MASTER'S DEGREE CLINICAL MENTAL HEALTH COUNSELING PROGRAM
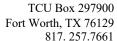
STUDENT HANDBOOK

Master of Education in Clinical Mental Health Counseling

Texas Christian University
Fort Worth, Texas 76129

Table of Contents

Dear Students:

Congratulations and welcome to the TCU Clinical Mental Health Counseling program!

The Clinical Mental Health Counseling Program Student Handbook is designed to inform students about various aspects of the program from start to finish. As such, we provide information about the program, required classes throughout the program with required pre-requisites, practicum/internship/field experience, and requirements for degree candidacy.

The program faculty are continually working to make improvements to maintain a program that is the most educationally beneficial to our students; therefore, changes to the Student Handbook are ongoing and any updates will be distributed to students via e-mail from the Program faculty. Any changes will be implemented upon notification. Our goal is to create a program that offers meaningful educational experiences to help create ethical and competent counselors.

If you have any questions after reviewing the Student Handbook, feel free to contact counseling core faculty or Lori Kimball at l.kimball@tcu.edu for more information. We work to create an environment where students feel supported and are willing to assist students through their educational journey and personal and professional growth.

Sincerely,

Clinical Mental Health Counseling Program Faculty and Staff

Overview of the Clinical Mental Health Counseling Program

Mission and Program Objectives

Texas Christian University's mission is "to educate individuals to think and act as ethical leaders and responsible citizens in the global community," and the mission of the TCU College of Education is to prepare exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners. Similarly, the Clinical Mental Health Counseling Program aims to prepare counselors to work in diverse settings and be reflective, ethical, and competent practitioners in their chosen work roles.

Specific program objectives include the following:
1. Demonstrate clinical competence using an approach that emphasizes client strengths and resiliencies
2. Demonstrate knowledge and adherence to professional ethics
3. Engage in personal and professional reflections to develop strategies for life-long learning and improvement of counseling skills
4. Develop and maintain culturally-responsive counseling relationships through ongoing contemplation of counselor awareness, knowledge, skills, and advocacy
5. Perform the assessment and intervention skills needed to work with individuals in a variety of settings
6. Demonstrate mastery of necessary foundational knowledge to successfully pass licensing exam required by the Texas State Board of Examiners of Professional Counselors
7. Demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior
8. Practice approaches for assessing the conditions of the work environment on clients' life experiences
9. Demonstrate counselor characteristics and behaviors that influence the counseling process
10. Apply knowledge of types of groups and other considerations that affect conducting groups in varied settings
11. Demonstrate knowledge of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
12. Present client cases that include the following: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Philosophy

The Clinical Mental Health Counseling Program prepares counselors to take leadership positions in counseling, planning, directing, implementing, and evaluation.

The Clinical Mental Health Counseling Program prepares counselors to take leadership positions in counseling, planning, directing, implementing, and evaluating counseling programs in schools and communities. Students

entering TCU's Clinical Mental Health Counseling program enter a community of collaborative and nurturing relationships among students and faculty, relationships that continue long after graduation. While in the program, students develop competence in counseling and also a network of people, skills, and resources. As one student stated: "I am prepared to not only find a job but to be qualified above and beyond in that position".

The program, grounded in solution-focused practice, emphasizes client strengths and resiliencies and reflects our belief in the resources clients bring to counseling rather than their pathology. From the earliest clinical class (Helping Relationships) through Practicum, students learn and apply this evidence-based approach focusing on clients' preferred futures, strengths, and resources. Although other counseling approaches are presented, focusing intensely on the practice of SF therapy allows students to develop a deep understanding in solution-focused brief therapy (SFBT) by the time they graduate.
To learn more about the SFBT approach, we encourage you to read the following:
Solution-Focused Brief Therapy by Mo Yee Lee, PhD

The Clinical Mental Health Counseling Program at TCU upholds the American Counseling Association's (ACA) Code of Ethics. In addition to reading this Handbook, students must read and adhere to the ACA Code of Ethics, which may be found online at the following website: https://www.counseling.org/resources/aca-code-of-ethics.pdf

Administration
The Clinical Mental Health Counseling program is a graduate program within the College of Education (COE). Dr. Jan Lacina serves as the Associate Dean for Graduate Studies in the COE and may be contacted at j.lacina@tcu.edu. This program is housed in the department of Counseling, Social Change, and Inquiry (CSIN). Dr. Gabriel Huddleston serves as the department chair and may be contacted at g.huddleston@tcu.edu.

Information specific to graduate studies in the College of Education may be located at http://coe.tcu.edu/graduate-overview/. At this site, students can explore graduate programs, obtain information about general financial aid, and link to other related items. The Graduate Catalog is maintained on the website of the Registrar and may be found online at the following website: http://tcu.smartcatalogiq.com/current/Graduate-Catalog

NOTE: Students should be aware that while every effort is made to keep this handbook up to date, in the event that there is a discrepancy between this handbook and the Graduate Catalog in effect when the student first enrolled, the guidelines and requirements as set forth in the applicable Graduate Catalog take precedence. However, should certification or licensure requirements change before a new catalog is available, the new requirements must be followed. Students will be notified of these changes.

Accreditation
Texas Christian University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master, and doctoral degrees. The College of Education is also accredited by the Texas Education Agency. Further, this degree program also has accreditation from the Council for Accreditation of Counseling & Related Educational Programs (CACREP). This accreditation currently extends through October 2030.

Faculty & Staff

Administration
Frank Hernandez, Ph.D.
Dean, College of Education

Jan Lacina, Ph.D.
Associate Dean of Graduate Studies, Research, & Strategic Partnerships

Gabe Huddleston, Ph.D.
Department Chair for Counseling, Societal Change, and Inquiry

Counseling Core Faculty

Cebrail Karayigit, Ph.D., Dr. Karayigit is an Associate Professor in the Counseling & Human Services program. Prior to teaching in higher education, he gained extensive counseling experience with diverse groups of students for school and clinical settings in various geographical locations. He is a Licensed Professional Counselor (LPC) and Nationally Certified Counselor (NCC). His research interests are in the areas of meaning in life among emerging adults and multicultural counseling. As a counselor educator, he is equally comfortable toggling between teaching courses on school counseling, general counseling, clinical mental health counseling, and associated courses in the counseling curriculum.

Emily D. Michero, Ph.D., Dr. Emily Michero is an Assistant Professor of Professional Practice and Clinic Director in the Counseling & Human Services Program. Dr. Michero holds a Ph.D. is in Counselor Education and Supervision from the University of North Texas. She is a Licensed Professional Counselor and board-approved supervisor (LPC-S) in the state of Texas and has over 15 years of clinical experience. Her clinical experiences include schools, outpatient treatment centers, inpatient hospitals, university clinics, and private practice. Dr. Michero has taught master's level courses in Advanced Counseling Skills, Practicum, Internship, Development across the Lifespan, and Adolescent Counseling. As an LPC-S, she has provided supervision for master's students, doctoral students, and Licensed Professional Counselor Associates.

Citlali Estela Molina, Ph.D., LPC, CSC, NCC., Dr. Molina is an Associate Professor in the Counseling & Human Services program. Dr. Molina is a seasoned school counselor, counselor educator, and program coordinator. Drawing from her experience of over 17 years in public education, she delves into understanding teacher-student relationships, particularly through culturally responsive, evidence-based interventions such as Social Emotional Learning and Mindfulness-based approaches. She also works to empower counselors to advocate for underserved students and families.

Marcella D. Stark, Ph.D., Dr. Marcella Stark is an Associate Professor in the Counseling & Human Services Program and serves as the program coordinator. Dr. Stark's Ph.D. is in Counselor Education and Supervision. She holds licensure in Texas as a Licensed Professional Counselor and board-approved supervisor (LPC-S) and has over 10 years of clinical experience in university counseling. Her research focuses on solution-focused supervision, use of sandtray in supervision, supervisee contribution, counselor training, and mentoring within the

counseling profession. Dr. Stark regularly teaches master's level courses in Counseling Theories, Career Development, International Practices in Counseling, Assessment in Counseling, Practicum, and Internship, as well as doctoral courses in counselor supervision and teaching.

Elizabeth R. Taylor, Ph.D., Dr. Elizabeth Taylor is a Professor in the Counseling & Human Services Program and serves as the Counseling Practicum/Internship Coordinator. She has been in education for 40 years as a special education teacher and educational diagnostician, as a school counselor, as an adjunct instructor for several universities, and an assistant professor at the University of Texas Health Science Center at San Antonio. She also served for seven years as an associate dean at TCU in the College of Education. Her licensures and certifications include: Licensed Professional Counselor and board approved supervisor, Licensed Marriage and Family Therapist, Registered Play Therapist and Supervisor, Certified School Counselor, and approved family mediator. She has worked in public and private schools, hospital settings, private practice, and community agencies. She teaches master's level courses, including Helping Relationships, Small Group Dynamics, DSM-Diagnosis and Treatment, Abnormal Psychology, and practicum, as well as doctoral classes in strength-based approaches in counseling, advanced counseling theories, and advanced group process.

Non-Core Faculty

Amanda Allison, Ph.D., Dr. Amanda Allison is an associate professor and coordinator of art education in the College of Fine Arts. She teaches the Therapeutic Arts elective course, and her scholarship focuses on the use of art in counseling.

Erin A. Booher, Ph.D., LPC-S, NCC, CSC, Dr. Erin Booher is a clinician in private practice in Fort Worth, Texas. Prior to working in private practice, Dr. Booher was a school counselor for nine years. She uses solution-focused brief therapy with clients in private practice and provides supervision to LPC-Associates. She serves as an adjunct faculty member at Texas Christian University and enjoys working with students who are learning solution-focused brief therapy. Active in several professional associations, Dr. Booher serves on the Board of Directors for Texas Mental Health Counselor's Association and is a member of the American Counseling Association. Dr. Booher is a Licensed Professional Counselor Supervisor in the state of Texas, a National Certified Counselor, as well as a Certified School Counselor.

Mentanna Campbell, **Ph.D**, **LPC,** Dr. Campbell is a licensed professional counselor in the Burleson, Texas. Although she works with a wide array of clients, Mentanna specializes in couple's therapy. She also co-created a program for women who have experienced sexual betrayal and regularly leads psychotherapy groups for this population. In addition, Mentanna loves teaching and is a part of the adjunct faculty at Texas Christian University and B.H. Carroll. Her areas of research include the counselor's way of being and the resolution of religious and spiritual struggles within the context of counseling.

Katharine Ottone Davis, Ph.D., LPC, Dr. Katherine Ottone is a licensed professional counselor (LPC) and holds a PhD in Counseling and Counselor Education from Texas Christian University (TCU). She is also certified in clinical hypnosis through the American Society of Clinical Hypnosis utilizing Ericksonian hypnosis. Katharine is active in training other professionals as adjunct faculty at TCU for the master's counseling and human services programs and a trainer for the North Texas Society of Clinical Hypnosis. She works with children and families at her private practice in Southlake, Texas.

Drew Dutton, M.Ed., Drew Dutton is a graduate of the TCU Counseling & Human Services Program and serves as an adjunct faculty member, teaching the Addictions Counseling course. He also serves as the Vice President and Clinical Director for Phoenix House, an addiction treatment facility.

Theresa Paschall, M.Ed., Theresa Paschall teaches the Guidance and Counseling course. She holds an M.Ed. and several certifications, including Texas School Counselor Certification and Texas Principal Certification. She served for five years of the Director of Counseling in Crowley ISD before becoming the Director of Social Emotional Services in Burleson Independent School District. Theresa holds additional certifications in Trust-Based Relational Intervention (TBRI), Youth Mental Health First Aid, and as a Trauma and Loss School Specialist.

Michelle Rollins, PhD, CSC, Dr. Michelle Rollins is a certified school counselor and has extensive experience working with elementary students and families from diverse populations. She integrates components of mindfulness into her counseling program and in her work with children to promote social emotional learning and self-regulation. She currently works as an elementary professional school counselor in Birdville ISD. Michelle holds a PhD in Counseling and Counselor Education from Texas Christian University where she serves as an adjunct faculty member.

Heather Shahan, Ph.D., LPC-S, LMFT-S, Dr. Shahan has worked for 18 years in private practice where she specializes in forensic work. She provides individual, couples, family, and group counseling for both mandated clients and those seeking mental health counseling.

Rebekah Shutter, Ed.D, M.A., LPC-S, Dr. Rebekah Shutter is the Director of Clinical Operations at Mesa Springs Hospital in Fort Worth, Texas. She has worked in mental health hospitals for over ten years and also owns her own private practice where she specializes in working with bipolar disorder.

Olivia Wedel, Ph.D., LPC, NCC, LCDC, Dr. Olivia Wedel is a clinician in private practice and a licensed CEU provider in Fort Worth, Texas. Olivia uses solution-focused brief therapy with clients in private practice. She serves as an adjunct faculty member at Texas Christian University (TCU) and enjoys working with students who are learning solution-focused brief therapy. Active in several professional associations, she serves on the Board of Directors for Texas Mental Health Counselor's Association and the North Central Texas Counseling Association. Olivia is a Licensed Professional Counselor and a Licensed Chemical Dependency Counselor in the state of Texas, as well as a National Certified Counselor.

Staff
Audra Guereca – Assistant to the Dean
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Lori Kimball – Graduate Coordinator, Graduate Studies
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Assessment of Professional Skills and Competency

As prospective counselors, you are expected to represent the college as professionals and adhere to the ethics and standards of the counseling profession. In addition to the College's Student Code of Conduct, professional competency and necessary skills apply to all students in the TCU Counseling Program. The competency address affective attributes and general dispositions attributed to a counselor. The skills address skills related to the knowledge and application of solution focused brief therapy (SFBT). The Professional Dispositions Competency Assessment form provides insight on what dispositions and skills will be assessed. Please refer to the Professional Dispositions Competency Assessment Rubric for further guidance.

Upon entry to the program, students will be introduced to professional dispositions, as well as the procedures for assessment of competency and skills. During New Student Orientation, students will be provided information for accessing the Professional Dispositions Competency Assessment rating form and rubric (available in this Student Handbook).

When are Professional Skills and Competency Assessed?
Professional Skills and Competency for Clinical Mental Health Counseling students are assessed at least once annually by core counseling faculty. Particular attention is paid to evaluation of students upon completion of the following clinical courses: Helping Relationships, Small Group Counseling, Advanced Counseling Skills & Ethics, Practicum, and Internship. Students who received low ratings (e.g., 1 or 2 on dispositions, 0 or 1 ratings on skills) will be assessed in the following long academic term (i.e., fall or spring) to monitor improvement.

What is the Competency and Skills Assessment Process?
1. Counseling core faculty meet, as a group, to assess each candidate's dispositions and skills and complete the assessment forms.
2. At least one core faculty member will review the Professional Dispositions Competency Assessment form with the student after the completion of faculty assessment.
3. Students will sign the rating form indicating they have reviewed their ratings with a faculty member and agree to the ratings and recommendations, if applicable. If the student does not agree with the recommendation and wishes to appeal, information regarding the appeal process is below.
4. If the student earns a 1 or 2 rating on dispositions or a 0 or 1 rating on skills, indicating the student is below expectations, the counseling core faculty will note recommendation(s) on the rating form. Additionally, low ratings *may* warrant an Academic Performance & Professionalism Warning and/or prevent the student from enrolling in Practicum/Internship.
5. If the student earns another low rating in subsequent semester(s), an Academic Performance & Professionalism Warning will be issued, and the student will be prevented from enrolling in Practicum/Internship.

Student Disposition Appeals
A student has the right to appeal the decision and recommendations of the core counseling faculty. The recommendations appeal must be made to the core counseling faculty within ten (10) business days of the review meeting when student received information about the program decision and recommendations.

The counseling core faculty committee shall review the case and provide the student with an opportunity to speak on his/her behalf. The counseling core committee may interview any stakeholders including, but not limited to, faculty or staff who have previously assessed or provided documentation of past dispositions. After reviewing all documentation, and interviewing all relevant parties, the counseling core faculty will deny or accept the appeal, with or without conditions.

Programs of Study

Clinical Mental Health Counseling (60 credit hours)

The M.Ed. in Clinical Mental Health Counseling focuses on providing students with a 60-hour, rigorous and strength-based program to prepare students to work with children and families in a variety of settings and presents the foundational knowledge needed to successfully pass the National Counselor Exam administered by the Texas State Board of Examiners of Professional Counselors. The Clinical Mental Health Counseling track follows educational requirements for the Licensed Professional Counselor (LPC) licensure/credential in the State of Texas, in accordance with Council for Accreditation of Counseling and Related Educational Program (CACREP) requirements.

The objectives of this program are to:

- Provide a rigorous course of study to prepare students to work with children and families in a variety of settings
- Provide students with the necessary foundational knowledge to successfully pass the National Counselor Exam administered by the Texas State Board of Examiners of Professional Counselors.
- Click here to view program of study.

EDUC 60323	Assessment in Counseling
EDUC 60823	Educational Program Evaluation & Research
EDUC 60143	Theories of Human Development
EDGU 50223	Helping Relationships
EDGU 60003	Counseling Diverse Populations
EDGU 60233	Career Development and Information
EDGU 50323	Small Group Counseling
EDGU 60143	Counseling Interventions
EDGU 60383	Counseling Theories and Techniques
EDGU 60113	DSM: Diagnosis and Treatment
EDGU 60163	Abnormal Human Behavior
EDGU 60613	Guidance and Counseling Programs
EDGU 60133	Addictions Counseling
EDGU 60213	Introduction to Marriage and Family Therapy
EDGU 70033	Orientation and Ethical Practice in Clinical Mental Health Counseling
EDGU 60223	Advanced Skills and Ethics
EDGU 70103	Practicum

EDGU 70303	Internship (Semester 1)
EDGU 70403	Internship (Semester 2)
	Two 3-hour counseling electives

Curriculum

The information provided in this section defines required and available courses for the completion of the Masters of Education in Counseling.

ARED 60970 Special Problems - The Therapeutic Arts
This class is for any major at TCU interested in learning how the arts can be therapeutic. Students in this class will make personal artwork for therapeutic ends. They will learn how art is therapeutic to marginalized populations like children in trauma, persons with disabilities, persons with chronic pain, those who are homeless and others.

EDUC 60143 Theories of Human Development
Prerequisites: Admission to College of Education or written permission of the Dean, College of Education. Selected theories of human behavioral, social, and emotional development.

EDUC 60823 Educational Program Evaluation & Research
This is an introductory graduate-level course in program evaluation and research methods. The evaluation of programs, curriculum projects, accreditation standards, and personnel appraisal are explored using different approaches. Other topics include purpose, qualitative and quantitative inquiry designs and data-collecting methods, analysis of data, sampling techniques, communication of results, and reliability and validity. Particular emphasis is placed on case study for the purpose of planning, conducting, and writing the evaluation for presentation to stakeholders.

EDGU 50223 Helping Relationships
Examination and practice of specific skills and processes essential to the development of helping relationships. Emphasis is placed on the development of interpersonal skills and professional ethics necessary to counseling.

EDGU 50323 Small Group Counseling
Study of the group as an interactional system, including: group process, group roles, guidelines for group selection and guidance, techniques for facilitating interaction, strategies for building credibility in groups, and the impact of life styles on group needs.

EDGU 60003 Counseling Diverse Populations
Prerequisite: Admission to the Counseling & Human Services program. A theoretical and skill development course for counselors to strengthen multicultural sensitivity, awareness, knowledge and skills. This class is designed to effectively prepare students for working in a diverse society by supporting appreciation of difference, acknowledging strengths and similarities among people, and learning to think and act ethically when delivering mental health services and advocating for clients.

EDGU 60143 Counseling Interventions
Prerequisite: EDGU 50223. Examination of techniques, strategies and methods of counseling; strategies to deal with resistant clients and acting out children; approaches to parent and professional consultation; crisis intervention issues and resources, and ethical and legal issues in the practice of counseling.

EDGU 60113 DSM: Diagnosis and Treatment
Overview of DSM disorders, their prevention and treatment.

EDGU 60133 Addictions Counseling
Principles and practices of drug and addiction education and abuse prevention with special application to the functions of counselors. Students will learn about the impact of addictive substances on the brain, co-occurring disorders, models of addiction, levels of treatment, assessments used to identify substance abuse, and evidence-based practices in the field of addictions counseling. Students will also learn about the assessment and treatment of behavioral/process addictions, with specific attention paid to the similarities and differences between substance and process addictions.

EDGU 60163 Abnormal Human Behavior
This course examines the historical and current understanding of "normal" and "abnormal" within the context of family, community, and cultural systems. Possible causes for the diagnosis of mental illness and effective treatment approaches, including individual, family, group, and pharmaceutical interventions, are explored.

EDGU 60213 Introduction to Marriage and Family Therapy
Prerequisite: Admitted to Graduate Education. Examination of systems theory and the varying theoretical constructs, including strategic, structural, experiential, brief, and communication approaches.

EDGU 60233: Advanced Counseling Skills and Ethics
Prerequisite: EDGU 50223. This course further examines counselor ethics, including records management, an overview of business/family law and professional practice, the study of current LPC rules, and other topics of counselor practice such as business and family law practice, CPS reporting, and suicidal ideation procedures. This course is also designed to provide supervised experiences and critiques of recorded practice for the development of counselor presence and individual counseling techniques. Opportunities will be provided to discuss, observe, and demonstrate effective counseling behaviors in an effort to prepare students for practice.

EDGU 60233 Career Development and Information
Orientation to life planning and the world of work; theoretical models of career choice; examination of career information and resources and systems of career information utilization.

EDGU 60323 Assessment in Counseling
The purpose of this course is to help counselors become better consumers of psychological and educational instruments designed to measure and assess those characteristics/factors necessary to assist clients in achieving optimal development. This course will instruct counseling students in the development, administration, scoring and interpretation of assessment measures.

EDGU 60383 Counseling Theories and Techniques
Prerequisite: Must be admitted to Graduate Education. Orientation to established theories of counseling by examining and evaluating each theory's philosophical background, goals, and techniques and conceptualizing cases based on one's theoretical approach; consider issues in crisis counseling; and discuss ethical issues as they apply to hypothetical cases.

EDGU 60403 Theories of Student Development
Prerequisites: Admission into a Counseling & Human Services program. This course explores the cognitive, affective, social, and moral development of young adulthood with a special emphasis on developmental and contextual risks and resiliencies that affect best practices in higher education.

EDGU 60613 Guidance and Counseling Programs
Focus the development and implementation of school guidance programs, the services essential for effectiveness, coordination of pupil services with other elements of the educational program, strategies to build community resources and relationships, and program evaluation needs.

EDGU 70033 Orientation and Ethical Practice in Clinical Mental Health
Prerequisites: Admission to clinical mental health counseling (EDMH) or permission of instructor. Provides an overview of the field of clinical mental health counseling. Topics include: professional roles and functions, specialties, employment trends, preparation standards, credentialing, professional organizations, ethical standards, and legal aspects of practice nationally and statewide.

EDGU 70103 Practicum *
Prerequisites: EDGU 50223, 60143, 60223, and 70033. This course involves the supervised application of counseling and guidance approaches and techniques focusing on: students' videotape transcriptions and case studies, legal and ethical issues, and certification and licensure. A minimum of 160 hours is required of onsite experience, with a minimum of 40 hours in direct client contact.

EDGU 70233 International Practices of Counseling
Prerequisites: Graduate status and permission from instructor. This course involves a cultural immersion experience designed to provide students with an understanding of the role culture plays in the practice of counseling, with a focus on counseling in another country. Students will participate in a faculty-led trip abroad, short term (not semester).

EDGU 70303 Internship*
Prerequisite: EDGU 70103 Practicum. Internship is designed to meet the CACREP accreditation standards and is based on seminar-style class discussion, the presentation and discussion of cases, clinical group supervision principles, and didactic instruction. The course requires students to complete a supervised counseling internship of 300 clock hours, with a minimum of 120 hours per semester of direct counseling service with clients, which is to be fulfilled in an academic semester. Students should consider selecting internship sites that offer opportunities to engage in both individual counseling and group work. The internship provides an opportunity for the student to

perform, under clinical supervision, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform. (3 credit hours – may be repeated for total of 6 credit hours)

*Please note that TCU practicum and internship supervisors are required to: meet an average of 1.5 hours weekly with supervisee in group consultation, conduct in-person or virtual site visits at least once in a semester, provide case consultation for two clients per supervisee by video or in person, facilitate case studies and presentations for orals, be available for emergencies (or appoint another faculty member), and provide ethical training on professional association, legal, and licensure requirements.

Professional Liability Insurance

As part of the application process for practicum, internship, or field experience in student affairs courses, students are required to acquire professional liability insurance that covers them in the capacity of a student-counselor. Proof of insurance must accompany the completed application packet.

Aside from the practicum, internship, or field experience in student affairs courses, we recommend that students continue carrying such professional liability insurance throughout their professional careers.

Professional Counseling Organizations

CMHC Students are required to join professional counseling organizations. Membership in professional organizations is an important aspect of professionalism. Joining a professional organization reflects commitment to the counseling field, in general, as well as your specified areas of interest. Counselors and student development professionals should obtain membership in professional associations after they earn their degrees if they are to stay current in the field and keep up-to-date of new trends and issues. Active participation in professional associations is vital to professional success as professional organization membership enhances professional identity and may be organized around specific interest and practice areas.

Joining at least one professional counseling organization is strongly encouraged as it may be advantageous for graduate students on many levels. Benefits of student membership may include but are not limited to:
- student affiliate membership rates
- professional liability insurance at a discounted student rate
- subsidized conference fees
- professional newsletters and journals
- opportunities for professional involvement

Some examples of counseling organizations include:
Local/State Level:
    North Central Texas Counseling Association (NCTCA)

Texas Counseling Association (TCA)
https://www.txca.org/

Texas Mental Health Counselors Association (TMHCA)
https://tmhca.txca.org/

National Level:
American Counseling Association (ACA)
https://www.counseling.org/

American Mental Health Counselors Association (AMHCA)
https://www.amhca.org/home

Professional Development Activities

Students are encouraged to engage in professional development activities in addition to joining professional counseling organizations. Specifically, students are encouraged to join the TCU counseling closed Facebook group which posts announcements for professional development opportunities in the area. To be added to the group, students send a request to Dr. Marcella Stark, the group administrator. In addition, students presenting at conferences are able to apply for financial aid through the university to defray travel costs.

School Counseling Program

Candidates from the Clinical Mental Health Counseling program who select to pursue additional school counseling certification must pass the practice TExES exam being release for an attempt on taking the state exam for counseling in schools. Additionally, the individual must be a certified teacher and have two creditable years of teaching experience as defined by Chapter 153, Subchapter CC in order to seek certification. If students choose to be on the certification track, they must do so in their first semester of course work. If students do not respond and officially accept being in the certification program, they will not be able to count their courses toward certification at a later date. Several options exist for obtaining teacher certification, so students are encouraged to meet with their advisors regarding these options. All counseling classes may also be applied to Texas professional licensure.

Termination/Self-Selected Exit – Admitted Candidates: Candidates from the Clinical Mental Health Counseling program who select to pursue additional school counseling certification must maintain all requirements, demonstrate successful academic progress as outlined in the TCU Graduate Catalog and this Handbook (see sections regarding professional behavior standards, violations, and student retention, remediation, and dismissal). TEA has stated "if a candidate is NOT enrolled in the university, then they are not actively enrolled in the EPP and MUST be removed from ECOS (Educator Certification Online System)." Therefore, candidates who do not maintain enrollment will be considered a self-selected exit from the School Counseling Program.

Candidates removed or self-selected exit from the TCU COE School Counseling Program are not successful program completers and will not be able to seek recommendation for school counselor certification through Texas Christian University. A candidate's removal from his/her field practicum at any time can occur upon the request of the practicum site administrator or supervisor. Depending on the circumstances, securing of an alternative practicum site may or may

not occur. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE School Counseling Program to the candidate. A formal response is required from the Candidate to acknowledge receipt. The candidate will be removed from the TCU COE School Counseling program database with TEA. Candidates who do not formally respond to the letter after the given time period will be removed from the TCU COE School Counseling Program database with TEA. TAC §228.20(h))

Licensed Professional Counselor (LPC) Credentialing

The following information was gathered from the Texas Behavioral Health Executive Council website (https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/applying-for-a-license/index.html) Further information needed can be found in greater detail at this site including frequently asked questions, contact methods, and more.

Steps to applying for licensure:

1. Upon successful completion of the TCU Licensed Professional Counseling (for students who began coursework prior to August 1, 2017) or Clinical Mental Health Counseling program of study, students will have completed the educational component required to be eligible to sit for the National Counselor Examination (NCE).
2. Pass the NCE and the Texas Jurisprudence Exam, which will allow for the issuance of a Licensed Professional Counselor Associate (LPC-Associate) license.
   - The NCE is administered by the Texas State Board of Examiners of Professional Counselors in various testing locations. To register, see https://www.nbcc.org/licensure/examregistration . Registration requires an exam registration form, exam fee, and a copy of your transcript showing conferral of your master's degree in counseling. Processing time generally takes approximately four weeks. Upon approval, you will be notified and sent scheduling instructions. Your test scores are sent to the state board approximately four weeks after completion of your test.
   - If you live in a state that requires additional state exams, see the BHEC website for more information. Texas uses the NCE for its licensure exam.
   - You are responsible for remembering your date and time of testing, they do not send an admission letter or ticket.
   - The Texas Jurisprudence Exam can be purchased and accessed at https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/jurisprudence-examination/index.html
3. After taking and passing the tests, the next step is finding a board-approved Licensed Professional Counselor-Supervisor (LPC-S) under whom the LPC-Associate will begin earning 3000 clock-hours.
4. Once you find an LPC-S, apply online after collecting the following materials:
   - Practicum Documentation Form, Jurisprudence Examination Completion Certificate, Supervisory Agreement Form, and if applicable, a Military Supplemental Form.
   - As well as additional documents:
     - NCE/NCMHCE Scores: register for the exam in Texas or requesting a copy of your scores sent to the office if the exam was taken out of state.
     - National Practitioner Data Bank (NPDB) self-query report: mail an unopened self-query to the office.

- o Fingerprinting: information will be sent upon submitting an application with electronic fingerprinting options. Typically, a fee is paid to a fingerprint facility.
  - o Official Transcripts: submitted directly to the board. The board prefers electronic submissions but still accepts hardcopies. Electronic transcripts should be sent to transcripts@bhec.texas.gov virtually or mailed to: BHEC LPC Transcripts 333 Guadalupe Tower 3, Suite 900 Austin, TX 78701
5. Once you receive your temporary license, you may begin working on your hours:
   - At least 1500 hours of these 3000 must be in direct client contact. The 3000-hour requirement may not be completed in less than 18 months.
   - Close attention must be paid to the documentation requirements for approved intern sites and hours documentation. The supervisor is instrumental in helping with this, but it is ultimately the LPC-A's responsibility to keep accurate and detailed records of the hours earned at their site.
6. After completion of the 3000 hours, the completed documentation and application for full licensure is submitted to the State of Texas, details of which can be accessed at the initial website above.
   - Should there be any discrepancies, the state will contact the applicant by mail of what needs to be adjusted or corrected. Verify the address the state has on file is correct.
7. All licensees are required to undergo an HHSC approved human trafficking prevention training course as a condition of renewal, in accordance with Chapter 116 of the Occupations Code. Approved training courses can be found on the Health Care Practitioner Human Trafficking Training webpage.

Campus Services

Learning Environment

TCU boasts an endowment of over $1.5 Billion and is home to an accomplished student body of more than 10,000 students from around the nation and the globe. The College of Education projects no decrease in the level of support in the near future.

The construction of the 24,000 square feet Bailey-Palko Complex for the College of Education in 2007 demonstrates TCU's support for a quality-learning environment. This state-of-the-art facility houses the counseling programs.

Financial Assistantships and Resources

TCU provides opportunities for financial aid to graduate students. The academic deans make most financial aid appointments. The following appointments are available:
- **Teaching, Research, or Graduate Assistantships** provide a partial or whole tuition grant and often include a stipend for the academic year for teaching assignments or equivalent research and/or departmental duties. The maximum assignment is two classes or three labs each semester, equivalent research duties, or a combination of research and teaching duties.
- **Fellowships and Scholarships provide tuition grants** including a stipend and require no duties. Appointments are typically for nine or twelve months.
- **Technology Resources Graduate Assistantships** provide tuition and stipends for an academic year. These appointments require half-time duties in Technology Resources and are available to graduate students regardless of field or specialization. Summer half-time appointments are also available.

The M.Ed. Clinical Mental Health Counseling program is committed to providing support to graduate students. TCU's College of Education provide generous financial aid. For more information, please visit this link: https://coe.tcu.edu/financial-aid/

Mary Couts Burnett Library
The TCU library employs approximately 50 library personnel who are available to assist students with scholarly inquiry, study, and research.

The TCU library provides the following for use by TCU students, faculty, and staff:
1. 100 workstations running Windows 7 and equipped with base PC software described below. Hardware includes at least 19" monitors, 1GB RAM, all with CD-R/RW drives.
2. 4 PC multimedia workstations equipped with additional peripheral hardware and software, as described below.
3. 10 iMac computers running OS X, with software packages described below
4. 5 of the iMac computers are equipped with HP Scanjet N6310 scanners
5. 4 workstations on height-adjustable tables to accommodate wheel-chair access
- 1 ADA (Americans with Disabilities Act) station on a height adjustable table, equipped with software for use by the visually impaired
- Canon DR-1210C color scanners

Technical Support
All TCU students are provided accounts to access the TCU email system, the campus network, file storage, and the myTCU portal.

You may contact the Information Technology (IT) support help desk for help with IT related applications, connecting to the TCU network, or other technology related concerns. The IT department can help students via phone, chat, in-person visits, or remote support tools. You may contact IT at 817-257-5855 or visit their walk-up location on the first floor of the Mary Couts Burnett Library.

TCU Counseling and Mental Health Center
The TCU Counseling and Mental Health Center provides a variety of professional services, including short-term counseling, medication management, psychiatric consultation, and referrals. Counseling services are provided by licensed psychologists, licensed professional counselors, licensed social workers, and graduate level trainees under the supervision of a licensed staff therapist. A board-certified consulting psychiatrist provides psychiatric services.

Approximately ten full-time staff, the majority of whom are licensed professionals provide the following services:
> **Individual, Couples, and Group Counseling** services consist of short-term counseling for students seeking assistance with challenges of college and life. Counseling sessions typically last 45-50 minutes. Stress, academic pressures, relationships and family concerns, depression, test anxiety, disordered eating, grief, and self-esteem issues are some common reasons students request counseling. Personal growth and various support groups are formed to meet the needs of students on specific issues.

Crisis Intervention: In case of emergencies, a crisis counselor is available Monday through Friday from 8:30 a.m. to 4:30 p.m. Campus police assist with after-hours emergencies.

Psychiatric Services: Psychiatric evaluations and consultations are available for students who are using counseling services. Students seeking long-term medication management who are not in counseling will be referred to providers in the community.

Consultations: Counseling and Mental Health Center staff members are available to consult with concerned family, friends, faculty members, or staff about a student in need. The Center abides by laws protecting the privacy of our clients.

Writing Center

The Writing Center is located in Reed 419 and an annex is located in the Tom Brown Pete Wright Commons on the second floor. The graduate writing center is set up to help students in the organization, style, clarity, citations of sources, bibliographies, grammar, and punctuation. The Graduate Center Writing Center also offers workshops on relevant areas of interest. You may contact the writing center online at http://www.wrt.tcu.edu/ or by phone 817-257-7221 to schedule an appointment.

Froggie Five-0

Froggie Five-0 is the student escort service at TCU. Providing well over 3,000 escorts a month, Froggie-Five-0 is intended as a safety program, not a taxi service. Priority is given to people walking alone and those who need an escort to or from remote areas of campus. While TCU Police officer escorts are offered 24 hours a day, 7 days a week, student escorts operate between the hours of 8 p.m. and 1 a.m. If you need someone to walk with you from the parking lots to your residence hall or provide transportation (when available), call for Froggie-Five 0. Use the emergency phones at various locations near parking lots and around campus or dial 817.257.7777 at any time to request the service. Visit https://police.tcu.edu/froggie-5-0/ for more information.

Travel Grants

The Graduate Student Travel Grant Program has been established to support travel of graduate students related to research. Funds may be used by graduate students to present the results of their TCU research or to conduct research related to their field of study. Students from all academic departments are welcome and encouraged to submit grant applications. While co-funded by the Graduate Student Senate, the Office of Graduate Studies administers the graduate student travel grants. Maximum award is **$400** for domestic travel and **$800** for an international destination. Limited funds are available; grant award will be determined, up to the fund limits, by the Associate Provost's office. Priority will be given to students who have not received a previous travel award, and students may not receive more than one award during an academic year (June 1 through May 31). For information and applications, visit https://graduate.tcu.edu/financial-support/travel-grants/.

Policies and Procedures

The procedures for recommendation of students for credentialing and employment is specific to the TCU M.Ed Clinical Mental Health Counseling program. All other policy and procedure information for this Handbook were gathered from the online TCU Graduate Student Catalog (http://tcu.smartcatalogiq.com/current/Graduate-Catalog). The information is included below but more detail can be found on the website. In case of discrepancy between the online TCU Graduate Student Catalog and this TCU Master's Degree Clinical Mental Health Counseling Program Student Handbook, please refer to the online Graduate Student Catalog for the most up-to-date information regarding policies and procedures.

Recommendation of Students for Credentialing and Employment

Courses have carefully been selected and crafted to meet the educational needs of students, as well as the requirements of the Texas State Board of Examiners of Professional Counselors (aka the LPC Board) and the Council for Accreditation of Counseling & Related Educational Programs (CACREP). In order for TCU Counseling Program Faculty to make recommendations for credentialing and employment, students must have successfully completed the required prerequisites for Practicum. These include EDGU 50223: Helping Relationships, EDGU 60143: Counseling Interventions, EDGU 50323: Small Group Counseling, EDGU 70033: Orientation and Ethical Practice in Clinical Mental Health Counseling, and EDGU 60223: Advanced Counseling Skills & Ethics. Students who request a recommendation should provide the faculty member with the following: a) name and contact information for hiring committee, b) description of position/program to which the student is applying, c) updated resume, and d) list of points the students would like to be addressed. Positive recommendations are not guaranteed. However, faculty who are unable to provide a positive recommendation will notify the student within 10 business days of the request.

Transfer Credit

Students may transfer up to 6 hours for the M.Ed. Clinical Mental Health Counseling program. The transfer courses must be approved by your advisor. Upon transfer course completion, complete and return the Transfer Credit Request form, signed by you and your advisor, to the College of Education Graduate Studies office. Two official copies of your transcript must be on file in the College of Education Graduate Studies office. Course descriptions of the classes you wish to transfer must also be on file or included with this form before your request can be reviewed. The completed request forms will be provided to the Associate Dean for additional processing and decision on acceptance or rejection of the request. The Transfer Credit Form and transfer credit transcripts must be received in the College of Education Graduate Studies office no later than 45 days prior to graduation. The Transfer Credit Form can be found in the Forms section of this student handbook.

Academic Conduct, Warning, and Appeals

An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its mission. In such a community, faculty, students and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations that can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which is used when these standards are violated. More information regarding definitions of academic misconduct, procedures for dealing with academic misconduct, and

sanctions can be found at the following website: http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Academic-Conduct

The requisite GPA for graduate students is outlined in the online TCU Graduate Student Catalog: http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Policies-and-Procedures/Academic-Warning

In the event a student questions the appropriateness of a grade assigned for a course or the results of another critical component of a degree requirement (e.g., oral exam), the student must first discuss the matter with the faculty member(s). These discussions between the faculty member and student should be initiated by the student as soon as possible after the grade is assigned. In the event that the faculty member(s) agrees to change the grade/decision, the normal process for changing a grade shall be followed. If the student wishes to appeal the faculty's decision after these discussions, he/she must follow the formal grade appeals process outlined in the online TCU Graduate Student Catalog: http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Academic-Conduct/Grade-Appeals
More information, including deadlines, regarding formal grade appeals to the appropriate administrator, academic dean, or academic appeals committee can be found at this site.

Professional Behavior Standards
Graduate students at TCU occupy a unique position in the student body. They are more mature individuals with a defined perspective for the future and a high degree of both motivation and ability. In some instances, they are both seeking advanced knowledge and transmitting knowledge through their assignments as teaching or research assistants. While preparing for the profession, students model characteristics of their chosen discipline, and they also serve as models to others in the graduate student role. All of this brings a special obligation to evidence a level of conduct that is compatible with the University's goals to offer programs of excellence and to enrich both the community and humankind.

Graduate students are expected to be familiar with and adhere to the published academic policies, rules, regulations and procedures of the University, as well as appropriate local, state and federal laws. The guiding principle is to conduct oneself in a manner that reflects well on the individual, the University and the academic process. The student is also expected to be responsible for his/her invited guests.

As counselors-in-training, we expect you to uphold ethical and professional obligations. In addition to standards of professional behavior found on the online TCU Graduate Student Catalog (http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Policies-and-Procedures/Professional-Behavior-Standards), students of the clinical mental health counseling program will learn ethical and legal standards that they will need to uphold depending on the program, licenses, and certifications they seek.   Regardless of the counseling track a student chooses, all clinical mental health counseling program students must follow the *ACA Code of Ethics*.
https://www.counseling.org/resources/aca-code-of-ethics.pdf

Failure to follow the *Code of Ethics* will result in disciplinary action, which could include withdrawal from the clinical mental health counseling program.

Violations

Students may be dismissed from individual courses with a grade of "F" for lack of academic progress or for conduct deemed to be contrary to the professional or ethical standards of a field upon the recommendation of the responsible faculty member and the approval of the academic dean. Additionally, violations of conduct relative to expected standards of professional behavior will be subject to disciplinary action up to and including expulsion from the University. Specific policies and procedures may be located at: http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Policies-and-Procedures/Dismissal-Suspension-or-Expulsion

Student Retention, Remediation, and Dismissal

The Program's core faculty meets regularly (two to three times per month) and discusses any points of concern noted by core and non-core faculty. The student's grades, performance indicators, and dispositions and skills reviews are taken into account to determine if problem has been identified previously. Issues of concern will be addressed with student upon review of their Dispositions and Skills. If problem is serious (requiring immediate action) and/or pervasive (e.g., more than one low rating), the Academic Performance and Professionalism Warning (APPW) process will be initiated. The process operates as follows:

- The faculty member completes the APPW form describing the concerns and indicating potential strategies and solutions to resolve the problem.
- A conference between the student and two faculty members is required to complete the APPW form. During the conference, the parties will discuss the student's understanding of the concerns, generate potential solutions, and agree upon a course of action. The APPW contract will be signed by the student and faculty members. If the student fails to respond or attend a conference, the two faculty members will complete the form and notify the student via certified mail.
- The completed form is submitted to the associate dean, the student and The Dean of Students.
- Any student receiving two notices through this process may be considered for dismissal from the COE.
- Except in an unusually severe or critical situation (e.g., plagiarism, cheating, threat of harm to others, etc.), no single retention notice will result in a student being dismissed from the program.
- These notices do not become part of a student's permanent academic record.

Forms and Documents

While the forms and documents that follow this page are specific to the Clinical Mental Health Counseling program, graduate students should also be familiar with the College of Education (COE) documents and forms posted at https://coe.tcu.edu/forms-documents/. The following is a list of links to the important documents and forms posted at this site such as the Transfer Credit Request, Intent to Graduate, and Change of Major forms, among others.

Change of Major Form
FERPA Consent Form
Travel Grant Information
Graduate Student Travel Policy and CoE Graduate Travel Application

Information and Deadlines for Graduation
Intent to Graduate form
Oral Examination Form
Transfer Credit Request

NOTE: The forms provided beyond this page are specific to Clinical Mental Health Counseling program courses and are subject to change.

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

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

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

	Below Expectation SCORE: 1	Meets Expectation SCORE: 3	Above Expectation SCORE: 5	SCORE
Conscientiousness	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
Coping and Self-Care	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self- care; behaviors	

	grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	commitments; displays behaviors indicative of effective time management. Not overextended.	indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.	
Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	
Cooperativeness	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and "easy to get along with;" highly sought after for service on teams, groups, and committees. Seeks "win-win" solutions to conflicts.	

Moral Reasoning	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg's_blind egoism.)	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. (Reflects Kohlberg's social system/social relationships perspective.)	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine ans transparent. (Reflects Kohlberg's universal principle.)	
Interpersonal Skills	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.	
Cultural Sensitivity	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a "one size fits all" model of counseling; behavior reflecting racist or discriminatory attitude	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.	

Self-Awareness	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.	
Emotional Stability	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
Ethical Behavior	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.	
TOTAL SCORE:				
DISPOSITION QUOTIENT (TOTAL SCORE /10)				

Professional Skills and Competencies

Person Being Rated_____ Rater: _____ Date Range for Observation: _____

	Does not meet criteria for program level Score: 0	Meets minimally (below average) for program level Score: 1	Meets criteria for program level Score: 2	Meets criteria exceptionally for program level Score: 3	
Use of Nonverbal Skills	Behaviors lack self-awareness regarding impact on others; pace is rushed or lags behind where client is; defensive body posture, closed position, stares or has little eye contact; aloof, tone is flat or unkind; interrupts client's communication	Behaviors demonstrate some self-awareness and attempts to improve; pace of session not necessarily geared toward client's pace (too fast, too slow); tone is respectful but lacks kindness or interest; eye contact appropriate for client; pauses and uses silence therapeutically occasionally	Self-aware and continues to make efforts to improve; pace of session appropriate for client, sometimes asks questions before client completes thoughts, respectful and kind; pauses and uses silence therapeutically not knowing, appropriate eye contact, leans in, open body posture	Pace of session matches or is appropriate for client; Tone reflects kindness, respect, not knowing stance; Leans in, open body posture, appropriate eye contact; Appropriate pauses and use of silence	
Affirms client	Does not recognize strengths/talents, inattentive to client and fails to comprehend message client sends verbally/nonverbally, invalidates client by lack of attention or words of respect for client's current situation, needs, feelings, actions; interrupts client	Recognizes/names client strengths/resources/talents; listens attentively to client but does not always seem to validate client perspectives, feelings, thoughts, actions; shows some interest in client and attends to client but does not always relay positive regard; focused on techniques versus the client	Recognizes verbally & nonverbally client strengths & resources; validates client by listening attentively without interruption; uses techniques but sometimes sacrifices hearing and validating client's thoughts, feelings, struggles	Recognizes verbally and nonverbally client strengths & resources; Validates client struggles by listening attentively; expresses interest in client's thoughts, feelings, struggles	
Asks open-ended questions	Frequently uses "do" and "did" questions and others that limit response to one or two words; asks multiple questions in interrogation style rather than curiosity and not knowing; assumes client responses before client responds	Asks occasional open-ended questions; asks too many questions without waiting for reply or unrelated to what client is stating; assumes answers to questions before the client finishes answering; interrupts occasionally; cuts off client's statements with the next question	Asks mostly open-ended questions; pauses and waits for answers, only occasionally cutting off client with next question; demonstrates genuine curiosity; frequently takes not knowing stance	Uses "how" and "what" questions; remains curious; avoids why questions; takes not knowing stance; questions based on what client has stated in session and to the flow of the conversation	
Goal Formation Questions	Does not set a goal for session and/or for therapy with client/guardian; SMART (specific, measurable, achievable, realistic, timely) goals not set; Session tends to wander from one topic to another without any clear goal formed	No realistic goal set for therapy; therapist does not work with client to set goals for session until toward the end of session, so session tends to wander from topic to topic; smaller goals (SMART) goals not set in session or after several sessions; struggles to develop direction	Works with client/guardian to determine goals for therapy; sets SMART goals with client/guardian) early enough in session that session has direction	Determines what client's/parent's best hopes are for session; sets goal for therapy in conjunction with client or guardian; sets achievable, objerappropriate small steps conducive to reaching goals	

Knowledge & Application of theory	Fails to develop a relationship with client; Does not have an understanding of theory to conceptualize client or counseling approach; tends to take detours in session without clear direction; does not understand the application of interventions and uses interventions without consideration of client concerns, challenges, strengths, resources, context, culture, or development; clearly does not understand how to apply the interventions used; does not prepare for session	Takes little time to build relationship with client; Has a broad understanding of theory in conceptualizing client or counseling approach; uses interventions frequently but hesitantly and not always in a timely way; focuses on interventions versus client; considers broadly client concerns, challenges, strengths, resources, context, culture, or development; not always prepared for session	Builds relationship with client naturally; demonstrates understanding of theoretical framework for conceptualizing client; generally speaking, considers client concerns, challenges, strengths, resources, context, culture, or development; prepares for session and considers different options for ways to intervene; uses a variety of interventions	Demonstrates understanding of theoretical framework by using interventions appropriate for theory and context; Considers client concerns, challenges, strengths, resources, context, culture, or development; well-prepared for session weighing different options for interventions for client	
Summarizes and Paraphrases and Reflects	Moves from topic to topic by asking questions without reflecting client words, paraphrasing client's words or actions or summarizing key points and main ideas; Does not use client's words reflecting client worldview	Paraphrases, reflects or summarizes but doesn't always retain client meaning or does so at inappropriate times; Summaries, paraphrases and reflections are often inappropriate in timing or too infrequent. Summaries may be too long and do not reflect only main ideas; Reflections and paraphrases do not use client words.	Paraphrases client comments and reflects the overall client meaning; Uses client words in reflections; reflects, summarizes, and paraphrases at appropriate times but may not do so with enough frequency; Demonstrates an understanding of client's world view in reflections; Paraphrases and summarizes at appropriate times	Paraphrases client comments keeping the client's meaning; genuinely reflects content at appropriate times; paraphrases client's words and actions; summarizes key points and main ideas without going into great depth of key points of appropriate times in session, considering them to demonstrate client understanding	
Offers feedback on client goals & progress	Fails to give feedback at the end of session; rushed; lacks sincerity and genuineness; does not recognize client strengths or resources; does not keep time to know when session is ending, so session ends abruptly.	Gives feedback but only generally; does not compliment or recognize client strengths; does not keep track of time and may feel rushed at the end of session; suggestions/observations not based on session or client strengths and progress; does not ask for feedback regarding how session/overall therapy is going	At end of session, provides genuine reflection on client strengths through compliments and summary of key points; offers suggestions (observation or behavioral), when appropriate, but sometimes fails to base it on what client says in session or goals; keeps time during session for end of session feedback; does not ask for feedback regarding how	At end of session, provides genuine reflection on client strengths through compliments and summary of key points, offers suggestions (observation or behavioral), when appropriate, based on what client says in session or on goals, keeps time during session for end of session feedback; asks client for	

			session/overall therapy is going	feedback regarding how session went.	
				TOTAL SCORE:	

This Handbook may serve as a guide, but students should adhere to the TCU Graduate Catalog and information obtained from their academic advisor. *Last updated August 2024*