

Clinical Mental Health Counseling Program

Program Handbook

2023-2024

Commented [KB1]: Should we change this to 2023-2024?
Carlos.perez@lcu.edu



LUBBOCK
CHRISTIAN
UNIVERSITY

Department of Behavioral Sciences

Lubbock Christian University

5601 19th Street
Lubbock, Texas 79407

(806) 720-7846

The information contained in this handbook is accurate as of March 2023. The requirements, rules, and provisions stated in this handbook and other publications of Lubbock Christian University are subject to change or modification at any time without notice.

A program evaluation summary report is available on the LCU website under CMHC Resources. This report contains a summary of the program's annual evaluation as well as an update on any program modifications that have taken place as a result of the evaluation. The summary report is updated annually, and the most recent version and archived versions will be posted on the website.

If changes are made to this handbook prior to its next reprinting, such changes will be made available in the office of the Graduate Programs, Department of Behavioral Sciences and online at <https://lcu.edu/majors-programs/masters-degree/graduate-psychology-and-counseling/>.

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From the Department Chair

Greetings New Students!

As the academic Chair of the Department of Behavioral Sciences, it is a great pleasure for me to welcome you to Lubbock Christian University. The Master's of Science in Clinical Mental Health Counseling (CMHC) program in the Department of Behavioral Sciences offers training in the professional practice of counseling.

At LCU, we strive to help you grow as a total person – Heart, Mind, Soul, and Body. Professionally, our Master of Science in Clinical Mental Health Counseling meets the standards for Texas' 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 state in which you reside. Our objective is to prepare counselors for professional positions in community agencies, hospitals, university counseling centers, and private practice.

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 who you are 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, resistances and prejudices, with the intent of understanding who you are and how you will engage diverse groups professionally and interpersonally.

A final objective is to help you to grow closer to God. We believe that knowledge of people and how they develop is greatly enhanced by knowledge of the Creator. The graduate CMHC program is firmly committed to the concept of integrating a Christian worldview with professional counseling training. 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 ethical practice co-exist. The mission of the graduate program in counseling is to prepare effective and innovative Clinical Mental Health counselors with high moral and ethical standards who view themselves as agents of change and who are committed to the welfare of clients and have the understandings, attitudes, and skills necessary for effective counseling.

In offering a Master's degree in Clinical Mental Health Counseling, the Department of Behavioral Sciences joins Lubbock Christian University in furthering the mission of *Changing Lives* by making a difference through service to those in need. You are likely both excited and anxious as you begin this journey. It will be a journey of change, struggle, and growth for you. This 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,



Carlos Perez, PhD, CLFE, LPC, LMFT
Department Chair, Department of Behavioral Sciences
Associate Professor of Family Studies and Counseling

Introduction

The Clinical Mental Health Counseling Handbook is designed to be used with the Lubbock Christian University Catalog and the Lubbock Christian University Student Handbook. These official documents are revised periodically. It is the student's responsibility to obtain the latest editions of these documents. This handbook is designed to be a reference for students enrolled in the program, but is not intended to take the place of syllabi and academic advising.

Mission of Lubbock Christian University

Lubbock Christian University is a Christ-centered, academic community of learners, transforming the hearts, minds, and hands of students for lives of purpose and service.

Mission of the Department of Behavioral Sciences

The Department of Behavioral Sciences is committed to the idea that science and faith do not oppose each other, but in fact, complement one another. Our mission is to produce academicians, clinicians, practitioners, and scholars who are solidly grounded in the science of human behavior, the ethics of their chosen profession and the principles of their faith. The Department provides personal access to exemplary teaching, Christian mentorship, and challenges student centered academic progress. Opportunities will be provided to all students for professional, community-based experiences and development of scholarly contribution to their field of study.

Clinical Mental Health Counseling (CMHC) Program Mission

The mission of the Clinical Mental Health Program aligns itself with the mission of Lubbock Christian University, and the Department of Behavioral Sciences, by training ethically and spiritually aware mental health counselors who possess the knowledge, values, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Clinical Mental Health Counseling (CMHC) Purpose, Goals, and Objectives

CMHC Purpose

Graduates from this program will receive the academic and experiential foundations that will enable them to specialize in a variety of counselor roles, such as community mental health counselors, pastoral counselors, drug and alcohol counselors, trauma counselors, college counselors, and relationship counselors. The program has the goal of providing educational foundations that enable its graduates to enter professionally satisfying careers, serve others to the best of their abilities, and develop a capacity for intellectual, professional, and personal growth.

CMHC Goals

The CMHC program promotes the following goals:

- 1) To attract diverse, outstanding graduate students.
- 2) To help students attain a scholastic competency in all coursework.
- 3) To facilitate the acquisition of, and ability to, apply counseling skills with a diverse population to a standard acceptable by licensed professional counselors including: a) Demonstration of emotional and mental stability and maturity in interaction with others, b). the ability to maintain healthy boundaries, c). communicate appropriately, d). successfully manage personal anxiety or uncomfortable feelings, e). work collaboratively with others and f). resolve interpersonal conflict.
- 4) To encourage an understanding and commitment to the scientist practitioner model.
- 5) To assist students in their adherence to the Professional Identity and Standards outlined by the American Counseling Association's Code of Ethics and Lubbock Christian University's Code of Community Standards, and
- 6) To encourage the ability to integrate faith and spirituality into counseling where appropriate in an ethically competent manner.

CMHC Objectives

The CMHC program promotes the following objectives:

- 1) To increase the knowledge base of the counseling profession and other related helping professionals.
- 2) To increase knowledge and practice of the *ACA Professional Code of Ethics*.
- 3) To increase knowledge and skills in counseling for culturally diverse populations, including assessment, treatment planning, treatment, and outcome evaluation.
- 4) To increase knowledge and skills in advocating for culturally diverse populations.
- 5) To increase knowledge of the theories of counseling and psychotherapy, personality, lifespan development, career development, group dynamics, and diagnosis and treatment planning.

- 6) To increase knowledge of a wellness model of mental health.
- 7) To increase knowledge in the foundations of research and inquiry including assessment, treatment planning, treatment, and outcome evaluation.
- 8) Develop leadership skills to better serve the counseling profession including teaching, training, researching and development of counseling plans.

CMHC Program Diversity Commitment

The CMHC 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 CMHC program implements procedures to recruit and retain students representing a multicultural and diverse society.

Diversity Goals

- Actively recruit academically qualified and ethnically diverse students to apply and enroll at Lubbock Christian 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 Behavioral Sciences, LCU Graduate Studies, Registrar's Office, Financial Aid, Office of Center for Student Success, 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 for historically Black colleges and universities in Texas (e.g., Southwestern Christian College, Jarvis Christian College, Paul Quinn College);
- Offer information and recruiting sessions for universities known to serve Hispanic students in Texas (e.g., University of the Incarnate Word, Sul Ross State University, St. Mary's University of San Antonio, Texas A&M University-Kingsville, Our Lady of the Lake University, University of Texas-El Paso);
- 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 African-American/Hispanic-Latino colleges and universities.

Retention Activities

- **Orientation & Advising.** 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, 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 (e.g. Healthy Families Conference) and speakers are hosted on campus regularly and are free to LCU graduate counseling students.

General Program Information

The Master of Science in Clinical Mental Health Counseling offers a 60-hour curriculum (exclusively online delivery format offered) designed to meet the academic and graduate clinical experiences required for licensure as a Professional Counselor (LPC) in the State of Texas. This credential allows students to provide counseling services in a variety of settings as outlined by the State Board of Examiners of Professional Counselors. For detailed information about this licensure, see the rules of the State Board of Examiners of Professional Counselors: [Texas State Board of Examiners of Professional Counselors – Texas Behavioral Health Executive Council](#). Students who seek licensure in a state other than Texas must research requirements in that state.

Organization of the CMHC Program

Lubbock Christian University offers the Master of Science in Clinical Mental Health Counseling degree as a unit of the College of Liberal Arts and Education and the Department of Behavioral Sciences.

Faculty

Our departmental faculty consists of full-time professors and adjunct professors representing the areas of professional counseling, marriage and family therapy, and the fields of clinical, and developmental 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: [LCU: Graduate Behavioral Sciences Degree](#)

Core Counseling Faculty

Kaylene Brown, Ph.D. (Texas Tech University), LPC-S, NCC, *Associate Professor of Clinical Mental Health Counseling* and CMHC Clinical Director.

Macy Williamson, Ph.D. (Texas Tech University), LPC, *Assistant Professor of Clinical Mental Health Counseling, Coordinator of the CMHC Program*.

Non-Core Faculty

Carlos Perez, Chair, Ph.D. (Texas Tech University), LMFT, LPC, *Associate Professor of M.S. in Clinical Mental Health Counseling*

Joshuah Ellis, Ph.D. (Texas Tech University) *Assistant Professor of Clinical Mental Health Counseling*

Program Admission

The MS in Clinical Mental Health Counseling program has a two-phase process for admissions. The first phase is the standard application process for Graduate Studies and has the following requirements:

1. **Graduate Application** \$60 application fee – if not submitted with the application, may be paid [online](#), by calling 806-720-7599, or by mailing a check or money order made out to “LCU.”
2. **Credit Agreement** Students may fax (toll-free: 1-866-784-5663) or scan a copy to Cindy.McCrary@lcu.edu.
3. Official undergraduate transcript(s), showing a regionally accredited bachelor’s degree awarded, and any previous post-baccalaureate or graduate work. A minimum GPA of 3.0 is required for unconditional admissions consideration.
 - a. In order to be considered official, all transcripts must arrive sealed in the university’s envelope, bearing official marks/seals. E-scripts are considered official only when sent directly from the university to Cindy.McCrary@lcu.edu or GraduateAdmissions@lcu.edu.
 - b. Courses taken for the degree must include a minimum of 39 upper level hours. Hours awarded for life or work experience will not satisfy upper level requirements. Vocational courses will not be counted toward the 120 academic hour requirement. Evidence of grade point averages, degrees, and test scores must be on official transcripts or official score reports. Students on probation or suspension at other institutions are not eligible for admission.
4. Three letters of reference are required. See admissions coordinator for details regarding reference requirements. Applicants will send the appropriate link to each recommender.
 - a. [Academic Reference](#)
 - b. [Personal Reference](#)
 - c. [Professional Reference](#)
5. Proof of meningitis vaccination. Applicants who will be 22 years old or older by the first day of the start of the semester are exempt from this requirement. Please see [Meningitis Vaccine Requirements](#) for more information.

Application items should be submitted no later than four weeks prior to the beginning of a session. Any items that need to be mailed should be submitted to Lubbock Christian University, Attn: Cindy McCrary, Graduate Programs –Psychology & Counseling, 5601 19th Street, Lubbock, TX 79407.

A detailed list of application standards for admissions into Graduate Studies at LCU can be viewed [here](#).

Approved applicants proceed to the departmental interview phase of the admissions process. This second phase has the following requirements:

1. Personality assessment and \$35 testing fee. Applicants can pay [online](#) and forward the receipt to the admissions coordinator, who will set up the personality assessment and send completion instructions.
2. Two short counseling essays. Questions provided upon approval to move onto the departmental interview phase.
3. Professional résumé.
4. 20-minute interview with graduate faculty panel.

After both phases of the admissions process are completed, applicants will be notified of their admission status. Applicants are not accepted until an official letter of acceptance is issued. For further information regarding the application process, please contact Cindy McCrady at 806-720-7599 or Cindy.McCrary@lcu.edu.

Non-degree Students

Students with a master's degree in school counseling, psychology, or a related field, may desire to complete extra coursework necessary for counseling licensure. Students who completed their master's degrees from Lubbock Christian University within one year of applying to take non-degree coursework may be exempt from some application items at the department's discretion. Students interested in pursuing non-degree coursework must complete the phase 1 and 2 admissions processes.

Readmission

Students who withdraw from the university or who are not enrolled for two semesters must reapply for admission. All students will be required to submit the following items for readmission:

1. [Readmission Application](#)
2. \$60 application fee – if not submitted with the application, may be paid [online](#), by calling 806-720-7599, or by mailing a check or money order made out to "LCU."
3. – Students may fax (toll-free: 1-866-784-5663) or scan a copy to Cindy.McCrary@lcu.edu.
4. Official transcripts bearing any coursework since last enrollment at LCU.

Students who have been unenrolled for two or more years will be asked to resubmit reference letters and re-interview for admissions.

Transfer Credits

Graduate courses accepted for transfer credit must be of an appropriate level and content, and the student must have earned a grade of B or higher. Instructor credentials must also be evaluated for credit earned at non-regionally accredited institutions. The department does not accept the following courses for transfer: COU 5314 Assessment of Individuals and Families, COU 5355 Advanced Psychopathology, COU 5361 Techniques of Individual and Family Counseling, COU 5363 Group Counseling, COU 5365 Advanced Techniques, or COU 5383 Counseling Children, Adolescents and their Families. Students wishing to appeal results of transfer credit evaluations may do so, in writing, to the Dean of the College, whose decision is final. Students may petition the department to accept up to 18 transfer hours for the 60-hour MS in Clinical Mental Health Counseling program. Transfer credit is granted only after applicants are accepted for admission.

Currently enrolled students must gain prior approval from the CMHC Program Coordinator prior to taking courses outside Lubbock Christian University when there is an intent to transfer courses into a current degree plan. Courses that are not preapproved will not be accepted for transfer.

Admission Standards

Applicants must submit an official transcript bearing a baccalaureate degree with a minimum of 120 academic hours from a regionally accredited college or university. Courses taken for the degree must include a minimum of 39 upper level hours. Hours awarded for life or work experience will not satisfy upper level requirements. Vocational courses will not be counted toward the 120 academic hour requirement. Evidence of grade point averages, degrees, and test scores must be on official transcripts or official score reports. Students on probation or suspension at other institutions are not eligible for admission.

Unconditional Admission

Applicants for the CMHC graduate program must also meet the following requirements for unconditional admission.

- GPA of at least 3.0 on a baccalaureate degree or cumulative GPA of at least 3.0 for the last 60 hours of baccalaureate studies. Baccalaureate degrees earned from non-regionally accredited institutions must be evaluated to determine adequacy of preparation. Graduate transfer applicants must have a cumulative GPA of at least 3.0 in twelve or more graduate hours in a discipline relevant to the graduate program for which the applicant is seeking admission.
- Two favorable letters of reference from professional contact.
- Favorable letter of reference from personal or academic contact.
- Professional resume.
- Interview for admission into the program (Video conference will be used for distant learner applicants).
- Criminal background check is necessary for counselor license and therefore will be a requirement before admitted into the program.

Appeals for Admission

Applicants not meeting the unconditional standard may submit a letter of appeal to the Graduate Studies office.

Change of Major

Students interested in changing graduate degree programs within the Department of Behavioral Sciences department should work with their faculty advisor. Depending on the current degree program, students may be required to submit additional application items and may be subject to the interview phase of the admissions process. Only coursework that is applicable to the new degree program will be accepted for transfer.

Common Core Areas

The eight common core areas represent the foundational knowledge required of all CMHC graduates.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients

- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and lifework planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Graduate Studies in Clinical Mental Health Counseling

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 reserves 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 (51 hours)

- COU5301 Introduction to Mental Health Counseling**
- COU5310 Individual and Family Lifespan Development**
- COU5314 Assessment of Individuals and Families**
- COU5320 Research in Counseling**
- COU5340 Professional Issues, Ethics, and Law**
- COU5353 Psychopathology of Individuals and Families**
- COU5355 Advanced Psychopathology
- COU5360 Counseling Theory and Practice**
- COU5361 Techniques of Individual and Family Counseling**
- COU5362 Career Counseling**
- COU5363 Group Psychotherapy**
- COU5364 Crisis Counseling**
- COU5365 Advanced Techniques
- COU5381 Foundations of Marital and Family Therapy
- COU5383 Counseling Children, Adolescents and their Families
- COU5384 Addictions
- COU5385 Multicultural Counseling

Clinical Experience Courses (9 hours)

- COU5391 Counseling Practicum
- COU5392 Counseling Internship I
- COU5393 Counseling Internship II

Comprehensive Exam

- COU6062 Comprehensive Examination

Clinical Experience Course Requirements

All prerequisites must be completed before students may enroll in COU 5391. With regards to co-requisites, students may enroll in a maximum of 3 co-requisites (two courses) when they enroll in COU 5391. All other co-requisite courses (except three) **must be completed** before enrolling in COU 5391.

Pre-requisites

- COU 5301 Introduction to Clinical Mental Health Counseling
- COU5310 Individual/Family Lifespan Development
- COU5314 Assessment of Individuals and Families
- COU5320 Research in Counseling
- COU5340 Professional Issues, Ethics and Law
- COU5353 Psychopathology
- COU 5360 Counseling Theory and Practice
- COU 5361 Techniques of Individual and Family Counseling
- COU5362 Career Counseling
- COU5363 Group Counseling
- COU5385 Multicultural Counseling

Co-requisites

- COU5355 Advanced Psychopathology
- COU5364 Crisis Counseling
- COU5365 Advanced Techniques
- COU5381 Foundations of Marital/Family Therapy
- COU5383 Counseling Children, Adults and Families
- COU5384 Addictions

Detailed information regarding clinical experiences is in the Graduate Studies in *CMHC Clinical Experiences Handbook*. See Suggested Timeline for Preparing for Practicum and Potential Practicum Sites.

Graduation

Graduation from the Clinical Mental Health Counseling Program will require the following completed steps:

- Cumulative GPA of 3.0 or higher
- Successful completion of Plan of Study
- Successful completion of the Performance Review process
- Successful completion of Clinical Experiences
- Successful completion of coursework including Clinical Experience and CPCE
- Completion of Application for Graduation and completing all required paperwork
- Recommendation of the CMHC faculty

Typical Course Offering by Semester

Semester	Course
Fall	COU 5301 – Introduction to Clinical Mental Health Counseling
	COU 5340 - Professional Issues, Ethics, & Law
	COU5353 - Psychopathology
	COU 5355 - Advanced Psychopathology
	COU 5360 - Counseling Theory and Practice
	COU 5363 Group Psychotherapy
	COU 5365 - Advanced Techniques
	COU 5391 – Counseling Practicum
	COU 5392 – Internship I
	COU 5393 – Internship II
Spring	COU5301 – Introduction to CMHC
	COU 5310 – Individual/Family Lifespan Development
	COU 5362 - Career Counseling
	COU 5364 – Crisis Counseling
	COU 5381 - Foundations of Marital/Family Therapy
	COU 5383 - Counseling with Children, Adolescents, & Families
	COU 5385 – Multicultural Counseling
	COU 5391 – Counseling Practicum
	COU 5392 – Internship I
	COU 5393 – Internship II
Summer	COU 5301 – Introduction to CMHC
	COU 5314 – Assessment of Individuals and Families
	COU 5320 - Research in Counseling
	COU 5360 – Counseling Theories
	COU 5361 - Techniques of Individual/Family Counseling
	COU 5383 – Counseling Children, Adults and Families
	COU 5384 - Addictions
	COU 5391 – Counseling Practicum
	COU 5392 – Internship I
	COU 5393 – Internship II

***Students are responsible for checking degree plans to ensure they are taking the correct courses and course offerings are subject to change without notice.**

Course Descriptions

COU 5301 Introduction to Clinical Mental Health Counseling. 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.

COU 5310 Individual and Family Lifespan Human Development. Examines the stages of individual development as they occur in the context of the family life cycle. Consideration will be given to how various tasks, transitions, and events impact individuals and families at different stages of life. Students will integrate a linear individual perspective to human development with a systemic family perspective.

COU 5314 Assessment of Individuals and Families. Examination of the major individual, marital, and family assessment strategies and instruments. Students will receive training in the use of both testing and non-testing approaches to assessment and appraisal. Attention will be given to the relationship between assessment, diagnosis, and treatment planning. Fee \$200.

COU 5320 Research in Counseling. Survey and analysis of research methodology and program evaluation in the counseling profession. Topics include current trends in counseling research, Qualitative, Quantitative and Mixed methods design, implementation, and data analysis. Evaluating research and writing research reports will be addressed. Recommended pre-requisites include COU5301 Introduction to Clinical Mental Health and/or COU 5361 Techniques of Individual and Family Counseling.

COU 5340 Professional Issues, Ethics, and Law. Focuses on the development of a professional attitude and identity as a marriage and family therapist and a professional counselor. Areas of consideration will include professional socialization, the role of professional organizations, licensure and certification, legal responsibilities and liabilities of clinical practice and research, family law, confidentiality issues, codes of ethics, the role of the therapist in court proceedings, and interprofessional cooperation.

COU 5353 Psychopathology of Individuals and Families. Detailed overview of psychopathology and analysis of psychopathology in educational and clinical counseling settings. Students will receive training in the use of the DSM-IV and its application. Diagnostic and treatment planning skills will be facilitated through the use of case studies.

COU 5355 Advanced Psychopathology. Examines psychiatric diagnoses and the Diagnostic and Statistical Manual of Mental Disorders, theories of psychopathology, treatment planning, case conceptualizing and basic knowledge of psychopharmacological medications. Fee: \$100.

COU 5360 Counseling Theory and Practice. Examination of the major theories and models of counseling. Ethical and culturally relevant issues of in-person and technology-assisted

relationships and the impact of technology on counseling is examined. Students expected to develop a coherent theoretical rationale for their therapeutic interventions.

COU 5361 Techniques of Individual and Family Counseling. Introduction to the skills involved in developing effective helping relationships. The processes, principles, and techniques associated with counseling are explored. Experiential component fosters the development of basic interviewing, listening, and counseling skills. Additional techniques and resources are reviewed and evaluated.

COU 5362 Career Counseling. Reviews concepts, issues, and trends in the field of career counseling and career education. It is designed to consider the role of the counselor in the career decision-making process of individuals across the lifespan. Consideration will be given to the relationships between work, career development, and family functioning. Fee: \$100.

COU 5363 Group Counseling. Study of theoretical foundations of group counseling and group work. Emphasis on dynamics associated with group process and development. Ethical and culturally relevant strategies for designing and facilitating groups. Students are provided direct experiences to participate as group members and leaders in small group activities. Fee: \$100.

COU 5364 Crisis Counseling. Study of crisis with emphasis on appropriate behaviors and responses to crisis. Applied therapeutic counseling in general and crisis intervention are presented along with strategies to alleviate crisis and deal with crisis aftermath.

COU 5365 Advanced Techniques. Supervised experience in counseling through role-playing, recorded interviews, observation analysis, evaluation of interviewing techniques.

COU 5381 Foundations of Marital and Family Therapy. Comprehensive overview of the various theories and models of marital and family therapy. Consideration will be given to the therapeutic skills and assumptions associated with the following treatment approaches: cognitive-behavioral, inter-generational, narrative, solution-focused, structural, and strategic. Students will participate in an in-depth exploration of their own families of origin.

COU 5383 Counseling Children, Adolescents, and Their Families. Intensive overview of therapeutic strategies for working with children, adolescents and their families. Consideration will be given to developmental psychopathology. Techniques and strategies from Adlerian, behavioral, cognitive, humanistic, psychodynamic, and systemic approaches will be presented. Fee: \$100.

COU 5384 Addictions. Study of definitions of addiction, substance abuse and dependence, and counseling persons with substance abuse disorders and process disorders. Holistic approach to treatment and recovery is emphasized. Assessment, initial treatment, and intervention techniques are explored for rehabilitation of substance use disorders.

COU 5385 Multicultural Counseling. Review of multicultural counseling literature. Focus on promotion of self-awareness and self-knowledge, facilitation of the construction of cultural knowledge to increase awareness and sensitivity to issues affecting multicultural populations, identification of intervention strategies applicable to multicultural clients, and promotion of development of a personal philosophy of substance abuse disorders.

COU 5391 Counseling Practicum. Integration of didactic and clinical material in the supervised practice of individual, group, marital, and family therapy. Weekly group and/or individual supervision sessions are included. PRE: Approval of Department Chair. Fee: \$60.

COU 5392 Counseling Internship I. Integration of didactic and clinical material in the supervised practice of individual, group, marital, and family therapy. Weekly group and/or individual supervision sessions are included. PRE: Approval of Department Chair.

COU 5393 Counseling Internship II. Integration of didactic and clinical material in the supervised practice of individual, group, marital, and family therapy. Weekly group and/or individual supervision sessions are included. PRE: COU 5392 and approval of Department Chair.

COU 6062 Comprehensive Exam. Comprehensive, computer based examination for a graduate degree in CMHC. To be taken during the last semester, in conjunction with COU 5393.

Clinical Experience

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, the semester prior to enrolling into COU 5391 Practicum. Clinical Mental Health Counseling practicum provides an opportunity for students to perform, on a limited basis and under supervision, some of the major professional activities of a professional Clinical Mental Health counselor pertinent to the students' program emphasis. It includes:

Practicum

1. A minimum of 40 hours of direct service work with clients
2. A minimum of 60 hours of guided participation in and observation of a variety of professional activities other than direct service (e.g., staff meetings, case conferences, coordination and administrative activities)
3. A minimum of one (1) hour per week of individual or triadic supervision on site
4. A minimum of one-and-a-half (1.5) hours per week of virtual supervision with practicum instructor

Internship I and II

1. A minimum of 240 hours of direct service work with clients across two semesters
2. A minimum of 360 hours of indirect service work with clients across two semesters
3. A minimum of one (1) hour per week of individual or triadic supervision on site
4. A minimum of one-and-a-half (1.5) hours per week of virtual supervision with practicum instructor

Field Site Responsibilities

Students will participate in field site activities according to the mode of operation of the setting. During the Clinical Mental Health Counseling practicum, students are expected to perform, on a limited basis and under supervision, the principal professional activities of the Clinical Mental Health setting.

The University delegates supervisory and administrative responsibility for field site activities to field site supervisors. University faculty instructors and the CMHC Clinical Director will communicate and collaborate with field site supervisors regularly.

If special problems or concerns (clinical, supervisory, interpersonal, etc.) develop, site supervisors are asked to contact the University faculty/supervisor in a timely fashion, depending on the nature of the problem. It is the responsibility of the University faculty instructor to work with field site supervisors and students to resolve special problems or concerns.

At the end of the semester, site supervisors and faculty supervisors will complete evaluation forms, on which they assess students' activities.

For more detailed information about the CMHC Clinical Experience, please refer to the most current *CMHC Clinical Experience Handbook*.

Commented [KB2]: Could we link the Clinical Handbook here?

Commented [PC3R2]: @Donai, Tara @Brown, Kaylene link to permanent clinical handbook

Comprehensive Exam

Students are required to enroll in COU 6062 Comprehensive Exam and pass the Comprehensive Exam to graduate.

- Students are expected to schedule and take their exam during the clinical courses, (Practicum or Internships I or II) and no later than mid-semester of Internship II.
- CMHC students will take the computer-based comprehensive exam (CPCE-CBT) during the semester they are enrolled.
- Enrollment in COU6062 is required; there is no fee for COU6062 and does not count for credit.
- Once registered to take the exam, students will receive an email from the CMHC Program Coordinator detailing the steps to follow in order to secure a desired test time and date.

Academic Policies and Procedures

Program Completion Sequence

For successful completion of Graduate Studies in the CMHC program, students should follow the sequence referenced below:

- ___ Submit Application Packet
- ___ Complete Interview
- ___ Applicant Review by CMHC Faculty
- ___ Obtain Approvals for Transfer/Waiver of Credit(s)
- ___ Program Admission
- ___ Attend University and Program Student Orientations
- ___ Complete Plan of Study with Faculty Advisor
- ___ Successfully Complete Progress Review (after first semester)
- ___ Continued Successful Annual Reviews
- ___ Successfully Complete Prerequisite Coursework and CPCE
- ___ File Intent to Pursue Practicum form with Clinical Director
- ___ Begin Clinical Experiences (no earlier than fifth semester)
- ___ Successfully Complete Clinical Experiences
- ___ Complete Application for Graduation and Pay Graduation Fees
- ___ Complete Exit Interview/Closing Conversation with Program Director
- ___ Graduate

Orientation

An orientation will be conducted by the graduate office of the Behavioral Sciences and will 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 how to access the orientation. Students will be asked to provide feedback on their experiences in the Graduate Studies in Clinical Mental Health Counseling program orientation.

Student Advising and Plan of Study

Each new student in the CMHC program is assigned an academic advisor. In collaboration with their advisor, students will develop a Plan of Study (POS) during their first semester. Students should email their advisor and set up a time to meet (in person, telephone, or email). 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* form. The (POS) must be electronically signed by both the student and the advisor to be valid. Students are required to meet with their advisor *each* semester to discuss their POS. Registration is automatically placed on "hold" each semester until students have met with their advisor. After meeting with the student, the faculty advisor will electronically remove the registration hold for the student.

It is advisable that students reach out to their advisor with questions as they arise. Students are encouraged to develop a good working relationship with their advisor. Their academic advisor will provide professional mentoring and opportunities for professional development in the field of counseling. A student can switch advisors at any time, given the agreement of the anticipated next advisor, who must also be within the core counseling faculty. A student may change academic advisors by consulting with the anticipated next academic advisor, the student's current academic advisor, and, if needed, the Department Chair. Students are responsible for checking their (POS) and for making sure they are on track.

Changing Plan of Study

Once signed, the Plan of Study becomes an agreement between the program and the student. We expect that the student will follow the Plan of Study each semester. Changes to the plan must be signed electronically by the student and advisor. 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 Program Coordinator of the Graduate Program. Once approved, the new plan will be placed in the student's file.

Academic Course Load

A student enrolled for 6 hours is considered a full-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 full-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 full-time students by the CMHC program and faculty. No student will be permitted to enroll for more than 9 hours per semester without special approval from the Dean of the College.

Class Changes

Students who enroll in classes during advanced registration may change their class schedules before the first day of class. Class changes consist of adding classes, dropping classes, or canceling all classes. Students who want to cancel their classes must contact the registrar prior to the first day of class. On the first day of class all regular rules for schedule changes apply.

Schedule changes for normal registration will be permitted only for due cause and must be completed within a time period each enrollment period designated as "Drop/Add." The student's academic advisor must approve all changes.

Courses dropped during the first five days of each enrollment period will not appear on students' permanent records. Courses dropped between the second and tenth week of class, inclusive, will be recorded as a "W." Courses may not be dropped after the tenth week of class. The "Drop/Add" time is published in each enrollment period's class schedule. To drop a class, students must submit a properly signed "Official Request to Change Schedule" form to the registrar. Electing not to attend a class without following the proper procedures will result in a grade of "F."

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.

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 Lubbock Christian University (LCU) is included in the computation. In the case of courses repeated at LCU, 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 LCU and another school, the grade of the LCU 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. "Pass/Fail" (P)(F) grades are assigned in all clinical experience courses (practicum/internship) and will not be computed as a part of the student's overall GPA. "In Progress" (PR) grades are given only on approved courses, such as certain practicums or internships. A grade must be established by the end of the next full semester after the PR grade has been given. A student who does not return to Lubbock Christian University will automatically receive an "F" on all PR grades after the following full semester. Any variation of these policies must be approved by the Graduate Council.

Class Attendance

Regular class attendance/online engagement is expected of each student. Students who miss a significant amount of class time (25%) are subject to failure. Lubbock Christian University has a "no-cut" system. Absences must be explained to the satisfaction of instructors who will decide whether omitted work may be made up.

Absences for officially approved Clinical Mental Health Counseling business, sponsored trips, athletic contests, illness, or a death in students' immediate families are excusable and may not

be penalized, provided they are approved prior to the absence or explained within one week of the absence. Other absences may be excused at the discretion of the teacher. Exception: Students in practicum courses are governed by separately published policies. Instructors may assign reasonable and relevant makeup work for excused absences. In case students miss examinations and have excusable absences, teachers may give makeup examinations or average the other grades without considering the examination missed. Students may not be given a grade of zero for missing an examination when they have clearly demonstrated excusable absences.

Instructors may reduce grades for unexcused absences. Students who are tardy three times may be charged with one absence. Penalties for unexcused absences shall be left to the discretion of teachers. They must be reasonable and not levied capriciously. Instructors are under no obligation to give makeup examinations because of unexcused absences. If students are absent, excused or unexcused, for more than 25% of total class time, they are subject to being dropped with a grade of "F." Students dropped from two or more classes in a single enrollment period for irregular attendance or for nonattendance may be suspended from the university.

Class Schedule Disruption Policy

Except in the rarest of instances, Lubbock Christian University does not cancel classes or close offices. However, should an event (weather-related or otherwise) occur that requires disruption of the entire LCU class schedule, students will be notified via multiple venues including the Lubbock Christian University homepage (<https://lcu.edu>), and a text message sent through LCU ALERT([LCU: LCU Public Safety](#)).

In the event of the sighting of a tornado that threatens the LCU campus, all persons in the building should move immediately to the interior hallways of the lowest possible floor away from windows. Maps defining safe areas are posted in the entrance of each building. Students are advised to monitor local television, radio, and LCU Alert for up-to-date weather information and instructions.

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 also contact their site-supervisor immediately.

Academic Standing and Cumulative GPA Requirements

Academic standing is based on students' cumulative grade point averages (GPA) based on all graduate work attempted at Lubbock Christian University. Grade point averages will be computed at the end of each semester. Students have the right to continue their studies at the university as long as they are making satisfactory progress toward a degree and complying with all other university standards. A permanent transcript of each student's academic work is

maintained in the registrar's office. Students may come in to see their transcripts, view their transcripts on their student portal, or request copies in writing at any time of the Registrar.

1. **Good Academic Standing:** To remain in good academic standing, the student must maintain a cumulative 3.00 GPA and not have more than one grade of "C" on their graduate transcript.
2. **Probation:** Should the student's cumulative graduate GPA fall below 3.00 or should they earn a second "C" on their graduate transcript, 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 3.00 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 LCU 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 Council. 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. A 3.00 GPA must be maintained to be eligible for financial assistance.
4. **Appeals:** Students seeking an appeal must submit a letter to the registrar explaining all extenuating circumstances. This letter will be forwarded to the graduate appeals committee. Note: Students desiring to enroll for classes at another institution must have prior permission. Students desiring to re-enroll at LCU after a second academic suspension must petition in writing the vice president for academic affairs for re-instatement before enrolling in any additional graduate courses at LCU.

Conduct Expectations

Lubbock Christian 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 LCU community, each student has the responsibility to become familiar with the expectations that reflect the high standards of the university's mission:

Lubbock Christian University is a Christ-centered, academic community of learners, transforming the hearts, minds, and hands of students for lives of purpose and service.

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 Lubbock Christian 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 LCU community.
6. Willingness to embrace the need to hold others in the LCU community accountable to the Christian standards that reflect the university's mission.
7. Ability to communicate effectively and appropriately with instructors, staff, clients, supervisors, and fellow classmates--both in person and by email. We believe it is imperative that a student graduating into the mental health profession know to communicate thoughtfully, appropriately, and with care.

All policies regarding student conduct are available in the University Student Handbook (<https://lcu.edu/resources/student-handbook>). These policies apply to all graduate students on or off campus, regardless of whether school is in session.

Academic Integrity

The mission statement of Lubbock Christian University cites three areas of focus in its goal of changing lives: a spiritual emphasis, a quality education, and reinforcement of values. As a Christ-centered institution of higher education, Lubbock Christian University expects its stakeholders to conduct themselves with honor and integrity in academic pursuits befitting a Christian learning community and in keeping with the university's mission. To underscore the importance of academic honesty, all students will sign a Pledge of Academic Integrity as a part of the University admission process. The full Code of Academic Integrity, including definitions related to academic integrity, disciplinary responses to academic dishonesty, and the appeals process are found in the Lubbock Christian University Student Handbook: ([LCU: Code of Academic Integrity](#)).

Personal and Experiential Awareness

The faculty members in the Graduate Studies in Clinical Mental Health Counseling program at Lubbock Christian University 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.

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, resistances, 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 Counseling, Techniques of Individual and Family Therapy, 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 (learn about on-campus services at: <https://lcu.edu/resources/health-and-safety/counseling-services>). 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 Lipscomb University's Graduate Studies in Counseling *Student Handbook*, 2016-2017)

Professional Social Networking Behavior

Students who use social networking sites (e.g., Facebook, Twitter, Instagram) 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 Lipscomb University's Graduate Studies in Counseling *Student Handbook*, 2016-2017)

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.

Performance Review Committee (PRC)

The Performance Review Committee 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 the committee reviews the student's performance deficiencies), the faculty who taught the student's courses, the CMHC Clinical Director, and any other faculty as appointed by the Program Coordinator. Appeals to the Performance Review process should be directed to the Chair of the Department of Behavioral Sciences.

Performance 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 Review (PPR) matrix may be completed by each faculty member expressing such concerns. Informally, the faculty will continuously evaluate the appropriateness of each student's interpersonal skills through interactions with faculty, staff, clinical supervisors, and other students. Information from these evaluations and interactions will be reviewed by the Performance Review Committee at the end of the first semester.

At the **end of the first semester**, the Performance Review Committee 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 will be placed in the student's files, and the student may request to see this information at any time.

At the **end of the third semester (one full year)**, we look at fit for the profession through counseling skills. Proficiency in counseling and interpersonal skills is imperative to success as a Professional Counselor. Accordingly, COU 5301 Introduction to Clinical Mental Health Counseling is designed to provide foundational skills and enhance interpersonal functioning known to be central to counselor effectiveness. The instructor of COU 5301 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" (PR) 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 is 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 COU 5301 in the semester immediately following initial registration in this course will be not be allowed to continue in the program. Students dismissed from the program will be provided with encouragement and support in exploring other professions to which they are better suited. (See *Performance Improvement Plan* below).

In addition to evaluating each student's specific performance in COU 5301, by the **end of the third 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. 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 Clinical Mental Health Counseling, the student will be encouraged to proceed with additional courses. 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.

Routine Annual Evaluation of Student Progress

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

If a faculty member has a concern about a student's progress, course performance, or behavior, a PPR form will be completed to document the concerns. If additional space is needed, the faculty will write a letter documenting the concerns. A student will receive a Notice of Concern

(in a letter) if progress or behavior is not considered to be appropriate; he/she will be asked to meet either with the advisor and/or the PRC for a discussion of the issues and to determine a course of action, should a formal one be necessary (PIP will be utilized).

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

Performance Improvement Plan (PIP)

In the event that a student fails to meet program expectations, the student may be placed on probation, and provided with a Performance Improvement Plan (PIP) to aid the student in overcoming performance deficiencies and returning to good standing in the program. The plan is normally developed by the Performance Review Committee (PRC) (except for PIPs related to program admission decisions which are handled by the Graduate Program in Clinical Mental Health 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 Department Chair, 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 Lubbock Christian University's Department of Behavioral Sciences that any student participating in the Masters of Science in Clinical Mental Health Counseling must adhere to the policies articulated in the Graduate Catalog, University Student Handbook, Clinical Mental Health Counseling Handbook, Clinical Experiences Handbook, course syllabi, American Counseling Association (ACA) Code of Ethics, and Lubbock Christian University's regulations concerning academic and personal conduct 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 Department Chair, 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 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 Department Chair, 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 Lubbock Christian 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 CMHC program:

1. Dishonesty (cheating, plagiarism, willful submission of false information or alteration of any official records, etc.).
2. Failure to meet and maintain minimum academic, program, and professional performance standards.
3. Receipt of a Fail grade in Techniques, Practicum or Internship.
4. Disclosure of client confidential information with unauthorized individuals. Unethical or unprofessional conduct.
5. Negligence or misconduct.
6. Circumstances that interfere with training or threaten client welfare.
7. Mistreatment of and/or disrespect for clients, fellow students, research participants, or faculty.
8. Willful conduct that may cause injury to self or others.
9. Violations of the rules, regulations, and principles in the *ACA Code of Ethics*, *ASCA Code of Ethics*, *AAMFT Code of Ethics*, *the AACC Code of Ethics* and *Lubbock Christian Student Handbook policies*.
10. Felony conviction that affects ability to practice or be licensed.

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

Appeals

Students may appeal recommendations and decisions of the PRC to the Department Chair.

Students dismissed from the program may appeal the dismissal first to the Dean of the College Liberal Arts and Education, with the final appeal determination residing with the Graduate Appeals Committee. To appeal a dismissal, a student must submit a formal, written appeal to the office of Graduate Studies, 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. This letter will be forwarded to the Graduate Appeals Committee, which will hear appeals to determine whether any dismissal/suspension should be lifted or enforced. Students who are readmitted must meet with the committee to petition for reinstatement following any subsequent dismissal/suspension. Students whose

appeal is denied may not enroll again for graduate credit. The decision of the committee is final. The student will be notified regarding the university's appeal decision.

Graduate Financial Assistance

To apply for financial assistance, each year students must complete and sign an LCU Application for Financial Assistance and the Free Application for Federal Student Aid (FAFSA) before federal aid can be awarded. Additional documentation may be required if the U. S. Department of Education selects students' files for verification or if special circumstances exists. Students will receive notification if this were to occur.

Loans

Loans are based on the financial need of the student. Loans must be repaid upon graduation or when students leave Lubbock Christian University.

Financial Assistance Awarding Procedures

Disbursement of financial aid will be made only when the student's financial assistance file is complete. This includes all documents requested by the financial assistance office and the graduate studies/registrar office. Once this information is received in the financial assistance office, it will take up to six weeks to be processed. Students will then be notified of their eligibility. Student accounts in the business office will be credited with federal aid at the beginning of each registration period, i.e., fall, winter, spring, summer. Awards will be based upon the number of hours listed on the student's statement of charges at the beginning of each enrollment period. Awards will be adjusted as enrollment status changes.

Withdrawal from the University

Students withdrawing from Lubbock Christian University may be eligible for a refund of a portion of the tuition paid for the registration period. If students receive financial assistance, then a portion of the aid may need to be returned to the loan source from which the assistance was received. Information about the Return to Title IV fund requirements and the institutional refund policy are available in the registrar's office. Students intending to withdraw must begin the withdrawal process in the registrar's office.

Grade of All F's

If a student, who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire enrollment period, the institution must assume, for Title IV purposes, that the student has unofficially withdrawn, unless the institution can document that the student completed the period. A student who unofficially withdraws and receives all F's will be placed on Financial Assistance Suspension immediately.

Course Repeats

Students repeating a course for the first time will be allowed to count it toward assistance eligibility. Courses repeated for the second time, or more, will NOT be counted towards assistance eligibility for that period of enrollment.

Courses not Required for Degree

The student is responsible to enroll for courses which apply to their degree plan. Enrolling in courses not required for a degree plan may affect the student's eligibility for aid. Students must notify the Financial Assistance Office when enrolling in courses outside of their degree plan.

Maintaining Eligibility for Financial Assistance

To be eligible for financial assistance, students must maintain satisfactory progress. Each financial assistance recipient shall be evaluated at the end of each enrollment period. When financial assistance recipients fail to meet the GPA requirement, recipients will be placed on financial assistance probation or suspension, as appropriate.

Financial Assistance Probation and Suspension

When students fail to meet the required GPA, they will be notified that they are on financial assistance probation for the next succeeding enrollment period and in danger of losing their aid. If during a period of financial assistance probation, students fail to meet the required GPA, they will be placed on financial assistance suspension and will be ineligible for aid.

Where extraordinary circumstances exist, students may present in writing their request to appeal the suspension. The appeal should be given, or mailed, to the Director of Financial Assistance. The appeal will be presented to the Student Financial Assistance Committee that will make the final decision regarding the suspension. Students will need to meet with the committee at the time and place scheduled by the director.

Graduation Requirements

Graduation Under a Particular Catalog

Graduate students may receive a degree upon satisfying the requirements of the catalog in effect at the time the students entered Lubbock Christian University, or those of any subsequent catalog edition provided that degree requirements are completed within the allotted time provided by that catalog. The degree requirements must be from one catalog.

Statute of Limitations

All requirements for the M.S. in Clinical Mental Health Counseling degree must be completed within an eight (8) year period from the time of initial matriculation.

Minimum Credits

The M.S. in Clinical Mental Health Counseling requires 60 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.

A grade of "A", "B", or "P" in the following classes is *required* for continued progress in the program and for graduation. A grade of "C" or lower in these courses requires the student to retake the course as soon as possible.

- COU 5301 Introduction to Clinical Mental Health Counseling
- COU5310 Individual/Family Lifespan Development
- COU5314 Assessment of Individuals and Families
- COU5320 Research in Counseling
- COU5340 Professional Issues, Ethics and Law
- COU5353 Psychopathology
- COU 5360 Counseling Theory and Practice
- COU 5361 Techniques of Individual and Family Counseling
- COU5362 Career Counseling
- COU5363 Group Counseling
- COU5385 Multicultural Counseling

The following courses are co-requisite and may be taken at the same time as the clinical courses:

- COU5355 Advanced Psychopathology
- COU5364 Crisis Counseling
- COU5365 Advanced Techniques
- COU5381 Foundations of Marital/Family Therapy
- COU5383 Counseling Children, Adults and Families
- COU5384 Addictions

The following are clinical courses:

- COU 5391 Practicum,
- COU 5392 Internship I
- COU 5393 Internship II

Counselor Preparation Comprehensive Exam (COU6062)

Before entering Practicum, 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. Further information and scheduling details for the CPCE will be provided by the Program Coordinator.

Graduation Application

Students will need to complete the “Application for Graduation Form” even if they do not plan to walk at graduation. The “Application for Graduation Form” may be found at [LCU](#). 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. The application form can be obtained from the office of Graduate Studies. Appropriate fees must be paid prior to graduation. All students are expected to participate in graduation ceremonies. 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.

Faculty Endorsement

Clinical Mental Health Counseling faculty are pleased to provide recommendations and endorsements for program graduates. It should be noted, however, that endorsements will reflect the student’s overall competence. Competence for being a counselor goes beyond the grade criteria for courses and counseling hours. It is also important that graduates can communicate effectively and appropriately with instructors, staff, supervisors, and fellow classmates--both in person and by email. If a student chooses not to be respectful in their presentation of thoughts, it will be noted in the student’s file, it will be reflected in their evaluations and will affect any letters of recommendation that may be requested for future employment.

Requests for recommendation should be made directly to the program faculty member from whom the endorsement is solicited with sufficient time for completion. Faculty reserves 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 Clinical Mental Health Counseling Office.

PROFESSIONAL DEVELOPMENT & CREDENTIALING

In addition to the responsibilities inherent in the 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.

Opportunities for Professional Development

From time to time, the Department of Behavioral Sciences support professionals in our community by providing affordable continuing education credits for licensed professional counselors, marriage and family therapists, school counselors, educators, and social workers.

Graduate students are highly encouraged to participate as a volunteer or participant as the occasion arises. Graduate students are expected to present themselves in a professional manner by reporting on time to their volunteer posts as well as dressing appropriately for the event. Appropriate dress would be business professional; avoid t-shirts and faded/heavily worn jeans. Historically, graduates have left a lasting impression on professionals who attend these activities and have created connections that lead to employment. It is our intention to continue this relationship with professionals in our community and we hope students take advantage of this great professional resource.

Professional Organizations

Graduate students are expected to be active and involved in professional counseling organizations, including American Counseling Association* (ACA), Texas Counseling Association*(TCA). The local counseling organization is the West Texas Counseling Association (WTCA). It is a excellent opportunity to network professionally and obtain continuing education opportunities. Other area professional organizations that may be of interest are the Texas Mental Health Counseling Association (TMHCA), American Association of Christian Counselors (AACC).

**Practicum and Internship students are required to obtain and maintain student membership inclusive of professional liability insurance coverage through HPSO. Membership in the Texas Counseling Association or American Counseling Association does not immediately insure the student. However, coverage can be purchased at a student rate and discounted when you are a member of one of these organizations.*

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 Texas can be obtained at [BHEC Licensing Information](#)

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.

**Lubbock Christian University's Master of Science in Clinical Mental Health Counseling meets the academic requirements for licensure in the state of Texas. Additional exams and supervised clinical activities (across 2-5 years) are required to fully meet licensure requirements in Texas.*

Texas Licensure for the Licensed Professional Counselor Designation (LPC)

In the state of Texas, 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.

[Texas LPC Rules](#)

The CMHC program is committed to helping students navigate the changing landscape of licensure procedures in the state of Texas. A summary of the necessary components for licensure are listed in the following section.

TEXAS BEHAVIORAL HEALTH EXECUTIVE COUNCIL REQUIREMENTS TO APPLY FOR A NEW LICENSE

Apply for a New License - Requirements

Applicants must obtain academic course work in each of the following areas: normal human growth and development; abnormal human behavior; appraisal or assessment techniques; counseling theories; counseling methods or techniques (individual and group); research; lifestyle and career development; social, cultural and family issues; professional orientation; addictions counseling; counselor ethics; couples, marriage, or family counseling; and psychopathology including diagnosis criteria as determined by the current Diagnostic and Statistical Manual of Mental Disorders.

Supervised Experience

After completion of the graduate degree and before application, an applicant must take and pass the National Counselor Exam and the Texas Jurisprudence Exam. After receiving a temporary LPC license from the board, the applicant may begin the supervised post-graduate counseling experience (internship). 3000 clock-hours with at least 1,500 being direct client contact of internship under the supervision of a board-approved supervisor is required. The 3000 clock-hours may not be completed in a time of less than 18 month. As of August 2017, no Master's level hours will count towards the 3,000 hour LPC Internship.

Steps to Licensure

After graduation:

1. The candidate will receive their official transcript from LCU. An official transcript is needed to apply to take the NCE.
2. Register for the NCE at <https://nbcc.org/search/stateboarddirectory>
3. Register to take the Texas Jurisprudence Exam
4. Complete a National Practitioner Data Bank (NPDB) self-query report, information found here [NPDB Information](#)
5. After successful completion of the NCE and approval from the state, the candidate will be able to begin collecting hours toward licensure.
6. To apply for licensure, an approved site and an approved supervisor contract are needed for the application.

Student's Responsibility

Ultimately, it is the student's responsibility to initiate and carry out the application for state licensure. The faculty at LCU will gladly assist during this process. During the clinical courses, the course instructor will assist students in understanding the most current licensure requirements, including examinations and the post-Masters supervised clinical work. It is the student's responsibility to obtain the most up-to-date requirements. Please refer to the licensure board website at: [BHEC Information](#) for the most recent information.

STUDENT SERVICES

Center for Student Success

The Center for Student Success is committed to helping students succeed by providing testing, and services for students with disabilities. The Center for Student Success is located in the Center for Academic Achievement building.

Disability Services

The University is a member of the Association on Higher Education and Disability and is committed to providing appropriate accommodations for students under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Office of Disability Services, located in room 117 of the Diana Ling Center for Academic Achievement, strives to ensure equal access to all students. Qualified individuals with disabilities may request accommodations through the Office of Disability Services 806-720-7156 or disabilityservices@lcu.edu. The Disability Services Coordinator is Larinda Creel, 806-720-7156 and the ADA Compliance Officer is Dr. Rod Blackwood, 806-720-7401.

Technology Support

Students can access the Chap Desk for technology support during business hours at [806-720-7100](tel:806-720-7100). Students enrolled in online degree programs have access to a technology help desk 24 hours a day, 365 days a year. Course materials and academic resources are incorporated into the course management system for online degree programs.

Career Services

Career Services aids students through career assessment, career research, career advising, job placement, instruction in resume and cover letter writing, and interviewing skills. Career Services are available in the Cardwell Welcome Center, Alumni Relations Office. They can also be reached via email at CareerServices@lcu.edu or by calling 806.720.7238.

Counseling Services

Lubbock Christian University is committed to providing counseling assistance for students struggling with academic pressures, family conflicts, relationship difficulties, career indecision, spiritual struggles, substance abuse and other problems. Students seeking counseling services are entitled to limited personal counseling each semester. The director of the Counseling Center is a Licensed Professional Counselor who adheres to the ethical standards of the profession. Counselors follow the strictest standards in regard to confidentiality and privacy, and measures are taken to protect all confidential counseling records. The Counseling Center is located upstairs in the Mabee Student Life Building. To schedule an appointment, come by the Center during regular office hours, or call the Counseling Center at **806.720.7478**. You may also request an appointment via e-mail, sent directly to counseling@lcu.edu.

The LCU Counseling Center also uses <https://doxy.me> for online counseling. Online students who reside in Texas are able to request online use of the LCU Counseling Center.

Online students who request counseling services, but do not reside in Texas will be referred to [Psychology Today](#) (a detailed listing for mental health professionals in the united states) to find a counselor near them.

Medical Clinic

The University has a medical clinic, which is well equipped and staffed to handle the minor medical problems of university students, including acute illnesses and minor injuries, as well as maintenance therapy for certain chronic health conditions. The clinic can assist with referrals to specialists in the Lubbock medical community when needed. There are several major hospitals and urgent care centers within 15 minutes of the University for emergencies or after-hours medical needs. The medical clinic is located on the second floor of the Mabee Student Life Building.

Library

The university library provides learning resources to support university curricular offerings and assists with student research needs. Library holdings include over 125,000 books, 98,000 e-books, 240 print journal subscriptions, 40,000 full text journals, and 70 databases. Checkout privileges are available to students for a three-week period. Librarians provide research instruction to classes and individual students. The University Library is located at the northeast corner of the university mall. Library resources and services are also available online at <https://lib.lcu.edu/home>.

Health and Safety

The campus Public Safety operates 24 hours a day, 365 day a year. Public Safety officers enforce university regulations with respect to parking, alcohol, and drugs, and conduct other campus security functions. The university has an emergency notification system, which contacts students and university personnel by e-mail, text message, and telephone. The university uses the emergency contact information provided upon registration. Students are responsible for updating their emergency contact information through the student information system. The LCU Public Safety website is located at [LCU Public Safety](#)

Handbook Afterword

This program handbook is a major resource which outlines the process by which counseling graduate students can achieve success in the program. Students are obliged to follow the requirements of the Clinical Mental Health Counseling Program, the Department, and University. This handbook is our current statement and interpretation of State of Texas Licensed Professional Counseling Standards; you should consider that you are bound to follow it. From time to time, however, requirements may be modified, and, if so, you will be informed of such changes either through the campus mail or public postings. Any changes in department or program requirements should be consistent with Graduate Clinical Mental Health policy.

All counseling graduate students agree to accept responsibility both for being informed and for following the procedures outlined herein and acknowledge that they will be required to qualify for the degree under these established policies. Only if there is an approved exception on file with the Department Chair will students be allowed to deviate from the policies in this handbook. Because this is a human endeavor, there may be an occasional error in this handbook. You will be informed of those errors when they are discovered, but in no case will the department or any of its programs be bound to follow an erroneous statement or policy, and students will be expected to bring their program of studies in line with correct requirements as quickly as possible. Should any question arise, students may contact the Director of Graduate Studies for clarification. Should any exceptions, decisions, or clarifications about your particular requirements be made, make sure that you have a written, signed and dated memorandum on the matter, with copies on file with the Department Chair, the Clinical Mental Health Counseling Program, and placed in your department student file.

Finally, department and program requirements evolve and change, and are incorporated into periodic revisions of this handbook. It is possible that there will be important changes that occur before a complete revision of this handbook. The Department will make every reasonable effort to inform you of such changes, and you must be attentive to relevant mailings and postings. It is also advisable for students to save with their handbooks notices of new policies and requirements.

Additional information about requirements for the Practicum and Internship courses are available in the CMHC Clinical Experiences Handbook.

Handbook Appeals and Questions

Any questions or requests for exceptions to program policies as stated in this handbook should be addressed to the Chair of the Department of Behavioral Sciences . Changes or exceptions to academic policies will require approval via the appeal process established by the Lubbock Christian University Graduate Council. For information about this appeal process, contact the Graduate Studies Director at 806.720.735

Forms and Supporting Documents



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

New Student Orientation Evaluation Form (cont.)

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? _____

PROGRAM MANUAL AND POLICY DOCUMENTS FORM

Enrollment in the MS in Clinical Mental Health Counseling program does not guarantee a degree from Lubbock Christian University or qualification for professional licensure. Students enrolled in the Clinical Mental Health Counseling Program are responsible for meeting all academic and professional requirements for graduation. Further information regarding these academic and professional requirements is outlined in this handbook. Students enrolled in the Master of Science in Clinical Mental Health Counseling program must adhere to the policies articulated in the following documents: LCU's Graduate Academic Policies, Graduate Studies in Clinical Mental Health Counseling Program Handbook, Graduate Studies in Clinical Mental Health Counseling Clinical Experiences Handbook, course syllabi, American Counseling Association (ACA) Code of Ethics, and Lubbock Christian University regulations concerning academic integrity, and community standards. **Students must provide evidence of this agreement by signing this Program Manual and Policy Documents Form.**

Further, if a student intends to practice in a state other than Texas after graduation, it is the sole responsibility of the student, not the program, to obtain information regarding prerequisites for licensure as outlined by their state board of counseling.

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.

****Alternatively, students may also submit this form electronically by visiting:***

<https://www.cognitofrms.com/LubbockChristianUniversity1/ProgramManualPolicyDocumentForm>

Graduate Student's Name (please print)

Graduate Student's Signature

Date

TYPICAL COURSE OFFERING BY SEMESTER

Semester	Course
Fall	COU 5301 – Introduction to Clinical Mental Health Counseling
	COU 5340 - Professional Issues, Ethics, & Law
	COU5353 - Psychopathology
	COU 5355 - Advanced Psychopathology
	COU 5360 - Counseling Theory and Practice
	COU 5363 Group Psychotherapy
	COU 5365 - Advanced Techniques
	COU 5391 – Counseling Practicum
	COU 5392 – Internship I
	COU 5393 – Internship II
Spring	COU5301 – Introduction to CMHC
	COU 5310 – Individual/Family Lifespan Development
	COU 5362 - Career Counseling
	COU 5364 – Crisis Counseling
	COU 5381 - Foundations of Marital/Family Therapy
	COU 5383 - Counseling with Children, Adolescents, & Families
	COU 5385 – Multicultural Counseling
	COU 5391 – Counseling Practicum
	COU 5392 – Internship I
	COU 5393 – Internship II
Summer	COU 5301 – Introduction to CMHC
	COU 5314 – Assessment of Individuals and Families
	COU 5320 - Research in Counseling
	COU 5360 – Counseling Theories
	COU 5361 - Techniques of Individual/Family Counseling
	COU 5383 – Counseling Children, Adults and Families
	COU 5384 - Addictions
	COU 5391 – Counseling Practicum
	COU 5392 – Internship I
	COU 5393 – Internship II

***Students are responsible for checking degree plans to ensure they are taking the correct courses and course offerings are subject to change without notice. In order for a class to make, it takes 5 students.**

PLAN OF STUDY (POS)

Master of Science in Clinical Mental Health Counseling

Date

Catalog Year

Last Name First Middle University ID#

<u>Course</u>	<u>Title</u>	<u>Hrs.</u>	<u>Term-Year</u>	<u>Institution</u>	<u>Grade</u>
COU 5301	Introduction to Mental Health Counseling	3			
COU 5310	Individual and Family Lifespan Development	3			
COU 5314	Assessment of Individuals and Families	3			
COU 5320	Research in Counseling	3			
COU 5340	Professional Issues, Ethics, and Law	3			
COU 5353	Psychopathology of Individuals and Families	3			
COU 5355	Advanced Psychopathology	3			
COU 5360	Counseling Theory and Practice	3			
COU 5361	Techniques of Individual and Family Counseling	3			
COU 5362	Career Counseling	3			
COU 5363	Group Psychotherapy	3			
COU 5364	Crisis Counseling	3			
COU 5365	Advanced Techniques	3			
COU 5381	Foundations of Marital and Family Therapy	3			
COU 5383	Counseling Children, Adolescents & Families	3			
COU 5384	Addictions	3			
COU 5385	Multicultural Counseling	3			
COU 5391	Counseling Practicum	3			
COU 5392	Internship I	3			
COU 5393	Internship II	3			
COU 5394	Internship II Continuation (if needed)	0			
COU 6062	Comprehensive Examination	0			
	Total Hours:	60			



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

Name: _____

Date to Graduate: _____

Semester	Course
Fall	COU 5301 - Introduction to Clinical Mental Health Counseling
	COU 5340 - Professional Issues, Ethics, & Law
	COU5353 - Psychopathology
	COU 5355 - Advanced Psychopathology
	COU 5360 - Counseling Theory and Practice
	COU 5363 - Group Psychotherapy
	COU 5365 - Advanced Techniques
	COU 5391 – Counseling Practicum
	COU 5392 – Internship I
	COU 5393 – Internship II
Spring	COU5301 – Introduction to CMHC
	COU 5310 – Individual/Family Lifespan Development
	COU 5362 - Career Counseling
	COU 5364 – Crisis Counseling
	COU 5381 - Foundations of Marital/Family Therapy
	COU 5383 - Counseling with Children, Adolescents, & Families
	COU 5385 – Multicultural Counseling
	COU 5391 – Counseling Practicum
	COU 5392 – Internship I
	COU 5393 – Internship II
Summer	COU 5301 – Introduction to CMHC
	COU 5314 – Assessment of Individuals and Families
	COU 5320 - Research in Counseling
	COU 5360 – Counseling Theories
	COU 5361 - Techniques of Individual/Family Counseling
	COU 5383 – Counseling Children, Adults and Families
	COU 5384 - Addictions
	COU 5391 – Counseling Practicum
	COU 5392 – Internship I
	COU 5393 – Internship II

***Bold are prerequisites to COU 5391 Practicum.**

INSERT RECOMMENDED COURSE SEQUENCE HERE?

Commented [KB4]: Carlos.perez@lcu.edu
Is the recommended sequence necessary? I think we should delete this.

PROFESSIONAL PERFORMANCE EVALUATION

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

**Professional Dispositions Competency Assessment—Revised (PDCA-R)
(Non-Admissions Form)**

Person Being Rated: _____ **Rater:** _____ **Date Range for Observation:** _____

Directions: Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1, 3, and 5 ratings.) Adjust your rating for culture if deemed appropriate.

	Below Expectation SCORE: 1	Meets Expectation SCORE: 3	Above Expectation SCORE: 5	SCORE
Conscientiousness	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
Coping and Self-Care	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.	
Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	

Cooperativeness	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and "easy to get along with;" highly sought after for service on teams, groups, and committees. Seeks "win-win" solutions to conflicts.	
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PROFESSIONAL PERFORMANCE EVALUATION cont.

Moral Reasoning	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg's blind egoism.)	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg's social system/social relationships perspective.)	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent. (Reflects Kohlberg's universal principle.)	
Interpersonal Skills	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.	
Cultural Sensitivity	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.	
Self-Awareness	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.	
Emotional Stability	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
Ethical Behavior	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.	
TOTAL SCORE:				
DISPOSITION QUOTIENT (TOTAL SCORE /10)				

Freeman, B.& Garner, C. (2017)



PROFESSIONAL PERFORMANCE REVIEW (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: _____ ID: _____

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. Conscientiousness						
2. Coping and Self-Care						
3. Openness						
4. Cooperativeness						
5. Moral Reasoning						
6. Interpersonal Skills						
7. Cultural Sensitivity						
8. Self-Awareness						
9. Emotional Stability						
10. Ethical Behavior						



Professional Performance Review (PPR) (cont.)

Student's strengths:

Student's opportunities for growth/Description of Behavior:

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/Action

Date of PRC Review:

Response/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.
Student will be Dismissed from the program immediately. No additional coursework or program activities will be allowed.

Performance Review Committee (PRC): Members' Signatures:

Signature lines for PRC members, including a designated line for the Chair.

Faculty Signature

Date

Professional Dispositions Competency Assessment--RI

PDCA—RI (Revised--Incident Report)

Student Name: _____ Date of Filing: _____

Person Filing the Report: _____ Date of Incident: _____

Instructions: 1) Check the DISPOSITIONAL box most closely associated with the nature of the feedback you wish to offer. If desired, more than one box may be checked. 2) Write a detailed explanation of the situation leading to the filing of the form; be as specific as possible and please use behavioral terms. 3) Check the level of concern (R/Y/B/G) in the box on the far right using key below. 4) In the space provided describe the student's behavior as it relates to the expected standard. 4) Recommend specific action in the space provided; and 5) If a group decision occurs, record the decision of the group in the space provided. Note: If this form becomes part of the student's academic file, per FERPA students may have legal access to this record.

- Green:** You consider this student **outstanding and** would like to foster ideas about special opportunities that could be given to the student.
- Blue:** You have some concerns, but do not believe the situation warrants remediation or gatekeeping strategies. A Blue signifies that additional **faculty support or encouragement** is needed.
- Yellow:** You have some concerns and are **recommending remediation**.
- Red:** You have very strong concerns and are recommending **gatekeeping (suspension or dismissal)**, with or without remediation (but with due process).

	DESCRIPTION OF THE BEHAVIORS ASSOCIATED WITH THE DISPOSITIONAL AREA	Check one
<input type="checkbox"/>	<p>Conscientiousness: Meets Expectation-- A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.</p> <p>Conscientiousness: Below Expectation-- A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Coping and Self-Care: Meets Expectation-- Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.</p> <p>Coping and Self-Care: Below Expectation-- Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Openness: Meets Expectation-- Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.</p> <p>Openness: Below Expectation-- Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Cooperativeness: Meets Expectation-- Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.</p> <p>Cooperativeness: Below Expectation-- Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R

PDCA—RI (Revised--Incident Report) cont.

<input type="checkbox"/>	<p>Moral Reasoning: Meets Expectation-- No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg's social system/social relationships perspective.)</p> <p>Moral Reasoning: Below Expectation-- Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg's blind egoism.)</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Interpersonal Skills: Meets Expectation-- Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.</p> <p>Interpersonal Skills: Below Expectation-- Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Cultural Sensitivity: Meets Expectation--Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.</p> <p>Cultural Sensitivity: Below Expectation--Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Self-Awareness: Meets Expectation--Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.</p> <p>Self-Awareness: Below Expectation-- Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Emotional Stability: Meets Expectation--Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.</p> <p>Emotional Stability: Below Expectation--Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Ethical Behavior: Meets Expectation--Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.</p> <p>Ethical Behavior: Below Expectation-- Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<p>Description of Behavior:</p>		
<p>Recommended Response:</p>		

Freeman, B.& Garner, C. (2017)



PERFORMANCE IMPROVEMENT PLAN (PIP)

Student Name: _____ Student ID: _____

Date of the *Clinical Mental Health Counseling 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:** _____ ***Follow-up 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 would you rate your academic effort in preparing yourself to be a counselor?
 - a. Excellent
 - b. Good
 - c. Fair
 - d. Poor

5. How would you rate your professional conduct throughout the program?
 - a. Excellent
 - b. Good
 - c. Fair
 - d. Poor

6. 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

7. 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

8. Comments:



Application for Graduation

I plan to complete all requirements for graduation at the end of the (Fall/Spring/Summer), 20____.
I understand that it is my responsibility to complete all requirements and follow all procedures for graduation.
All academic work, not just courses taken at Lubbock Christian University, is used to calculate the honors gpa.

I am applying for the following degree:

- ___ Bachelor of Arts
___ Bachelor of Business Administration
___ Bachelor of Science
___ Bachelor of Social Work
___ Bachelor of Interdisciplinary Studies
___ Master's Degree

Major _____

___ Veteran of U.S. Military Service

Please print name and home town as you wish it to appear on the program/diploma:

First Middle Last Home Town State

Preferred Email Address: _____ LCU I D # _____

Address to which diploma may be mailed:

Number & Street or PO Box City State Zip

Student Signature Date Advisor Signature Date

DO NOT WRITE BELOW THIS LINE

#####
Maj. GPA _____ Cum GPA _____ Date of Grad _____

Preliminary Approval:
Initial Date Findings

Approved by:
Office Assistant Date
Registrar Date
Dean of College Date



Revised: 12/2014

The following information will be used to send notification of your graduation to your hometown newspaper and for the graduation program. Please answer completely.

NOTE: If you do not wish for this information to be sent to your hometown newspaper, please fill out your name and indicate that you do not want a release sent.

Name _____ c Male c Female No Release

Hometown Address _____

Hometown City _____ State _____ Zip _____

The "hometown" you would like listed in the graduation program _____

Name of hometown newspaper or paper read by your parents: _____

Location of hometown newspaper (city) _____

Degree:

- 1 Bachelor of Arts 1 Bachelor of Business Administration
1 Bachelor of Interdisciplinary Studies—Elementary 1 Bachelor of Interdisciplinary Studies--Secondary
1 Bachelor of Science 1 Bachelor of Social Work
1 Master of Arts 1 Master of Divinity
1 Master of Education 1 Master of Science

Major _____

Please print your Parent's/Guardian's/Spouse's names as you wish them to appear in the newspaper release:

Parent's Names _____

City, State _____

Spouse's Name _____

Activities and Honors: Please include service to the community, leadership in extracurricular activities that you were involved in at LCU and academic achievements. (Circle the number corresponding to the year(s) involved: 1=Freshman,2=Sophomore, etc.)

Table with 3 columns: Activity, Year(s) (1-5), Offices/Positions Held



_____ 1 2 3 4 5 _____
Continue on back if more room is necessary.

REGALIA ORDER FORM

This information is needed so regalia (cap and gown) can be ordered.

Bachelors Graduates

Name _____

Phone _____

Email address _____

Are you walking? _____ Yes _____ No

Your height _____

Do you need a plus size? _____

If so, your weight _____

Your escort's height _____*

Does your escort need a plus size?

If so, their weight _____

Your degree _____

Your major _____

Masters Graduates

Name _____

Phone _____

Email address _____

Are you walking? _____ Yes _____ No

Your height _____

Do you need a plus size? _____

If so, your weight _____

Graduate candidates do not have an escort.

Your degree _____

Your major _____

Congratulations on your upcoming graduation from Lubbock Christian University.

There are usually questions about graduation; here a few facts:

1. * **ALL** undergraduates must have an escort. Your escort will sit directly behind you and "hood" you at the proper time. Your escort may be anyone that you choose.
2. The Alumni and Marketing/Communication offices will be contacting you with graduation information.
3. You will be notified by an All Student Email when regalia is ready to be picked up in the Chap Store.



TRANSCRIPT REQUEST FORM

An official transcript can be sent to you after your degree has been posted if your account is clear. Please fill out the form below and sign if you would like LCU to send you a transcript when your degree has been posted.

PLEASE PRINT

Last Name First Name Student ID#

Address to mail the official transcript

City State Zip Code

Signature Date

DESCRIPTIONS OF COUNSELING AND MENTAL HEALTH PROFESSIONALS

Many types of mental health care professionals can help clients achieve their psychological or relational goals. These professionals work in inpatient facilities, such as general hospitals and psychiatric facilities, and outpatient facilities, such as community mental health clinics, schools and private practices.

Health care professional job titles and specialties can vary by state. The descriptions below give an overview of what to look for and what credentials to expect from a mental health professional. Finding the right professional is easier when you understand the different areas of expertise and training.

Assessment and Therapy

Therapists can help someone better understand and cope with thoughts, feelings and behaviors. They can also offer guidance and help improve a person's ability to achieve life goals. These mental health professionals may also help assess and diagnosis mental health conditions.

Psychologists

Psychologists hold a doctoral degree in clinical psychology or another specialty such as counseling or education. They are trained to evaluate a person's mental health using clinical interviews, psychological evaluations and testing. They can make diagnoses and provide individual and group therapy. Some may have training in specific forms of therapy like cognitive behavioral therapy (CBT), dialectical behavior therapy (DBT) and other behavioral therapy interventions.

Degree requirements: Doctor of Philosophy (Ph.D.) in a field of psychology or Doctor of Psychology (Psy.D.).

Licensure & credentials: Psychologists are licensed by licensure boards in each state.

Counselors, Clinicians, Therapists

These masters-level health care professionals are trained to evaluate a person's mental health and use therapeutic techniques based on specific training programs. They operate under a variety of job titles—including counselor, clinician, therapist or something else—based on the treatment setting. Working with one of these mental health professionals can lead not only to symptom reduction but to better ways of thinking, feeling and living.

Degree requirements: master's degree (M.S. or M.A.) in a mental health-related field such as psychology, counseling psychology, marriage or family therapy, among others.

Licensure & Certification: Varies by specialty and state. Examples of licensure include:

- LPC, Licensed Professional Counselor
- LMFT, Licensed Marriage and Family Therapist
- LCADAC, Licensed Clinical Alcohol & Drug Abuse Counselor

Clinical Social Workers

Clinical social workers are trained to evaluate a person's mental health and use therapeutic techniques based on specific training programs. They are also trained in case management and advocacy services.

Degree requirements: master's degree in social work (MSW).

Licensure & credentials: Examples of licensure include:

- LICSW, Licensed Independent Social Workers
- LCSW, Licensed Clinical Social Worker
- ACSW, Academy of Certified Social Worker

Prescribe and Monitor Medication

The following health care professionals can prescribe medication. They may also offer assessments, diagnoses and therapy.

Psychiatrists

Psychiatrists are licensed medical doctors who have completed psychiatric training. They can diagnose mental health conditions, prescribe and monitor medications and provide therapy. Some have completed additional training in child and adolescent mental health, substance use disorders or geriatric psychiatry.

Degree requirements: Doctor of Medicine (MD) or Doctor of Osteopathic Medicine (DO), plus completion of residency training in psychiatry.

Licensure & credentials: Licensed physician in the state where they are practicing; may also be "Board Certified" by the Board of Neurology and Psychiatry.

Psychiatric or Mental Health Nurse Practitioners

Psychiatric or mental health nurse practitioners can provide assessment, diagnosis and therapy for mental health conditions or substance use disorders. In some states, they are also qualified to prescribe and monitor medications. Requirements also vary by state as to the degree of supervision necessary by a licensed psychiatrist.

Degree requirements: Master of Science (MS) or Doctor of Philosophy (Ph.D.) in nursing with specialized focus on psychiatry.

Licensure & credentials: Licensed nurse in the state where they are practicing. Examples of credentials include, but are not limited to:

- NCLEX, National Council Licensure Examination
- PMHNP-BC, Board Certification in psychiatric nursing through the [American Academy of Nurses Credentialing Center](#)

Primary Care Physicians

Primary care physicians and pediatricians can prescribe medication, but you might consider visiting someone who specializes in mental health care. Primary care and mental health professionals should work together to determine an individual's best treatment plan.

Degree requirements: Doctor of Medicine (M.D.) or Doctor of Osteopathic Medicine (DO).

Licensure & credentials: Licensed physician in the state where they are practicing.

Family Nurse Practitioners

Family nurse practitioners (FNP) can provide general medical services like those of a primary care physician, based on each state's laws. Like primary care physicians, they can prescribe medication, but you might consider visiting someone who specializes in mental health care. Family nurse practitioners and mental health professionals should work together to determine an individual's best treatment plan.

Degree requirements: Master of Science (M.S.) or Doctor of Philosophy (Ph.D.) in nursing.

Licensure & credentials: Licensed nurse in the state where they are practicing. Examples of credentials include:

- NCLEX, National Council Licensure Examination
- FNP-BC, Family Nurse Practitioner Board Certified

Other Professionals You May Encounter

Certified Peer Specialists

These specialists have lived experience with a mental health condition or substance use disorder. They are often trained, certified and prepared to assist with recovery by helping a person set goals and develop strengths. They provide support, mentoring and guidance.

Social Workers

Social workers (B.A. or B.S.) provide case management, inpatient discharge planning services, placement services and other services to support healthy living.

Pastoral Counselors

Pastoral counselors are clergy members with training in clinical pastoral education. They are trained to diagnose and provide counseling. Pastoral counselors are members of the [Association of Pastoral Counselors \(AAPC\)](#) and can have equivalents to a doctorate in counseling.

Source: <https://www.nami.org/About-Mental-Illness/Treatments/Types-of-Mental-Health-Professionals>