5	SUMMER Semester 6
Introduction to Psychopathology (3)*	Trauma & Advanced Psychopathology (3)*	Effective Counseling and Treatment Planning (3)*	Practicum** (3)	Internship I** (3)	Internship II** (3)
Introduction to Clinical Mental Health (3)*	Ethics and Professional Issues (3)*	Multicultural Issues (3)*	Group Dynamics and Counseling (3)	Integration of Psychology and Christianity (3)	Lifespan Development (3)
Theories of Counseling and Personality (3)*	Introduction to Counseling Skills (3)*	Substance Abuse Counseling (3)*	Research Methods and Statistics (3)	Assessment Techniques (3)	Career Counseling (3)
		Intro to Play Therapy (3)	Advanced Play Therapy and Expressive Arts (3)		Capstone (1)

RECOMMENDED COURSE SEQUENCING – PLAY THERAPY - SPRING START

*Prerequisites for Practicum

SPRING Semester 1	SUMMER Semester 2	FALL Semester 3	SPRING Semester 4	SUMMER Semester 5	FALL Semester 6
Introduction to Psychopathology (3)*	Trauma & Advanced Psychopathology (3)*	Effective Counseling and Treatment Planning (3)*	Practicum** (3)	Internship I** (3)	Internship II* (3)
Introduction to Clinical Mental Health (3)*	Ethics and Professional Issues (3)*	Multicultural Issues in Counseling (3)*	Group Dynamics and Counseling (3)	Career Counseling (3)	Integration of Psychology and Christianity (3)
Theories of Counseling and Personality (3)*	Introduction to Counseling Skills (3)*	Substance Abuse Counseling (3)*	Lifespan Development (3)	Research Methods and Statistics (3)	Assessment Techniques (3)
	Intro to Play Therapy (3)	Advanced Play Therapy and Expressive Arts (3)			Capstone (1)

**Please note that Not All Practicum/Internship Sites Are Available to Start Every Semester

COURSE SEQUENCING – CUMBERLAND HEIGHTS ADDICTION SPECIALITY – SPRING START

Taking 9 hours a semester, it will take you 7 (or more) semesters to complete the program.

***Prerequisites for Practicum**

SPRING Semester 1	SUMMER Semester 2	FALL Semester 3	SPRING Semester 4	SUMMER Semester 5	FALL Semester 6	SPRING Semester 7
Introduction to Psychopathology (3)*	Trauma & Advanced Psychopathology (3)*	Effective Counseling and Treatment Planning (3)*	Lifespan Development (3)	Practicum (3)	Internship I (3)	Internship II* (3)
Introduction to Clinical Mental Health (3)*	Ethics and Professional Issues (3)*	Group Dynamics and Counseling (3)	Foundations of Substance Abuse Counseling (3)*	Assessment, Diagnosis, & Treatment Planning for Substance Use Disorders (3) - Elective #1	Prevention, Intervention and Counseling for Substance Use Disorders (3) - Elective #2	Career Counseling (3)
Theories of Counseling and Personality (3)*	Introduction to Counseling Skills (3)*	Multicultural Issues in Counseling (3)*	Research Methods and Statistics (3)	Integration of Psychology and Christianity Seminar (3)	Assessment Techniques (3)	Capstone (1)

If Internship Continuation (0) is needed, an additional semester will be required.

Student Worksheet

PLAN OF STUDY (POS) FOR THE M.S. DEGREE IN CLINICAL MENTAL HEALTH COUNSELING
 Standard Program
 Addictions Specialization
 Play Therapy Specialization

Catalog Year	Hours Earned	G.P.A.
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Last Name	First	Middle	L Number
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Local Street Address

City	State	Zip
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Cell Phone	Work Phone	Email Address
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Course	Title	Hrs.	Term-Year	Institution	Grade
COUN 5113	Introduction to Clinical Mental Health Counseling	3			
COUN 5203	Intro to Psychopathology and Adaptive Behavior	3			
COUN 5103	Theories of Counseling and Personality	3			
COUN 5903	Introduction to Counseling Skills	3			
COUN 5703	Ethics and Professional Issues in Counseling	3			
COUN 6603	Advanced Psychopathology	3			
COUN 6053	Multicultural Issues in Counseling	3			
COUN 6703	Effective Counseling and Treatment Planning	3			
COUN 6303/ COUN 5213	Substance Abuse Counseling OR Foundations of Substance Use Disorders Treatment	3			
COUN 6103	Group Dynamics and Group Counseling	3			
COUN 5303	Lifespan Development	3			
COUN 5603	Research Methods and Statistics	3			
COUN 6253	Career Counseling	3			
COUN 5803	Integration of Psychology and Christianity Seminar	3			
COUN 6653	Assessment Techniques	3			
COUN 6803	Practicum	3			
COUN 6903/ COUN 6963	Internship I OR Internship I in Play Therapy	3			
COUN 6913/ COUN 6973	Internship II OR Internship II in Play Therapy	3			
COUN 6910	Internship Continuation (if needed)	0			
COUN 6951	Capstone Seminar in Counseling	1			
	Elective: Specify:	3			
	Elective: Specify:	3			
	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

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7
Semester 8	Semester 9	Semester 10	Semester 11			

PROFESSIONAL PERFORMANCE EVALUATION RUBRIC (PPR)

To be used when completing the Professional Performance Review Form

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

1	2	3	4	5
<ul style="list-style-type: none"> • Dogmatic about own perspective and ideas. • Ignores or is defensive about constructive feedback. • Shows little or no evidence of incorporating constructive feedback in order to changing behavior. 		<ul style="list-style-type: none"> • Amenable to discussion of perspectives other than own. • Accepts constructive feedback without defensiveness. • Some evidence of effort to incorporate relevant feedback in changing behavior. 		<ul style="list-style-type: none"> • Solicits others' opinions and perspectives about own work. • Invites constructive feedback, and demonstrated interest in others' perspectives. • Showed strong evidence of incorporation of feedback received to change own behavior.

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

1	2	3	4	5
<ul style="list-style-type: none"> • Shows little or no effort in recognizing changing demands in the professional & inter-personal environment. • Shows little or no effort in flexing response to changing environmental demands. • Refuses to flex response to changing environmental demands despite knowledge of the need for change. • Intolerant of unforeseeable or necessary changes in 		<ul style="list-style-type: none"> • Recognition of changing demands in the professional & inter-personal environment is evident but sometimes inaccurate. • Effort to flex response to environmental demands is evident but sometimes ineffective. • Flexes response to changing environmental demands when directed to do so. • Accepts necessary 		<ul style="list-style-type: none"> • Accurate recognition of changing demands in the professional & inter-personal environment. • Effectively flexes response to changing environmental demands. • Independently monitors the environment for changing demands and flexes response accordingly. • Attempts to understand and accept need for

established schedule or protocol.		changes in established schedule or protocol but without effort to understand the reason for the changes.		changes in established schedule or protocol as well as underlying reasons for the changes.
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3. Cooperates with others: *Uncooperative [1] to Cooperative [5]*

1	2	3	4	5
<ul style="list-style-type: none"> Shows little or no engagement in collaborative activities. Undermines goal achievement in collaborative activities. Unwilling to compromise in collaborative activities. 		<ul style="list-style-type: none"> Engages in collaborative activities but rarely allows or invites input. Accepts but rarely initiates compromise in collaborative activities. Concerned mainly with own part in collaborative activities. 		<ul style="list-style-type: none"> Works actively toward reaching consensus in collaborative activities. Initiates compromise in order to reach group consensus. Shows concern for group as well as individual goals in collaborative activities.

4. Accepts and uses feedback: *Unwilling [1] to Willing [5]*

1	2	3	4	5
<ul style="list-style-type: none"> Discourages feedback through defensiveness and anger. Shows little or no evidence of incorporation of feedback. Interprets feedback contrary to own perspective as personal affront. Demonstrates greater willingness to give feedback than receive it. 		<ul style="list-style-type: none"> Generally receptive to supervisory feedback. Shows some evidence of incorporating feedback into own views and behaviors. Shows some defensiveness to critique through over-explanation of own actions, without anger. Demonstrates greater willingness to receive feedback than to give it. 		<ul style="list-style-type: none"> Directly requests feedback and positively acknowledges it. Shows evidence of active incorporation of feedback into own views and behaviors. Demonstrates a balanced willingness to give and receive feedback.

Professional Performance Evaluation Rubric (cont.)

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

1	2	3	4	5
<ul style="list-style-type: none"> • Words and actions reflect little or no concern about impact on others. • Ignores feedback about negative impact of words and actions on others. 		<ul style="list-style-type: none"> • Effort to determine impact of words and actions on others is evident but sometimes inaccurate. • Responds, as necessary, to feedback regarding negative impact of words and actions on others, but, at times, with resentment. 		<ul style="list-style-type: none"> • Empathetic recognition of impact of words and actions on others. • Initiates and invites feedback from others regarding impact of own words and behaviors. • Regularly and effectively incorporates feedback regarding impact of own words and behaviors and changes behavior positively.

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

1	2	3	4	5
<ul style="list-style-type: none"> • Unable or unwilling to consider others' points of view. • Unwilling to examine own role in a conflict. • Ignores supervisory advisement if contradicts own perspective. • Shows no effort at problem solving. • Displays hostility when conflicts are addressed. 		<ul style="list-style-type: none"> • Attempts to grasp conflicting points of view, but sometimes with some difficulty. • Examines own role in a conflict when directed to do so. • Responsive to supervision in a conflict when offered. • Participates in problem solving when directed. 		<ul style="list-style-type: none"> • Always willing and able to consider others' points of view. • Almost always willing to examine own role in a conflict. • Consistently open to supervisory critique about own role in a conflict. • Initiates problem solving efforts in conflicts. • -Actively participates in problem solving efforts.

Professional Performance Evaluation Rubric (cont.)

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

1	2	3	4	5
<ul style="list-style-type: none"> • Refuses to take responsibility for or examine contribution to problems. • Lies, minimizes or embellishes the truth to avoid responsibility. • Consistently blames others for problems, without self-examination. 		<ul style="list-style-type: none"> • Willing to examine own role and responsibilities in problems, when informed of need to do so. • Describes accurately and honestly own and others roles in problems. • Might blame initially, but is open to self-examination about role in and responsibility for problems. 		<ul style="list-style-type: none"> • Monitors level of personal responsibility in professional performance. • Invites constructive critique from others and applies it toward professional growth. • Accepts responsibility for mistakes and responded to them as opportunity for self-improvement. • Avoids blaming others in favor of self-examination and personal responsibility.

8. Expresses feelings effectively and appropriately: *Unable [1] to Able [5]*

1	2	3	4	5
<ul style="list-style-type: none"> • Unwilling or unable to articulate feelings. • Unwilling or unable to recognize and acknowledge the feelings of others. • Acts out negative feelings (through negative behaviors) rather than articulating them. • Expresses feelings inappropriately. • Resistant to discussing of feelings in supervision. 		<ul style="list-style-type: none"> • Demonstrates some willingness and ability to articulate feelings, but with limited range. • Demonstrates some willingness and ability to acknowledge others' feelings, sometimes inaccurately. • Usually expresses feelings appropriately; is responsive to feedback when not appropriate. • Discusses feelings in supervision, when directed. 		<ul style="list-style-type: none"> • Consistently willing and able to articulate full range of feelings. • Demonstrates willingness and accurate ability to acknowledge others' feelings. • Consistently expresses feelings appropriately. • Initiates discussion of feelings in supervision.

Professional Performance Evaluation Rubric (cont.)

9. Attends to ethical and legal considerations: *Inattentive [1] to Attentive [5]*

1	2	3	4	5
<ul style="list-style-type: none"> • Engages in dual relationships with clients. • Acts with prejudice toward those of different age, race, culture, socio-economic class, gender, or sexual orientation. • Endangers the safety and the wellbeing of clients. • Breaches established rules for protecting client confidentiality. 		<ul style="list-style-type: none"> • Responsive to supervision for occasional personal/professional boundary confusion with clients. • Responsive to supervision for occasional multicultural insensitivity in professional interactions. • Engages in some risky judgments that could compromise client safety, wellbeing and confidentiality. 		<ul style="list-style-type: none"> • Establishes and maintains clear personal/professional boundaries with clients. • Demonstrates consistent multicultural sensitivity. • Satisfactorily ensures client safety and well-being. • Appropriately safeguards the confidentiality of clients.

10. Takes initiative and is motivated: *Poor Initiative/Motivation [1] to Good Initiative/Motivation [5]*

1	2	3	4	5
<ul style="list-style-type: none"> • Often misses deadlines and classes. ▪ Rarely participates in class activities. ▪ Often fails to meet minimal expectations in assignments. ▪ Displays little or no initiative and creativity in assignments. 		<ul style="list-style-type: none"> • Misses the maximum allowable classes and deadlines. • Usually participates in class activities. • Meets only the minimal expectations in assigned work. • Shows some initiative and creativity in assignments. 		<ul style="list-style-type: none"> • Meets all attendance requirements and deadlines. • Regularly participates in class activities. • Meets or exceeds expectations in assigned work. • Consistently displays initiative and creativity in assigned work.

PROFESSIONAL PERFORMANCE EVALUATION RUBRIC (PPR) FORM

To be completed by faculty member with concerns about a student's performance or behavior

Select appropriate review category:

Pre-Candidacy

Post-Candidacy

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

1 2 3 4 5 N

	1	2	3	4	5	N
1. Open to new ideas <i>Closed [1] to Open [5]</i>						
2. Flexible <i>Inflexible [1] to Flexible [5]</i>						
3. Cooperates with others <i>Uncooperative [1] to Cooperative [5]</i>						
4. Accepts and uses feedback <i>Unwilling [1] to Willing [5]</i>						
5. Aware of impact on others <i>Unaware [1] to Aware [5]</i>						
6. Effectively deals with conflict <i>Unable [1] to Able [5]</i>						
7. Accepts personal responsibility <i>Unable [1] to Able [5]</i>						
8. Expresses feelings effectively and appropriately <i>Unable [1] to Able [5]</i>						
9. Attends to ethical and legal considerations <i>Inattentive [1] to Attentive [5]</i>						
10. Takes initiative and is motivated <i>Poor Initiative/Motivation [1] to Good Motivation/Motivation [5]</i>						

Student's strengths:

Professional Performance Review (PPR) (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:

- Student is encouraged to proceed with coursework.
- A Performance Improvement Plan (PIP) is required; the student will be required to successfully complete a PIP to progress in the program. *(Please document using the PIP form.)*
- 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 Signature

Date

PRE-ADMISSION PERFORMANCE IMPROVEMENT PLAN (PIP)

Student Name: _____ L Number: _____

Date of Graduate Studies in 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*) _____

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

PERFORMANCE IMPROVEMENT PLAN (PIP)

Student: _____ L Number: _____

Date of Performance Review 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.)

Performance Improvement Plan (PIP) (cont.)

Performance Review Committee (PRC) Members' Signatures:

_____	(Chair) _____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
Faculty Advisor Signature	Date

Student Acknowledgement:

By signing this document, I acknowledge the decision by the Performance Review Committee that I be placed on a Performance Improvement Plan (PIP) as outlined above. I understand that failure to satisfactorily complete this PIP may result in consequences up to and including dismissal from the program. 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

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)

Student Name: _____ **L Number:** _____

Date of Application: _____ **Catalog Year:** _____

Overall GPA: _____ **Total Number of Credits Earned:** _____

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)

	GRADE
<input type="checkbox"/> COUN 5113 Introduction to Clinical Mental Health Counseling	_____
<input type="checkbox"/> COUN 5903 Introduction to Counseling Skills	_____
<input type="checkbox"/> COUN 5103 Theories of Counseling & Personality	_____
<input type="checkbox"/> COUN 5203 Introduction to Psychopathology and Adaptive Behavior	_____
<input type="checkbox"/> COUN 6603 Advanced Psychopathology	_____
<input type="checkbox"/> COUN 5703 Ethics and Professional Issues in Counseling	_____
<input type="checkbox"/> _____ (add'l course)	_____
<input type="checkbox"/> _____ (add'l course)	_____
<input type="checkbox"/> _____ (add'l course)	_____

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.

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>