Behavioral Concerns at Practicum and Internship Sites

If, during the Practicum or Internship, a student fails to successfully demonstrate the required skills, professional behaviors, or personal or professional dispositions in this course and/or receives failing evaluations, is dismissed from the site, or is found practicing at a site without having received approval by the department for the site, the site supervisor will notify the student's professor. The professor will write an incident report and send it to the Program Director and the department's Internship Office. The Program Director, the Director of Clinical Training, and the Leadership Team will examine the nature and reason for the skills deficit, professional behaviors, or dispositions and/or site dismissal and recommend a course of action, which could include Administrative Review for Behavioral Intervention and/or referral to Remediation and/or the Office of Community Life. Administrative Review is appropriate when a student's behavior is so concerning and/or non-professional that prompt protective action is required (see below section, “Administrative Review for Behavioral Intervention”). Note: The steps within this section are specifically designed to address unique aspects of practicum and internships, and certain steps in this section may overlap with those of other processes. For instance, the practicum or internship professor's submission of an incident report to the Program Director and Internship Office and their examination of the incident report will satisfy the early and secondary stages of the remediation process (i.e., remediation stages 1-3). Also note that remediation can be engaged at any step, as the School of Behavioral Sciences deems appropriate.

For violations that do not result in dismissal from the program, the remediation process can include requiring the student to retake certain courses, seek personal counseling, etc. If, after remediation, the student is unable to correct the deficits, the Remediation Committee will meet to decide the best course of action for the student, up to and including an "F" for the course and dismissal from the program. The final decision regarding whether the student is eligible to retake the Internship and disposition of the hours accrued during the Internship are at the discretion of the Leadership Team and based on a thorough evaluation of the incident. Note: When necessary, the Department may immediately remove a student from the site upon notification of concerning behavior by the supervisor. During the remediation process, the student has an opportunity to appeal interim actions following Administrative Review, grades, honor code violations, and dismissals in accordance with the procedures outlined for the applicable process(es). See, for example, Appeals Policy (Section 6.3) and the appeal sections below for information on the appeal process. Please consult the Practicum Field Manual and Internship Field Manual for additional information.

Administrative Review for Behavioral Intervention

There may be times when School of Behavioral Sciences faculty determines that a student's behavior is so concerning and/or non-professional, regardless of whether the student is making satisfactory academic progress, that prompt protective action is required. This is especially true when students are interacting with clients in a clinical
setting. In such situations, the program director will place the student on Administrative Review. As part of Administrative Review, the program director will review all of the available and relevant evidence to determine an appropriate interim action to address the concerning behavior, which may include an interim suspension of the student from courses, internships, or clinical placements. The program director may, in his or her discretion, also apply a registration hold to prevent the student from registering for courses, internships, or clinical placements (and potentially, therefore, from progressing in the program) until the behavior at issue has been resolved. The interim action should be narrowly tailored to address the concerning behavior such that it places as few restrictions as possible on the student and only as determined necessary to address the concerning behavior. Interim actions should also balance the School of Behavioral Sciences’ gatekeeping function of protecting others with promoting the student’s best interest. Administrative Review is protective, not disciplinary, in nature. Interim actions will remain in place until the program director (in consultation with the student and faculty) determines both that the concerning behavior has been resolved and that any pending processes to address the student’s behavior are complete (e.g., the remediation process or a disciplinary matter in the Office of Community Life or the Office of Equity and Compliance).

Within 48 hours of the program director’s decision to initiate the Administrative Review, the program director will notify the student in writing, which may include email, of (1) the initiation of the Administrative Review, (2) the interim action(s) imposed, and (3) the reason(s) for the Administrative Review. The program director will also notify the Registrar’s Office of the interim action(s), including any registration hold. The student will have an opportunity to review all of the evidence that formed the basis for the interim action(s) and to respond (including the opportunity to present any relevant evidence) to the program director. Once the program director has an opportunity to review all of the available and relevant evidence, the program director will either reverse the interim action(s) or keep the interim action(s) in place pending the outcome of any other processes (e.g., remediation). The program director may refer the student to the Office of Community Life and/or the Remediation Committee. If the student’s behavior cannot be remedied to a point such that the student is qualified to continue in the program, the student may ultimately be dismissed from the program. Should the student decide to appeal the interim action(s) imposed by the program director, the student must follow the appeal procedures below.

**Appeal of Interim Action(s) Following Administrative Review**

Students who disagree with the interim action(s) imposed by the program director following Administrative Review have an opportunity to appeal. Students must submit the appeal in writing to the Dean of the School of Behavioral Sciences within seven (7) days of receiving the notice of the program director’s decision. The appeal should clearly state the reason(s) the student believes the interim action(s) should be reversed. Once received, the Dean of the School of Behavioral Sciences (or designee) will review all available and relevant evidence and, if determined necessary, speak with the student, the program director, and/or any other person with relevant information. The Dean of the School of Behavioral Sciences (or designee) will endeavor to make a determination within ten (10) days of receiving the appeal. The determination to uphold or reverse the interim action(s) will be sent to the student in writing, and the Dean of the School of Behavioral Sciences (or designee)’s determination concerning the interim action(s) will be final, pending the outcome of any other processes.

**6.6 Remediation**

If, during the course of a student’s studies, a faculty, staff, administrator or supervisor believes a student lacks required skills, professional behaviors and dispositions to progress in the program, that person will begin remediation procedures aimed to provide the student with information and actions to correct the impairment/deficiency. The purpose of the remediation plan is to assist the student in correcting any deficits in counseling knowledge and skills, as well as problematic personal, interpersonal, or ethical behaviors so the student may successfully continue in the program. As such, remedial instruction or interventions are closely linked to the students’ developmental growth, recognizing the relationship between the alleviation of deficiencies and the development of new competencies.

We conceptualize remediation in terms of a response continuum based upon the type and severity of students’ limitations, with the need to distinguish between deficient, lacks competence, and impaired:

- **Deficient:** Requires skill-based and/or academic approach
- **Lacks competence:** Requires additional ethical practice-based / conceptual approach
- **Impaired:** Requires additional intervention-based and/or therapeutic approach

The problematic behavior continuum can also be considered along lines of Academic, Clinical, and Personal, with Academic being more related to deficiencies and Personal more related to impairments. Clinical limitations may likely have both Academic and Personal involvement. Additionally, the program response can be considered along a continuum of education, formal remediation, and termination.

**Deficient** describes those behaviors, attitudes, or characteristics that need to be the focus of attention and change, but are not considered excessive or inappropriate. Rather, they may be important components of the student’s learning experience. At this level, remediation likely involves instruction and feedback to address the deficit.

**Lacks Competence** describes a deficit in developmentally appropriate clinical competencies that are needed for ethical practice. These would include area such as performance of counseling skills and/or professional behaviors, attitudes, or characteristics, response to supervision, and/or ability application of ethics into practice. These behaviors are considered to be excessive or inappropriate, requiring remedial action beyond the course instructor or supervisor.

**Impaired** describes those behaviors that result in a significant negative impact on professional functioning. Impairment is demonstrated by one or more of the following behaviors: (a) an inability and/or unwillingness to acquire and integrate professional standards into their repertoire of professional behavior; (b) an inability to acquire professional skills to reach an acceptable level of competency; (c) an inability to control personal stress, psychological dysfunction and/or excessive emotional reactions that interfere with professional functioning.

The Type and Severity of Limitation are considered when determining the need, if any, for remediation.

**Students Determined to be Deficient:**

- Inadequate knowledge base commensurate with status in program
- Inadequate, but improving, counseling skills
- Rudimentary ethical processing
- Simplistic, narrow, or disjointed case conceptualization
• Insufficient interpersonal skills and awareness, but willingness to develop

**Students Determined to Lack Competence:**
- Lack of awareness of ethical principles and obligations
- Failure in responsibilities to site and/or supervisor
- Unwillingness/inability to be effective in basic counseling techniques
- Unwillingness/inability to complete appropriate documentation
- Failure to function as effective member of treatment team

**Students Determined to be Impaired (not inclusive):**

**Four Themes:**

1. **Interpersonal and Personal Problems**
   - Inappropriate interpersonal skills
   - Lacks self-control (anger, impulse control) in relationships
   - Inappropriate boundaries
   - Misleads or exploits others
   - Lacks awareness of the impact they have on others
   - Unwilling to receive feedback in supervision
   - Does not take responsibility for deficiencies and/or problems

2. **Professional Competence**
   - Lacks foundational counseling skills
   - Inappropriate affect in response to clients
   - Does not recognize limitations of expertise and competence
   - Does not apply ethical and/or legal standards to practice
   - Lacks awareness of how their beliefs and values influence practice
   - Does not demonstrate a respect individual differences and culture

3. **Professional Behaviors**
   - Deficits in punctuality, professional appearance, attendance, dependability
   - Does not complete appropriate paperwork and documentation
   - Does not adhere to the department’s or their clinical site’s policies

4. **Professional and Personal Integrity and Maturity**
   - Makes false, misleading or deceptive statements
   - Displayed academic dishonesty
   - Problems with alcohol/drug use or illegal activities
   - Inappropriate sexual behavior
   - Refused to consider personal counseling when recommended

Once the Type and Severity of Limitation are determined, there are several avenues that may be pursued when determining the need, if any, for remediation. Faculty are encouraged to consult with the program director, faculty remediation committee members, and other faculty when deciding the level of severity and which stage to engage the remediation process. Please note that the remediation process is not always linear or sequential. Faculty reserve the right to initiate remediation at whatever stage they deem appropriate for the student.

**Early Remediation Process (Stages 1 and 2)**
- Faculty or advisor meets with the student
- Determine action plan for addressing deficits
- Follow-up

**Secondary Review Remediation Process (Stage 3)**
- Notification of meeting with the director
- Assessment of problematic behavior

**Formal Remediation Process (Stages 4-6) Notification**
- Assessment of Problematic Behavior
- Development of a Plan
- Acceptance or Appeal
- Provision if Unsuccessful

**Possible Committee Recommendations for a Remediation Plan**
- Personal Counseling
- Increased supervision
- Reduced practicum or internship
- Leave of absence
- Formal reprimand
- Formal probation
- Counseling out of the program
- Dismissal from the program

**Immediate Interventions:**

In the event of a student's disclosure, either verbally, or in writing, of a threat of serious or foreseeable harm to a person, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of Liberty University Police Department, appropriate state law enforcement, social services personnel, emergency contacts, and notification of the appropriate program chair or associate dean. The incident and action taken will become part of the student's permanent record.

**Remediation Process for the School of Behavioral Sciences:**

**Note:** The remediation plan is designed to protect the student's rights under University policies and a fair process. In addition, we stress the importance of engaging the student in the remediation process. These principles are infused throughout the School of Behavioral Sciences program's response continuum. Once a remediation plan is instituted, student response to remediation efforts is considered when deciding student status in the program. All stages of this remediation process will become a part of the student's record. The description of stages below does not necessarily reflect a sequential process. Rather, the faculty reserve the right to initiate remediation at any Stage 1, 2, 3, or 4-6, based on their assessment of the level of deficit and/or impairment.

**Stage 1: Notification by Advisor:**

When a determination is made by a faculty member that problematic behavior of an academic, clinical, or personal nature exists, and could not be resolved on an informal basis, the faculty member discusses this with the student and her or his advisor. If student problematic behavior is brought to the attention of the department through other means (e.g., from another student, report from university staff, evaluation from supervisor, etc.), the student's advisor will notify the student and discuss the concerns.

The student and her or his advisor will meet to discuss the problem and collaboratively outline a remedial action plan to address the concerns. This interactive process should allow the student ample opportunity to react to the information presented regarding a problem area. **If the problem is resolved, no further action is needed.** The advisor will document the meeting, the remedial action plan, and outcome into the student's personal record. The advisor will follow up with the faculty to
ensure that the agreed-to remedial action plan was completed and the behavioral issue was successfully resolved.

If the problem is not resolved at this stage because the student does not engage in the process, disagrees with the validity of the concerns, or does not agree with the remedial action plan, the advisor will notify the program director of the outcome of the meeting. A meeting will then be scheduled with the student’s advisor, the program director, the student, and the concerned faculty member as appropriate. This meeting will be considered a Stage 3 remediation.

Stage 2: Primary Assessment of Problematic Behavior:
If the behaviors addressed by the program faculty and the advisor persist, the advisor will again meet with the student and outline, verbally and in writing, the continued nature and extent of problematic behavior. Informal (e.g., interview with student and faculty) and formal (e.g., instruments) may be utilized as part of the assessment process. This includes feedback from the student concerning the outcome of any remedial actions taken by the student in response to the concerns raised during the notification session. When it is apparent that the student is engaged in the process but has not met the goal of the initial remedial action, a collaborative approach involving student engagement will be used to evaluate and refine the remedial action plan. If the problem is successfully resolved, no further formal action is needed. The advisor will document the meeting; outline the agreed adaptations to the remedial action plan; and the outcome. The advisor will follow up with faculty and the program director to ensure that the behavioral issues were successfully resolved and all agreed-to remedial mandates were implemented.

Stage 3: Secondary Assessment of Problematic Behavior:
If the faculty advisor or core faculty determine that the student’s behaviors are at a level that requires a formal remediation process (Stage 4) or the student rejects or appeals a remedial action plan, a meeting will be held with the student, his or her advisor, the program director, and referring faculty member (if applicable). The meeting date will be set to allow the student the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to either 1) collaboratively re-assess the problem behavior and develop a remedial action plan or 2) determine that the problem needs to be addressed by the program core faculty through a remediation plan. The program director will document the meeting and outcome. The program director will report the meeting outcome to the faculty Remediation Committee.

Stage 4: Referral to the Remediation Committee:
In cases when the outcome of the meeting of the student, advisor(s) and program director results in a decision that the situation should be brought to the Remediation Committee, a meeting of the committee will be scheduled. The student will be informed in advance of the time of this meeting and will have an opportunity to provide additional information or evidence in writing to the committee for consideration at the meeting. Once all information has been presented, the Remediation Committee will decide the level and scope of remediation required to assist the student and develop a formal Remediation Plan.

Remediation Plan
Stage 5: Development of a Remediation Plan:
The Remediation Committee will review the presented information, examine the remedial action plan developed by the student and advisor, evaluate the progress made towards remediating problem behaviors, and develop a formal Remediation Plan. The purpose of the remediation plan is to assist the student in correcting any deficits in counseling skills or personal, interpersonal, or ethical problems so that the student may successfully continue in the program. The elements of the plan will be congruent with the extent of the correction needed. Remediation Plans can include such actions as repeating particular courses, obtaining personal counseling, completing additional assignments, reviewing the ethics code, transferring to a non-licensure program, or academic dismissal from the CEFS or Liberty University.

The program director and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond in writing (and orally, if desired) to the recommendation. The committee will review the student’s response to the action decided and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the decision of the committee will be considered as final. The program director and the student’s advisor will notify the student in writing and orally of the outcome of the meeting.

Stage 6: Acceptance or Appeal:
The student will be given the opportunity to accept the plan of correction or to appeal it. If accepted, the student will follow the plan as developed and regularly report progress to her or his advisor. If not fully resolved, additions, amendments, or extensions to the plan may be implemented. If the problematic behavior is corrected, no further action is needed. Four options are available to faculty when reevaluating the student: (1) continuation in the program, (2) continued probation and remediation, (3) counsel the student out of the program, and (4) dismissal from the program.

Provision if Unsuccessful:
If the Remediation Committee determines that remediation is unsuccessful or that the student refuses to comply with the Remediation Plan, the Remediation Committee may recommend to the program director that the student be dismissed from the program.

Final Determination Following Recommendation of Dismissal:
Based on the Remediation Committee’s recommendation of dismissal, the program director will either dismiss the student from the program or allow the student to remain in the program until the concerning behavior has been fully addressed to the satisfaction of both the program director and the Remediation Committee. If the student is dismissed from the program, the program director will provide a notice of dismissal to the student in writing. If any interim action(s) were put into place following Administrative Review (e.g., interim suspension or registration hold), those interim action(s) will remain in place. If the program director allows the student to remain in the program, the student must continue to work with the Remediation Committee to address its concerns. Any interim action(s) from Administrative Review will remain in effect, and accordingly, the student should be aware that, if he or she does not re-enroll in courses within a certain period of time, he or she may break enrollment and need to re-apply to the program. In those situations, admission is not guaranteed. The student may appeal the program director’s final determination of dismissal. Should the student decide to appeal his or her dismissal, he or she must follow the appeal procedures outlined below.

Appeal of Dismissal:
Students who disagree with the program director’s final determination have an opportunity to appeal. The appeal must be submitted in writing to the Dean of the School of Behavioral Sciences within seven (7) days of notification of receiving the notice of the program director’s decision. The appeal should clearly state the reason(s) the student believes the final determination should be overturned. Once received, the Dean of the School of Behavioral Sciences (or designee) will review all relevant
evidence and, if necessary, speak with the student, the program director, and any others who have relevant information (e.g., members of the Remediation Committee). The Dean of the School of Behavioral Sciences (or designee) will endeavor to make a determination within ten (10) days of receiving the appeal. The determination to uphold or overturn the final determination will be sent to the student in writing, and the Dean of the School of Behavioral Sciences (or designee)'s determination concerning the interim action(s) will be final, pending the outcome of any separate processes. If the Dean of the School of Behavioral Sciences (or designee) overturns a dismissal, the student will have the option either to remain in the program and continue work with the Remediation Committee to fully address its concerns, or to withdraw from the program.

Programs

- Doctor of Philosophy in Counselor Education & Supervision (Ph.D.)
- Licensure Programs
- Master of Arts in Addiction Counseling (M.A.)
- Master of Arts in Clinical Mental Health Counseling (M.A.)
- Master of Arts in Marriage & Family Counseling (M.A.)
- Master of Arts in Marriage & Family Therapy (M.A.)
- Master of Education in School Counseling (M.Ed.)

Courses

Counseling Ph.D. Core Courses

COUC 500 Orientation to Counselor Professional Identity and Function 3 Credit Hour(s)
This course introduces students to concepts regarding the professional functioning of licensed professional counselors and marriage and family therapists, including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling and marriage and family therapy in a variety of professional settings are explored. Students are also introduced to program policies, graduate level writing and APA style.
Offered: Resident and Online

COUC 501 Ethical and Legal Issues in Counseling 3 Credit Hour(s)
This course introduces students to concepts regarding ethical and legal issues encountered by licensed professional counselors and marriage and family therapists, including ethical principles, professional codes of ethics, identifying and resolving ethical dilemmas, ethical decision-making models, and legalities of the profession. Current issues in therapeutic practice in a variety of professional settings are explored.
Offered: Resident and Online

COUC 502 Human Growth and Development 3 Credit Hour(s)
This course explores individuals throughout the lifespan in the areas of cognitive, personality, physical, and social development specifically through the examination of various theories. Understanding development crises, specific interventions, and optimal wellness are key content areas within this course. Additionally, this course provides a framework for understanding the impact of various situational, environmental, and sociocultural factors on individuals and their families and communities.
Offered: Resident and Online

COUC 504 Multicultural Counseling 3 Credit Hour(s)
This course focuses on the multiple dimensions related to competent multicultural counseling. Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, race, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.
Offered: Resident and Online

COUC 505 Counseling Techniques and the Helping Relationship 3 Credit Hour(s)
Prerequisite: (COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501) and (COUC 502 or EDUC 600 or COUN 502 or CMHC 502)
This course provides training in essential interview and counseling skills with an orientation towards wellness and prevention. Students will learn how personal characteristics and behaviors that influence the helping process as well as how counseling theory, including family systems, influences case conceptualization and interventions. Students will learn basic counseling skills for crisis intervention and suicide prevention and the role of the counselor in consultation.
Offered: Resident and Online

COUC 506 Integration of Spirituality and Counseling 3 Credit Hour(s)
Prerequisite: (COUC 501 or COUN 501 or CMHC 501)
Students critically examine how a Christian worldview and a client's spirituality impact the assessment, diagnosis, and treatment planning process in counseling. Ethical, diagnostic, and assessment issues relevant to the use of Christian spiritual interventions with appropriately religious individuals, couples, and families are considered, along with current research related to spirituality and counseling.
Offered: Resident and Online

COUC 510 Theories of Counseling 3 Credit Hour(s)
Prerequisite: (COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501)
This course provides in-depth exploration of selected theories of counseling and psychotherapy, including empirically supported treatment modalities. Through this course, students learn about the nature and process of therapy, and begin to learn how to conceptualize client presentations and select appropriate interventions while considering issues of diversity. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families.
Offered: Resident and Online
COUC 512 Group Counseling 3 Credit Hour(s)
Prerequisite: (COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501) and (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 510 or COUN 510 or CMHC 510)
The course provides in-depth training in group counseling methods including group counselor orientations and behaviors, group theories, principles of group dynamics, group process components, developmental stages of groups, group members' roles and behaviors, therapeutic factors of group work, and program design and evaluation. Group counseling skills, appropriate selection criteria and methods, as well as leadership approaches, characteristics, and styles are studied. Ethical and legal considerations of group counseling are also explored. An experiential component is required in this course where students participate in small groups as members and/or leaders for a minimum of 10 clock hours.
Offered: Resident and Online

COUC 515 Research and Program Evaluation 3 Credit Hour(s)
Prerequisite: (Statistic Prereq Met with a score of 3 or M.Ed. TL:Student Svcs Cognate with a score of 5 or Education Counseling Gate 2 with a score of 5) and (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 501 or COUN 501 or CMHC 501 or EDCE 501 or COSC 501) and (COUC 510 or COUN 510 or CMHC 510 or EDCE 505 or COSC 505)
Students learn the importance of scientific inquiry in the fields of clinical mental health counseling and marriage and family therapy. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating, interpreting, and evaluating research and program evaluation articles that inform evidence-based practice. Ethical and cultural relevance is also addressed. (Formerly CMHC 503)
Offered: Resident and Online

COUC 521 Assessment Techniques in Counseling 3 Credit Hour(s)
Prerequisite: (COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501) and (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 510 or COUN 510 or CMHC 510)
This course is designed to provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations are discussed. Identification of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling are evaluated.
Offered: Resident and Online

COUC 522 Career Development and Counseling 3 Credit Hour(s)
Prerequisite: (COUC 502 or EDUC 502 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 501 or COUN 501 or CMHC 501 or EDCE 501 or COSC 501) and (COUC 510 or COUN 510 or CMHC 510 or EDCE 505 or COSC 505)
The course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career development and career decision-making and such factors as faith, values, personality, family, socioeconomic status, leisure, individual interests and abilities, and other life roles.
Offered: Resident and Online

COUC 546 Psychopathology 3 Credit Hour(s)
Prerequisite: (COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501) and (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 501 or COUN 501 or CMHC 510)
This course studies psychological disorders and normalcy across the lifespan. Students are prepared to responsibly and competently assess, diagnose, conceptualize, and counsel clients as defined by the Diagnostic Statistical Manual classification system. Concepts and constructs, assessment processes, etiology, cultural factors, differential diagnosis, decisions-making, and evidence-based therapeutic approaches are emphasized. Clinical and scientific research is integrated through the course with a biblical worldview so that students will have a robust biopsychosocial-spiritual lens to understand and treat mental disorders.
Offered: Resident and Online

COUC 601 Theories of Family Systems 3 Credit Hour(s)
Prerequisite: (COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501) and (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 510 or COUN 510 or CMHC 510)
This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding family and other systems theories, the structure and function of marriage, various aspects of the marital relationship and family systems, and models of family and systemic interventions. Considerations from an historical perspective are presented along with current developments within marriage and family systemic models. Students will engage in critical thinking regarding the application and integration of spirituality within marriage and family counseling.
Offered: Resident and Online
COUC 602 Assessment, Diagnosis, and Treatment Planning in Marriage and Family Counseling 3 Credit Hour(s)
Prerequisite: (CMHC 501 or COUC 501 or COUN 501) and (CMHC 502 or EDUC 600 or COUC 502 or COUN 502) and (CMHC 601 or COUN 601 or COUC 601) and (CMHC 598 or COUN 698 or COUC 698 or CMHC 698) and (CMHC 500 or COUN 500 or COUC 500) and (CMHC 505 or COUN 505 or COUC 505) and (CMHC 510 or COUN 510 or COUC 510) and (CMHC 646 or COUN 646 or COUC 546)
This course is an experiential exploration of selected, major treatment approaches utilized in marital and family counseling. The development of practical skills and techniques constitutes the primary focus. The intent is to make practical application of systemic theories presented in COUC 601. Students will have significant engagements in assessment, diagnosis, and treatment planning through role-play of clinical practice with various marriage and family counseling methods. Additionally, the impact of addiction, crisis, disasters, and other trauma-causing events on diagnosis and treatment planning in marriage and family counseling will be addressed. Students will learn to apply systemic interventions as treatment for various mental health problems that occur with individuals, couples, and families.
Offered: Resident

COUC 603 Advanced Couple and Marital Counseling 3 Credit Hour(s)
Prerequisite: (CMHC 501 or COUN 501 or COUC 501) and (CMHC 502 or EDUC 600 or COUC 502 or COUN 502) and (CMHC 500 or COUN 500 or COUC 500) and (CMHC 505 or COUN 505 or COUC 505) and (CMHC 510 or COUN 510 or COUC 510) and (CMHC 646 or COUN 646 or COUC 546) and (CMHC 512 or COUN 512 or COUC 512) and (CMHC 504 or EDCE 504 or COUN 504 or COUC 504) and (COUC 601 or CMHC 601 or COUC 601)
This course introduces students to evidence-based protocols for couple and marital counseling. Advanced skill work in formalized assessment and couples counseling techniques highlight the elements of this course. Students will develop effective couple and marital case conceptualizations and apply effective treatment interventions to various problems couples may experience. This course also incorporates a focus on pre-marital assessment and counseling.
Offered: Resident

COUC 604 Crisis Counseling 3 Credit Hour(s)
Prerequisite: (COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUC 501 or CMHC 501) and (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 510 or COUN 510 or CMHC 510) and (COUC 512 or COUN 512 or CMHC 512) and (COUC 515 or EDUC 518 or COUN 515 or CMHC 515) and (COUC 512 or COUN 512 or CMHC 512) and (COUC 546 or COUN 546 or CMHC 646)
This course provides students with foundational knowledge of the impact of crises, disasters, and other trauma-causing events on people as well as the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. The appropriate use of diagnosis during crisis, disaster, or other trauma causing events and the differentiation between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events will be examined. Students will learn specific crisis intervention practices, including procedures for assessing and managing suicide risk, suicide prevention models, and the use of psychological first aid strategies. The counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a crisis, disaster or other trauma-causing event and the operation of emergency management systems will be studied.
Offered: Resident and Online

COUC 610 Human Sexuality 3 Credit Hour(s)
Prerequisite: (CMHC 500 or COUN 500 or COUC 500) and (CMHC 501 or COUC 501 or COUN 501) and (CMHC 502 or EDUC 600 or COUN 502 or COUC 502) and (CMHC 505 or COUN 505 or COUC 505) and (CMHC 510 or COUN 510 or COUC 510)
An analysis of the physiological, psychological, cultural, and religious aspects of a wide range of topics in the area of human sexuality. Emphasis is on the development of an understanding and appreciation of the role of sexuality in individuals, couples, and families throughout the various phases of the life cycle.
Offered: Resident

COUC 620 Counseling Children, Adolescents, and Their Families 3 Credit Hour(s)
Prerequisite: (CMHC 501 or COUN 501 or COUC 501) and (CMHC 502 or EDUC 600 or COUN 502 or COUC 502) and (CMHC 500 or COUN 500 or COUC 500) and (CMHC 505 or COUN 505 or COUC 505) and (CMHC 510 or COUN 510 or COUC 510) and (CMHC 646 or COUN 646 or COUC 546) and (CMHC 601 or COUN 601 or COUC 601) and (CMHC 504 or EDCE 504 or COUN 504 or COUC 504) and (CMHC 512 or COUN 512 or COUC 512) and (CMHC 521 or COUN 521 or COUC 521)
This course examines the developmental and psychological needs and problems of children, to include the transition to adolescence. Coursework emphasizes parenting, family, social, spiritual/moral, and physical issues. Counseling theories and evidence-based interventions provide foundational skills for working with children, adolescents, parents, and their families. This course will also address the impact of crisis and trauma events on children and families.
Offered: Resident

COUC 667 Clinical Diagnosis and Treatment Planning 3 Credit Hour(s)
Prerequisite: (COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501) and (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (CMHC 510 or COUN 510 or CMHC 510) and (CMHC 512 or COUN 512 or CMHC 512) and (CMHC 521 or COUN 521 or CMHC 521) and (CMHC 546 or COUN 646 or CMHC 646)
Students become knowledgeable of the principles and practice of clinical diagnosis and the development of treatment plans using the current edition of the Diagnostic and Statistical Manual. Emphasis is also placed on mental status, substance use, and risk assessment. Consideration is given to ethical, dimensional, relational, multicultural, and systemic issues important in diagnosis and treatment planning.
Offered: Resident and Online

COUC 687 Counseling Women 3 Credit Hour(s)
Online Prerequisite: (COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501) and (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (CMHC 510 or COUN 510 or CMHC 510) and (CMHC 512 or COUN 512 or CMHC 512) and (CMHC 521 or COUN 521 or CMHC 521) and (CMHC 546 or COUN 646 or CMHC 646)
This course examines the most common problems women bring to counseling, including both developmental and situational crises. It explores biblical perspectives and the most effective treatments for these situations.
Offered: Online
COUC 691 Substance Abuse: Diagnosis, Treatment and Prevention 3 Credit Hour(s)

Prerequisite: (COUC 501 or COUN 501 or CMHC 501) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 510 or COUN 510 or CMHC 510) and (COUC 521 or COUN 521 or CMHC 521) and (COUC 546 or COUN 646 or CMHC 646)

This course is designed to introduce the student to current theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. The identification of standard screening and assessment instruments for substance use disorders and process addictions are practiced, as well as screening for aggression, and danger to self and/or others, as well as co-occurring mental disorders are reviewed. The course also describes appropriate counseling strategies when working with clients with addiction and co-occurring disorders in a multicultural society.

Offered: Resident and Online

COUC 698 Counseling Practicum 3 Credit Hour(s)

Resident Prerequisite: (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 510 or COUN 510 or CMHC 510 or EDCE 505 or COSC 505) and (COUC 500 or COUN 500 or CMHC 500 or COUC 512 or COUN 512 or CMHC 512 or COUC 515 or EDUC 518 or COUN 515 or CMHC 515 or COUC 521 or COUC 521 or CMHC 521 or COUC 522 or EDCE 522 or COUC 546 or COUN 646 or CMHC 646 or COUC 602 or CMHC 602 or COUN 602 or COUC 667 or COUN 667 or CMHC 667 or M.Ed. TL: Student Svcs Cognate with a score of 5 or Education Counseling Gate 2 with a score of 5)

Online Prerequisite: (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 501 or COUN 501 or CMHC 501 or EDCE 501 or COSC 501) and (COUC 510 or COUN 510 or CMHC 510 or EDCE 505 or COSC 505) and (COUC 500 or COUN 500 or CMHC 500 or COUC 512 or COUN 512 or CMHC 512 or COUC 515 or EDUC 518 or COUN 515 or CMHC 515 or COUC 521 or COUN 521 or CMHC 521 or COUC 522 or EDCE 522 or COUC 546 or COUN 646 or CMHC 646 or COUC 602 or CMHC 602 or COUN 602 or COUC 667 or COUN 667 or CMHC 667 or M.Ed. TL: Student Svcs Cognate with a score of 5 or Education Counseling Gate 2 with a score of 5)

This course involves a highly supervised experience of professional counseling at an approved clinical site in the counseling community. This supervision includes both individual and group supervision. Students are required to complete a total of 100 hours of counseling and related services, 40 of which are direct client contact hours. Written and oral presentations accompanied by audio and video recordings are a basic part of the group supervisory process. Additionally, the class will focus on the development of counseling related skills, ethics, and professionalism based on observations and exposure to the counseling field.

Offered: Resident and Online

COUC 699 Counseling Internship 3 Credit Hour(s)

Prerequisite: (COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501) and (COUC 502 or EDUC 600 or COUN 502 or CMHC 502) and (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 505 or COUN 505 or CMHC 505) and (COUC 510 or COUN 510 or CMHC 510 or EDUC 518 or COUN 515 or CMHC 515 or COUC 521 or COUN 521 or CMHC 521 or EDCE 522 or COUC 546 or COUN 646 or CMHC 646 or COUC 602 or CMHC 602 or COUN 602 or COUC 667 or COUN 667 or CMHC 667)

This course requires successful completion of the practicum as one of its prerequisites and involves an intensely supervised experience in the student’s designated program area at an approved site. Students are required to complete a total of 600 clock hours of counseling and related services, 240 of which are direct client contact hours. While gaining direct service experience with clients, students regularly meeting with an approved onsite supervisor. Student counseling performance is evaluated throughout the internship. Written and oral presentation accompanied by audio and video recordings form the basis of the group supervisory process. The dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues are primary areas of focus.

Note: This course may be repeated.

Offered: Resident and Online