

Counseling Program Handbook



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WELCOME AND INTRODUCTION

Welcome to the Professional Counseling program at Lincoln Memorial University. The Counseling Program offers two programs of study leading to counseling careers and licensure as a professional counselor. These programs provide M.Ed. degrees in either Mental Health Counseling or PreK-12 School Counseling. Both programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

We look forward to partnering with you in your newly chosen career as you develop your skills as a Professional Counselor. We hope your affiliation with LMU will continue throughout your career as you strive to grow as a professional in the provision of services to those in your chosen population. It is our desire that this handbook will answer many of the questions that may arise regarding our core values, degree requirements, program expectations, program structure, licensure, relevant policies and procedures.

Sincerely,

Counseling Faculty

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MISSION AND PURPOSE OF THE UNIVERSITY

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; a recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments. The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

Approved by the Board of Trustees May 5, 2006

MISSION STATEMENT - CARTER AND MOYERS SCHOOL OF EDUCATION

The School of Education is dedicated to preparing professional educators of distinction who embody the three core ideas of Lincoln Memorial University. We accomplish our mission through instilling the core ideals of **Values**, **Education** and **Service** in candidates who:

- demonstrate the disposition of the education profession – **Values**
- articulate and live by the knowledge base and understandings of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of society – **Values**
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and internship placements in partner P-12 schools – **Education**
- promote lifelong learning through continued professional development and scholarship – **Education**
- assist in meeting the educational needs of an ever-increasing global society, especially the underserved – **Service**
- articulate an understanding that all students can learn as well as demonstrate the disposition to serve and teach diverse student populations – **Service**

COUNSELING PROGRAM MISSION STATEMENT

The primary mission of the counseling program is preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings and counseling techniques in a strength based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Through program courses, service-learning activities, and field experiences students will develop personal, professional and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

DIVERSE STUDENT RECRUITMENT POLICY

The Counseling Program at Lincoln Memorial University actively and enthusiastically seeks to recruit qualified persons from diverse backgrounds and situations. Faculty believe that enrollment of a student body representing a wide array of social and cultural backgrounds, genders, sexual orientations, ethnicities and nationalities broadens the range of cultural experiences and diverse backgrounds within the classroom and is foundational to the interpersonal and intrapersonal learning in the counseling program.

COUNSELING PROGRAM OBJECTIVES

The Counseling Program Objectives below reflect the current professional thinking and state and national requirements certification, licensure and accreditation requirements.

As a result of successfully completing the graduate program in counseling, students can expect to have gained didactic knowledge and supervised experience in skills, functions, beliefs and characteristics of effective counseling. The following broad goals have been developed to assist students in gaining an overview of expected accomplishments:

1. *Professional Orientation and Ethical Practice* – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.
2. *Social and Cultural Diversity* - Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.

3. *Human Growth and Development* - Develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior.
4. *Career Development* - Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle.
5. *Helping Relationships* - Demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.
6. *Group Work* - Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
7. *Assessment* - Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.
8. *Research and Program Evaluation* - Develop the ability to read, critique, evaluate, and contribute to professional research literature.
9. *School Counseling* - Students preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs.
10. *Clinical Mental Health Counseling* - Students preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

ADMISSIONS **Mental Health and School Counseling**

Level One: Admission to Graduate Studies

Minimal criteria for admission into School and Mental Health Counseling are:

1. Completed the online Application for Graduate Studies form completed at <https://www.lmunet.edu/target-x/index.html>
2. Submit official transcripts of bachelor's degree coursework from an accredited institution
3. Admission tests scores from Graduate Record Exam (GRE) or Miller Analogies Test (MAT). The Praxis may be used for current teachers. All scores must be from the last 5 years.
4. Completed background check
5. Three positive recommendations completed online at <http://form.jotformpro.com/form/42176670241956>
6. A written essay/Professional Statement that includes the applicant's reason for pursuing a degree in Mental Health or School Counseling. Applicants will be emailed supplemental application information, and this will include items to address in the Professional Statement.

7. Resume that includes applicants major, minor, grade point average, honors and awards and volunteer and employment experiences.
8. If invited, applicants will participate in a half-day interview. The interview is conducted by Professional Counseling faculty and consists of group exercises, an individual interview, and an additional writing sample.
9. Applicants must receive a positive recommendation from the Professional Counseling faculty and Program Director. The Dean of the School of Education approves admission to Graduate Education Studies in Professional Counseling, based on the recommendation of the Professional Counseling Program Director and faculty.

*Applicants will be formally notified of the admission decision within 30 days of the admissions interview.

*If accepted into the Professional Counseling program, applicants have two weeks to notify the program director of their intention to enter the program.

Level Two: Admission to Degree Candidacy

After having successfully completed at least one graduate-level course, but not more than three courses (9 hours), a degree-seeking student will apply for degree candidacy. With the assistance of the assigned advisor, the student must submit:

1. Application for Degree Candidacy for the Master of Education degree found here:
<http://form.jotformpro.com/form/42174052995964>
2. Submit three applicant assessment forms found here:
<http://form.jotformpro.com/form/42177157037960>
3. Program of Study approved by students' advisor and program director

Upon completion of these requirements, the student's credentials will be presented to the Graduate Admission Committee for admission to degree candidacy.

OVERVIEW OF THE PROGRAM

Students must attend new student orientation prior to beginning coursework. Advisors are assigned at orientation. The orientation session provides students with critical information for progressing through each degree program. Professional Counseling faculty will review the handbook with new students highlighting ethical and professional behavior expected of students, personal growth experiences, and practicum and internship requirements.

Advisors will develop a program of study with students their first semester in the program. The program of study lays out when students take coursework for their time in the program.

The *Graduate Catalog* serves as the official source of information regarding curriculum requirements. Requirements are provided here for ease of student access. To view the 2021-2022 *Graduate Catalog* visit <https://www.lmunet.edu/academics/catalogs.php>.

The Counseling program combines academic preparation in the areas of counseling and research

with practicum and internship assignments. Students may select from one of two emphasis areas: PreK-12 School Counseling or Mental Health Counseling. Students in each counseling concentration (PreK-12 School or Mental Health) must take the Common Counseling Core, which consists of the 36 credit hours. During Practicum, students are required to 100 hours in a mental health or school setting. Additionally, students in Mental Health Counseling must take two internships that total 600 hours and School Counseling students must take one internship that totals 600 hours.

The purpose of the program in Counseling is to prepare students for effective performance in professional positions in counseling in school and mental health settings. The prospective student should consult the Program Director of the Counseling Program prior to enrollment regarding the appropriateness of this curriculum to his or her situation and professional objectives. The program places heavy emphasis on the interpersonal and helping relationship and requires considerable commitment on the part of the student. Once admitted, the student must consult with his or her faculty advisor concerning proper sequencing of courses and licensure requirements.

PreK-12 School Counseling

The PreK-12 School Counseling concentration has been designed to meet all the academic requirements for licensure as a PreK-12 Counselor in the state of Tennessee. Through their academic coursework and Practicum/Internship experiences, candidates are prepared to help students through academic, career, and social/emotional development as outlined by the American School Counselor Association (ASCA). The Internship/Practicum requirement consists of 700 clock hours of field-based experience (Practicum - 100 hours; Internship - 600 hours). Specific requirements for the Internship and Practicum courses can be found in the Internship/Practicum Application packets. Students are required to have liability insurance provided with their ASCA student membership. **Documentation and verification of liability coverage is available for viewing in the students' practicum/internship folder in Watermark.**

In order to become a licensed school counselor in Tennessee, students are required by the State Department of Education to pass the Praxis Instructional Support Personnel, test code 5421, in School Counseling PreK-12 with a minimum score of 156. Students in other states are responsible for following the licensing policies of their respective governing boards. Erin Brock, erin.brock@lmunet.edu is the LMU contact for school counseling licensure.

Mental Health Counseling

The focus of the Mental Health Counseling concentration is to prepare counselors as leaders with the knowledge, skills, proficiencies, and dispositions to meet the changing counseling needs of clients in the community agency and mental health settings. The purpose of the program is to prepare students for effective performance in professional positions in counseling as encountered within community settings.

Graduates of Lincoln Memorial University's Mental Health Counseling program will satisfy the State of Tennessee's academic coursework requirements for licensure in professional counseling (LPC). After graduating, students must pass the National Counselor Exam (NCE) and complete post master's supervision hours prior to LPC licensure, as stipulated by the related Health

Licensing Board. Students majoring in Mental Health Counseling are required to be covered by liability insurance provided with an American Counseling Association student membership. Students are responsible for obtaining their own personal ACA Student Membership.

Documentation and verification of liability coverage is available for viewing in the students' practicum/internship folder in Watermark.

Performance Requirements

The Professional Counseling faculty at Lincoln Memorial University are committed to maintaining high standards for the benefit of students and the counseling profession. Faculty continuously evaluate academic performance, professional development, and personal development of students. Continuous assessment is required by the School of Education, accreditation bodies (CACREP), and ethical standards. Progression through the Professional Counseling program is not guaranteed and is subject to positive evaluations from Professional Counseling faculty.

Students must demonstrate satisfactory progress throughout the program by:

1. Enrolling in appropriate courses, outlined in their program of study, and make satisfactory progress toward their degree as determined by Professional Counseling faculty.
 - a. In order to remain in good academic standing, the graduate student must earn grades of "B-" or better for all coursework. **A grade of "C" or lower is considered unsatisfactory graduate level work and constitutes Probationary status in the Counseling Program. A second grade of "C" or lower will result in dismissal from the Counseling Program.**
 - b. Graduate students can repeat courses only once. Both attempts will remain a part of the permanent academic record. Only the most recent grade will be used in computing the cumulative GPA. (From graduate catalog)
2. Achieving at least "Meets Expectations" or "Developing" on the Counseling Candidate when assessed by faculty as part of the Professional Counseling Continuous Evaluation policy (see below)
3. Applying for, and be recommended by faculty, Practicum in Counseling (COUN 593) by February 15 for Fall placement.
4. Applying for, and be recommended by faculty, for Internships (COUN 698 and 699) no later than October 10 for Spring placement.

Professional Counselor Candidate Dispositions

The *Professional Counseling Dispositions* are "the commitments, characteristics, values, beliefs, interpersonal functioning, behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2018). By assessing professional dispositions, faculty provide counseling students with direct feedback, offering the students practical areas for improvement to support their development as effective and ethical professional counselors. Counseling faculty complete the dispositions rubric as part of the continuous evaluation process. Specifically, at the end of Counseling Skills (COUN 541), Group Counseling (COUN 631), Practicum and Seminar in Counseling (COUN 593), and Internship and Seminar in Mental Health (COUN 699) and School Counseling (COUN 698).

Professional Counselor Dispositions Rubic

- **Meet Expectations (3)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Developing Competencies (2)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.
- **Needs Improvement (1)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

| Disposition | Meets Expectations 3 | Developing 2 | Needs Improvement 1 |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrates Effective Oral Communication Skills | Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment | Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors | Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice. |
| Demonstrates Effective Written Communication Skills | Demonstrates precise spelling and grammar | Demonstrates a few common spelling and grammar mistakes | Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes |
| Demonstrates professionalism | Maintains professional boundaries of ethical standards of practice and Keeps <i>inappropriate</i> personal life issues out of classroom/workplace | Occaionally divulges inappropriate personal life issues in the classroom/workplace, but this is kept to a minimum | Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others |

| | | | |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Demonstrates a positive and enthusiastic attitude | Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues | Overlooks opportunities to demonstrate positive affect | Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions |
| Demonstrates preparedness in teaching and learning | Learns and adjusts from experience and reflection as evidenced by improvements in performance | Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions | Rejects constructive feedback as evidenced by no implementation of feedback |
| Exhibits an appreciation of and value for cultural and academic diversity | Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence | Goes through the expected and superficial motions to embrace all diversities | Demonstrates inequitable embracement of all diversities |
| Collaborates effectively with stakeholders | Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others | Maintains a respectful tone in most circumstances but is not consistent | Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus |
| Demonstrates self-regulated learner behaviors/takes initiative | Recognizes own weaknesses as evidenced by seeking solutions before asking for support | Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth | Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support |
| Exhibits the social and emotional intelligence to promote personal and educational goals/stability | Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness | Demonstrates sensitivity to feelings of others most of the time | Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness |

PERSONAL GROWTH EXPECTATIONS

The growth that counselors expect to see clients commit to and engage in for their own benefit can be seen as parallel to counselors' own personal and professional growth. In helping others, the counselor's self and worldview influences the counseling process: each counselor brings his or her personal characteristics and life experiences to the counseling session when working with clients. It is the expectation of counselor education faculty that students will commit to their own personal growth work, with the understanding that some clients or experiences in the program may be personally challenging, and that the counselor-in-training is willing to seek appropriate

counseling or supervision to grow through challenges. Students in the LMU counseling program are expected to engage in personal work and self-awareness efforts in order to become more effective counselors.

PROFESSIONAL IDENTITY DEVELOPMENT

The Professional Counseling program is committed to professional counseling organizations and the pursuit of the lifelong development of counselors as individuals and professionals. The handbook has links to professional organizations where the Code of Ethics from the American Counseling Association can be located. Students are expected to learn the Code of Ethics and incorporate the ethical principles in all dimensions of their professional practice.

Students are encouraged to pursue membership in professional organizations at the local, state, regional, and national levels. A variety of membership opportunities exist that reflect the diverse practice of professional counseling, and most organizations offer a reduced rate for student memberships. Many organizations have opportunities for graduate student involvement as representatives and volunteers. LMU Counseling students are strongly encouraged to pursue opportunities for conference presentations and graduate student poster competitions at the local, state, and national level.

COMPREHENSIVE EXAMS

Candidates must pass a comprehensive examination pertaining to coursework taken in the professional Counseling program. Students may sit for their comprehensive examination during their first semester of internship. It may not be taken more than twice.

Candidates take the Counselor Preparation Comprehensive Exam (CPCE) for their comprehensive examination. The CPCE is a multiple-choice exam that contains 160 items. Students pay a fee determined by CPCE to take the exam. Information about registering for the CPCE will be distributed to students in the Fall, Spring, and Summer. Students must take the Exam in the Spring or Fall. Students who do not obtain a passing score on the CPCE must take a written exam with questions specific to the area they scored the lowest. This could delay graduation by a semester, so it is recommended that students schedule their tests early in the semester. For more information about the CPCE visit <https://www.cce-global.org/assessmentsandexaminations/cpce>

GRADING

A student receives a grade for most registered course work (except "Audit"). Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned. Students who earn more than six (6) semester hours of "C" grades must appeal to the Dean of the School of Education to continue in the program.

Quality Points

| Grade | Definition | Per Semester Hour |
|-------|---------------------------------------------------------------|-------------------|
| A | Superior (Quality of work exceptional) | 4.00 |
| A- | Excellent (Quality of work above course expectation) | 3.67 |
| B+ | Very Good (Quality of work better than satisfactory) | 3.33 |
| B | Good (Quality of work satisfactory) | 3.00 |
| B- | Average (Quality of work meets minimum requirements) | 2.67 |
| C+ | Below Average (Quality of work less than satisfactory) | 2.33 |
| C | Minimum passing grade (Unsatisfactory graduate-level work) | 2.00 |
| F | Fail | 0.00 |

I: Incomplete; Work must be completed within the first six weeks of the next semester; otherwise, the grade automatically becomes an "F" unless an extension is granted by the Dean of the School of Education.

IP: In Progress; only given in clinical coursework to complete required hours for licensure

NC: No Credit. No credit assigned for the course. Not computed in the GPA

AU: Audit

WD: Withdrawal

P: Pass; carries credit, but no quality points

*Some graduate courses are graded P-Pass/F-Fail and are identified under "Course Descriptions."

*The student's grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of letter-graded (A-F) credit hours attempted (not the number of credit hours passed).

Professional Counseling Program Continuous Evaluation Policy

To encourage growth and development of students, and to fulfill ethical obligations to evaluate readiness and suitability of the counseling candidates for the profession, faculty utilize the following continuous evaluation policy and process:

1. The admissions committee, made up of Professional Counseling faculty, selects applicants who demonstrate academic, professional, and personal characteristics necessary to fulfill the obligations of the counseling profession. After admission to the program, candidates commit to a program of study signed by the student, their advisor, and program director. Students are encouraged to continue their personal and professional growth during class activities and by following the current version of the American Counseling Association (ACA) and American School Counseling Association (ASCA) Code of Ethics.
2. Students are expected to “Meet Expectation” or be “Developing” in the Professional Counselor Candidate Dispositions. In addition to course grades, candidates’ dispositions are continuously evaluated by faculty.
3. In the Spring semester, Professional Counseling faculty conduct a systemic evaluation of each student’s progress in the program. Faculty utilize the Candidate Dispositions rubric and the academic requirements of the program noted above and the Progression Through the Program Document included in the handbook. Each student is sent a letter informing them about their progress in the program. The letters are to celebrate candidates who are on track and to assist candidates who are not making adequate academic, professional, or personal progress.
4. At the Faculty meeting in the Spring, Faculty review each candidate’s practicum readiness by reviewing the student’s practicum application and the Professional Counselor Candidate Dispositions Rubric. Students are then notified of their acceptance to practicum or notified of the academic or disposition deficits that need to be remediated prior to entering the practicum phase of training.
5. The faculty review each candidate’s readiness for internship utilizing the application and Professional Counselor Candid Dispositions Rubric. Students are then notified of their acceptance to practicum or notified of the academic or disposition deficits that need to be remediated prior to entering the practicum phase of training.
6. If a faculty member feels, at any time, that a candidate is demonstrating “Needs Improvement” on the Professional Counselor Candid Dispositions, they may bring this to the attention of the faculty. Additionally, if a faculty member is concerned about a candidate’s academic, personal, or professional functioning, they may bring this to the attention of the Counseling Program Director. Faculty may choose to have an informal meeting with the student to express and attempt to resolve concerns or a developmental plan.
7. Faculty members may initiate a formal evaluation of a candidate’s performance at any time, specifically if the concern relates to the Professional Counselor Candid Dispositions. The following process will be initiated:
 - a. The faculty member completes the Professional Counseling Program Development Plan and gives a copy to the Program Director.

- b. Program director will collect further written documentation from faculty and others involved.
 - c. Program faculty will meet to consider the situation and data collected.
- d. Faculty who initiated the review and program director will meet with the student to discuss the evaluation and have student sign Professional Counseling Program Developmental Plan to indicate they have read it.
- e. Candidate is provided the opportunity to give a written or oral response to the faculty. The response should be submitted within fourteen days after the meeting.
- f. If the candidate chooses to respond to the Developmental Plan, counseling faculty will consider the student's response in their recommendations.
- g. Program director and a faculty member will meet with the student again or contact candidate by email to share their recommendations and provide candidate with information about their rights.

8. Program faculty can make recommendations for remediation at any point in the continuous evaluation process. Faculty will inform the candidate if their continuation in the program is contingent on them carrying out recommendations made by counseling faculty. Recommendations may include, but are not limited to, obtaining personal or career counseling, taking a semester off from classes to allow time to resolve personal issues, explore other educational options, or taking remedial coursework. Candidates may appeal recommendations through the appeals process in the graduate school.

9. Faculty may withhold permission to non-degree seeking students (licensure add-on) to take courses in the Professional Counselor program if a student receives a "Needs Improvement" on the Professional Counselor Dispositions Rubric.

10. Candidates must be able to meet the demands required of professional who works in the counseling field. If a faculty member has concerns about a candidate's performance and the student does not work to improve the identified areas in their developmental plan, dismissal from the program may occur. Candidates will be put on immediate suspension of clinical privileges in practicum and internship until the necessary changes have been made. Candidates can be dismissed from the program if they: a) Commit a serious ethical breach or engage in gross professional negligence b) Demonstrate impaired psychological functions that would endanger themselves or others they work with c) Engage in behaviors that are detrimental to the best interest of clients, fellow students, or faculty members.

** If a candidate is arrested during practicum or internship, they are to let the Practicum and Internship Coordinator and Counseling Program Director know immediately. Candidates are not to go to practicum or internship sites until they meet with counseling faculty. Faculty will schedule a meeting with the student and decide what steps need to be taken. The recommendations made by faculty may include immediate suspension of clinical privileges in practicum and internship until the necessary changes have been made or dismissal from the program.

Appeals Procedure for Probation, Suspension, or Dismissal

The Counseling Program affirms LMU's Graduate Education Appeals Procedure as stated in the Graduate Handbook as follows:

A student who is placed on probation, suspended, or dismissed from any program and feels that the probation, suspension, or dismissal is unfair has a right to appeal. The candidate who wishes to appeal a probation, suspension, or dismissal has 10 days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Education, who will review the appeal.

At that time, the Dean can deny or grant the appeal; if the appeal is denied, the candidate may request in writing, within five days from receipt of the letter, an appeal of the Dean's decision. The Dean will forward this letter of appeal to the Chair of the Appeals and Grievance Committee for the School of Education, who will set up an appeal hearing. The Chair of the Appeals and Grievance Committee and the candidate must inform each other of all attendees who will be at the appeal hearing.

Should the decision of the Appeals and Grievance Committee be unsatisfactory to the candidate, a meeting with the Chair may be requested. The Chair and the candidate must inform each other of any additional attendees to the meeting. The candidate may continue this appeal to the Dean of the School of Education for a decision. The candidate may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

PROGRAMMATIC TRANSITIONS

Students are expected to demonstrate proficiencies across a variety of important domains addressed in LMU's Counselor Training. A Candidate Assessment System has been developed, and students are required to participate in the Carter and Moyer's School of Education Assessment System (CMAS) through the use of the College Watermark Program, to assess important factors such as counselor candidate's dispositions, research skills, and clinical skills. Throughout the Counseling Program students are provided opportunities to demonstrate their knowledge, skills and dispositions to successfully progress through four (4) transitions each leading to a deeper and more intense level of training.

Program Entry

Admission to Program

- a. Application to LMU Graduate Education – Masters in Counseling Program
- b. GRE/MAT (Praxis scores if currently a teacher)
- c. TBI Child Care Background Check
- d. Transcript of baccalaureate degree from an accredited institution
- e. Personal Statement essay with focus on career goals and multicultural aspects
- f. Undergraduate GPA
- g. Three Letters of Recommendation
- h. DAP Group Interview
- i. Individual interview with core counseling faculty
- j. Interview Rating
- k. In person writing sample

Transition 1

Begin Graduate Courses and Initial Entry into the Counseling Program

Steps to meet Transition:

- Successfully completed at least one graduate level course, but no more than three courses
- Application for Degree to Candidacy completed
- Meeting with Advisor and completion of Program of Study Form prior to end of First Semester
- Applicant assessment forms (3)
- Admitted to candidacy

Relevant Courses, Assessments, and KPI's

| | | |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COUN 501 Professional Orientation and Ethics in Counseling | Professional Objective Statement, Ethical case study analysis, interview of counselor (school or mental health) and discuss ethical issues they have encountered, midterm, class participation | KPI 1: Counseling Degree Candidates will demonstrate in-depth understanding of the ethics and professional standards of the counseling profession |
| COUN 541 Counseling Skills | Counseling Skills Demonstration Video Analysis, role play in class, observation of classmate role-play activities, dispositions completed at the end of the semester by instructor | KPI 5: Counseling Degree Candidates will demonstrate an understanding of Counseling and Helping Relationships through specific skills assessed in their video. |
| EDUC 511 Research and statistics in Counseling | Literature review, Counseling Research Proposal assessed by course instructor, class participation, blackboard participation | KPI 8: Counseling Degree Candidates will demonstrate a meaningful understanding of Research and Program Evaluation. |

Transition 2

Beginning level of counselor training

Steps to meet Transition

Successfully complete introductory courses

Relevant Courses and Assessments

| | | |
|----------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COUN 521 Career Counseling | Career self-exploration paper, special topics in career counseling presentation, Career Development Handbook, homework | KPI 4: Counseling Degree Candidates will demonstrate an understanding of Career Development and Counseling through creation of a handbook that provides developmentally |
|----------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | appropriate resources for clients. Candidates will also demonstrate an understanding of career assessments through interpretation of assessments. |
| COUN 531 Social and Cultural Aspects of Counseling | Acculturation Experience Assessment assessed by course instructor, Cultural Autobiography, Case Study Analysis, class participation | KPI 2: Counseling Degree Candidates will demonstrate an understanding of Social and Cultural Diversity in Counseling by writing an in-depth self-reflection that focuses on cultural development throughout their life and examining different cultures during in class experiences. |
| COUN 581 Human Growth and Development | Case Study on a child or young person, field observation, blackboard discussions, class participation, journal articles | KPI 3: Counseling Degree Candidates will demonstrate an understanding of Human Growth and Development in Counseling through quizzes throughout the course, discussions in class, and an in-depth case study and through. |
| COUN 508 Foundations of School Counseling | Professional School Counseling Portfolio, class participation, research paper or observation paper, and homework | KPI 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies through in class discussion, final exam and midterm that assess foundational information, and their professional portfolio that illustrates the “why school counselors” and utilizes the ASCA model to guide the portfolio. |
| COUN 509 Foundations of Mental Health Counseling | Professional Development Reflection, Research Paper, special topic in mental health counseling presentation, class discussion | KPI 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling through an in- depth developmental reflection. |
| COUN 631 Group Counseling | Design and outline a parent education group session, Lead small group in class, reflection of group leadership experience. Dispositions evaluation completed at end of course | KPI 6: Counseling Degree Candidates will demonstrate an understanding of Group Counseling and Group Work by leading a small group in class and the development of a parent education group. |
| Successful completion of 9 semester credit hours and Application for Degree Candidacy | Transcript review completed by Program Director | |
| Application to Practicum | Application review completed by Practicum and Internship Coordinator | |

Transition 3

Admission to Clinical Practice (Practicum)

Steps to meet Transition

- ___ Student must successfully complete 18 required graduate credit hours prior to practicum placement
- ___ Student must complete practicum application in Spring for Fall placement
- ___ Student must attend practicum orientation meeting in Spring for Fall placement
- ___ Advisor check program of study
- ___ Intent to graduate form completed and submitted

Relevant Courses and Assessments

| | | |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COUN 611 Counseling Theories | Weekly homework comparison chart of theories, Philosophy of counseling Paper, final exam, case study | KPI 5: Counseling Degree Candidates will demonstrate an understanding of Counseling and Helping Relationships through the development of their philosophy of counseling as illustrated in their paper. |
| COUN 593 Seminar and Practicum in Counseling | 1) Students complete supervision forms prior to weekly supervision in practicum. The supervision forms require students to reflect on the past week at their placement and guide the supervision session. 2) Students record a minimum of two counseling sessions and submit a case conceptualization for each recording. LMU supervisor reviews their case conceptualization and listens to part of the session with the student and completes the recording review form. The form provides feedback about theories and techniques utilized in session. 3) Self-reflection paper 4) The Site Supervisor Evaluation is completed at the end of the semester and reviewed with the practicum student. 5) LMU site supervisor completes Disposition Evaluation at the end of the semester. | KPI 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies through their 100-hour placement at a school through demonstrated skills on recordings and student case conceptualization. -or- KPI 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling through their 100-hour placement at a mental health agency through demonstrated skills on recordings and client case conceptualization. |

Transition 4

Degree Program Completion Requirements

- Intent to Graduate form Completed
- Comprehensive Examination Passed
- Registrar Reviews Transcript
- Exit Survey

Relevant Courses and Assessments

| | | |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COUN 671 Assessment in Counseling | Assessment Case study analysis and presentation, research paper, discussion questions | KPI 7: Counseling Degree Candidates will demonstrate an understanding of Assessment and Testing through a case study analysis. |
| COUN 698/ COUN 699 Internship and Seminar in School | 1) Students complete supervision forms prior to weekly supervision in practicum. The supervision forms require students to reflect on the past week at their placement and guide the supervision session. 2) Students record a minimum of two counseling sessions and submit a case conceptualization for each recording. LMU supervisor reviews their case conceptualization and listens to part of the session with the student and completes the recording review form. The form provides feedback about theories and techniques utilized in session. 3) School Counseling or Mental Health Counseling Portfolio 4) The Site Supervisor Evaluation is completed at the end of the semester and reviewed with the practicum student. 5) LMU site supervisor completes Disposition Evaluation at the end of the semester. | COUN 698 KPI 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies through their 600-hour internship at a school through demonstrated skills on recordings and integration of knowledge through student case conceptualization. -or- COUN 699 KPI 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling through their 600-hour internship at a mental health agency through demonstrated skills on recordings and integration of knowledge through client case conceptualization. |
| Comprehensive Examination | Comprehensive Exam Watermark Rubrics Assessed by 3 Core Counseling Faculty and if there is a discrepancy, a 4 th evaluator is enlisted. Candidates are required to answer | KPI 1-10 |

| | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | questions related to crisis counseling, ethics, group counseling, and school or mental health counseling. The KPI evaluated are based on the essays they answer. | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Transition 5

Post-Graduation Transition to career in professional counseling

- NCE
- School Counseling Praxis
- Alumni Survey
- Employer Survey

Required Courses for Counseling Concentrations at Lincoln Memorial University

Counseling Common Core

| Term/Year | Course Number/Title | Credits | Grade |
|-----------|-------------------------------------------------------------|---------|-------|
| | COUN 501 Professional Orientation and Ethics in Counseling* | 3 | |
| | COUN 521 Career Counseling | 3 | |
| | COUN 531 Social and Cultural Aspects of Counseling | 3 | |
| | COUN 541 Counseling Skills* | 3 | |
| | COUN 581 Psychology of Human Development | 3 | |
| | COUN 593 Practicum in Counseling** | 3 | |
| | COUN 611 Counseling Theories* | 3 | |
| | COUN 621 Crisis Intervention and Consultation | 3 | |
| | COUN 631 Group Counseling* | 3 | |
| | COUN 662 Psychopathology** | 3 | |
| | COUN 671 Assessment in Counseling | 3 | |

*Prerequisite for practicum

Total 36 Hours

**Prerequisite for internship

Required for Clinical Mental Health Counseling

| Term/Year | Course Number/Title | Credits | Grade |
|-----------|-------------------------------------------------------------|---------|-------|
| | COUN 509 Foundations of Mental Health Counseling* | 3 | |
| | COUN 551 Personality and Mental Health | 3 | |
| | COUN 651 Evidence-based Treatment and Treatment Planning | 3 | |
| | COUN 669 Psychopharmacology for Counselors | 3 | |
| | COUN 699 Internship and Seminar in Mental Health Counseling | 3 | |
| | COUN 699 Internship and Seminar in Mental Health Counseling | 3 | |
| | COUN /EDUC Elective (Ethics) | 3 | |
| | COUN /EDUC Elective (Marriage and Family) | 3 | |

*Prerequisite for practicum

Total 24 Hours

Required for School Counseling

| Term/Year | Course Number/Title | Credits | Grade |
|-----------|------------------------------------------------------|---------|-------|
| | COUN 508 Foundations of School Counseling* | 3 | |
| | COUN 698 Internship and Seminar in School Counseling | 6 | |
| | IL 561 School Law^ | 3 | |
| | EDUC 501 Foundations of American Education^ | 3 | |
| | SPED 530 Special Education Law, Policy and Ethics^ | 3 | |
| | CI 501 Curriculum, Instruction, Assessment ^ | 3 | |
| | CI 516 Motivational Theory, Classroom Management^ | 3 | |

*Prerequisite for practicum

^online or hybrid

Total 24 Hours

School Counseling – Schedule of Courses for Cedar Bluff

Below is an annual program of study for School Counseling Students, based on when COUN classes are typically offered at Cedar Bluff, and when the LMU School of Education online courses are offered.

| Year 1 Fall (2019) | | Year 2 Fall (2020) |
|-------------------------------------------------------|--|-------------------------------------------|
| COUN 501 Professional Orientation & Ethics | | COUN 593 Practicum |
| COUN 541 Counseling Skills | | COUN 611 Counseling Theories |
| SPED 530 Special Education Law, Practice and Ethics** | | CI 516 Motivation & Behavior Management* |
| EDUC 501 Foundations of American Education* | | IL 561 School Law* |
| | | |
| Year 1 Spring (2020) | | Year 2 Spring (2021) |
| COUN 508 Foundations School Counseling | | COUN 698 School Internship 6 credit hours |
| COUN 521 Career Counseling | | COUN 662 Psychopathology |
| COUN 531 Social & Cultural | | COUN 671 Assessment in Counseling |
| EDUC 511 Research & Statistics* | | |
| | | |
| Year 1 Summer (2020) | | |
| COUN 631 Group Counseling | | |
| COUN 581 Human Development** | | |
| COUN 621 Crisis Intervention & Consultation | | |
| CI 501 Curriculum, Instruction, Assessment * | | |

All courses with * are 100% online and taught the semester indicated each year (with an optional meeting with professor and class at beginning of semester).

Courses with ** are taught in online/hybrid format at Cedar Bluff in the fall.

Unless otherwise noted, COUN courses and are taught the semester indicated each year.

Note: This is a suggested path through the program in 5 semesters for new students who are entering the LMU Counseling Program in the fall semester. Entry into the School Counseling Program in the spring semester would necessitate a different Program of Study timeline, to be developed with program faculty.

School Counseling – Schedule of Courses for Harrogate

Below is an annual program of study for School Counseling Students, based on when COUN classes are typically offered at Cedar Bluff, and when the LMU School of Education online courses are offered.

| Fall 2019, 2021, 2023 | | Fall 2020, 2022, 2024 |
|-------------------------------------------------------|--|------------------------------------------------------|
| COUN 662 Psychopathology | | COUN 593 Practicum |
| COUN 671 Assessment in Counseling | | C 521 Career Counseling |
| SPED 530 Special Education Law, Practice and Ethics** | | COUN 531 Social & Cultural |
| EDUC 501 Foundations of American Education* | | CI 516 Motivation & Behavior Management* |
| | | |
| Spring 2020, 2022, 2024 | | Spring 2021, 2023, 2025 |
| COUN 508 Foundations School Counseling | | COUN 698 – School Internship - 6 Credit Hours |
| COUN 611 Counseling Theories | | COUN 501 Professional Orientation & Ethics |
| EDUC 511 Research & Statistics* | | COUN 541 Counseling Skills |
| | | |
| | | |
| Summer 2020, 2022, 2024 | | Summer 2021, 2023, 2025 |
| COUN 581 Human Development** | | COUN 621 Crisis Intervention & Consultation |
| | | |
| EVERY Summer | | |
| COUN 631 – Group Counseling | | |
| CI 501 Curriculum, Instruction, and Assessment* | | |
| IL 561 School Law* | | |

All courses with * are 100% online and taught the semester indicated each year (with an optional meeting with professor and class at beginning of semester).

Courses with ** are taught in online/hybrid format at Cedar Bluff in the fall.

Courses in **Bold** are made available every year at Harrogate campus during the semester indicated.

Unless otherwise noted, all remaining courses are taught the same semester and offered every other year in Harrogate.

Note: This is a suggested path through the program in 5 semesters for new students who are entering the LMU Counseling Program in the fall semester. Each student develops an individualized program of study with counseling faculty upon entrance into the counseling program.

Mental Health Counseling - Schedule of Classes for Cedar Bluff

The below is a planned, annual program of study for Mental Health Counseling Students, based on when COUN classes are typically offered at Cedar Bluff, and when the LMU School of Education Master of Education Program offers classes online.

| Year 1 Fall | | Year 2 Fall |
|--------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------|
| COUN 501 Professional Orientation & Ethics | | COUN 593 Practicum |
| COUN 541 Counseling Skills | | COUN 611 Counseling Theories |
| COUN 509 Foundations of Mental Health Counseling | | COUN 551 Personality and Mental Health |
| Year 1 Spring | | Year 2 Spring |
| COUN 521 Career Counseling | | COUN 699 Mental Health Counseling Internship & Seminar (3 credits) |
| COUN 531 Social & Cultural Counseling | | COUN 662 Psychopathology |
| COUN 651 Evidence Based Treatment | | COUN 671 Assessment in Counseling |
| Year 1 Summer | | Year 2 Summer |
| COUN 631 Group Counseling | | COUN 677 Legal & Ethical Issues in Professional Counseling |
| COUN 581 Human Development, Hybrid | | COUN 621 Crisis Intervention & Consultation |
| EDUC 511 Research & Statistics Online* | | COUN 687 Foundations of Marriage and Family Counseling or COUN 654 Populations in Mental Health Counseling |
| COUN 669 Psychopharmacology | | COUN 699 Mental Health Counseling Internship & Seminar (3 credits) |

Unless otherwise noted, COUN courses are taught the same semester each year.

All courses with * are 100% online and taught the same semester each year (with an optional meeting with professor and class at beginning of semester).

Note: It is possible to take four classes per semester. For instance, a student could take COUN 501, COUN 541, COUN 509 and COUN 551. If a student wanted to progress through the program slower, it would be possible to take 2 courses per semester during certain semesters. Each student develops an individualized program of study with counseling faculty upon entrance into the counseling program.

Mental Health Counseling– Schedule of Classes for Harrogate

The below is a planned, annual program of study for Mental Health Counseling Students, based on when COUN classes are typically offered at Harrogate, and when the LMU School of Education Master of Education Program offers classes online.

| Fall 2019, 2021, 2023 | | Fall 2020, 2022, 2024 |
|---------------------------------------------------------------------|--|-----------------------------------------------|
| COUN 662 Psychopathology | | COUN 593 Practicum |
| COUN 671 Assessment in Counseling | | COUN 521 Career Counseling |
| | | COUN 531 Social & Cultural |
| | | COUN 669 Psychopharmacology |
| | | |
| Spring 2020, 2022, 2024 | | Spring 2021, 2023, 2025 |
| COUN 611 Counseling Theories | | COUN 699 MH Internship 3 Credit Hours |
| COUN 508 Foundations of Mental Health Counseling | | COUN 501 Professional Orientation & Ethics |
| COUN 654 Population Groups in Mental Health Counseling, Elective | | COUN 541 Counseling Skills |
| EDUC 511 Research & Statistics Online* | | EDUC 511 Research & Statistics Online* |
| | | COUN 551 Personality and Mental Health |
| Summer 2020, 2022, 2024 | | Summer 2021, 2023, 2025 |
| COUN 581 Human Development, Hybrid | | COUN 699 MH Internship 3 Credit Hours |
| | | COUN 621 Crisis Intervention & consult |
| | | COUN 651 Evidence Based Treatment |
| EVERY Summer | | |
| COUN 631 – Group Counseling (mini term) | | |
| COUN 677 Law and Ethics in Professional Counseling (Elective) | | |
| COUN 687 Foundations of Marriage and Family Therapy (Elective) | | |

Unless otherwise noted COUN courses are taught the same semester, every other year. LMU Counseling faculty strongly advise students to take these courses when offered.

All courses with * are 100% online and taught the same semester each year (with an optional meeting with professor and class at beginning of semester).

Electives are made available every Summer, often in condensed or online-hybrid format

IMPORTANT NOTES ON COURSE SCHEDULING

The above timelines are for planning purposes and indicate the progression students will need for scheduling of core counseling courses at respective sites. As knowledge and experiences gained in earlier courses are needed for subsequent courses, courses and content knowledge follow along a developmental sequence.

Counseling students, along with their advisors, complete a program of study form during orientation their first semester in the Program, and subsequently review their progress each summer to ensure that they are on track to develop and participate in field experiences. *It is strongly suggested that Counseling students take Mental Health and School Counseling Electives as they are offered, as elective courses are often offered once every two years at each site.* (See Appendix A)

Policy on Changing Concentrations

Students are admitted to either the School Counseling or Mental Health Counseling Concentration based on application materials, personal interview, and goodness of fit with personal objectives and career goals. During their time at LMU, students are required to complete courses from within their program of study. If a student should desire to change concentrations during her or his time in the Counseling Program, she or he must meet with an advisor, and complete a Change of Concentration form to be reviewed at the next faculty meeting.

The counseling program does not allow students to complete two concentrations in counseling simultaneously. Should a student complete a concentration, and desire additional coursework or clinical training in the other concentration at some future date, it is necessary for that student to re-apply as a non-degree seeking student. At such time, faculty will again review application materials, personal interview, and goodness of fit with personal objectives and career goals for additional coursework.

Counseling Course Descriptions

COUN 501 - Orientation and Ethics in Counseling..... 3 credits
An introduction and orientation to the counseling profession, including an overview of the theories, professional roles, training and credentialing standards of the profession, problems, issues, trends and ethical responsibilities in the field of counseling, and multiple approaches to service provision with diverse populations.

COUN 508 - Foundations of School Counseling 3 credits
This course studies the history and trends of the modern school counseling movement and examines the challenges and situations the school counselor faces in the school setting. Curriculum development and teaching methods utilizing best practices for the effective delivery of a comprehensive guidance program encompassing cultural diversities and special needs are emphasized. Ethical and legal standards, as well as organizations governing the profession of school counseling are addressed.

COUN 509 - Foundations of Mental Health Counseling..... 3 credits

This course provides an overview of the history, philosophy, and current trends in clinical mental health counseling. Attention is paid to the role and scope of practice of the mental health counselor, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. Ethical and legal standards, as well as organizations governing the profession of clinical mental health counseling are addressed.

COUN 521 - Career Counseling 3 credits

This course studies the various theories, practices, methods, and processes of career development and educational planning and provides information on the interpretation and utilization of current data pertaining to career development and counseling.

COUN 531 - Social and Cultural Aspects of Counseling..... 3 credits

Social and Cultural Aspects of Counseling highlights the importance of diverse cultural factors on the counseling relationship. This course is an introduction to principles, theories, and applications of multiculturalism. Attention is given to how stereotyping and personal worldviews may influence counselors' judgments and dynamics within the counseling session.

COUN 541 - Counseling Skills..... 3 credits

This course provides an understanding of the philosophical bases of the counseling processes. It focuses on the application of counseling theories and inculcation of core counseling micro-skills, emphasizing the analysis of solution-focused brief counseling approaches to bring an integrative perspective to problems of parents and their children. Skills training for parents in handling behavior disorders is also studied.

COUN 551 - Personality and Mental Health Issues in Counseling 3 credits

This course provides an overview of the personality theories with application to counseling and education and includes adjustment issues and various perspectives of mental health with application to education and counseling settings.

COUN 577 – Addictions Counseling..... 3 credits

This course provides students with an overview of the theories and etiology of addictions and addictive behaviors. Topics to be covered include substance abuse and other addiction issues, diagnosis, comorbidity, treatment planning, and psychopharmacology. Students will explore treating diverse populations from individual, family and group counseling approaches.

COUN 581 - Human Growth and Development 3 credits

This course emphasizes the study of the psychological, intellectual, moral, social, and physical development of the individual across the life span and analysis of current research with diverse populations.

COUN 593 - Counseling Practicum and Seminar.....3 credits
The practicum is a field-based experience consisting of 100 supervised clock hours which provide candidates with opportunities to put into practice the knowledge and skills developed in their program of counseling study. Pass/Fail grade.

COUN 595 - Topics in Counseling3 credits
This course is a special topic developed by a member of the graduate faculty to enrich the existing course offerings and to afford expanded learning and experiences for candidates. Topics are announced in advance and the faculty member submits an outline with requirements to the Dean of the School of Education prior to offering the topic.

COUN 611 - Counseling Theories3 credits
The didactic phase of the course includes study of various theoretical orientations used in counseling. The experiential part of the course gives candidates practice in using counseling and relationship skills in preparation for counseling practicum and/or field experience.

COUN 621 - Crisis Intervention and Consultation.....3 credits
The purpose of this course is to highlight the importance of crisis intervention and disaster relief counseling woven into the consultation models and processes needed to provide candidates in the human services areas knowledge and skills to be successful as consultants in school and mental health setting.

COUN 631 - Group Counseling.....3 credits
The course emphasizes didactic and experiential learning in group counseling and guidance. This course involves experience as a group leader and/or group participant.

COUN 651 – Evidence-Based Treatment and Treatment Planning3 credits
This course is designed to assist clinical mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Candidates completing this course with satisfactory evaluation will be able to create basic treatment plans using evidence-based interventions for depression, anxiety disorders, substance abuse, and other common presenting problems, and to construct means of evaluation for client progress.

COUN 662 - Psychopathology.....3 credits
This course studies disorders and pathologies that affect children, adolescents, and adults. Etiologies and the current diagnostic criteria (DSM IVTR) are analyzed along with treatments and interventions appropriate for these disorders.

COUN 669 - Psychopharmacology for Counselors.....3 credits
The understanding of the basic neurobiology of psychopathology and how psychotropic medications treat such conditions is the foundation of this class. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other non-pharmacological modalities.

COUN 671 - Assessment in Counseling3 credits

Individual assessment of cognitive, affective, motor, and academic performance. Topics covered include review of psychometric properties of standardized assessment, clinical assessment interviewing, structured observations, rating scales and the role of assessment in the treatment planning process. Candidates will administer a standardized test, complete structured observations, clinical assessments interviews, rating scales, and an integrated assessment report.

COUN 677 - Legal & Ethical Issues in Professional Counseling.....3 credits

The course surveys moral, ethical and legal codes that govern and influence behavior and decision making in professional counseling. The students will learn key statutes and case law that pertain to counseling practice as well as how that relates to the American Counseling Association Code of Ethics. Special focus of attention will be paid to HIPAA, Privacy and Limitations, Tennessee Licensure Statues for Professional Counseling

COUN 687 - Foundations of Marriage & Family Counseling.....3 credits

The Foundations of Marriage and Family Therapy course serves as an initial exposure of the foundations, contextual dimensions and practical applications of approaches in relationship counseling. Along with an historical review of family relationships in multiple cultures and a survey of assessments utilized in practice, the course compares current trends in therapy such as the Gottman Approach and EFT.

COUN 698 - Internship and Seminar in School Counseling.....3-6 credits

The internship is a capstone experience designed to provide school counseling candidates opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on role(s) of a school counselor at their school site(s). They will engage in a full range of activities including student planning, implementation of a guidance curriculum, individual and group counseling, services for the disabled, and staff development. Six hundred on-site clock hours are required; and supervision is provided through scheduled professional seminars and field supervision on the school site. Pass/ Fail grade.

COUN 699 - Internship/Seminar in Mental Health Counseling.....3-6 credits

This internship is a capstone experience designed to provide clinical mental health counseling candidates opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on the role(s) of a counselor at their placement site(s). They will engage in a full range of activities, including intake, assessment, diagnosis, and individual and group counseling. Six hundred on-site clock hours are required, and weekly faculty supervision is provided on an individual and group basis, as well as on-site supervision by an appropriately credentialed practitioner. Pass/Fail grade.

IL 561 School Law and Ethics.....3 credits

This course examines the basic legal and ethical issues in education and included a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

EDUC 501 Foundations of American Education.....3 credits

This course investigates the historical, philosophical, psychological, and sociological foundations influencing American education policies and practices. Controversial educational issues are explored, and personal philosophies of education are formulated. Core requirement for M.Ed. candidates.

CI 516 Motivational Theory, Classroom Management3 credits

Student engagement is central to effective teaching and learning. This course examines the research and theory related to the role of classroom engagement and student achievement. Candidates will engage in reading, collaboration, examining current practice and implementation and assessment of strategies.

CI 501 Curriculum, Instruction, & Assessment3 credits

This course focuses on systematic processes of instruction, assessment, and evaluation. Candidates will examine research-based best practices for implementing a rigorous and relevant curriculum, to include literacy and numeracy principles.

SPED 530 Special Education Law, Policy & Ethics.....3 credits

Candidates in this course interpret and apply current special education policy and law to practice, as professional and ethical educational leaders and advocates for students with disabilities.

Practicum and Internship Requirements

A significant portion of the training program in professional counseling is in the practicum and internship experience. A faculty member is designated as the practicum/internship coordinator. This person works with students and site supervisors in developing field experiences that are developmentally appropriate and address institutional, state, and CACREP learning outcomes. Field Experience placements are selected with intentionality and on the basis of affording the counseling degree candidate the opportunity to work with a wide range of diverse clients with respect to ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.

In order to begin a Practicum and to remain in the experience, each student must not only be successful in coursework, but also must exhibit appropriate School of Education Unit Professional Dispositions. Practicum in Counseling is taught during Fall term and is available to students who have successfully completed 18 semester hours. **For consideration of Practicum placement, counselor candidates must complete and submit an Application for Practicum to the Counseling Practicum and Internship Coordinator by February 14.** Applications are reviewed in counseling faculty meeting. Faculty approve students for entry into clinical placement on a case-by-case basis after a thorough review of assessment data related to dispositions, course work, and faculty comments on classroom conduct.

The practicum experience consists of a 100-clock hour placement with at least 40 hours in the provision of direct services. In addition to the weekly seminar in group supervision, each practicum student participates in individual or triadic supervision with an LMU faculty member. These mentoring relationships consist of a weekly meeting throughout the practicum experience.

Internship is a capstone experience that consists of 600 total clock hours and is designed to meet the requirements for licensure in the student's chosen area of specialty. Internship site and Site

Supervisor must be approved through the Practicum and Internship Coordinator in advance. For students on the mental health track, internship spans two semesters and is to be taken in the Spring and Summer term of the Counseling student's second full academic year. For students in the school counseling track, internship is the Spring Semester of the second year. For questions regarding these field experiences, contact the Counseling Program Practicum and Internship Coordinator.

THE MOST RECENT GRADUATE CATALOG SUPERCEDES ALL PREVIOUS CATALOGS, DOCUMENTS AND MEMORANDA REGARDING LMU GRADING, RETENTION AND APPEAL POLICIES. STUDENTS CAN ACCESS ADDITIONAL INFORMATION FROM THE CURRENT GRADUATE CATALOG. THE FOLLOWING LINK WILL TAKE YOU TO THE CURRENT GRADUATE EDUCATION CATALOG

<https://www.lmunet.edu/academics/catalogs/index>

ADDITIONAL PROGRAM REQUIREMENTS

II. TBI-L1 Background. In order to be considered for the Master of Education in School Counseling or Clinical Mental Health Counseling Programs, applicants must complete a fingerprint background check, prior to beginning the program. **This must be completed even if you have recently submitted a TBI background check to a different institution or organization.** It is recommended that you complete this process at least 1 week prior to submitting application materials so that background check results will not delay processing.

Go online to. <http://www.identogo.com/> Follow the online directions for registering. Once registered, you will receive a registration confirmation number and a payment confirmation number. You need to take both to the scan site. You will need to know the following information:

Select non-DCS/childcare provider
Child-related worker – private
LMU ORI number TNCC13002
Enter your zip code for locations
Schedule your appointment location and time
Complete requested applicant information

- The total cost for the service is \$42.00
- Fingerprints will be forwarded electronically to the Tennessee Bureau of Investigation and all results of the fingerprint background check will be provided to the Agency (LMU).

If a student has any significant interaction with criminal justice system while in the Counseling Program at LMU, they are immediately to notify the Program Director and the Practicum and Internship Coordinator. Furthermore, if the student is in Practicum or Internship, the student is not to return to the Practicum or Internship site until they have had a meeting with the Program Director and Practicum and Internship Coordinator.

III. Drug Screening Test

Students in the school counseling concentration who are placed with Knox County Schools or any other School District with a mandatory screening will be required to complete a drug screen every 12 months.

IV. Liability Insurance

All students are required to carry active liability insurance during their Practicum and Internship. Liability insurance is included with student membership to American Counseling Association (ACA) and the American School Counselor Association (ASCA).

V. Technology Requirements

Our program utilizes Watermark online assessment system to monitor student progress and meet CACREP requirements for student assessment and program evaluation. Students are required to purchase Watermark at the beginning of their program. Students are required to upload documents to Watermark throughout their program of study. Faculty utilize Watermark to provide ongoing feedback to students. Students are provided activation instructions during orientation.

Facilities Available at Cedar Bluff and Harrogate

- At the Cedar Bluff location, there is a counseling room student may reserve by contacting the front desk. Additionally, there are several conference rooms and offices that may be reserved for supervision. You may reserve space to use for counseling, supervision, role-play, or other activities at the front desk.
- In Harrogate, students may utilize the counseling office (number) or group room (number) in the Business and Education Building. Contact Terri Knuckles at theresa.knuckles@lmunet.edu or 423-869-6223 to reserve these rooms.
- There are computer labs at Cedar Bluff, room 132, and in Harrogate at the Business and Education building, room
- In addition to the main library on campus, the library at Cedar Bluff is in room 135. You may access the library online at <http://library.lmunet.edu/library>.

PROCEDURES FOR LICENSURE

School counselors are licensed by the Tennessee Department of Education and mental health counselors are licensed by the Tennessee Health Related Boards. The curriculum in mental health counseling will satisfy the academic requirements necessary for licensure as a Licensed Professional Counselor/Mental Health Service Provider (LPC/MHSP) by the health-Related Boards in Tennessee. Students should understand that the academic requirements for mental health licensure must be followed by the successful completion of the post graduate supervision requirement as well as passage of the National Counselor Exam (NCE), The Jurisprudence Exam and the National Clinical Mental Health Counselor Exam (NCMHCE) in order to be license eligible in Tennessee. As licensure requirements vary by state, the student is responsible for becoming familiar with licensure requirements of other states in which they may wish to practice

and become license eligible. Similarly, school counselor licensure requirements are determined by the individual states and students selecting this path should become familiar with the Department of Education requirements for licensure in any other state in which they may seek licensure.

Links to the State of Tennessee Department of Education and the Health-Related Boards are linked below:

Teacher/Counselor Licensure: www.tn.gov/education/lic/index.shtml

Health Related Boards for LPC: health.state.tn.us/Boards/PC_MFT&CPT/index.htm

RECOMMENDATION AND LICENSURE ENDORSEMENT POLICY

The counseling faculty believes that it is their professional duty to only endorse or recommend a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through knowledge, training and experience. In other words, an individual should not expect any counseling faculty to recommend or verify training, experience or expertise that the individual does not possess or to which the faculty do not have personal knowledge. However, counseling faculty will advise, teach and supervise and make every appropriate effort to help the student obtain the knowledge, skills and experience that would be most beneficial to the student professionally. Faculty is also required to follow the procedures and agreements of the various licensing and certifying bodies (e.g., DESE, NBCC, Licensing boards). It is also expected that students and graduates become familiar with these procedures before requesting endorsement.

Students should plan their program carefully with their advisor and keep in contact with the licensure granting agencies and the Professional Counselor program regarding any changes that may evolve with regard to licensure.

Professional Certification and Licensure Disclaimer

Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

Graduates of LMU's Mental Health Counseling program will satisfy the State of Tennessee's academic course work requirements for professional counseling. After graduation, students must complete additional national counselor certification exam and post-master's supervision hours prior to application for LPC licensure. Mental health students must also take the NCE, Ethics & Jurisprudence Exam and the National Clinical Mental Health Counseling Examination for licensure as an LPC/MHSP.

Graduates of LMU's School Counseling program will satisfy the State of Tennessee's academic course work requirements for licensure as a school counselor. In addition, school counselors must take the Praxis Exam in school counseling for licensure.

Questions regarding admission and licensure counseling programs should be directed as follows:
Program Questions: Kristen Smith (423) 800-325-0900 ext. 4110
Kristen.Smith862@lmu.edu

STATEMENT OF NON-DISCRIMINATION

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook: <http://www.lmunet.edu/campuslife/sthandbook/handbook.pdf>

STUDENTS WITH DISABILITIES

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmu.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

USEFUL WEBSITES

Lincoln Memorial University www.lmunet.edu

American Counseling Association <http://www.counseling.org/>

American School Counselor Association <http://www.schoolcounselor.org/>

Tennessee Licensed Professional Counselor Association: <https://tlpca.net/>

School Counselor License information for Tennessee:

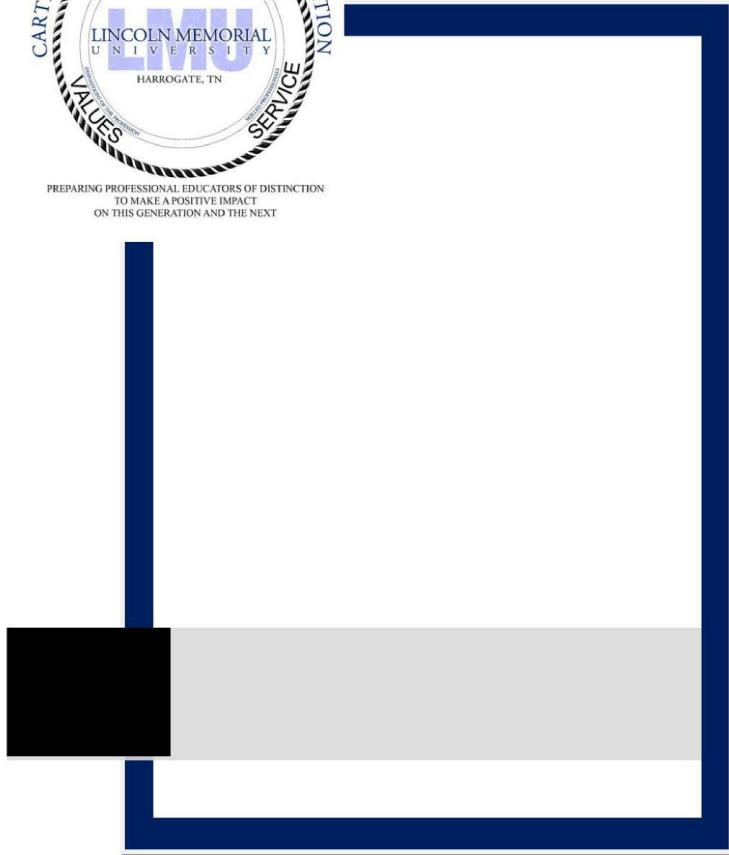
<https://www.tn.gov/education/student-support/school-counseling.html>

LPC/LMFT information for Tennessee:

<https://www.tn.gov/health/health-program-areas/health-professional-boards/pcmft-board/pcmft-board/licensure.html>



PREPARING PROFESSIONAL EDUCATORS OF DISTINCTION
TO MAKE A POSITIVE IMPACT
ON THIS GENERATION AND THE NEXT



I have received this handbook and am responsible for all information contained therein.

Student Signature

Date