



LAGRANGE COLLEGE
CLINICAL MENTAL HEALTH COUNSELING PROGRAM
HANDBOOK
2020-2021

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INTRODUCTION TO THE CLINICAL MENTAL HEALTH COUNSELING (CMHC) PROGRAM

Welcome to the Master of Arts Program in Clinical Mental Health Counseling (CMHC) at LaGrange College. We are pleased that you have selected LaGrange to continue your education by seeking a graduate degree, and we are committed to helping you make this a positive educational and personal growth experience. We hope to engage you in a professional preparation program that you will find challenging and rewarding.

The purpose of this Student Handbook is to provide you with information about the CMHC Program and to assist you in plan of study. You are responsible for knowing and abiding by the policies of the program as they are described here. The handbook includes information in the following areas:

- Procedures and policies for progressing through the program
- Course descriptions, sequencing, and planning
- Clinical requirements, the process of application, and placement
- Comprehensive examination process
- Necessary Forms

Once you have read the handbook, please sign the final page provided to you and submit it to the program director. Please do not hesitate to discuss questions you may have with your advisor or with other faculty members. We look forward to working with you as you progress through the program and prepare for your career as a professional counselor in the mental health field.

Mission Statement – LaGrange College

LaGrange College challenges the minds and inspires the souls of its students. Founded in 1831 and committed to its relationship with the United Methodist Church and its Wesleyan and liberal arts traditions, the college supports students in their search for truth. An ethical and caring community valuing civility, diversity, service and excellence, LaGrange College prepares students to become successful, responsible citizens who aspire to lives of integrity and moral courage.

Mission Statement – Clinical Mental Health Counseling Program

It is the mission of the Clinical Mental Health Counseling Program at LaGrange College to prepare counseling professionals who value civility, integrity, diversity, service, advocacy, and excellence as they promote the well-being of all those they serve. The faculty members are committed to communicating the knowledge, skills, and passion for both the art and the

science of counseling as they prepare qualified graduates to serve the people of their communities as well as the counseling profession.

Program Mission Goal

It is the goal of the Clinical Mental Health Counseling Program at LaGrange College to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed in their specialty areas.

Program Goals

- Develop knowledge and skills necessary for competent professional practice, while cultivating strong counselor identity.
- Engage in professional development and advocacy, by enhancing awareness and creating a passion for social justice with implementation of multicultural competent practices.
- Develop competent professionals with the skills, knowledge and awareness to work within a diverse society.
- Maintain a high quality CACREP aligned program in Clinical Mental Health Counseling

Program Objectives (Key Performance Indicators)

1. Demonstrates knowledge and skills of counseling professional standards including ethical and legal standards. (CACREP II.F. 1)
2. Demonstrates knowledge and skills of multicultural theories and multicultural counseling practices. (CACREP II.F.2)
3. Demonstrates knowledge and skills of theories and counseling practices related to human growth and development. (CACREP II.F.3)
4. Demonstrates knowledge of theories related to career planning and career counseling practice. (CACREP II.F.4)
5. Demonstrates skills necessary to establish a counseling relationship. (CACREP II.F.5)
6. Demonstrates knowledge of theories and models of crisis intervention. (CACREP II F.5)
7. Demonstrates knowledge and skills needed to conduct group counseling and apply group counseling theories. (CACREP II.F.6)
8. Demonstrates knowledge of assessment and testing theories including use of assessment. (CACREP II.F.7)

9. Demonstrates knowledge of program evaluation and the use of research within counseling.
(CACREP II.F.8)

10. Demonstrates awareness and ability to develop clinical mental health counseling identity
(CACREP V.C.)

These learning outcomes integrate the 8 Foundation areas established in the CACREP (2016) standards <http://www.cacrep.org/section-2-professional-counseling-identity/> and found in the appendices of the handbook:

Program Faculty

Kelly J. Veal, PhD, LPC – Program Coordinator
Justin Muller, PhD, LMFT – Clinical Coordinator
Dixie Powers, PhD, LPC – Core Faculty Member

Information regarding faculty research interests and areas of expertise can be found at:
<https://www.lagrange.edu/Faculty-Directory/index.html>

Job Descriptions

Program Coordinator: The program coordinator is responsible for the coordination of the counseling program, responding to inquiries regarding the overall academic unit, provides input and makes recommendations regarding the development of and expenditures from the budget, provides or delegates year-round leadership to the operation of the program(s), and receives a two course release time from faculty member responsibilities to administer the academic unit.

Clinical Coordinator: The Clinical Mental Health Counseling program has a practicum and internship coordinator responsible for the coordination of clinical experiences. The clinical coordinator is responsible for the coordination of practicum and internship experiences for the CMHC program, and responds to all inquiries regarding practicum and internship. The clinical coordinator is responsible for all clinical documentation, memorandums of understanding with clinical sites, and site supervisor contracts. The clinical coordinator is responsible for the annual site supervisor trainings and yearly clinical site visits. The clinical coordinator is responsible for collecting, organizing and filing all clinical documentation that students will may need after graduation (e.g. hours log, signed documentation).

In addition to the above full-time faculty, there are qualified adjunct faculty called upon to assist with the teaching load in the program when needed.

APPLICATION AND ADMISSIONS

Program Application Requirements

Students who wish to apply to the CMHC Program must submit the following information:

- A completed application using the following website: www@lagrange.edu
- A recent (no more than 5 years old) GRE or MAT score (applicants must have an average of 130 the on verbal and quantitative sections of the GRE with a 3.5 on the writing section). **This may be waived due to COVID-19 restrictions on testing centers.**
- An official transcript of their undergraduate and previous graduate programs (if applicable)
- An undergraduate cumulative GPA of 2.5
- A 2 page essay describing the journey that led them to pursuing a counseling career, including how this degree program will assist them in pursuing their career goal
- A background check
- No licensed or certifications have been revoked in other fields.
- Three professional references
-

All materials are due by the admissions deadline to be invited for the on-campus interview. **Interviews may also be conducted via on-line through Microsoft Teams.**

Background Check

Because of the sensitive nature of the counseling process, applicants must submit to a background check before they are admitted to provide evidence that they would be eligible for licensure as a professional counselor.

Interview Process

Students who have submitted a complete application and who meet the requirements for this graduate program may be invited for an on-campus, **or on-line interview**. This interview will be in two parts: (1) an individual interview with two or more faculty members and (2) a group interview with all applicants being interviewed on that date. **The group interview will be waived in lieu of restrictions with COVID-19**. Faculty members will be attendance to direct the group interview. **Students are evaluated by a comprehensive admissions rubric (Appendix A)**. Admission decisions will be made very shortly after this process and students will notified by email and by a formal letter of the status of their applications within 2 weeks of the on-campus interview. Admissions decisions are made by the Program Faculty and are based on the **applicant's academic preparation, career goals, aptitude for graduate-level study, potential success in forming effective counseling relationships, and respect for cultural differences** (CACREP, 2016).

Provisional Admission

Students who do not meet minimal academic requirements for admission to graduate school may be admitted with a provisional status. Students will be required to obtain a grade of no less than B in each of the 4 courses. Students who obtain a grade lower than a B on one of more of those courses taken during the first 12 hours will not be allowed to continue in the program.

Student Dispositions

For counselors to be most effective, they should possess certain dispositions, which our faculty expects of applicants to our program. The following is a brief summary of those dispositions:

- a. Professional Identity
- b. Self-Awareness and Continued Introspection
- c. Commitment to Diversity
- d. Ability to Express Empathy
- e. Integrity

As students are being interviewed for possible admission, as they are progressing through their coursework, and as they continue through their clinical experiences, students are evaluated based on their display of these important qualities and behaviors. More information related to these dispositions is provided to students during their orientation experiences when they are admitted.

PROGRAM INFORMATION

Program and Course Information

Students in the Clinical Mental Health Counseling program must pass a comprehensive examination (CPCE) and complete all other academic and clinical practice requirements designed to evaluate students' skills and knowledge in areas related to program goals and student learning indicators. All program objectives and student learning indicators are in line with accreditation and academic standards (CACREP, 2016; SACs)

LaGrange College Graduate School

Students can access more information about the Clinical Mental Health Counseling program at the following link: [Clinical Mental Health Counseling Program](#). The LaGrange College graduate bulletin can be found at the following link [Clinical Mental Health Counseling Bulletin](#). The bulletin includes detailed information about the Clinical Mental Health Counseling program as well as a comprehensive overview of coursework.

Student Diversity Recruitment Policy

The policy of the LaGrange College Clinical Mental Health Counseling program is dedicated to the recruitment of students from diverse backgrounds. The Clinical Mental Health Counseling program demonstrates a commitment to the recruitment of minorities by preparing informational sessions for minority student organizations both on and off campus, participating in community outreach events that highlight diversity and inclusion, and attending recruitment fairs at Historically Black Colleges and Universities.

Student Transfer Policy

Students who are interested in transferring to LaGrange College may submit an application to transfer through admissions ([apply](#))

- The prospective student must be interviewed by the program faculty
- Submit a CMHC application to admissions
- Submit all transcripts
- The student must be in "good standing" with their current institution
- The student must provide a letter for recommendation from their current institution unless the degree was completed.

- Await CMHC program faculty decision on their acceptance

New Student Orientation

Before the first term of enrollment, the Clinical Mental Health Counseling program conducts an orientation for new students. During the new student orientation, the student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed (CACREP, 2016). In addition, students are assigned their academic advisor, have a library tutorial, a financial aid overview, and are able to register for fall classes.

As part of the process of orienting students to the program they are provided with a Clinical Mental Health Counseling program *Informed Consent document* (Appendix B). This document outlines program expectations and requirements, licensure/certification eligibility, endorsement policies, personal growth activities and expectations, college and program policies, and responsibilities of program faculty. These areas are covered in the orientation meeting, the Student Handbook, and as part of the program's foundations course completed by students in their first semester.

Matriculation (Program Requirements)

Year 1

- Maintain a GPA of 3.0
- Submit student annual review (fall and spring semesters)
- Meet with assigned academic advisor (fall and spring semesters)
- Attend Pre-Practicum/Internship Orientation with Clinical Coordinator
- Submit Application for Practicum/Internship Experience
- Interview with proposed Practicum/Internship Site Supervisor
- Complete a Mid-Program Portfolio
- Submit Signed Practicum/Internship Paperwork

Year 2

- Maintain a 3.0 GPA
- Submit student annual review (fall and spring semesters)
- Meet with assigned academic advisor (fall and spring semesters)
- Complete 1 semester of Practicum (40 direct hours, 60 indirect hours)
- Complete 3 semesters of Internship (240 direct hours, 360 indirect hours)
- Pass the Counselor Preparation Comprehensive Examination (CPCE)

- **Submit Final Program Portfolio**

The First Semester

During the first semester, students should plan to take 12 semester hours, which should include the following courses:

- COUN 5000 Foundations of Clinical Mental Health Counseling (3 hours)
- COUN 5001 Theories of Counseling (3 hours)
- COUN 5004 Professional Practice and Ethics (3 hours)
- COUN 5002 Strategies and Techniques in Counseling (3 hours): 2 sections

These courses must be completed during your first semester in preparation for your first clinical experience (COUN 5999 Practicum), which will begin the following Fall Semester. An additional prerequisite, COUN 5003 Group Counseling, **COUN 6000 Advanced Techniques, COUN 6001 Assessment and Diagnosis, and COUN 6004 Crisis, Grief, & Trauma must also be taken before the first clinical experience in the Fall of the second year.**

Meeting with Your Advisor

Students will be assigned an academic advisor during the Clinical Mental Health Counseling orientation. Students will complete their plan of study with the assigned academic advisor during, or **after the orientation**. Students will also sign up for academic advising with their assigned advisor during the fall and spring semesters. The advisor may request additional meetings to discuss evidence toward the Student Learning Objectives and toward readiness to begin and/or to continue with clinical experiences.

Sample Plan of Study

The sample plan of study below demonstrates how students may complete the program in two calendar years. Students may take up to **four years** to complete their course work and clinical experiences to obtain a Master of Arts Degree in Clinical Mental Health Counseling. A *plan of study form* is attached in **Appendix C**.

Fall 2020	Jan Term 2021	Spring 2021	Summer 2020
COUN 5000 Foundations of CMHC COUN 5001 Theories of Counseling COUN 5002 Strategies and Techniques COUN 5004 Professional Practice & Ethics	No Course	COUN 5003 Group Dynamics COUN 5013 Individual Analysis COUN 6000 Advanced Techniques COUN 6001 Assessment and Diagnosis	COUN 5011 Life Span Development COUN 5012 Career Counseling COUN 6004 Crisis, Trauma, & Grief Counseling COUN 6005 Research and Program Evaluation
Fall 2021	Jan Term 2022	Spring 2022	Summer 2022
COUN 5999 Practicum COUN 5999 Practicum Lab COUN 6002 Addictions Counseling COUN 6003 Family Counseling	COUN 6997 Internship I	COUN 5010 Social and Cultural Diversity COUN 6007 Principles of Consultation, Management and Advocacy COUN 6998 Internship II Comprehensive Exam	COUN 6999 Internship III

Course Sequencing

The sequence of courses in the plan of study above is created to prepare the student for courses that have pre- or co-requisites. The program can be planned, however, for both full and part-time study. A student may plan a course sequence that meets his/her own individual needs. While the responsibility for this planning is the student's, the advisor must be a part of the planning process.

Grading

Students will be assigned a grade for each course based on a 10-point scale:

A – 90-100

B – 80-89

C – 70-79

D -- < 70

Graduate school policy

ACADEMIC STANDING AND PROBATION

Students must maintain a 3.0 grade point average (B) or better to remain in good academic standing. Students whose GPA falls below 3.0 will be placed on academic probation. Programmatically relevant courses in which a student has earned a grade of C must be retaken and the student must earn a grade better than a C to successfully complete the program. Students who fail two courses may be dismissed from the program.

CMHC GRADING POLICY

Considering all courses in which the student enrolls at LaGrange College, a grade of “C” or lower may only be earned in a maximum of two courses. If a third (or fourth) C is earned, the CMHC faculty will dismiss the student from the program. Students will be given a maximum of two retakes to earn a grade of B or better for any given course. Students who do not meet this criterion will be dismissed from the program. A GPA of 3.0 must be maintained in order to not be placed on academic probation. Once a student’s GPA falls below a 3.0, the student will automatically be placed on academic probation.

In order to graduate from the Clinical Mental Health Counseling program, a student must maintain an overall GPA of 3.0 on a 4.0 scale. A course grade of “D” or “F” cannot be used to fulfill the requirements of the program. A maximum of two courses (6 hours) with a grade of “C” can count toward graduation if the student maintains a GPA of 3.0. Those courses can be retaken in order to obtain a higher grade. Students should be aware that some state licensure boards do not accept any course work with a grade below B-.

ACADEMIC PROBATION

Students are placed on academic probation when the quality of work is such that progress toward graduation is in jeopardy. The purpose of probation is to warn. It is not a penalty. Students on probation will be notified, and the regulations governing probation will be called to their attention.

When placed on academic probation, a student will have two semesters to remove probationary status. Failure to do so could result in suspension or dismissal at the discretion of the Vice President of Academic Affairs (VPAA), who will evaluate the student's academic progress.

Students may be suspended for other academic reasons, such as Honor Code violations. In the case of part-time students, the extent of application of these regulations will be at the discretion of the VPAA. Normally, all applications of the regulations will be based upon a full academic load.

A letter from the VPAA is sent to the student providing information on his/her standing. "Probation One" means that the student's next term will be the first term on probation, etc. "VPAA's Decision" means that the student's academic records have been given to the VPAA for action.

Harassment and Discrimination

The Clinical Mental Health Counseling program adheres to the LaGrange College Harassment and Discrimination policy. LaGrange College does not discriminate on the basis of age, color, race, national or ethnic origin, disability, or sex, sexual orientation, gender identity, or gender expression in the administration of educational policies, admissions policies, financial aid, employment or any other program or activity. LaGrange College expects its students to treat other persons with respect and human dignity in all interpersonal relationships. Any behavior that results in the racial abuse, harassment, or intimidation of another person, or any unwanted objectionable racial attention towards another person, will not be tolerated and is a violation of the College's Social Code.

Academic Honesty

College Clinical Mental Health Counseling program views academic dishonesty as LaGrange critical to academic integrity and an important part of the educational process. All LaGrange College students are required to follow the LaGrange College Academic Honesty Code:

Here is a link to the academic honesty code in the LaGrange College Handbook:

[Academic Honesty](#)

Student Conduct

LaGrange College is responsible for addressing non-academic violations of University policy through the Honor Council. All students found to have violated the Honor Code must complete a Remediation Program before being allowed to enroll in classes for the following semester. In course-related violations, they would also receive a sanction from the Honor Council. In certain non-course-related cases, the remediation program itself may be the sanction set by the Honor Council. The LaGrange College Graduate Council seeks to educate the College's graduate student community on the principles of academic integrity and to enforce the Honor Code when violations occur. The Honor Code for graduate students is modified from that enforced for the undergraduate student body but does share several common points with the underlying expectation of moral integrity for all academic endeavors.

Honor Code

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.

The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The cooperation of all members of the College community is needed to promote an environment of academic integrity, scholarship, and discipline.

A complete copy of the Graduate Student Honor Code is available in PantherNet.

Student Grade Appeal

The initial determination of a student's grade is entirely the prerogative of the instructor. However, a student who wishes to contest a course grade or other academic decision may initiate an appeal by the procedures outlined below.

Grade appeals must be initiated no later than midterm of the academic term following that in which the grade was assigned. The date of the academic term is defined in the College calendar.

The following procedures govern all student requests for grade changes:

- The student should first attempt to resolve the matter by discussing the question with the course instructor.

- ❑ If the student and the instructor are unable to reach a resolution, the student must then submit a written appeal to the Vice President for Academic Affairs (VPAA). The appeal must state the manner in which the course syllabus was violated.
- ❑ The VPAA shall then seek an informal conference between the student and the instructor to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, then the VPAA will deliver the student's appeal, together with any other pertinent documents provided by the student and/or the instructor, to the Review Panel of the Academic Policies Committee for its determination.
- ❑ The Review Panel shall then convene to conduct a preliminary review of the appeal, after which the Chair of the Review Panel will set times convenient to the student and the instructor for hearing both sides of the dispute.
- ❑ It is the responsibility of the Review Panel to make every reasonable effort to complete its deliberations prior to the end of the term in which an appeal was initiated.
- ❑ Upon completion of its hearings, the Review Panel will report its findings to the VPAA. The VPAA will, in turn, inform the principal parties involved of whether the student's request for a change of grade or other decision was denied or approved.

GRADUATION REQUIREMENTS

COMPREHENSIVE EXAMINATION

During their final semester of enrollment in the Clinical Mental Health Counseling Program, students are required to take the CPCE, which is a standardized exam distributed by the Center for Credentialing and Education (<http://www.cce-global.org>). The exam must be taken at LaGrange College and not at an alternate site.

Passing grades on the CPCE are based on the national mean for the form of the exam used at any particular time. Students who do not obtain a passing grade on their first attempt of the CPCE will be given a second chance to take the examination on the next date that the exam is scheduled to be administered. A student who is unable to pass the CPCE for a second time will be required to do a comprehensive portfolio. This portfolio project will be expanded from the required graduation portfolio to include several artifacts, corrected work, several reflections, and other assignments deemed appropriate by program faculty. The students' attempts will be read and evaluated by a minimum of three college faculty members using a rubric as a guide. Students must receive a passing evaluation by at least two of the three faculty members to be approved for graduation.

PORTFOLIO PROJECT

The Clinical Mental Health Counseling portfolio is a demonstration (through artifacts) of the knowledge, skills, and dispositions expected of a Professional Clinical Mental Health Counselor. The portfolio is a comprehensive assessment of the 8 core foundational areas of CACREP. The portfolio is a requirement for graduation. The portfolio will be submitted during the fall semester of the second year for a mid-program review and during the last semester of the program for a final review. Students will include key assessments from the first year and second year in a comprehensive portfolio to be submitted in OneDrive. The portfolio will be submitted in a OneDrive folder shared with all faculty. The folders should be labeled by semester, then by course. Each course should have a copy of the required artifacts including any rubrics. Students will also provide a reflection for each of the core foundational areas covered. These reflections should demonstrate an increase in knowledge, skills, and dispositions. Each section will receive a score of either exceeding (3), competent (2), or unsatisfactory (1). Students must receive a passing portfolio evaluation to be approved for graduation.

KEY PERFORMANCE INDICATORS ASSESSED

1. Demonstrates knowledge and skills of counseling professional standards including ethical and legal standards. (CACREP II.F. 1)
3. Demonstrates knowledge and skills of theories and counseling practices related to human growth and development. (CACREP II.F.3)
4. Demonstrates knowledge of theories related to career planning and career counseling practice. (CACREP II.F.4)
5. Demonstrates skills necessary to establish a counseling relationship. (CACREP II.F.5)
6. Demonstrates knowledge of theories and models of crisis intervention. (CACREP II F.5)
7. Demonstrates knowledge and skills needed to conduct group counseling and apply group counseling theories. (CACREP II.F.6)
8. Demonstrates knowledge of assessment and testing theories including use of assessment. (CACREP II.F.7)
9. Demonstrates knowledge of program evaluation and the use of research within counseling. (CACREP II.F.8)
10. Demonstrates awareness and ability to develop clinical mental health counseling identity (CACREP V.C.)

CLINICAL MENTAL HEALTH COUNSELING

STUDENT LEARNING ASSESSMENT

The **CMHC comprehensive Assessment Plan** addresses program evaluation and student learning assessment. This assessment plan outlines the goals and objectives of the assessment, methods of assessment, analysis and use of the assessment data for program and curriculum modification and revision. The assessment plan is focused on the goals and objectives of the Counselor Education program, as reflected in our **Mission Statement**, as well as specific program evaluation and student learning indicators. An Index of Assessments is provided in this handbook in the appendices. **The LaGrange College CMHC Comprehensive Assessment plan incorporates both a program evaluation and student learning indicator assessment. The Program Evaluation component of the plan includes several key assessments that incorporate aggregate student assessment data to evaluate specific program objectives. This includes student knowledge and skill development, using both internal and external assessments. The plan describes how demographic and other characteristics are measured and assessed yearly, as well as, how data from the graduates, site supervisors, and employers are gathered, measured, and analyzed.**

The **CMHC Assessment Report** documents data related to program evaluation and a summary of student learning assessment and is provided on the LaGrange College CMHC website. In addition, the Clinical Mental Health Counseling program outcomes report that includes program graduates, pass rates on credentialing exams, completion and matriculation rates, and job placement rates.

Student Learning Indicators

Student learning assessment is focused on assessing student's development of knowledge and skills reflective of the eight CACREP foundation areas and their identified specialty area.

Key Student Learning Indicators

Assessment of student learning indicators includes assessment that is summative and formative, across time and across program requirements. Student learning indicators include program specific requirements and external assessments (e.g., CPCE). Course specific learning indicators are reflective of the requirement that ***all*** courses in the Clinical Mental Health Counseling Program have assignments that directly evaluate learning indicators reflective of the CACREP 2016 foundation and specialty standards. **Key student learning indicators are evaluated by key learning.**

The assessment of student learning indicators also contributes to the identification of concerns or deficits that may be addressed as part of the CMHC ***Annual Review of Students*** and as a component of the ***Clinical Mental Health Counseling program***.

Key Student Learning Indicators for the Master's Program

1. Demonstrates knowledge and skills of counseling professional standards including ethical and legal standards. (CACREP II.F. 1)
2. Demonstrates knowledge and skills of multicultural theories and multicultural counseling practices. (CACREP II.F.2)
3. Demonstrates knowledge and skills of theories and counseling practices related to human growth and development. (CACREP II.F.3)
4. Demonstrates knowledge of theories related to career planning and career counseling practice. (CACREP II.F.4)
5. Demonstrates skills necessary to establish a counseling relationship. (CACREP II.F.5)
6. Demonstrates knowledge of theories and models of crisis intervention. (CACREP II F.5)
7. Demonstrates knowledge and skills needed to conduct group counseling and apply group counseling theories. (CACREP II.F.6)
8. Demonstrates knowledge of assessment and testing theories including use of assessment. (CACREP II.F.7)

9. Demonstrates knowledge of program evaluation and the use of research within counseling.
(CACREP II.F.8)

10. Demonstrates awareness and ability to develop clinical mental health counseling identity
(CACREP V.C.)

These learning outcomes integrate the 8 Foundation areas established in the CACREP (2016) standards <http://www.cacrep.org/section-2-professional-counseling-identity>

ANNUAL REVIEW OF STUDENT PROGRESS

Students are consistently evaluated across all academic, clinical practice, professional development and program requirements. This evaluation occurs during courses, clinical practice and engagement in professional development activities. In addition, the Counselor Education Program conducts an **Annual Review of Student Progress**. This review is conducted annually on all students.

The areas evaluated are reflective of CACREP (2016) student learning indicators. As part of this process students are required to complete and submit a [Student Annual Report](#). This report is requested by the Program Area Coordinators prior to the Annual Review and is submitted to the student's Academic Advisor. After the evaluation is completed the student is provided a copy of their [Assessment Rubric for the Counselor Education Programs' Annual Review](#). Students are required to verify receipt of the review.

Students should be aware that the identification of concerns related to academic, clinical practice, and dispositions may occur at any time in the program. These concerns may be identified at any point in an academic term and during the Annual Review. These concerns can be addressed through the CMHC Remediation and Retention Policy process.

The **Annual Review of Student Progress** includes evaluation of:

Academic Indicators and Student Matriculation

This includes student's GPA, stage in program, and matriculation through program coursework and requirements

Dispositions:

Dispositions are defined as core values, attitudes, behaviors, and beliefs needed to become an effective and competent professional (Damon, 2007, as cited in Spurgeon, Gibbons, & Cochran, p. 97, 2012). Assessed in the Annual Review are students' professional and academic dispositions related to preparation and practice in counseling. The three areas of dispositions assessed in the Annual Review are:

- Academic and Professional Behavior
- Reflective Practice and Behavior
- Diversity and Respect for Others

Professional Skills and Knowledge Competency Areas:

Based on the CACREP (2016) foundation areas and linked to the identified key student learning indicators, students are evaluated on their performance and outcomes across these areas:

- Professional Orientation and Ethics Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

REMEDIATION AND RETENTION POLICY

The Clinical Mental Health Counseling Program's Remediation and Retention Policy integrates the LaGrange College Code of Student Conduct and Academic Honesty pertaining to the annual evaluation of student progress and due process when concerns or issues are identified. This process is also in line with the American Counseling Association's *Code of Ethics* (ACA, 2014; Standard F.6.b. *Gatekeeping and Remediation*) and CACREP (2016) standards.

Retention and Remediation

If a student's progress in the program is deemed unsatisfactory or a significant concern is identified, the student will be notified of the concerns in writing. The student will be asked to

contact their Academic Advisor to discuss these concerns. Concerns may be identified during enrollment in the program and as a component of the Annual Review of Student Progress.

Examples of Issues which may lead to remediation or dismissal from the program:

Engaging in unethical or illegal behavior in clinical practice, breaking the LaGrange University Code of Student Conduct or Student Academic Honesty Code (e.g., plagiarism), being suspended due to academic GPA, not completing degree requirements in the specified time provided by the Graduate School, engaging in unethical or illegal practices in conducting research, engaging in peer or faculty harassment, breaking professional confidentiality agreements, being fired from a clinical practice training site, falsifying clinical documentation, or demonstrating behavior that is disrespectful to diversity.

In instances of remediation or dismissal, the student's Academic Committee prepares a statement of concerns outlining the problem(s). The statement of concerns must have the unanimous support of all members of a student's Committee. These concerns are then addressed in a meeting with the student. This process is developmental and can lead to outcomes including transferring or leaving the program, **remediation**, or dismissal when necessary. If remediation is recommended by the committee, the potential steps for addressing concerns are outlined and discussed with the student.

Remediation Process

When remediation is recommended by the student's Academic Committee, the following steps are involved in developing, implementing, and assessing the outcomes of the remediation:

The **remediation plan** must include, but is not limited to, the following:

1. Specific measures to be taken by the student.
2. Timeline for completing the plan;
3. the means for determining whether the measures taken have resulted in desired outcomes;
4. the consequences to the student if there is a failure to remedy the problem within the specified timeline, which includes potential of being dismissed from Clinical Mental Health Counseling Program;
5. the student's rights in the remediation process.

ACA Code of Ethics for Remediation:

F.6.b. Gatekeeping and Remediation: Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

LaGrange College Remediation Process involves:

- A. Documentation of the grievances, the plan for remediation, and a summary of the Academic Committee meeting will be given to the student, Department Chair, when necessary, The Vice President of Academic Affairs
- B. If the student's program faculty determines that the remediation efforts have been successful at the end of the designated timeline, each of the individuals listed above will be notified by letter.
- C. If the student's program faculty determines that the conditions for remediation have not been met in the time designated, the student will be given time to prepare and present his/her case to the program faculty, Department Chair, graduate council, and representative of the Vice President of Academic Affairs Office. The program faculty and administration will make a recommendation based on input from the student. If the recommendation is made to dismiss the student from the Clinical Mental Health Counseling Program, the program faculty will prepare a statement reiterating the grievances and forward it to the same individuals listed in "A" above.
- D. The Department Chair will give the student an opportunity to respond and will then make a decision regarding the input of program faculty and Vice President of Academic Affairs.

If the final decision is to dismiss the student from the program, the student's program faculty will be responsible for facilitating this transition for the student.

Students have the right to due process and to grieve outcomes or decisions related to remediation or dismissal. Students can address concerns about their evaluation, the remediation process and plan, or recommendations related to dismissal. The first step is to

address their concerns in meetings with their Major Professor and Department Chair. If these concerns cannot be addressed, the students have the right to address their concerns with the Vice President of Academic Affairs.

Programmatic Dismissal

Students may be dismissed from the graduate program in which they are enrolled if they can no longer raise their GPA to a 3.0 or have remained on academic probation for two semesters. Students may also be dismissed due to repeated (and documented) demonstration of a demeanor unsuited to practicing the profession of the discipline and program or due to being so sanctioned as a result of an Honor Code or Social Code violation.

At the end of the term, graduate program coordinators and/or the Registrar will review the academic progress of the students in their programs. According to either this policy or the policies in the handbooks of their respective programs, the names of students who meet the criteria for probation will be shared with the Office of the VPAA. For students who are found to meet the criteria for dismissal, graduate program coordinators will notify the Office of the VPAA detailing full procedures that have been followed and that have led to the process for dismissal.

Student Evaluations of the Program

Student evaluations of the program are conducted through teaching evaluations and formal program evaluations. Every year, currently enrolled students are asked to complete a survey soliciting feedback about the program. The survey is intended to assist faculty in their program evaluation efforts.

In addition to current students, program alumni are contacted on a two-year cycle to solicit their feedback about the program, faculty, and clinical experiences. Additionally, students have an opportunity to evaluate individual courses and instructors throughout their enrollment. Supervisors of our students and employers of our alumni are also contacted on a two-year cycle to gather feedback on the preparation, skills, and professional competencies of our graduates.

CERTIFICATION AND PROFESSIONAL IDENTITY

CREDENTIALING

Endorsement Policy

Students can request to be endorsed for licensure by faculty members. These requests should be directed at the individual faculty member. The individual faculty members will make decisions for endorsement based on the student's area of training, coursework completion, and other qualifications.

Licensed Professional Counselor

Each state licensing professional counselors has a statute (law) and regulations that clearly identify the educational, experience, exam, and other requirements necessary to be licensed in that state. Students are encouraged to **request an application packet** from the state where they intend to work and in which they would like to be licensed as soon as possible to determine if they will meet that state's requirements. Students who familiarize themselves with the requirements for licensure will be in a better position to seek employment and negotiate job conditions that are favorable for obtaining THEIR LICENSES.

GEORGIA

Associate Professional Counselor (APC)

Licensed Professional Counselor (LPC)

Students who earn a master's degree from the Clinical Mental Health Counseling Program at LaGrange College should have met the **educational requirements** for licensure in the State of Georgia once the student has obtained a **satisfactory score on the National Counselor Exam (NCE)** an examination developed by the National Board of Certified Counselors (NBCC). Applicants will need to apply to take the test through the Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists in order to be approved to take the examination after graduation. Students who earn a passing score on the NCE may apply for associate licensure through the Georgia Board. Students must have a director and supervisor to fill out the Associate Licensure paperwork to endorse the students plan to accrue hours toward full licensure. Applicants are required to have **3,000 hours of counseling experience supervised by a Licensed Professional Counselor**. All necessary application forms, including those for submitting a plan for meeting the supervision requirement, are included in the initial application packet. The packet can be found on the Georgia Secretary of State website at http://sos.ga.gov/index.php/licensing/online_licensure_applications.

Nationally Certified Counselor

Students who obtain a satisfactory score on the National Counselor Examination (NCE) will be eligible to apply for their Nationally Certified Counselor Certification through NBCC. NBCC's certification is a voluntary credential representing to members of the public and potential employers that the counselor has met national standards set by the counseling profession. The certification offered by NBCC is the National Certified Counselor (NCC), and it is the largest national certification in the world.

Professional Organizations

Students are encouraged to join and become involved in both state and national professional associations such as the [American Counseling Association, or the Licensed Professional Counselors Association of Georgia](#).

Students are also encouraged to become involved with [the Licensed Professional Counselors Association of Georgia Student Affiliate Organization \(SAO\)](#).

STUDENT SUPPORT AND TECHNOLOGY ASSISTANCE

Financial Aid Philosophy

Recognizing the significant investment that students and families make when choosing a private college, LaGrange College offers a variety of assistance and payment options. We expect students and families to use a combination of scholarships, grants, loans, and work to meet college costs. These resources may come from family, college, community, and state or federal sources. Payment plans are available to distribute required payments over the course of an academic year or for longer terms using Federal loan programs. Students should apply for financial aid and scholarships as early as possible to maximize eligibility access to all available types of assistance.

Financial Aid Eligibility Requirements

In general, to be eligible for financial assistance, the applicant must:

- be a U.S. citizen or eligible non-citizen;
- be enrolled or accepted for enrollment in an eligible degree or certification program;
- have a high school diploma or a General Education Development (GED) certification, or have completed a high school education in a home school setting that is recognized as a home school or private school under state law;
- be making Satisfactory Academic Progress towards the completion of their degree program;
- not be in default on any federal educational loan or have made satisfactory arrangements to repay the loan;
- not owe a refund on a federal or state grant;
- not have borrowed in excess of federal loan limits;
- not have a drug conviction for an offense that occurred while receiving federal student aid (grants, loans, and work);
- be registered with Selective Service, if required.

Applicants for financial aid must:

- complete and submit a Free Application for Federal Student Aid (FAFSA), available at <http://www.fafsa.gov> beginning October 1, annually by March 1;
- submit all required documents for verification, if selected.

Student Financial Aid Policies

Students seeking financial aid must submit a Free Application for Federal Student Aid (FAFSA) annually. The application is available at <https://www.fafsa.gov/> beginning October 1. LaGrange College awards aid to eligible students on a first-come, first-served basis. In awarding, first

priority is given to students pursuing their first undergraduate degree. Transient, non-degree seeking, and unclassified students are not eligible for financial assistance. All financial aid applications and documentation for verification must be submitted before an official financial aid award letter is mailed. In constructing a financial aid award, funding is awarded in this order: grants and scholarships, student loans, and student employment. External sources of financial aid available to a financial aid recipient must be considered in the awarding of federal, state, and LaGrange College need-based financial aid programs. LaGrange College reserves the right to cancel or reduce financial aid awards in the event that these resources result in financial aid in excess of financial need. Financial aid awards are made assuming full-time enrollment. Most LaGrange College and state financial aid programs require full-time enrollment; however, financial assistance is available to students who enroll half-time. A student's enrollment status will be based on the credit hours for which the student is registered at the conclusion of late registration. All financial aid awards will be calculated using final registration information. If it is later determined that attendance in all or some courses cannot be documented, the financial aid awards will be adjusted. The student will be responsible for repaying any ineligible funds received. Financial aid awards will be disbursed on the first day of classes, provided that all required documents and eligibility requirements are met.

Graduate Assistantships

A limited number of graduate assistantships are available each year at LaGrange College. The Clinical Mental Health Counseling Program at LaGrange College offers 1 graduate assistantship per year for the program. Applications are available through the Human Resources office at LaGrange College. Opportunities for graduate assistantships are posted during the spring semesters each year. The Clinical Mental Health Counseling graduate assistantship is awarded during the month of June each year.

PACE

The Panther Academic Center for Excellence (PACE) is located on the first floor of the Callaway Academic Building (CAB) and offers a variety of support services to include: Faculty Led Study Halls, Academic Coaching, Faculty Development Events, Testing Center for students needing accommodations, and Cornerstone Activities. PACE is led by Dr. Maranah Sauter, Interim Director, and Lauren Hill, Coordinator. If you have questions or need to contact the PACE office, please email PACE@lagrange.edu or call 706-880-8652.

Counseling Practice Labs

All students in the Clinical Mental Health Counseling program are provided access to counseling lab space. This space has the facilities and technology that allows for the development of counseling skills. The counseling labs are equipped with laptops and cameras that will enable students to tape their lab coursework. The counseling labs on the 3rd floor of the Callaway Academic Building (CAB). There are 3 lab spaces equipped with laptop computers to record your skills videos for class.

Scheduling and Use of the Lab

Lab space is scheduled through a shared google document. Students must reserve lab space in advance in order to secure access to one of the rooms. Instructors will provide students with detailed information for courses that require lab space. Please remember to only schedule for the actual space you will be using. Access to the lab is managed through your student ID card. Students using the lab for counseling or supervision need to ensure client/supervises confidentiality. This includes how clinical practice tapes are used and stored. Students may not leave clinical practice, or supervision tapes on the laptop computer. Students must maintain 6 feet of social distance during any recorded lab time, and masks are mandatory. Students may also be asked to conduct virtual labs using Microsoft Teams so faculty can see nonverbal communication.

The Frank and Laura Lewis Library

The Lewis Library seeks to fulfill the mission of the college through the provision of quality resources, services, and innovative learning environments for the academic community. Lewis Library provides access to thousands of print volumes, hundreds of online databases, and houses the Suber Archives and Special Collections. The facility offers computers, scanners, and WEPA printers for student use. Private study spaces are available, and the library also contains classroom, seminar, and auditorium spaces which can be reserved online. The Moshell Learning Center, located at the front of the library, is available to students 24/7, and hosts the Tutoring Center as well as a cafe.

LaGrange College Office of Information Technology

The Office of Institutional Technology is located in the Quillian Building on the LaGrange College campus. The contact for the Office of Institutional Technology is Chastity Hargrett chargrett@lagrange.edu (706) 880-8304. More information on the Office for Insitutional

Technology can be found at <https://www.lagrange.edu/campus-life/student-services/information-technology.html>

For Institutional Technology help desk requests, students can email a help desk request to support@lagrange.edu

College E-Mail Accounts

The College provides e-mail accounts for students, faculty, and staff. All course- and advising related e-mail and other official College electronic communication with students must be sent to the student's campus e-mail address or via the on-line Learning Management System (LMS). Official College e-mail communications with faculty and staff will use their College e-mail address. E-mail must not be used for purposes inconsistent with the mission of the College. Users may not conceal, mask, or misrepresent their identity when sending e-mail or other electronic messages. Transmission of abusive, harassing, or libelous electronic messages is forbidden. Deliberate transmission or propagation of malicious programs such as viruses, worms, Trojan Horses, or data mining programs or participation in denial of service attacks are subject to disciplinary and possible criminal action.

Campus Student Services

Medical Assistance is available and Operated by WeCare TLC is located at the corner of Panther Way and Dallis Street (directly across from the college's soccer complex). The clinic provides urgent care office visits with a physician or nurse practitioner, urgent care prescriptions (antibiotics) and in-house lab work. A required fee of \$100 per semester is assessed for the use of the facility. Services do not include visits for chronic medical conditions or prescriptions for birth control pills or other maintenance medications.

Because the staff is dedicated to serving a small population, doctor visits usually take up less time. And the clinic staff generally spends about 20 minutes with each patient, on average, compared to the seven minutes usually provided in other settings. (Though the clinic offers a convenient health benefit to students, it does not replace the need to carry a personal health insurance policy.)

Hours of operation are from 8 a.m. to 5 p.m. on Monday, Tuesday, Wednesday and Friday and 8 a.m. to 1 p.m. on Thursday. You are encouraged to call for an appointment at 706-298-4914 option 1. However, a drop-in is acceptable if you can wait to be worked into the schedule.

[The LaGrange College Counseling Center](#) is available for counseling and support. This office offers free counseling for LaGrange College students. The is located on the first floor of Smith Hall, 1st Floor, Rooms 107 & 127; 601 Broad Street, LaGrange, GA 30240. Hours of operation: Monday - Friday 8 a.m. – 5 p.m. Office Phone: 706-880-8269; Fax: 706-880-8013

The LaGrange College [Career Center](#) offers career testing, occupational information, and employment placement services are located on the first floor of Smith Hall on the LaGrange College Campus. You may contact Dr. Karen Pruet, Associate Dean of Student Development; kpruett@lagrange.edu 706-880-8997, or Jacob Wise, Internship Coordinator & Career Advisor; jwise1@lagrange.edu 706-880-8185.

The LaGrange College Office of Accessibility provides support and assistance for students and staff related to issues of accessibility and accommodations. Resources and access to the Office of Accessibility comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodations of all medically documented disabilities. If you have a disability, please contact Brandi Cameron, Coordinator of Learning Disability Support Services at 706-880-8269. She is in Smith Hall in room 121.

The Clinical Mental Health Counseling Master's program at LaGrange College is a 60 credit hour program in compliance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016).

Course Offerings

COUN 5000: Foundations of Clinical Mental Health Counseling: Advocacy, Program Development, and Service Delivery (3 hours) - This course is designed to provide an overview of Clinical Mental Health Counseling, including a survey of theoretical foundations, research, diagnostics and practice. Topics also covered include role of the Clinical Mental Health Counselor, outreach to vulnerable client populations, preventative education, client advocacy, referral practices, and the facilitation of these practices in community mental health agencies and specialized settings. (Prerequisites: none)

COUN 5001: Theories of Counseling (3 hours) – This course is designed for students to explore major theorists involved in the development of major theoretical explanations of human nature and behavior. Students will also explore the impact of these theories on current practices in the counseling profession. (Prerequisites: none)

COUN 5002: Strategies and Techniques in Counseling (3 hours) – Students in this course will begin to learn and practice new skills to be used in the counseling of individuals; they will practice these skills through role-playing and other experiential activities with other classmates. Sessions will be audio and/or videotaped to facilitate supervision and evaluation by faculty member(s) teaching the course. (Pre- or co-requisites: COUN 5001)

COUN 5003: Group Dynamics (3 hours) – This course is designed to provide students with the theories and skills used to facilitate counseling groups in mental health or community settings. Students will practice newly acquired skills in the classroom with other students and will also experience what is like to serve as a group member. (Pre- or co-requisites: COUN 5001, 5002)

COUN 5004: Professional Practice and Ethics (3 hours) – In this course, students will explore ethical standards and legal precedents that guide the professional counselor in making decisions related to the many issues that arise in practice. The primary focus of this course will be the most recent version of the Code of Ethics of the American Counseling Association. (Prerequisites: none)

COUN 5010: Multicultural Counseling (3 hours) – This course will explore research and counseling approaches related to diverse populations, including issues related to ethnicity,

gender, gender-identity, sexual orientation, age, and disabilities. Students will also explore factors involved in identity development within themselves and within individuals in the different populations studied. (Prerequisites: COUN 5001, 5002, 5003)

COUN 5011: Life Span Development (3 hours) – This course will explore various theoretical frameworks for the understanding of human development from birth to late adulthood. Students will explore definitions of normal development and factors that may cause normal development to go awry. (Pre- or co-requisites: COUN 5000, 5001)

COUN 5012: Career Counseling (3 hours) – This course will introduce students to career and vocational development and the issues that may arise or interfere with that process. Students will explore resources and instruments that may assist individuals in this developmental process. (Prerequisites: COUN 5000)

COUN 5013: Individual Analysis (3 hours) – Students in this course will explore techniques for collecting, organizing, and applying data from a variety assessment instruments used to assist individuals in both self-understanding and the decision-making process. (Prerequisites: none)

COUN 5999: Practicum (4 hours) – This course is a one-term supervised counseling experience in a community or area site offering counseling service. Students will spend a minimum of 100 hours serving individuals and groups of individuals as well as participating in agency or site activities that include staffing, consulting, case conceptualizing, case management, and other tasks related to counseling that are assigned to them. Students will audio and/or video tape sessions with individual clients. While counselors at the site will participate in the supervision of student counselors, the majority of supervision, both individual and group supervision, will be the responsibility of the faculty supervisor. Proof of current Liability Insurance is required at the beginning of this course. (Prerequisites: COUN 5000, 5001, 5002;5003, 5004, 6001)

COUN 6000: Advanced Counseling Techniques (3 hours) – This course will focus on techniques specific to various theories, such as Cognitive Behavioral Therapy, Brief Solution-Focused Therapy, and Motivational Interviewing. Students will practice new techniques in and outside of class with student partners. Sessions will be recorded for review in supervision sessions both individually and in groups. (Prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5999)

COUN 6001: Counseling Assessment, Diagnosis, and Intervention (3 hours) – This course will explore the classification system of mental disorders as defined by the most current edition of the Diagnostic and Statistical Manual of Mental Disorders. Students will learn criteria for categories of disorders as well as appropriate psychological and pharmacological modalities of treatment. (Prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5010, 5011)

COUN 6002: Addictions Counseling (3 hours) – In this course, students will examine aspects of alcohol and other drug use disorders as well as other compulsive or obsessive behaviors, often referred to as process addictions, and learn skills for identifying and treating people with these issues. The course also addresses the role counselors can play in the prevention, treatment, and recovery process both with individuals and with groups. (Prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5010, 5011)

COUN 6003: Family Counseling (3 hours) – This course focuses on the family as a system, how it affects individual family members, and how individual family members affect the system as a whole. Students will explore various family issues and their impact as well as the theories that attempt to explain family behavior and offer therapeutic interventions. Students will work to understand the impact that their own family system has had on them as individuals and the impact they have had on their families and other systems to which they may belong. (Prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5010, 5011)

COUN 6004: Crisis, Trauma, and Grief Counseling (3 hours) – In this course, students will explore the impact of serious occurrences/events on the psychological and developmental wellbeing of individuals. The focus will be on the theories and techniques related to the processing and treatment of people in individual and group counseling settings. (Prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5010, 5011)

COUN 6005: Research and Program Evaluation (3 hours) – This course is designed to provide an understanding of research methods, statistical analysis, needs assessment, and evaluation of practices and/or programs. In this course, students will design a quantitative study, gather data, interpret their findings, and apply findings to counseling and educational practices. (Prerequisites: none)

COUN 6007: Principles of Consultation, Management and Advocacy CMHC (3 hours) – in this course, students will examine mental health services and program development including budgeting and funding in private and public agency settings. Students will also explore the process of clinical supervision and practice new skills with students currently in practicum experiences. (Prerequisites: COUN 5000, 5004, 5010, 5999, 6998)

COUN 6997: Internship I (2 hours) The internship I course is designed to introduce students to the internship experience. Students will accrue at least 60 hours of indirect and direct client clinical hours during the interim semester. Students will serve both individuals and groups of individuals as they did during the practicum experience. Students will become more involved in the daily tasks of the clinical mental health counselor. Their individual supervision will be

completed by a site supervisor; the faculty supervisor will be involved mainly in group supervision of student counselors. **This a Pass/No Credit Course. (prerequisite: COUN 5999)**

COUN 6998 & 6999: Internships II and III (3 hours each term – 6 hours total) – The internships are designed to extend over two terms and may occur at the same site both terms or occur at two different sites. Students will spend a minimum of 300 hours each term (total of 600 hours) serving both individuals and groups of individuals as they did during the practicum experience. They will become more involved in the daily tasks of the clinical mental health counselor. Their individual supervision will be completed by a site supervisor; the faculty supervisor will be involved mainly in group supervision of student counselors. Proof of current Liability Insurance is required at the beginning of each of these courses. (Prerequisite: COUN 5999)

Professional Responsibilities

Clinical Expectations

Informed Consent

Before you initiate a counseling or supervisory relationship, you must first inform your client or supervisee of any limits to confidentiality, your status as a counselor- or supervisor-in-training, and any site specific information which your site supervisor has provided. You must also secure permission to tape the counseling or supervision sessions. Your particular site may have a form which they prefer you to use. If not, the generic LaGrange College form will be sufficient.

Emergency Procedures

You also need to ask your site supervisor about the emergency procedures under which your site operates. What are the hours of operation? Who/where should clients call if they have an emergency after hours? You are only allowed to see clients under supervision. That means that you are not available to clients after hours or off-site. You should not give your home phone number to clients but should have an alternate emergency number to give them should they request it or should you determine that they are at risk.

Ethical Guidelines

When you enter into a counseling or supervisory relationship, you are entering into an agreement with your client/supervisee to keep his/her welfare foremost during your time together. You are agreeing to provide the treatment most appropriate to address the client's

concern, to treat the client with respect, to refer when appropriate, and not to exceed your level of competence. The ACA Code of Ethics (2014) (See p. 15 for a link to that document).

Professional Liability Insurance

All students in the Department of Counseling are provided with professional liability insurance through LaGrange College. Students are also required to obtain additional professional liability insurance by either purchasing it through a recommended insurance company such as CPH and Associates, or joining the American Counseling Association (ACA), which provides students with “free” liability insurance with a paid student membership.

Professional Behavior

Although the primary purpose of practicum is to assist you in the continued development and application of counseling skills, you are also an agent of the site. You are expected to operate under the norms of the site. This includes being punctual, dressing appropriately, and presenting oneself professionally. As you continue the development of your professional identity, it is very important to be aware of current issues and trends. You can learn a lot about the profession through contact with counselors at your site, membership in ACA, and attendance at professional development workshops and seminars.

The Supervisory Relationship

Clinical supervision is a type of intervention. It involves a supervisor, a senior member of the profession, and one or more supervisees, junior members of the profession. The supervisor works with the supervisee to enhance his/her professional competence and monitors the quality of counseling services extended to the client. The relationship is evaluative and extends over time (Bernard & Goodyear, 1992).

The evaluation component of all practica are detailed in the relevant syllabus. You will demonstrate mastery of the competencies listed on the syllabus through work samples (audio/video tapes). Both process and conceptualization skills are emphasized. Your supervisor will assume a variety of roles including consultant, teacher, and counselor, to assist you enhance your competence and provide high quality services to your clients.

The expectation is held that you will be as prepared for supervision as you are for your sessions. You will need to listen to your tapes, identify your strengths, weaknesses, and be prepared to request specific assistance from your supervisor.

The same ethical guidelines govern supervisory relationships that govern other relationships. While the nature of this relationship may, at times, be more like colleague-to-colleague than student-to-teacher, it is still a professional one in which the supervisor is required to provide evaluative feedback to the supervisee.

Ethical Behavior

The CMHC Program at LaGrange College recognizes and adhere's to the Code of Ethics set by the American Counseling Association and its divisions. The following links will allow students and other interested parties to access those codes on the individual websites:

American Counseling Association (ACA) Code of Ethics

<http://www.counseling.org/Files/FD.ashx?guid=cf94c260-c96a-4c63-9f52-309547d60d0f>

American Mental Health Counselors Association (AMHCA) Ethical Guidelines

https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf

Association for Specialists in Groupwork

http://www.asgw.org/PDF/Best_Practices.pdf

National Board of Certified Counselors (NBCC) Ethical Guidelines

<http://www.nbcc.org/Assets/Ethics/nbcc-codeofethics.pdf>

APPENDICES

Appendix A

CLINICAL MENTAL HEALTH COUNSELING ADMISSION RUBRIC

	3	2	1	Notes
A. Relevance of Career Goals				
a.1. Application	Completed application, strong background, engaged in professional development	Completed application, moderate background, some engagement in professional development	Incomplete application, limited background, little or no professional engagement	
a.2. Writing Sample	Genuine, addresses the prompt, strong support for relevance of career goals	Moderately well written, addresses the prompt, reveals some relevance of career goals	Not well written, does not adequately address the prompt, little or no relevance to support career goals	
B. Aptitude				
b.1. GRE/MAT Scores	Average of 130 on the verbal and quantitative sections of the GRE with a 3.5 on the writing section, or at least a 400 on the MAT)	Average is lower than 130 on one of the sections, but overall a moderate score	Score is well below the average with a low writing score	
b.2. Undergraduate GPA	Undergraduate GPA is 3.0 or	An undergraduate cumulative GPA	An undergraduate cumulative GPA	

	higher	between 2.5 and 2.9	below 2.5	
C. Potential Success in Forming Effective Counseling Relationships				
c.1. recommendation letters	Excellent recommendation letters indicating strength in core dispositional areas such as: (e.g. integrity, self-awareness, continued introspection, and the ability to express empathy)	Good recommendation letters indicating moderate core dispositional traits such as: (integrity, self-awareness, continued introspection, and the ability to express empathy)	Fair/Poor recommendation letters indicating little to no evidence of core dispositional values	
c.2. individual interview	Candidate had an excellent interview. Addressed interview questions with clear, concise answers. Strong that supports core dispositions and academic ability for graduate school.	Candidate had a good interview. The Candidate did not address all questions in a clear, concise manner. Candidate gave marginal evidence that supports core dispositions and academic ability for graduate school.	Candidate had a poor interview. The candidate failed to address the interview questions clearly. Candidate responses failed to reflect core dispositions, nor ability for academic rigor.	
c.3. group interview	Candidate had an excellent group interview. Addressed interview	Candidate had a good group interview. The candidate was hesitant to	Candidate had a poor interview. The candidate failed to address the interview	

	questions with clear, concise answers. Strong participation in the group interview. Candidate showed a strong commitment to diversity.	participate. Candidate addressed marginal evidence that supports core dispositions and academic ability for graduate school.	questions clearly. Candidate responses failed to reflect core dispositions, nor ability for academic rigor.	
D. Respect for Cultural Differences				
d.1. Writing prompt related to respect for cultural differences	Genuine, well-written addresses the prompt, strong sense of respect for cultural differences is conveyed	Moderately well written, addresses the prompt, reveals a moderate amount of understanding related to cultural differences	Not well written, does not adequately address the prompt, little understanding of respect for cultural differences conveyed	
d.2. individual interview question response	Candidate had a strong answer to the question. Addressed interview question with clear, concise answer. Strong support for an understanding of cultural differences	Candidate had moderate answer to the interview question. The Candidate did not address the question in a clear, concise manner. Candidate gave marginal evidence that supports understanding of cultural differences	Candidate had a poor interview response to the question. The candidate failed to address the interview question clearly. Candidate response failed to reflect any understanding of cultural awareness or differences.	
Total Score				

Scoring

Highest Possible Score (27)

Moderate Score (18)

Lowest Score (9)

Acceptance Range (15-27)

Strong Candidate (20-27)

Moderate Candidate (15-19)

Appendix B

CLINICAL MENTAL HEALTH COUNSELING (CMHC) PROGRAM INFORMED CONSENT AGREEMENT

The Clinical Mental Health Counseling Program is committed to an emphasis on the integration of legal and ethical, technological, and diversity knowledge, awareness, and skills into all aspects of the program. Furthermore, our commitment to diversity extends to all aspects of the academic, professional, and clinical environments.

The Clinical Mental Health Counseling program is also committed to the students' engagement in the process of student evaluations. This includes providing students with full information about the evaluation process, their roles, and the role of the faculty. As part of this process we ask that students accepted into the Clinical Mental Health Counseling program to review the graduate handbook, practicum/internship manual, and any other information posted on the program website.

I understand that I will be expected to demonstrate academic, clinical, and professional dispositions for prospective counselors. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the evaluation procedures in this handbook) or dismissal from the program.

As a prospective counselor, I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession ([American Counseling Association](#), 2014) and appropriate specialty areas. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers and faculty. This includes following the policies and procedures of student conduct and behavior at LaGrange College.

LaGrange College Academic Honesty Policy:

College Clinical Mental Health Counseling program views academic dishonesty as LaGrange critical to academic integrity and an important part of the educational process. All LaGrange College students are required to follow the LaGrange College Academic Honesty Code:

The link to the academic honesty code in the LaGrange College Handbook:
[Academic Honesty](#)

LaGrange College Student Conduct:

I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning, but the content of such disclosures will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others; I understand the faculty will use this as part of the review of my overall academic and clinical growth.

I understand I will be formally reviewed at minimum once per year during the Student Annual Evaluation. This is one component of the Comprehensive Evaluation System that will be ongoing during my matriculation in the program. Students may also be reviewed as needed during other times outside of the Annual Evaluation. I understand that the Clinical Mental Health Counseling handbook provides specific information about this review process and the role of faculty and students.

I understand that there are specific requirements for graduation (specific exams) that require an application fee and registration form (e.g., the CPCE).

I understand that work products developed in this program may be viewed by external agencies (e.g., [CACREP](#), [SACS](#),) to assess program quality.

I understand that practicum and internship require the application of knowledge, skills, and professional dispositions that are developed in academic courses. During these clinical practice experiences, students are expected to consistently practice ethical behavior and demonstrate respect for individual differences.

I understand that I will not be licensed as a counselor upon completion of this program. It will be my responsibility to be fully informed of the licensure requirements in the state for which I intend to practice. In addition, Clinical Mental Health Counseling faculty will not endorse students for practice outside their areas of training.

I understand the Student Handbook, with which I was admitted, may be revised to reflect program, accreditation, and/or licensing revisions. I understand that it is my responsibility to maintain a copy of the handbook under which I was admitted and to be familiar with the policies and procedures outlined in the handbook at the time of my admission. I understand that I will be notified of any changes to the Student Handbook and related policies and program requirements, and that I will

have an opportunity to engage in feedback on these proposed changes. I understand that LaGrange College email is the official communication method for students. The Clinical Mental Health Counseling program will email students with information about departmental issues, announcements, and to maintain student contact. It is the student's responsibility to check their LaGrange College email regularly and respond to program requests.

Students should be aware that under FERPA policies they have a right to access their educational records. Students should also be aware that educational records pertain to evaluation and academic records. The CMHC program follows the LaGrange College guidelines for how long these records, outside of transcripts, are maintained. Departmental policies limit the amount of time documentation related to practicum and internship is maintained (10 yrs.).

My signature on this document indicates that I have received and reviewed this document. I am also verifying that I have received a copy of the Student Handbook.

Signature of Student

Date

Printed Name

This informed consent agreement is adapted from the *Acknowledgement of Policies and Procedures for Students Enrolled in the University of Northern Colorado Professional Counseling Programs, and Auburn University.*

Revision 2019, 2020

Appendix C

Sample Plan of Study

Plan of Study for Clinical Mental Health Counseling Program – LaGrange College

Student _____ Proposed Semester of
Graduation _____

Fall	Jan	Spring	Summer
Fall	Jan	Spring	Summer
Fall	Jan	Spring	Summer
Fall	Jan	Spring	Summer

Proposed Semester of Comprehensive Examination _____

Student _____ Date

Advisor _____ Date

Appendix D

CED Master's Annual Review

CED Masters Student Annual Report

This evaluation should encompass the most recent academic year (Summer, Fall and the current Spring semester) for which you have been enrolled. This form provides students an opportunity to share with their Advisor and program faculty their progress, accomplishments and work in the areas assessed and reviewed in the annual student evaluation. This completed form is to be Submitted for Review as part of your Annual Program Evaluation.

General Information

Name:

Academic Year and Term Submitted:

Advisor:

- Dr. Veal
- Dr. Muller
- Dr. Powers

Academic Program Area (CMHC):

Clinical Mental Health Counseling

Semester and Year first enrolled:

Academic Areas: Knowledge and Clinical Skills

In this section please provide the following information:

Current GPA:

Hours Completed:

- 3-12 hours
- 13-24 hours
- 25-50 hours
- Over 50 hours

Have you completed and passed the Introduction to Counseling Skills course?

- Yes
- No

Have you completed and passed the COUN 5999 Counseling Practicum?

- Yes
- No

Have you taken the CPCE Exam?

- Yes
- No

If yes, did you pass the CPCE?

- Yes
- No

Professional Development and Dispositions

This section provides students an opportunity to identify ways in which they may have engaged in activities that promote professional development, research, advocacy and leadership.

Please identify any Professional Development activities you may have participated in this academic year: (ex: conferences or training sessions you have attended, workshops, professional meetings)

Please identify any Professional Advocacy activities you may have participated in during this academic year: (ex: volunteering in community or school programs, advocating for your students/clients)

Please identify any Professional Research or Scholarship activities that you may have participated in during this academic year: (ex: research teams, presenting at conferences/workshops, publications/submissions to professional journals, professional newsletter submissions)

Please identify any Professional Leadership activities you may have participated during this academic year: (committee member or officer in a professional organization, volunteering with a professional organization)

Please identify all Professional Counseling Organizations you currently belong to:

**Assessment Rubric for the Clinical Mental Health Counseling Program
Annual Report-LaGrange College**

Appropriate Professional Dress	i.	ii.	iii.	iv.
Attends to and completes academic and professional responsibilities in a timely manner	v.	vi.	vii.	viii.
Appropriately uses technology (cell phones, computers)	ix.	x.	xi.	xii.
Appropriate behavior in class	xiii.	xiv.	xv.	xvi.
Academic and	xvii.	xviii.	xix.	xx.

professional honesty				
Demonstrates ethical behavior and practice	xxi.	xxii.	xxiii.	xxiv.
Protects confidentiality	xxv.	xxvi.	xxvii.	xxviii.
Follows school and agency policies	xxix.	xxx.	xxxi.	xxxii.
Demonstrates cultural awareness and sensitivity	i.	ii.	iii.	iv.
Accepts students and client differences	v.	vi.	vii.	viii.
Treats others fairly	ix.	x.	xi.	xii.
Is able to collaborate and work with peers	xiii.	xiv.	xv.	xvi.

Establishes and maintains positive rapport with peers	xvii.	xviii.	xix.	xx.
Communication with peers is appropriate	xxi.	xxii.	xxiii.	xxiv.
Establishes and maintains positive rapport with faculty and other professionals	xxv.	xxvi.	xxvii.	xxviii.
Communication with faculty and other professionals is appropriate	xxix.	xxx.	xxxi.	xxxii.

1. Professional Orientation and Ethics Practices

Skill: Demonstrates ability to engage in professional development	i.	ii.	iii.	iv.	v.
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Skill: Demonstrates ethical and legal behavior in the counseling process	vi.	vii.	viii.	ix.	x.
Knowledge: Knowledge of the counseling profession and the specialty areas	xi.	xii.	xiii.	xiv.	xv.
Knowledge: Knowledge of ethical and legal professional standards	xvi.	xvii.	xviii.	xix.	xx.

2. Social and Cultural Diversity

Skill: Demonstrates awareness of diversity strategies for addressing barriers and	xxi.	xxii.	xxiii.	xxiv.	xxv.
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discrimination

Knowledge:
Knowledge of
multicultural
characteristics
within diverse
groups and
multicultural
counseling
competencies

i.

ii.

iii.

iv.

v.

3. Human Growth and Development

Skill:
Demonstrates
an ability to
assess and
understand
differing abilities
and strategies
for
differentiated
interventions

vi.

vii.

viii.

ix.

x.

Knowledge:
Knowledge of
theories and
counseling
practices related
to human

xi.

xii.

xiii.

xiv.

xv.

growth and development

4. Career Development

Skill:	xvi.	xvii.	xviii.	xix.	xx.
Demonstrates ability to assess and engage in career counseling					

Knowledge:	xxi.	xxii.	xxiii.	xxiv.	xxv.
Knowledge of career development and career counseling practices					

5. Helping Relationship

Skill:	xxvi.	xxvii.	xxviii.	xxix.	xxx.
Demonstrates counseling skills that include conceptualization, treatment planning and					

counseling
practice

Skill:	xxxi.	xxxii.	xxxiii.	xxxiv.	xxxv.
Demonstrates counseling skills related to crisis intervention, suicide prevention, trauma and community based strategies					

Knowledge:	xxxvi.	xxxvii.	xxxviii.	xxxix.	xl.
Knowledge of counseling theories, consultation and counselor characteristics					

6. Group Work

Skill:	xli.	xlii.	xliii.	xliv.	xlv.
Demonstrates group counseling skills that include group formation, implementation of assessing					

effectiveness
and outcomes

Knowledge: Knowledge of group counseling theories related to group formation, group counseling and types of groups	xlvi.	xlvii.	xlviii.	xlix.	l.
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7. Assessment

Skill: Demonstrates ability to assess risk, trauma and abuse as well as procedures to address reporting	li.	lii.	liii.	liv.	lv.
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Skill: Demonstrates ability to use assessment and diagnostic tools	lvi.	lvii.	lviii.	lix.	lx.
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Knowledge: Knowledge of	lxi.	lxii.	lxiii.	lxiv.	lxv.
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assessment and testing theories including principles and use of assessment tools.

8. Research and Program Evaluation

Skill:
Demonstrates Ability to engage in program evaluation and use research in the counseling process

lxvi.

lxvii.

lxviii.

lxix.

lxx.

Knowledge:
Knowledge of program evaluation practices and research within the counseling profession

lxxi.

lxxii.

lxxiii.

lxxiv.

lxxv.

The Assessment Index

Data from these assessment measures and processes as summarized annually in the Clinical Mental Health Counseling *Comprehensive Assessment Plan Report*. This plan is updated on the CMHC website each year.

Student Program Survey:

The *Graduate Student Program Survey* provides students with an opportunity to evaluate satisfaction with their programs, program administration, faculty, evaluation and overall program characteristics.

CMHC Annual Review of Students/CMHC Annual Review Rubric:

All students are evaluated annually. Students are required to submit the *Student Annual Review Report* to their advisors as part of this evaluation. This report addresses program matriculation, academic progress and student's engagement in advocacy, research, professional development and other program specific areas.

The areas reviewed are outlined for students in their Program Handbook. These areas are linked to CACREP foundation standards and specialty standards. At the Master's level this includes: Professional Orientation, Counseling, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. At the Doctoral level they include: Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy.

Students are evaluated using the *Annual Review Rubric*. Students are provided results of this evaluation within two weeks of the evaluation meeting.

Dispositions:

Assessment of students' personal and professional dispositions are assessed during the Annual Review Process. Dispositions across these areas are assessed: Academic and Professional Behavior, Diversity and Respect for Others, and Reflective Practice and Behavior

Counselor Preparation Comprehensive Examination (CPCE):

The CPCE is a standardized exam to assess graduate counseling students' knowledge of counseling foundation areas. The CPCE covers the eight common-core areas defined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016).

NCE – National Counselor Exam:

This exam is to be taken by CMHC after students have graduated from the program. Students must apply through the Georgia Board of Professional Counselors in order to sign up to take the test through the National Board of Certified Counselors (NBCC).

CMHC Portfolio Project:

The portfolio is a selective, reflective, and collaborative collection of evidence used to document an individual's development and accomplishments. The development of the portfolios is ongoing and includes materials sampled across time, integrates required components and student selected components, demonstrations of professional development, and clinical experiences. The Portfolio Competency Areas reflect CACREP 2016 Competency Areas.

LaGrange College Graduates Survey:

LaGrange College conducts a survey of all students during the semester in which they are graduating. This survey focuses on student's evaluation of multiple aspects of their academic experience.

Alumni Survey:

Every two years the Clinical Mental Health Counseling program conduct a survey of alumni. This survey focuses on the assessment by alumni of their training, educational and counseling preparation, and overall assessment of the program. This also includes their recommendations for the program.

Supervisor/Employer Survey:

Every two years the counseling program conducts a survey of Site Supervisors and Employers of Alumni. This survey focuses on the evaluation of the program's graduates and the program preparation of counselors and counselor educators to engage in professional practice. This survey focuses on the assessment by alumni of their training, educational and counseling preparation, and overall assessment of the program. This also includes their recommendations for the program.

All Assessments corresponding to Practicum and Internship are described in the program-level *Professional Experiences Handbooks*

CLINICAL MENTAL HEALTH GRADUATION CHECKLIST

MASTERS STUDENTS

GUIDELINES AND CHECKLIST

- _____ 1. Meet with faculty advisor prior to enrollment for first semester

- _____ 2. Meet with advisor every fall and spring semester for academic advising

- _____ 3. Submit your practicum application to the clinical coordinator by March the 1st each year. Applications for graduate practicum must be completed and approved before students can begin a summer practicum. Students can meet with the clinical coordinator or academic advisors to discuss sites. Students who plan to switch sites for internship must complete a new application by July 15th for fall internship.

- _____ 4. Complete the Counselor Preparation Comprehensive Examination (CPCE) in the spring semester of the second year

Announcement for the exam will be sent via email...

- _____ 5. Complete a Clinical Mental Health Counseling portfolio project

- _____ 6. Apply for graduation the semester before you plan to graduate