



Dallas Baptist University
Master of Arts in Professional Counseling
Student Handbook
Fall 2023

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<https://www.dbu.edu/graduate/degree-programs/ma-professional-counseling>

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Introduction to the DBU Professional Counseling Program

Welcome to the Master of Arts in Professional Counseling program at Dallas Baptist University!

This handbook is designed to provide students with an overview of the MAPC program, including policies and procedures, and students' rights and responsibilities. This handbook is not intended to contain the complete and exact text of all the rules, regulations, and policies that relate to graduate students. The DBU Graduate Catalog also contains policies, procedures, and information about services for graduate students and should be used in conjunction with this handbook. The policies stated in this handbook are program specific and are intended to help students achieve professional competencies and personal growth as members of an academic and faith community.

It is important that students be familiar with and adhere to the requirements outlined in the DBU Graduate Catalog and the Master of Arts in Professional Counseling Student Handbook. Students are required to read this handbook and affirm that they understand the responsibilities, policies, and procedures. Students are asked to sign the Student Handbook Acknowledgment form and submit it to the program director. This document will be placed in the graduate student's file.

PLEASE NOTE: Program Faculty reserve the right to update the MAPC Student Handbook as needed.

Statements

University Mission Statement

The mission of Dallas Baptist university is to provide Christ-centered quality higher education in the arts, sciences, and professional studies at both the undergraduate and graduate levels to traditional age and adult students in order to produce servant leaders who have the ability to integrate faith and learning through their respective callings.

Master of Arts in Professional Counseling Mission Statement

The Master of Arts in Professional Counseling is a 60-hour graduate program that integrates faith with clinical mental health counseling theory and practice from a Christ-centered worldview to produce servant leaders for work as Licensed Professional Counselors (LPCs) in various clinical settings in Texas and for ministry to a diverse world.

Master of Arts in Professional Counseling Program Objectives

1. Provide Christ-centered quality counseling education in order to produce graduates who integrate faith and learning in a diverse world.
2. Produce graduates who demonstrate the appropriate knowledge, skills, and dispositions required for the successful practice of clinical mental health counseling.
3. Equip graduates with the prerequisites to pass the National Counseling Examination (NCE) and meet the requirements for licensure as a professional counselor in Texas.

4. Cultivate a professional counselor identity among faculty through organizational involvement, research, publications, presentations, and community service.

Master of Arts in Professional Counseling Student Learning Objectives

1. Demonstrate the appropriate knowledge, skills, and dispositions of a successful clinical mental health counselor.
2. Practice and promote resiliency, optimal growth and development, and wellness for self and clients across the lifespan.
3. Apply ethical and legal standards responsibly as a clinical mental health counselor.
4. Develop and maintain a culturally competent professional identity as a clinical mental health counselor.
5. Demonstrate understanding of theoretical foundations, relationship dynamics, and therapeutic factors vital to assessing, diagnosing, and treating both individuals and groups.

Statement of Nondiscrimination

Dallas Baptist University complies with all applicable federal and state nondiscrimination laws and does not engage in unlawful discrimination on the basis of age, biological sex, disability, veteran status, genetic information, race, color, national origin in any employment practice, admissions, education program, or educational activity. Under state and federal law, the University may discriminate on the basis of religion in order to fulfill its purposes.

Information about Professional Counseling Organizations, Opportunities for Professional Involvement, and Activities Appropriate for Students

In order to develop a professional counselor identity, students are expected to participate in professional organization(s). Participation allows students to network with other professionals, gain knowledge about contemporary trends and developments in the field, and establish a pattern for ongoing continuing education. Most professional organizations have discounted rates for student memberships and new professionals.

Students are required to join either ACA or TCA, listed below:

American Counseling Association

The American Counseling Association (ACA) is a professional organization representing the interests of counselors and counselors-in-training nationwide. Various branches of ACA exist to support the special interests (e.g., school counseling, career counseling, education and supervision of counselors, family counseling) of its diverse membership. Students receive special discounts on membership, liability insurance, and up-to-date counseling resources. Included among the many resources are such items as audio-and videotapes, books, journals, and affective education materials. ACA is also instrumental in the enhancement of academic training through developmental workshops presented by leading experts in the field represented. Other ACA membership benefits include job search assistance through database systems and job postings found in the ACA monthly publication, "Counseling Today."

American Counseling Association
6101 Stevenson Ave, Suite 600.
Alexandria, VA 22304
800-347-6647 | 800-473-2329 (fax)
www.counseling.org

Texas Counseling Association

The Texas Counseling Association (TCA) is a member driven organization focused on the betterment of the counseling profession in Texas. They work in a variety of settings, including in private practice; at elementary and secondary schools; on college campuses; in criminal justice settings; at community mental health centers, hospitals, nursing homes and managed care facilities; as well as counselor educators and graduate counseling students. TCA has 30 chapters at the local level. Each create forums for professional counselors to network, discuss challenges, and obtain continuing education in the areas in which they live. TCA offers reduced membership dues for students.

Texas Counseling Association
1204 San Antonio, Suite 201
Austin, TX 78701 | 800-580-8144 www.txca.org

In addition to joining either ACA or TCA, students are encouraged to join one or more of the following counseling organizations:

American Association for Christian Counselors

AACC is committed to assisting Christian counselors, the entire “community of care,” licensed professionals, pastors, and lay church members with little or no formal training. The association’s intention is to equip clinical, pastoral, and lay caregivers with biblical truth and psychosocial insights that minister to hurting persons and helps them move to personal wholeness, interpersonal competence, mental stability, and spiritual maturity. AACC supports its membership through annual world and national conferences, newsletters, periodicals as well as seated and online continuing education opportunities. AACC offers reduced membership dues for students.

DBU sponsors a student chapter of AACC and encourages students to join and become involved in the various activities.

American Association of Christian Counselors
P.O. Box 739
Forest, VA 24551
800-526-8673
www.aacc.net

Christian Association for Psychological Studies

CAPS members serve as psychologists, educators, psychiatrists, physicians, marriage and family therapists, social workers, psychiatric nurses, professional and lay counselors, researchers, psychological assistants, interns, pastors, chaplains, theologians, pastoral counselors, and students. CAPS encourages in-depth consideration of therapeutic, research, theoretical, and theological issues. The association is a forum for creative new ideas. In fact, CAPS publications and conferences are the birthplace for many of the formative concepts in the field today. CAPS offers reduced membership dues for students.

Christian Association for Psychological Studies
Member/Conference Services
PO Box 365
Batavia, IL 60510-0365
630-639-9478
www.caps.net

Christian Counselors of Texas

For over 35 years Christian Counselors of Texas, Inc. (CCT) has been a volunteer organization of professional Christian counselors, therapists, ministers, students, and other individuals who are committed to helping people address the emotional issues and situations affecting their lives.

CCT members believe that they can better improve the welfare of our state and our practices by working together as an association of Christian counselors. Since organizing in 1982, CCT has been providing both local and state-wide support to Christian counselors and therapists in Texas. CCT offers free membership to current counseling students.

Christian Counselors of Texas, Inc.

www.cctx.org

Association for Play Therapy

The Association for Play Therapy (APT) is a national professional society established in 1982. The mission of APT is to promote the value of play, play therapy, and credentialed play therapists. This is accomplished by advancing the psychosocial development and mental health of all people through play and play therapy by promoting and supporting those programs, services, and related activities that promote the:

- Public understanding and appreciation of play and play therapy
- Effective practice of play therapy through research, education and training, and support
- Recognition, incorporation, and preservation of diversity in play and play therapy
- Development and maintenance of a strong professional organization that satisfies this mission

APT has a Texas Division, and there is a North Texas chapter of the Texas division, which hosts annual workshops. Student memberships are available at a reduced cost. For more information, go to <https://txapt.org/contact/>

Matriculation Requirements

Requirements for Full Admission

1. A Bachelor's degree from an Institutional Accrediting Agency institution;
2. Evidence of sound moral character and compatibility with DBU's mission;
3. A likelihood of academic success as demonstrated by a GPA of 3.0 or higher on a 4.0 scale in all previous coursework;
4. Two recommendation forms from non-family members;
5. A current professional résumé.

Admission Process

Applicants to the Master of Professional Counseling program will submit all required application forms to the graduate office. Application files will be forwarded to the MAPC Admissions committee for review. The MAPC committee will schedule **personal interviews** with applicants. The committee will consider each applicant's (1) relevance of career goals, (2) aptitude for graduate level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences. Committee recommendations will be sent to the university's graduate admissions committee for final admission decisions.

Orientation of New Students

At the beginning of each semester (fall, spring), new students will attend a **student orientation** scheduled by the MAPC director. At the orientation, the program director will (1) distribute and review the MAPC Student Handbook, (2) discuss students' ethical and professional obligations and personal growth expectations as counselors-in-training, and (3) review eligibility requirements for LPC licensure in the state of Texas.

The orientation will also include a review of the MAPC Counseling Agreement Contract. By signing this agreement, new students are stating their willingness to be evaluated on the characteristics deemed necessary for the development of an ethical and competent counselor. These characteristics are implied from the expectations of professional and personal competence and responsibility and are as follows: self-awareness/ self-understanding of values, beliefs, limitations; cooperativeness in relationships; openness to emotions/appropriate expression of feelings; positiveness in attitude and manner; openness to feedback from professors and supervisors; flexibility and adaptability in changing circumstances; awareness of impact of self on others- verbal and non-verbal; ability to accept personal responsibility for verbal and non-verbal actions.

In addition, the student's signature on the contract expresses agreement to attend eight counseling sessions during the first two semesters in the M.A. in Professional Counseling Program. No student will be allowed to apply for Practicum Candidacy until all sessions are complete.

Transfer Students

Applicants desiring to transfer from a master's counseling program at another university to the M.A. in Professional Counseling Program at DBU are required to submit an official letter which states that the applicant is a student in good standing and is eligible to complete that program as

well as enroll in practicum classes. This letter should be from the Dean or the Program Director on school letterhead and is to be submitted with the application to the DBU program.

DBU allows a maximum of 12 graduate hours to be accepted in transfer from another CACREP accredited university. Requests for transfer credits should be made to the MAPC program director for evaluation at the time of admission only. No clinical courses will be accepted in transfer. Decisions will be made according to similarity of course content. In the event that a transferred course includes a DBU MAPC key performance indicator, an effort will be made to assess and record the student's performance in those areas. The indicators include knowledge, skills, and counselor dispositions. The MAPC faculty will be able to identify how the alternate method specifically correlates with standard CACREP assessment of key performance indicators.

Program Requirements

Requisites:

A grade of C- or higher is required for all requisites.

There are four undergraduate-level psychology requisites:

- Introduction to Psychology or general psychology (PSYC 1301 or equivalent),
- Statistics (PSYC 2301, MATH 2301, POLS 2301, and SOCI 2301 or equivalent),
- Six hours of upper-level psychology chosen from the following courses:
- PSYC 3301 - Educational Psychology
- PSYC 3302 - Juvenile Delinquency
- PSYC 3303 - Psychology Internship I (S-L)
- PSYC 3304 - Psychology Internship II (S-L)
- PSYC 3306 - Study of Aging
- PSYC 3311 - Marriage and Family Systems
- PSYC 3312 - Drug and Alcohol Problems
- PSYC 3315 - Forensic Psychology
- PSYC 3317 - Clinical Psychology
- PSYC 3332 - Development of Infants, Children, and Adolescents (S-L)
- PSYC 4301 - Race and Ethnicity
- PSYC 4303 - Social Psychology
- PSYC 4305 - Psychology of Abnormal Behavior
- PSYC 4308 - Psychology of Sport, Exercise, and Human Performance
- PSYC 4309 - Child Life Theory and Practice
- PSYC 4311 - Integration of Psychology and Christianity
- PSYC 4313 - Group Psychotherapy
- PSYC 4314 - Counseling Theories and Techniques
- PSYC 4315 - Psychology of Personality
- PSYC 4316 - Human Growth and Development
- PSYC 4317 - Research Methods
- PSYC 4319 - Cognitive Psychology

- PSYC 4321 - Dynamics of Therapeutic Play
- PSYC 4324 - Psychology of Learning
- PSYC 4325 - History of Psychology
- PSYC 4332 - Crisis Intervention
- PSYC 4333 - Psychology of Adolescence
- PSYC 4340 - Special Topics in Psychology
- Or equivalent
- **Continuance in the program past the first 18 hours** is pending successful completion of these requisites.

The program of study provides students the necessary course work to meet academic requirements to become a Licensed Professional Counselor. Course requirements include 60 credit hours consisting of:

Content Courses

- COUN 5310- Introduction to Professional Counseling
- COUN 5311- Ethics in Professional Counseling
- COUN 5312- Counseling Theories and Techniques
- COUN 5313- Group Counseling Methods
- COUN 5314- Lifespan Human Development
- COUN 5315- Psychological Testing
- COUN 5316- Research Methods
- COUN 5317- Counseling Culturally Diverse Clients
- COUN 5318- Basic Counseling Skills
- COUN 6000- Comprehensive Counseling Review
- COUN 6310- Career Counseling and Lifestyle Development
- COUN 6311- Addictive and Compulsive Disorders
- COUN 6312- Psychopathology I
- COUN 6313- Psychopathology II
- COUN 6314- Marriage and Family Counseling
- COUN 6315- Theological Perspectives in Christian Counseling
- COUN 6316- Advanced Counseling Methods and Crisis Intervention
- COUN 6324- A Christian Approach to Human Sexuality

- COUN 6317- Counseling Practicum
- COUN 6318- Counseling Internship I (Service-Learning Course)
- COUN 6319- Counseling Internship II (Service-Learning Course)

- COUN 6101- Counseling Internship Continuation*

*This course is designed for students who do not finish the 600 hours required for Internship at the end of COUN 6319 Internship II. Students may enroll in COUN 6101 **one time**, in order to complete the required hours. A final grade for COUN 6319 Internship II will be issued upon completion of the 600 hours.

After completion of the graduate counseling program, the graduate is eligible to apply for state LPC licensure. In order to become licensed in Texas, the program graduate must pass the National Counselor Examination for Licensure and Certification (NCE) and complete a 3000-hour supervised counseling internship.

Total Credit Hours Required: Minimum 60 hours

Counseling Course Descriptions

COUN 5310 (3-3-0) Introduction to Professional Counseling- A study of professional standards, ethical guidelines, legal aspects of practice, standards of preparation for the profession, objectives of professional organizations, and the professional identity of persons providing direct counseling services. The ethical discussions include input from the profession, one's internal values, and Judeo-Christian influence. Spring, Fall, alternating Long Winter, online periodically.

COUN 5311 (3-3-0) Ethics in Professional Counseling- A study of the ethical guidelines, principles, and laws that govern the practice of counseling in a professional setting, including the examination of moral philosophy underlying ethical decision making, records management, business/family law, and the application of professional codes. Fall, Spring.

COUN 5312 (3-3-0) Counseling Theories and Techniques- A study of the philosophical and theoretical foundations of the helping process, focusing on selected theories and techniques of counseling as applied to normal and abnormal human behavior. An integration of the Christian worldview with counseling theory and techniques is emphasized. Spring, Summer, Fall, online periodically. Prerequisite: PSYC 1301.

COUN 5313 (3-3-0) Group Counseling Methods- An experiential study of group counseling theories and techniques. Leadership roles, stages of group development, and member responsibilities are explored. Ethical and legal issues related to group interventions are discussed. Open only to students in the Master of Arts in Professional Counseling, Master of Education in School Counseling, and the accelerated B.A./B.S. in Psychology/M.A. in Professional Counseling Programs. Spring, Summer, Fall.

COUN 5314 (3-3-0) Lifespan Human Development- An advanced study in developmental psychology with emphasis on physical, cognitive, social, emotional, sexual, personality, and spiritual development from conception to death within the context of basic theories of development, as they relate to counseling processes and strategies. Spring, Summer, Fall, online periodically.

COUN 5315 (3-3-0) Psychological Testing- An introduction to psychometrics and psychological testing including the study of test reliability and validity as well as administration and interpretation of results. Fall, alternating Summers. Prerequisite: Undergraduate statistics.

COUN 5316 (3-3-0) Research Methods- A study of the scientific method of social and psychological research in order to aid the student in understanding the theoretical bases of scientific research. The student will develop a working knowledge of the research methods and

problems associated with doing human research. The student will gain the ability to recognize both excellent and poor-quality research and research methods. Fall, Spring. Prerequisite: Undergraduate statistics.

COUN 5317(3-3-0) Counseling Culturally Diverse Clients A study of selected cultural groups, with emphasis on developing knowledge, skills, and attitudes for more effective counseling with persons from diverse backgrounds. Substantial attention is given to developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society, with a focus on the commonalities of individuals as created in the image of God. Fall, Spring, Summer, online periodically.

COUN 5318(3-3-0)- Basic Counseling Skills- This course will provide the experiential foundation for the practicum and internship experiences. Students learn communication and interpersonal skills and counseling techniques under faculty supervision. Students will also examine their intrapersonal issues and relational styles. Open only to students in the Master of Arts in Professional Counseling program. Fall, Spring, Summer.

COUN 6000(0-0-0) Comprehensive Counseling Review- Students must achieve the specified score in order to receive credit (CR) for the course, and the exam may be re-taken until the appropriate score is achieved. The score will be submitted to the Master of Arts in Professional Counseling program director. Graduation requires a satisfactory score on the comprehensive exam. This course must be taken concurrently with COUN 6318.

COUN 6101 (1-1-0) Counseling Internship Continuation This course is designed for students who do not finish the 600 hours required for internship at the end of COUN 6319 Internship II. Students may enroll in COUN 6101 one time in order to complete the 600 hours. A grade for COUN 6319 Internship II will be issued upon completion of the 600 hours. Periodically. Prerequisite: COUN 6318.

COUN 6310(3-3-0) Career Counseling and Lifestyle Development- A study of theories of vocational choice, the process of career and lifestyle decision making and sources of occupational information including use of the Internet. Alternating Summers, Fall, Spring.

COUN 6311(3-3-0) Addictive and Compulsive Disorders- An introduction to the nature of current drugs of choice and how they are being abused. A survey of the addictive and compulsive behavior patterns associated with alcohol/drug abuse, eating disorders, compulsive sexual behaviors, and compulsive gambling practices. An in-depth study of treatment for addictive disorders will be included. Fall, Spring, alternating Summers. Prerequisite: COUN 5312.

COUN 6312 (3-3-0) Psychopathology I- This course involves a study of psychopathology to aid the student in understanding problems of definition and classification of abnormal human behavior; development of skill in making diagnoses; a working knowledge of the diagnostic categories in the DSM-5; an understanding of the varying philosophies relative to diagnosis and treatment of abnormal behavior, and a review of psychopharmacology related to specific

disorders. The student will gain an appreciation of the interaction of Christian belief systems with a view of normal and abnormal behavior. Fall. Prerequisite: COUN 5310, 5312.

COUN 6313 (3-3-0) Psychopathology II- This course is a continuation of Psychopathology I, which involves a study of psychopathology to aid the student in understanding problems of definition and classification of abnormal human behavior; development of skill in making diagnoses; a working knowledge of the diagnostic categories in the DSM-5; an understanding of the varying philosophies relative to diagnosis and treatment of abnormal behavior, and a review of psychopharmacology related to specified disorders. The student will gain an appreciation of the interaction of Christian belief systems with a view of normal and abnormal behavior. Spring. Prerequisites: COUN 5310, 5312.

COUN 6314 (3-3-0) Marriage and Family Counseling- This course provides an overview of the field of family therapy. The concepts of marriage and family therapy are examined. Students will view films of family therapy sessions, explore their own family dynamics, and participate in learning experiences that will help them develop a theory of doing marriage and family. Spring, Fall, alternating Long Winters, online periodically.

COUN 6315 (3-3-0) Theological Perspectives in Christian Counseling- A survey of the theological foundations of Christian counseling. An investigation of the integration of counseling and theology will include discussion of spiritual health, prayer, Scripture, sin, confession, forgiveness, and redemption, particularly as related to the counseling process. Spring, Fall. Prerequisite: COUN 5312.

COUN 6316 (3-3-0) Advanced Counseling Methods and Crisis Intervention- An introduction to screening, identification, and resolution of situations with the potential for crisis. A study of more elaborate methods and techniques designed to differentiate and target problem areas. Includes practice counseling of simulated crises, intakes, and treatment planning. Fall, Spring, alternating Long Winters. Prerequisites: COUN 5310 and 5312.

COUN 6317 Counseling Practicum- This course involves supervised delivery of direct counseling services in an approved practicum setting. Students are evaluated on a wide range of personal and professional criteria which includes analysis of taped counseling sessions and seminar discussions of counseling theories, methods, and techniques. During the practicum experience, 40 of the 100 clock hours required must be direct client counseling hours which includes leading or co-leading a psychoeducation or therapeutic group. A minimum grade of B must be earned in order to progress to the internship course. Fall, Spring, Summer. Prerequisite: Must be taken at the end of the MAPC program.

COUN 6318 (3-3-0) Counseling Internship I (S-L) This course involves supervised delivery of direct counseling services at an approved agency or practice. Students are evaluated on a wide range of personal and professional criteria which includes analysis of taped counseling sessions and seminar discussions of counseling theories, methods, and techniques. During the Counseling Internship experience, 120 of the 300 clock hours required must be direct client counseling hours which includes leading or co-leading a psychoeducation or therapeutic group. A minimum grade of B must be earned in order to progress to the internship course. Must be taken at the end of the

MAPC program. This course contains a field-based service-learning component. Fall, Spring. Prerequisite: COUN 6317.

COUN 6319 (3-3-0) Counseling Internship II (S-L)- This course involves supervised delivery of direct counseling services at an approved agency or practice. Students are evaluated on a wide range of personal and professional criteria which includes analysis of taped counseling sessions and seminar discussions of counseling theories, methods, and techniques. During the Counseling Internship experience, 120 of the 300 clock hours required must be direct client counseling hours which includes leading or co-leading a psychoeducation or therapeutic group. A minimum grade of B must be earned in order to progress to the internship course. This course contains a field-based service-learning component. Fall, Spring. Prerequisite: Must be taken at the end of the MAPC program, after COUN 6318 Counseling Internship I.

COUN 6320 (3-3-0) Counseling Victims of Trauma- This course is designed for equipping students with both practical and empirical information about how trauma impacts the whole person, how to make assessments on trauma victims, and how to treat trauma related disorders. Special focus will be on Post Traumatic Stress Disorder and Dissociative Identity Disorder. Fall, Spring, online periodically.

COUN 6321 (3-3-0) Advanced Trauma Counseling- This course is designed as a continuation of COUN 6320, which is the introductory course in the treatment of abuse victims. COUN 6321 is designed to go beyond the basic understanding, the assessment of trauma, and its impact on people. This course focuses on the treatment process of trauma related disorders. Major theoretical and practical aspects of the treatment of trauma related disorders will be explored and practiced with focus on Post-Traumatic Stress Disorder and Dissociative Disorders. Students who want to take this class need to have taken COUN 6320 or have a working knowledge or experience in the treatment of trauma related disorders. Spring. Prerequisite: COUN 6320.

COUN 6322 (3-3-0) Play Therapy- This course is designed to assist those who work with children in understanding the relationship of toys and play to language and therapy, explore the major theories of play therapy, develop an awareness for the therapist of what a child sees and experiences from his/her perspective, gain expertise in responding to children "where they are" and on a "feeling level," enhance the participants' self-awareness and self-understanding, develop understanding of selection of specific toys and room set-up for play therapy, and explore other populations where "play" principles and concepts facilitate healing and growth. Fall, Spring.

COUN 6323 (3-3-0) Advanced Techniques of Play Therapy- This course is designed to assist students in drawing from several theories of play therapy in meeting individual client needs. Emphasis will be on verbal and non-verbal responses to the child that facilitate exploration of a child's feelings and thoughts. Students will learn how to use toys, verbal, and non-verbal responses in a variety of therapeutic relationships. Spring. Prerequisite: COUN 6322.

COUN 6324 (3-3-0) A Christian Approach to Human Sexuality- An introductory course to counseling for sexual issues. Students are introduced to a Christ-centered theology of sexuality, which addresses biology and psychology, sexual development and dysfunction, client sexual issues in counseling, along with appropriate intervention techniques for sexual problems.

Students are also challenged in their growth and development of their own sexuality. Fall, Spring, Summer.

COUN 6325 (3-3-0) Assessment and Intervention in Marriage and Family Therapy- This course is designed to introduce Master of Arts in Professional Counseling graduate students to various assessment tools which may be deemed appropriate for utilization in marriage and family counseling. Students will also become acquainted with guidelines for selecting specific marriage and family models based on assessment data. Spring, Summer, Fall. Prerequisite: COUN 6314.

COUN 6326 Practicum in Marriage and Family Therapy (S-L)- This course includes supervised delivery of direct counseling services in an approved agency or institution. Practicum focus will be on counseling couples and families. During the practicum experience the student must complete a total of 50 direct client hours, the majority of which must be with couples or families. The practicum includes a total of 150 clock hours. Students will be evaluated by analysis of taped counseling sessions, agency supervisor evaluation, and clear discussions of marriage and family theories, models, methods, and technique. To obtain credit, a grade of B or above must be earned. This course contains a field-based service-learning component. Spring, Summer, Fall. Prerequisite: COUN 6314, COUN 6317 (S-L), COUN 6318 (S-L).

Candidacy for Practicum/Internship

Students are not automatically eligible to enroll in Practicum/Internship as they matriculate through the MAPC program. In order to proceed to Practicum, students must apply for candidacy for Practicum. To be eligible, students must complete the following steps:

- Student must have completed the 8 required personal counseling sessions.
- Student must have completed the 12 hours of undergraduate prerequisite courses.
- Student must have a current GPA of 3.0 or above.
- Students must apply for candidacy to the Practicum/Internship
- Students must pass the Comprehensive Counseling Assessment with a score of at least 75
- Students must have completed the following program requirements (30 hours):
 - COUN 5310- Introduction to Professional Counseling
 - COUN 5311- Ethics in Professional Counseling
 - COUN 5312- Counseling Theories and Techniques
 - COUN 5313- Group Counseling Methods
 - COUN 5314- Lifespan Human Development
 - COUN 5315- Psychological Testing
 - COUN 5316- Research Methods
 - COUN 5317- Counseling Culturally Diverse Clients
 - COUN 5318- Basic Counseling Skills
 - COUN 6310- Career Counseling and Lifestyle Development

Students must secure a practicum site and purchase liability insurance prior to enrollment in *COUN 6317 – Counseling Practicum*. Students may purchase liability insurance through TCA or ACA at reduced rates. Students must provide digital documentation of insurance coverage prior to the start of the appropriate semester.

To apply for candidacy, students must submit the **Candidacy Application Form** to the program director within **the first 14 days of the semester before the semester that the student will enroll in COUN 6317- Practicum**. The program director will conduct a faculty review of the student's progress in the program and will determine if the student has performed in a satisfactory manner in the program to that point. If approved by the faculty review, the student will sit for the **Comprehensive Counseling Assessment**, an exam which measures knowledge attainment from the 10 required courses. The student must sit for the exam within 14 days of approval to take the exam. Upon passing the exam, the student will be granted candidacy for the Practicum.

If the student fails the Comprehensive Counseling Assessment on the first attempt, the student must re-take the exam. The second attempt must be no less than 15 days and no more than 30 days after the first attempt. If the student fails the second attempt, the student will meet with the program director to develop a remediation plan to prepare the student to retake the exam. The third attempt must be no less than 15 days and no more than 30 days after the second attempt. If the student fails the exam the third time, the student will meet with the program director to identify the 2 lowest content area scores on the exam and will be required to retake the courses corresponding to those content areas. Upon completion of the 2 courses, the student will be allowed one final attempt to pass the exam. A student who fails the exam the 4th time will not be allowed to continue in the program.

Master of Arts in Professional Counseling Practicum/Internship

Students may complete both the practicum and internship at the same site or may choose different sites for the practicum and internship. Both semesters of the internship must be completed at the same site.

In order to progress through the 3 (three) courses, a grade of "B" or higher must be earned. In the event of any grade below at "B", the course will have to be repeated until at least a "B" is earned. The student is responsible for any remedial work that may be suggested by the faculty in order to successfully complete the Practicum/Internship courses.

Practicum/Internship students are considered guests at the sites where they are serving and should behave in a professional manner at all times. Supervisors should be treated with respect. The information learned during the practicum/internship will be foundational to the post graduate internship experience. The final practicum/internship grade is dependent upon the evaluation given by both the site supervisor and the practicum professor.

In selecting a practicum/internship site, students will need to plan their schedules carefully to accommodate the total number of required hours, including the number of direct client hours.

The breakdown of the **Practicum** hours is as follows:

Direct Client Hours	40
Group Supervision Hours	1.5 per week: 24- long semester 15- summer
Individual Supervision Hours	15 (long semester) 10 (summer)
Non-Client Hours or Additional Client Hours	21 (long semester) 35 (summer)
Total Hours	100

The breakdown of the **Internship** hours (per semester) is as follows:

Direct client hours	120
Group Supervision Hours	1.5 per week: 24 (each long semester) 15- summer
Individual Supervision Hours	15 (long semester) 10 hours (summer)
Non-Client Hours or Additional Client Hours	141 (long semester) 155 (summer)
Total Hours	300

As counseling students are working toward the completion of a minimum of 280 direct client hours (40 in practicum and a total of 240 in the internship courses), and the effective development of individual counseling skills, students must also lead or co-lead a counseling or psychoeducational group, during either the practicum or internship experience, to ensure effective exposure to and development of group counseling skills.

Students are responsible for selecting a practicum/internship site. The practicum/internship coordinator oversees the practicum and internship sites for the MAPC program and may assist students in securing a practicum or internship site if needed.

Good supervision is an essential component of student development and training during the practicum/internship experience. The requirements to be a practicum/internship supervisor include the following: site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Students must meet with their supervisor **one hour per week for individual or triadic supervision.**

Important Numbers

Program Director	Graduate Advisor	Other Important Numbers
Jordan R. Davis, LPC-S Office: 214.333.6830 Fax: 214.333.6819 Email: jordan@dbu.edu Metro: 972.445.5300	Colson Flowers Office 214.333.5273 Fax 214.333.6819 Email: cflowers@dbu.edu Metro: 972.445.5300	Bookstore – 214.333.5442 Career Services – 214.333.5556 Cashier’s Office – 214.333.5336 Computer Lab – 214.333.5282 Counseling Center – 214.333.5288 Graduate Admissions – 214.333.5242 Registrar’s Office – 214.333.5334 Security – 214.333.5305 Writing Center – 214.333.5474

Off Campus Counseling Services for MAPC Students

A list of off campus resources in the Dallas-Fort Worth Metroplex, and within close proximity to the DBU campus, for counseling students is listed below:

Christian Counseling Associates	2001 W Plano Parkway Suite 2300 Plano, TX 75075	(972) 212-9191
Lakepoint Counseling	701 E Interstate 30 Rockwall, TX 75087	(460) 698-2250
Dr. Lourie Farrell HopeWorks Counseling	2001 W Plano Parkway Suite 1400 Plano, TX 75075	(972) 212-9175
The Center for Integrative Counseling and Psychology	4525 Lemmon Ave #200 Dallas, TX 75219	(214) 526-4525
Pathways Counseling Center First Baptist Dallas	1707 San Jacinto Street Dallas, TX 75201	(214) 969-2456
Impact Counseling and Guidance Center Lake Arlington Baptist Church	2912 Little Road Arlington, Texas 76016	(817) 457-6728
Planting Seeds Counseling and Coaching Frisco location	3535 Victory Group Way Building 5, Suite 500 Frisco, TX 75034	(469) 287-5502

Planting Seeds Counseling and Coaching Prosper location	805 E 1st St, Prosper, TX 75078	(469) 481-6965
Restoration Therapy Dallas Location	8150 N Central Expressway Suite M2130 Dallas, TX 75206	(214) 205- 3781
Restoration Therapy Fort Worth Location	550 Bailey Ave, Suite 302 Fort Worth, TX 76107	(817) 291-9872

Counseling Services for family relationship/children counseling

Center for Counseling and Family Relationships	4500 Mercantile Plaza Dr Suite307 Fort Worth TX 76137	(817) 232-9400
Trauma-informed, play, individual and family therapy (Wynne Shaw Counseling Services)	600 W Campbell Rd Suite 1 Richardson, TX 75080	(972) 437-1400

Christian Licensed Professional Counselors

Kelsi Butler, MA, LPC	Taylor Counseling Group in Dallas	214-530-0021
Cecilia Wright, MA, LPC	Taylor Counseling Group in Dallas	214-530-0021
Dreyton Wyatt, MA, LPC-Associate	Homestead Hope Counseling Services	hhoffice@homesteadho pe.org 817-812-3021
Cathryn Ligon, MA, LPC	Christian Counseling Associates	Email: cligon@counselgodsw rd.com 469-759-0705
Debbie Newhouse, MA, LPC	Logos Counseling 3910 Interstate 20 W. Arlington TX 76017	817-812-2880

Mikayla Bugh, MA, LPC	Impact Counseling and Guidance Center Lake Arlington Baptist Church	(817) 457-6728
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Other Psychiatric Resources

Meier Clinic	2099 North Collins Boulevard Richardson, TX 75080	(972) 437-4698
Gretchen Ladd, Ph. D, Clinical Psychologist	Therapy and Testing Services (ADHD, Learning Disabilities, etc.) 6330 LBJ Freeway Suite #234 Dallas, TX 75240	(214) 987-9099
Holiner Psychiatric Group	7777 Forest Ln Building C Suite 833 Dallas, TX 75230	(972)-566-4591
Child & Family Guidance Center Main Office	8915 Harry Hines Blvd. Dallas, TX 752350	Phone: 214-351-3490
Lighthouse Clinical Services <i>Dr. Gant, Dr. Webber</i>	Galleria Tower 1 13355 Noel Rd., Suite 500 Dallas, TX 75240	214-361-6092

Holidays and Class Cancellations

University holidays are posted in the Academic Calendar. In the event of class cancellations, students will be notified via Blackboard. DBU will communicate the cancellation of courses as soon as possible. If the course is cancelled late in the afternoon, the MAPC graduate advisor will attempt to phone all enrolled students. If for some reason, students do not receive the cancellation message, a course cancellation form will be posted on the door of the classroom. Please call the graduate advisor for any questions.

Advising and Registration

Students will register for courses online through Self Service. Students are encouraged to register during advanced registration (refer to Academic Calendar for registration dates). To make an advising appointment with the Program Director, contact the graduate advisor- 214.333.5273.

Adding or Dropping Courses

Students may add or drop courses through Self Service. Please refer to the Academic Calendar for add/drop deadlines and related fees.

Withdrawing from Courses

Students needing to withdraw from courses must contact the Program Director. Withdrawal deadlines are published in the Academic Calendar.

Incomplete Grade

Students who need to request an incomplete grade for a course will need to contact the professor to make appropriate arrangements. Please note, it is the student's responsibility to follow up regarding any grades of "I" (incomplete) received. If the course work is not completed by the specified date, the grade received will be an "F."

Expectations of Students and Faculty

What is Expected from the Student at DBU

1. Academic Engagement

- a. Be on time to class.
- b. Be present – avoid distractions with cell phone or other devices
- c. Turn in homework on-time
- d. Active Participation in classroom and online activities
- e. Follow instructions – Syllabus, Faculty, Rubrics, etc.
- f. Academic honesty (No plagiarism)
- g. Faculty-Student interaction – it is expected that both faculty and students will conduct themselves in a professional manner in all interactions.
- h. Counseling Knowledge and Skill development

2. Personal Enrichment

- a. Emotional maturation
- b. Implement good time-management skills
- c. Behavioral Standards in communication - appropriate behavior should be evident in all communications (e.g., verbal, written in discussion boards, emails) with other students.
- d. Ethical conduct in classroom and at practicum/internship site
- e. Application of learning to personal and professional lifestyle
- f. Be excellent in every way- (Col. 3:23)

What is Expected from the Faculty at DBU

1. Academic Engagement

- a. Faculty will demonstrate competence and high-quality teaching.

- b. Faculty will create and maintain a collegial environment that promotes student learning.
- c. Communication within 48-hours. Students can expect to receive email replies from their online or hybrid instructor within 48 hours of sending an initial email.
- d. Faculty will be available within posted office hours and as needed.
- e. Commitment to staying current with trends in the counseling field
- f. Grading within one-week. Students can expect to have most graded assignments graded within one week of the due date for the given assignment.

2. Professional Enrichment

- a. Faculty is committed to train and prepare the student to become an excellent counseling professional according to Christ-like character and the state licensing board regulations.
- b. Membership in professional organizations to maintain professional growth and development.
- c. Practice professional and ethical conduct in classroom and outside of classroom
- d. Create an atmosphere of support and encouragement for students
- e. Challenge students to grow personally and professionally, and actively participate in that process
- f. Faculty will conduct themselves with the same professionalism and excellence that is required of the students (James 3:1)

Academic Appeal and Academic Misconduct Procedure

Applications for a formal academic appeal are available in the Office of the Registrar. In order to ensure an appeal process that is fair and timely to all parties involved, the following procedure is in place for academic appeals.

- If the student wishes to file a formal concern regarding classroom procedure, the process starts with step 1a.
- Should the faculty member find a student subject to academic misconduct as defined in the University catalog, the process starts with step 1b.
- If a student wishes to raise grounds for challenging a specific academic policy of the University, not the resolution of an academic matter with a faculty member or other responsible person, the appeals process begins with step 7 below.

Upon receipt of a formal written appeal in the Office of the Registrar, the procedure below will be followed.

1a. The student should schedule a conference with the faculty member (or other individual directly responsible) within 14 calendar days of receipt of final grade notification. The faculty member (or other individual) may resolve the problem at that point. (Skip to step 2.)

1b. If there are reasons for a faculty member to believe that a student has engaged in academic misconduct, the faculty member shall notify the student of the charges. The student should contact the faculty member within 14 calendar days of receipt of notification to arrange a conference with the faculty member.

2. If the faculty member is unavailable, the student shall notify the dean of the appropriate college in writing within seven additional calendar days that he/she is seeking a conference with the faculty member. The conference shall be held at the earliest possible convenience of the faculty member and the student.

3. If the matter is not resolved to the satisfaction of the student, he/she may submit a written appeal to the dean of the appropriate college (and the chair of the appropriate department, if applicable) within seven calendar days of the conference.

4. The dean of the appropriate college (and the chair of the appropriate department, if applicable) shall schedule a conference with the student and/or other involved persons within seven calendar days of receiving the appeal from the student.

5. The dean shall notify all parties in writing of his/her decision within seven calendar days after the conference.

6. If the student believes the decision of the dean is unwarranted, he/she may appeal to the appropriate graduate or undergraduate Academic Appeals Committee in writing within seven calendar days after receipt of the decision of the dean.

7. The Academic Appeals Committee shall establish a regular monthly meeting date for the purpose of hearing appeals. The date shall be published in all appropriate university publications. The deadline for filing an appeal shall be one week prior to a meeting. Appeals filed after the deadline will be heard at the next meeting of the committee. All parties involved shall be notified of the meeting date at which the appeal will be heard and given the opportunity to be present.

8. The Academic Appeals Committee shall notify all parties in writing of its decision within seven calendar days.

9. If a student believes the decision of the Academic Appeals Committees unwarranted, he/she may appeal to the Provost within seven calendar days after receipt of the decision of the Academic Appeals Committee.

10. If requested, the Provost shall schedule a conference with the student and/or other involved parties to be held within 14 calendar days of the receipt of the student's appeal.

11. The Provost shall notify all parties in writing of his/her decision within 14 calendar days after the conference.

Note 1: The Academic Appeal and Academic Misconduct Appeal Procedure is an internal academic process of the University and legal counsel may not participate in any conference or hearing.

Note 2: Faculty members have the same right of appeal as the student at each stage of the above process.

It is the mission of Dallas Baptist University to provide students with an educational experience that will allow them to grow in every aspect of their lives. Central to the success of the student is the knowledge that God made us in His own image. This reminds us that in the vast universe that reflects God's glory, humans are uniquely "crowned with glory and honor" (Arthur F. Holmes, *The Idea of a Christian College*).

Through the Honor Code at Dallas Baptist University students are to uphold the integrity of themselves, their fellow students, and God by maintaining the highest moral and ethical character in all aspects of their college career.

The Honor Pledge

As a student at Dallas Baptist University, I pledge to uphold the honor and integrity of myself, my fellow students, and my God to the highest moral and ethical standard. As I grow in my understanding of servant leadership, I promise to abide by all University policies and procedures. I will not lie, steal, or cheat, nor tolerate this behavior in others. I pledge to confront and expose any attempt to undermine the success of the academic or university community at DBU.

Faculty members are encouraged to remind students in their classes of this written statement of policies and procedures developed by the University in regard to cheating on examinations, plagiarism, collusion, and other academic-related misconduct.

All instructors or proctors shall have the right to examine materials in the student's possession during quizzes, examinations, and/or laboratory sessions.

In instances of cheating during an examination or other classroom or laboratory activity or exercise, the instructor shall have the right to suspend the student(s) who is (are) cheating from further work on the examination or exercise and to deny the student(s) credit for the examination or exercise.

Academic Misconduct

Academic Misconduct includes, but is not limited to, the following:

Cheating shall be defined as copying from another student's test paper, laboratory work, other written work, or computer files and listings; using, during a test or laboratory experiment, material and/or devices not authorized by the person in charge of the test, including the sharing of calculator results or information and the unauthorized use of cellular telephones, tablets and other electronic tools to improperly access or share information; willfully cooperating with or seeking aid from another student during a test or laboratory experiment without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student, or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation.

Plagiarism shall be defined as the appropriation, theft, purchase, memorization, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. (Appropriation includes the quoting or paraphrasing of another's work, words, or ideas without appropriate citation of the source(s).)

Re-submission of assignments shall be defined as submitting any work previously submitted by the student for credit in another course. Such action is prohibited unless previously approved by the current instructor.

Collusion shall be defined as the unauthorized collaboration with another in preparing work offered for credit. A student is not guilty of collusion if he or she merely discusses with another a matter relevant to the work in question.

Abuse of resource materials shall be defined as mutilating, destroying, concealing, or stealing such materials.

Computer misuse shall be defined as unauthorized or illegal use or destruction of computer software or hardware through the DBU Information Technology Department or through any

programs, terminals, or freestanding computer owned, leased, or operated by DBU or any of its academic units.

Classroom misconduct shall be defined as any conduct by a student during a class meeting which is disrespectful of another person or disrupts the progress and continuation of the class in the judgment of the instructor, regardless of the time and location for the class meeting. This includes texting, surfing the web, earbud/Bluetooth use, etc.

Possible Actions for Academic Misconduct

Any one or more of the actions listed below may be taken with regard to a student who has engaged in academic misconduct.

A. Action by the Faculty Member

1. Handle as a confidential matter between the student and the faculty member.
2. Notify the dean that an incident has occurred and has been dealt with.
3. Assign a grade of "F" (or a zero) for the examination or assignment.
4. Recommend to the dean that the student be dropped immediately from the course with a grade of "F." This grade cannot be changed by student-initiated withdrawal.
5. If the alleged incident occurs during a final examination, an "I" (incomplete) shall be given to the student until a decision is made.

B. Action by the Dean

1. Place a written incident report in the student's permanent University record.
2. Recommend to the Provost that the student be placed on probation at the University for a specified period of time.
3. Recommend to the Provost that the student be suspended from the University for a specified period of time.
4. Recommend to the Provost that the student be expelled from the University.

C. Action by the Vice-President for Enrollment

1. Place the student on probation at the University for a specified period of time.
2. Suspend the student from the University for a specified period of time.
3. Expel the student from the University.

Endorsement Policy

DBU counseling students and graduates may request an endorsement (a verbal or written recommendation) from program faculty for employment or further academic opportunities. Effective communication and professional etiquette are essential when requesting recommendations from professors, supervisors, or mentors. This endorsement policy aims to establish clear guidelines for individuals seeking recommendation letters, ensuring that the process remains respectful, transparent, and mutually beneficial for all parties involved.

1. Purpose:

Endorsements or Letters of Recommendation serve as a valuable tool for assessing an individual's skills, achievements, and character. They enhance credibility, validate achievements, and contribute to a well-rounded professional resume.

2. Requesting an Endorsement:

When requesting an endorsement, consider the following guidelines:

- Students must submit a written and signed request for endorsement to the MAPC Director, or other identified counseling faculty. Requests should include the name of the organization, contact information, and name of person requesting the endorsement.
- Students should choose an appropriate person who can provide specific and relevant insights into their skills and qualities. Students should respectfully accept the professor's decision if they decline due to time constraints, unfamiliarity with the student's work, or for any other reasons.
- Students should clearly outline the purpose of the recommendation (job application, academic program, or other purpose). Students should also provide ample time for the professor to craft a thoughtful recommendation; avoid last-minute requests; reach out to the potential recommender well in advance of the deadline. Students will approach the process with respect, appreciation, and a clear understanding of the time and effort the faculty member dedicated to completing the endorsement.
- When requesting a recommendation, students should offer relevant information that can guide the endorser's writing process, such as a resume. Endorsement often includes verification of student records (e.g., GPA, program requirements, graduation status) and affirmation of professional dispositions. Because student records are protected by the Family Educational Rights and Privacy Act (FERPA) laws, students seeking an endorsement must complete a FERPA Authorization Form (forms are available from the DBU Registrar's Office) granting permission for the director or faculty member to share information about a student's records with a third party.

Policy for Student Retention, Remediation, and Dismissal from the Program

New students in the Master of Arts in Professional Counseling program are required to read and sign the Agreement Contract (below). The contract outlines the policy for student retention, remediation, and dismissal from the program. The contract also describes the requirement of 8 sessions of individual counseling that each student will complete by the end of second semester of enrollment. The signed contract must be returned to the program director before the student can begin taking courses.

MASTER OF ARTS IN PROFESSIONAL COUNSELING AGREEMENT CONTRACT

The Master of Arts degree in Professional Counseling (MAPC) prepares graduates to render counseling services in a variety of settings such as community counseling centers, drug and alcohol treatment facilities, college and university counseling centers, Christian counseling centers, private psychiatric hospitals, abuse shelters, churches, rehabilitation centers, and private practice.

The Professional Counseling faculty of DBU feels a strong professional and ethical responsibility to these counseling professions and to future clients and takes very seriously the responsibility to admit to the program only those individuals with personal attributes appropriate to the professions and the university mission statement. Therefore, since academic standards alone are not sufficient to ensure that appropriate skills and values are present in the personal qualities of prospective degree candidates, the Professional Counseling faculty conducts academic and professional evaluations of students on a regularly scheduled basis through a variety of evaluative methodology. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of their strengths and to remediate their weaknesses in their academic, professional, and personal development.
2. To provide the Professional Counseling faculty with information about the progress of the student so that decisions made concerning continuance in the program are in the best interest of the student and the counseling professions.

In addition to academic performance, students will be evaluated by the Professional Counseling faculty on the following characteristics deemed necessary for the development of an ethical and competent counselor.

Self-Awareness/ Self-Understanding of Values, Beliefs, Limitations	Cooperativeness in Relationships
Openness to Emotions/Appropriate Expression of Feelings	Positiveness in Attitude and Manner
Openness to Feedback from Professors and Supervisors	Flexibility and Adaptability in Changing Circumstances
Awareness of Impact of Self on Others- Verbal and Non-Verbal	Ability to Accept Personal Responsibility for Verbal and Non-Verbal Actions

If a student's academic performance or behavior is deemed substandard by a professor in the MAPC program, the following action steps will be taken:

1. The student will meet with the professor to work out a solution to the academic or behavioral issue. The student will be given an opportunity to show improvement regarding the issue. The MAPC director will be made aware of the issue and will give appropriate input.
2. If step one is not successful, the issue will be addressed by the Professional Counseling faculty, and a remediation plan will be designed and presented to the student. The student will be given an opportunity to implement the remediation plan and show improvement regarding the issue.
3. If the student fails to adopt the remediation plan or does not show improvement regarding the issue, the student will not be allowed to continue in the MAPC program.

Students not satisfied with the decision of the Professional Counseling faculty should follow the appeals procedures of Dallas Baptist University.

Students will be required to complete eight (8) counseling sessions and provide verification of attendance by the completion of the second semester enrolled in the MAPC Program. No student will be allowed to register for Practicum until the 8 sessions are completed. All 8 sessions must be with the same therapist. If you stop counseling with a counselor before the 8 sessions are completed, you must start over with a new one.

By signing below, you are indicating that you have read and agree to follow the above guidelines.

I, (Print name) _____ have read and agree to the MAPC Agreement Contract.

Applicant's Signature

Student ID#

Date

Practicum and Internship Forms

Practicum/Internship Site Supervisor Registration

CACREP: SUPERVISOR QUALIFICATIONS: *Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.*

PRACTICUM/INTERNSHIP SITE INFORMATION (Please Print)

Site (Agency): _____

Address: _____

Name of Agency Director: _____

Director Contact Information: _____

PRACTICUM/INTERNSHIP SITE SUPERVISOR INFORMATION

Name: _____

Address: _____

Phone #: _____ Email: _____

Highest degree earned (*with discipline*): _____

University: _____ Year degree earned: _____

Supervisor Credentials:

- Texas LPC, license # _____ Texas LPC-S, license # _____
 LMFT, license # _____ LCSW, license # _____
 Other? _____

Supervisor's years of experience appropriate to this setting. _____

If you are not an LPC-S, please list any relevant training in supervision: _____

I have read and understand the Dallas Baptist University Practicum & Internship policies, expectations, requirements, and evaluation procedures for students.

Signed: _____ Date: _____

Practicum Site Agreement

The practicum student is responsible for distributing copies of this agreement to the site supervisor and retaining a copy. The practicum student will also provide a copy of this site agreement to the practicum/internship coordinator.

Practicum Student: _____ Semester/Year: _____

Student Emails: _____

Student Address: _____

Student Phone: _____

Practicum Site (Agency): _____

Site Address: _____

Site Phone: _____ Agency Director: _____

Practicum Site Supervisor: _____

Supervisor License number: _____ Expiration date: _____
(Attach a copy of license renewal card showing active status)

Liability Insurance Carrier _____

Policy Number _____ Policy term: _____ to _____

Coverage amounts: _____
(Attach a copy of liability insurance certificate to this document)

Supervisor Email: _____ Phone: _____

Practicum Agreement effective from ___/___/___ through ___/___/___.

Responsibilities of the Counseling Program, the practicum site/supervisor, and the practicum student.
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The DBU MAPC Program agrees to:

- Provide practicum students who have completed the required pre-requisites for practicum.
- Provide a faculty member to coordinate the practicum experience. The practicum coordinator will make initial contact with the student's site supervisor within the first three weeks of the semester. Thereafter the practicum coordinator will be available for consultation with the site supervisor regarding the practicum students' progress. At some point during the semester, the practicum coordinator will arrange for a site visit to take place.
- Provide weekly group supervision of practicum students as a part of the COUN 6317 course.
- Collaborate with the practicum site supervisor regarding the procedures and policies of the practicum site. The designated contact person in the counseling program is the Practicum Coordinator.
- Require the practicum student to obtain and maintain liability insurance.

- Provide orientation, assistance, consultation, and professional development opportunities to the practicum site supervisors.
- Provide the practicum site supervisor with the DBU MAPC Practicum/Internship Handbook that clearly delineates the responsibilities of the program and the site supervisor.

The Practicum Site agrees to:

- Provide sufficient opportunities for the trainee to fulfill during the semester of practicum a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. The practicum site supervisor will assist the practicum student in generating direct client contact opportunities.
- Provide a qualified practicum site supervisor who will oversee the student's practicum site experience and provide a minimum of 1 hour weekly of individual supervision of the students work. A qualified field site supervisor has:
 - a) a minimum of a master's degree in counseling or a related profession with equivalent qualifications.
 - b) a minimum of two years of pertinent professional experience, including appropriate certifications and/or licenses
 - c) a practicum site supervisor for a clinical setting must hold a Texas LPC license, LMFT, or a Texas Licensed Clinical Social Work.
 - d) a knowledge of the program's expectations, requirements, and evaluation procedures for students; relevant training in supervision.
 - e) If the practicum student is using a work setting for practicum, the practicum site supervisor must be different from the employment supervisor.
- Provide opportunities for the practicum student to regularly record (video recording) counseling sessions with informed consent. Recordings are used for supervision and evaluation purposes. Recordings remain in the possession of the practicum student and/or faculty instructor at all times, and all recordings shall be deleted after review.
- Provide a range of experiences to acquaint the practicum student with the various duties and responsibilities of a professional and provide oversight of the trainee's work including an orientation to the field site and its policies, rules, and procedures.
- Develop a weekly attendance and activity schedule with the practicum student to meet the required hours to successfully complete the practicum experience.
- Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct professional counseling activities. **Practicum students are not permitted to do home visits unless accompanied by their practicum site supervisor, to work alone in a building, or be without immediately accessible consultation services.**
- Provide a written evaluation of the practicum student's progress at the midpoint and end of practicum.
- Meet with the DBU practicum coordinator for a site visit during the semester students are enrolled in COUN 6317 Practicum class.
- Contact the DBU practicum coordinator immediately if the practicum site supervisor has any concerns or issues regarding student performance or professionalism.

The Practicum Student agrees to:

1. Be consistent and prompt in attendance at the practicum site. Dress and behave in a professional manner consistent with the practices of the practicum site.
2. Develop a weekly attendance and activity schedule with the practicum site supervisor to meet the required hours to successfully complete the practicum experience. Practicum students are expected to use *Tevera* to record all direct and non-direct practicum hours.

3. Provide counseling and counseling-related services consistent with the student's current level of training.
4. Make regular video recordings of counseling work throughout the semester for review and evaluation. Video recordings are the basis for individual and group supervision meetings. The practicum student will follow established guidelines to ensure the security of video recordings and will delete all video recordings after review.
5. Be acquainted with the practicum site's policies, procedures, and standards of operation.
6. Purchase liability insurance and adhere to the current code of ethics of the State of Texas Licensed Professional Counselors. (Subchapter C)
7. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and practicum sites.
8. Students will obtain a signed informed consent form, which delineates the student's status as a counselor-in -training before any counseling is performed or any video recordings are made.
- 9. Provide the DBU MAPC Program with a renegotiated practicum agreement if there is a change of practicum site or practicum site supervisor.**
10. To complete the necessary evaluations, including mid-term and final student evaluations, student's site, and supervisor's evaluation.

Termination: It is understood and agreed upon by all parties to this agreement that the practicum site may terminate the DBU MAPC practicum experience of the student if, in the opinion of the practicum site supervisor, the student's behavior is detrimental to the operation of the practicum site and/or client care. The practicum site supervisor will notify the DBU MAPC practicum coordinator of a termination action. A DBU MAPC practicum termination action is separate from any employment relationship the student may have at the practicum field site.

The parties below agree to the terms of this agreement:

Counselor Student (print)	Student signature & date
Practicum Site Supervisor (print)	Practicum Site Supervisor signature & date
Practicum coordinator (print)	Practicum coordinator signature & date

Internship Site Agreement

The Internship student is responsible for distributing copies of this agreement to the site supervisor and retaining a copy. The Internship student will also provide a copy of this site agreement to the Internship/internship coordinator.

Internship Student: _____ Semester/Year: _____

Student Emails: _____

Student Address: _____

Student Phone: _____

Liability Insurance Carrier _____

Policy Number _____ Policy term: _____ to _____

Coverage amounts: _____

(Attach a copy of liability insurance certificate to this document)

Internship Site (Agency): _____

Site Address: _____

Site Phone: _____ Agency Director: _____

Internship Site Supervisor: _____

Supervisor License number: _____ Expiration date: _____

(Attach a copy of license renewal card showing active status)

Liability Insurance Carrier _____

Policy Number _____ Policy term: _____ to _____

Coverage amounts: _____

(Attach a copy of liability insurance certificate to this document)

Supervisor Email: _____ Phone: _____

Internship Agreement effective from ___/___/___ **through** ___/___/___.

Responsibilities of the Counseling Program, the Internship site/supervisor, and the Internship student.
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The DBU MAPC Program agrees to:

- Provide Internship students who have completed the required pre-requisites for Internship.
- Provide a faculty member to coordinate the Internship experience. The Internship coordinator will make initial contact with the student's site supervisor within the first three weeks of the semester. Thereafter the Internship coordinator will be available for consultation with the site supervisor regarding the Internship students' progress. At some point during the semester, the Internship coordinator will arrange for a site visit to take place.
- Provide weekly group supervision of Internship students as a part of the COUN 6318 & COUN 6319 courses.

- Collaborate with the Internship site supervisor regarding the procedures and policies of the Internship site. The designated contact person in the counseling program is the Internship Coordinator.
- Require the Internship student to obtain and maintain liability insurance.
- Provide orientation, assistance, consultation, and professional development opportunities to the Internship site supervisors.
- Provide the Internship site supervisor with the DBU MAPC Practicum/Internship Handbook that clearly delineates the responsibilities of the program and the site supervisor.

The Internship Site agrees to:

- Provide sufficient opportunities for the student to fulfill during the semester a minimum of 300 (a total of 600 clock hours over two semesters) clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 120 clock hours (a total of 240 clock hours over two semesters) of direct service with actual clients that contributes to the development of counseling skills. The Internship site supervisor will assist the Internship student in generating direct client contact opportunities.
- Provide a qualified Internship site supervisor who will oversee the students Internship site experience and provide a minimum of 1 hour weekly of individual supervision of the students work. A qualified Internship site supervisor has:
 - a) a minimum of a master's degree in counseling or a related profession with equivalent qualifications.
 - b) a minimum of two years of pertinent professional experience, including appropriate certifications and/or licenses
 - c) an Internship site supervisor for a clinical setting must hold a Texas LPC license, LMFT, or a Texas Licensed Clinical Social Work.
 - d) a knowledge of the program's expectations, requirements, and evaluation procedures for students; relevant training in supervision.
 - e) If the Internship student is using a work setting for Internship, the Internship site supervisor must be different from the employment supervisor.
- Provide opportunities for the Internship student to regularly record (video recording) counseling sessions with the appropriate informed consent. Recordings are used for supervision and evaluation purposes. Recordings remain in the possession of the Internship student and/or Internship Supervisor at all times, and all recordings shall be deleted after review.
- Provide a range of experiences to acquaint the Internship student with the various duties and responsibilities of a professional and provide oversight of the trainee's work including an orientation to the field site and its policies, rules, and procedures.
- Develop a weekly attendance and activity schedule with the Internship student to meet the required hours to successfully complete the Internship experience.
- Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct professional counseling activities. **Internship students are not permitted to do home visits unless accompanied by their Internship site supervisor, to work alone in a building, or be without immediately accessible consultation services.**
- Provide a written evaluation of the Internship student's progress at the midpoint and end of Internship.
- Meet with the DBU Internship coordinator for a site visit during the semester students are enrolled in COUN 6318 & COUN 6319 Internship classes.
- Contact the DBU Internship coordinator immediately if the Internship site supervisor has any concerns or issues regarding student performance or professionalism.

The Internship Student agrees to:

- Be consistent and prompt in attendance at the Internship site. Dress and behave in a professional manner consistent with the practices of the Internship site.
- Develop a weekly attendance and activity schedule with the Internship site supervisor to meet the required hours to successfully complete the Internship experience. Internship students are expected to use *Tevera* to record all direct and non-direct Internship hours.
- Provide counseling and counseling-related services consistent with the student’s current level of training.
- Make regular video recordings of counseling work throughout the semester for review and evaluation. Video recordings are the basis for individual and group supervision meetings. The Internship student will follow established guidelines to ensure the security of video recordings and will delete all video recordings after review.
- Be acquainted with the Internship site’s policies, procedures, and standards of operation.
- Purchase liability insurance and adhere to the current code of ethics of the State of Texas Licensed Professional Counselors. (Subchapter C)
- Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and Internship sites.
- Students will obtain a signed informed consent form, which delineates the student’s status as a counselor-in - training before any counseling is performed or any video recordings are made.
- **Provide the DBU MAPC Program with a renegotiated Internship agreement if there is a change of Internship site or Internship site supervisor.**
- To complete the necessary evaluations, including mid-term and final student evaluations, student’s site, and supervisor’s evaluation.

Termination: It is understood and agreed upon by all parties to this agreement that the Internship site may terminate the DBU MAPC Internship experience of the student if, in the opinion of the Internship site supervisor, the student’s behavior is detrimental to the operation of the Internship site and/or client care. The Internship site supervisor will notify the DBU MAPC Internship coordinator of a termination action. A DBU MAPC Internship termination action is separate from any employment relationship the student may have at the Internship field site.

The parties below agree to the terms of this agreement:

_____	_____
Counselor Student (print)	Student signature & date
_____	_____
Internship Site Supervisor (print)	Internship Site Supervisor signature & date
_____	_____
Internship coordinator (print)	Internship coordinator signature & date

Practicum & Internship Site/Agency Evaluation

Directions: The student completes this form at the end of the practicum and/or internship. This completed form should be turned in to the Practicum/Internship DBU Professor.

Student Name: _____

Site/Agency name: _____

Semester: _____ Year: _____

Practicum Internship 1 Internship 2

	Evaluation Criteria	Very Good	Good	Average	Fair	Poor	Not Observed
1	Relevance of site/agency experience to career goals of student.	5	4	3	2	1	
2	Exposure to and communication regarding site/agency goals.	5	4	3	2	1	
3	Exposure to and communication of site/agency policies & procedures.	5	4	3	2	1	
4	Exposure to professional roles and functions within the site/agency.	5	4	3	2	1	
5	Exposure to information about community resources.	5	4	3	2	1	
6	Staff cooperation and support	5	4	3	2	1	
7	Staff Meetings (general, in-service, etc.)	5	4	3	2	1	
8	Client case load	5	4	3	2	1	
9	Site has a consistent philosophy and plan to guide its programming.	5	4	3	2	1	
10	The practices, services, and professionals at the site follow ethical guidelines.	5	4	3	2	1	
11	The site has a professional atmosphere.	5	4	3	2	1	
12	Site/agency workers treat the students with respect.	5	4	3	2	1	
13	Students are treated with respect and in a professional manner	5	4	3	2	1	
	Evaluation Criteria	Very Good	Good	Average	Fair	Poor	Not Observed
14	The site provides avenues for professional development (e.g., workshops, training)	5	4	3	2	1	
15	This practicum/internship experience helps me learn to apply what I have learned in the DBU MAPC program.	5	4	3	2	1	

16	Opportunity for a variety of job-related experiences.	5	4	3	2	1	
Rate all applicable experiences that you had at your site							
1	Report writing	5	4	3	2	1	
2	Intake interviewing	5	4	3	2	1	
3	Administration and interpretation of tests	5	4	3	2	1	
4	Staff presentation/case conferences	5	4	3	2	1	
5	Individual counseling	5	4	3	2	1	
6	Group counseling	5	4	3	2	1	
7	Family/couple counseling	5	4	3	2	1	
8	Psychoeducational activities	5	4	3	2	1	
9	Consultation	5	4	3	2	1	
10	Career counseling	5	4	3	2	1	
11	OVERALL EVALUATION OF THE SITE	5	4	3	2	1	

Additional Comments and/or Suggestions:

Student Signature: _____ **Date:** _____

Practicum/Internship Student Evaluation of Supervisor

Directions: All Practicum/Internship students must complete the following evaluation of their site supervisor. This information will help the DBU MAPC program evaluate and update procedures in the student/supervisor experience and for future training of students and supervisors. This form should be turned into the Practicum/Internship DBU Professor.

Student Name: _____

Practicum/Internship Site Name: _____

Name of practicum/internship supervisor: _____

Practicum/Internship Period: From _____ to _____

	Evaluation Criteria	Very Good	Good	Average	Fair	Poor	Not Observed
	Supervisor – Student Relationship						
1	Accepts and respects me as a person.	5	4	3	2	1	
2	Recognizes and encourages further development of my strengths and capabilities.	5	4	3	2	1	
3	Gives me useful feedback when I do something well.	5	4	3	2	1	
4	Gives me useful feedback when I do something wrong	5	4	3	2	1	
5	Is spontaneous and flexible in the supervisory sessions.	5	4	3	2	1	
6	Allows me to discuss problems I encounter in my practicum/internship setting.	5	4	3	2	1	
7	Allows and encourages me to evaluate myself.	5	4	3	2	1	
8	Helps me define and achieve specific concrete goals for myself during the practicum experience.	5	4	3	2	1	
	Evaluation Criteria	Very Good	Good	Average	Fair	Poor	Not Observed
	Development of Counseling Skills						
1	Encourages and listens to my ideas and suggestions for developing my counseling skills.	5	4	3	2	1	
2	Provides me the freedom to develop flexible and effective counseling styles.	5	4	3	2	1	

3	Provides suggestions for developing my counseling skills.	5	4	3	2	1	
4	Focuses on both verbal and nonverbal behavior in me and in my clients.	5	4	3	2	1	
5	Deals with both content and affect when supervising.	5	4	3	2	1	
6	Pays appropriate amount of attention to both my clients and me.	5	4	3	2	1	
7	Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	5	4	3	2	1	
Theory & Techniques							
1	Helps me understand the implications and dynamics of the counseling approaches I use.	5	4	3	2	1	
2	Encourages me to use new and different techniques when appropriate.	5	4	3	2	1	
3	Helps me to formulate a theoretically sound rationale of human behavior.	5	4	3	2	1	
Professionalism and Ethics							
1	Helps me define and maintain ethical behavior in counseling and case management.	5	4	3	2	1	
2	Encourages me to engage in professional behavior.	5	4	3	2	1	
3	Maintains confidentiality in material discussed in supervisory sessions.	5	4	3	2	1	
Case Management							
1	Helps me organize relevant case data in planning goals and strategies with my client.	5	4	3	2	1	
2	Offers resource information when I request or need it.	5	4	3	2	1	
3	Helps me develop increased skill in critiquing and gaining insight from my counseling recordings.	5	4	3	2	1	
Evaluation Criteria		Very Good	Good	Average	Fair	Poor	Not Observed
4	Gives time and energy in observations, recording processing, and case conceptualization.	5	4	3	2	1	
5	My supervisor was available for consultation/supervision in a timely manner.	5	4	3	2	1	
Overall Evaluation							
1	Explains his/her criteria for evaluation clearly and in behavioral terms.	5	4	3	2	1	

2	Applies his/her criteria fairly in evaluating my counseling performance.	5	4	3	2	1	
3	Did your supervisor help you become more effective in your role as a counselor?	5	4	3	2	1	
4	How would you rate the overall quality of supervision you have received?	5	4	3	2	1	

Additional Comments and/or Suggestions:

Student Signature: _____ **Date:** _____

Practicum Student Evaluation

Master of Arts in Counseling Program

Circle One: Mid-Semester End of Semester

EVALUATION OF PRACTICUM STUDENT

Student's Name: _____ Supervisor's Name: _____

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (10 points per item)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in counseling skill(s) and professional disposition(s).
- **Meets Expectations / Demonstrates Competencies (8 points per item)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in counseling skill(s) and professional disposition(s). Beginning professional counselors should be at this level at the conclusion of their practicum experience.
- **Below Expectations / Insufficient / Unacceptable (4 points per item)** = the counseling student demonstrates **inconsistent, limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.

Primary Counseling Skills and Behaviors

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (10 points)	Meets Expectations / Demonstrates Competencies (8 points)	Below Expectations / Insufficient / Unacceptable (4 points)
1.A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.	Demonstrates effective nonverbal communication skills, conveying connectiveness & empathy (85% or more of the time).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70% or more of the time)	Demonstrates inconsistent or limited nonverbal communication skills.
1.B		Questions	Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	Demonstrates appropriate use of open & closed questions, with an emphasis on open-ended question (85% or more of the time).	Demonstrates appropriate use of open & closed questions for the majority of counseling sessions (70% or more of the time).	Demonstrates inconsistent or limited use open questions inconsistently or sparingly & with limited effectiveness.
1.C		Reflecting (Basic)	Basic Reflection of Content – Paraphrasing, Summarizing, etc.	Demonstrates appropriate use of paraphrasing & summarizing as a primary therapeutic approach (85% or more of the time).	Demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently (70% or more of the time).	Demonstrates inconsistent or limited proficiency in paraphrasing & summarizing
1.D		Reflecting (Feelings)	Reflection of Feelings	Demonstrates appropriate use of reflection of feelings as the primary therapeutic approach (85% or more of the time).	Demonstrates appropriate use of reflection of feelings appropriately & consistently (70% or more of the time).	Demonstrates inconsistent or limited proficiency in reflecting feelings
1.E		Advanced Reflecting (Meaning)	Advanced Reflection of Meaning, includes Values and Core Beliefs (taking counseling to a deeper level)	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during sessions (85% or more of the time)	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in sessions (70% or more of the time)	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.

1.F		Confrontation	Challenges client to recognize & evaluate inconsistencies.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words/actions in a supportive & caring fashion. (85% or more of the time).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words/actions in a supportive & caring fashion (can confront but appears hesitant) (70% or more of the time).	Demonstrates inconsistent or limited ability to challenge clients through verbalizing discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is lacking.
1.G		Goal Setting	Collaborates with client to establish realistic, appropriate, & attainable therapeutic goals.	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85% or more of the time).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (70% or more of the time).	Demonstrates inconsistent or limited ability to establish collaborative & appropriate therapeutic goals with client.
1.H		Facilitate Therapeutic Environment	Expresses appropriate empathy, is "present" and open to client, expresses appropriate respect and care, and maintains appropriate professional boundaries.	Demonstrates consistent ability to be empathic, uses appropriate responses, is respectful, accepting & caring with clients, and maintains appropriate boundaries (85% or more of the time).	Demonstrates ability to be empathic, uses appropriate responses, is respectful, accepting, caring with clients, and maintains appropriate boundaries (70% or more of the time).	Demonstrates inconsistent or limited ability to be empathic, does not use appropriate responses, is not respectful, accepting & caring, and/or does not maintain appropriate boundaries.
#	Score	Primary Counseling Skills	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (10 pts.)	Meets Expectations / Demonstrates Competencies (8 pts.)	Below Expectations / Insufficient / Unacceptable (4 pts.)
1.I		Application of Theory to Practice	Knowledge of counseling theory & its application integrated with Biblical principles (where permitted).	Demonstrates a strong understanding of the counseling theory that guides their therapeutic work with clients.	Demonstrates an understanding of the counseling theory that guides their therapeutic work with clients.	Demonstrates inconsistent or limited understanding of counseling theory & its role in their therapeutic work with clients.
1.J		Professional Ethics	Adheres to ethical guidelines, including practices within competencies	Demonstrates consistent & advanced ethical behavior and judgments. Able to use ethical decision-making models.	Demonstrates consistent ethical behavior judgments.	Demonstrates limited ethical behavior & judgment, and/or a limited ethical decision-making process.
1.K		Diagnosis	Able to consider and formulate appropriate diagnosis	Demonstrates consistent & advanced ability to formulate an appropriate diagnosis & demonstrate the DSM supporting criteria.	Demonstrates an ability to formulate an appropriate diagnosis.	Demonstrates limited ability to formulate an appropriate diagnosis. Limited ability to consider criteria for diagnostic decision-making.
1.L		Treatment Planning	Creates treatment plans applicable to client issues	Demonstrates consistent & advanced ability to create individualized written treatment plans that identifies goals, objectives, and strategies.	Demonstrates an ability to create individualized written treatment plans.	Demonstrates inconsistent or limited ability to create individualized written treatment plans.

1.M		Use of Research	Researches therapeutic intervention strategies that have been supported in the literature & research.	Demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Demonstrates inconsistent or limited knowledge of supported therapeutic approaches grounded in the counseling literature & research.
1.N		Multicultural Competencies	Awareness, appreciation, & respect of cultural difference (e.g., races, ethnicity, gender, spirituality, social class, etc.).	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Demonstrates inconsistent or limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
1.O		Record Keeping	Completes weekly record keeping activities correctly & promptly (e.g., case notes, psychological reports, treatment plans).	Completes all required record keeping & documentation in a thorough & comprehensive fashion.	Completes all required record keeping & documentation in a competent fashion.	Completes required record keeping & documentation inconsistently & in a poor fashion.

_____ : Category 1 Total Score (out of a possible 150 points)

Professional Dispositions and Counselor Characteristics

2.A		Self-awareness & Self-understanding	Demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called "beliefs") and the effect of "self" on therapy.	Demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Demonstrates inconsistent or limited awareness of his/her belief system and appears closed to increasing his/her insight.
2.B		Openness to emotions/ expresses feelings appropriately.	Demonstrates ability to understand his/her own emotions as well as their clients' and co-workers' emotions. Student can express feelings appropriately.	Demonstrates consistently strong ability to understand his/her own emotions as well as clients' and co-workers' emotions and can express feelings appropriately.	Demonstrates ability to understand his/her own emotions as well as their clients' and co-workers' emotions and can express feelings appropriately.	Demonstrates inconsistent or limited understanding of his/her own emotions as well as his/her clients' and co-workers' emotions and can express feelings appropriately.
2.C		Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback	Demonstrates consistent openness to supervisory feedback & implements suggested changes.	Demonstrates openness to supervisory feedback & implements suggested changes.	Demonstrates a lack of openness to supervisory feedback or does not implement suggested changes.
2.D		Awareness of Impact on others	Demonstrates ability to understand the impact of their verbal and non-verbal actions and reactions on others.	Demonstrates consistently strong ability to understand the impact of his/her verbal and non-verbal actions and reactions on others.	Demonstrates ability to understand the impact of his/her verbal and non-verbal actions and reactions on others.	Demonstrates inconsistent or limited ability to understand the impact of his/her verbal and non-verbal actions and reactions on others.
2.F		Ability to accept personal responsibility	Demonstrates ability to accept personal responsibility for all positive and negative impacts.	Demonstrates consistently strong ability to accept personal responsibility for all positive and negative impacts.	Demonstrates ability to accept personal responsibility for all positive and negative impacts.	Demonstrates inconsistent or limited ability to accept personal responsibility for all positive and negative impacts.
2.G		Cooperativeness	Student demonstrates ability to have a characteristic of	Student demonstrates consistently strong ability to have a	Student demonstrates ability to have a characteristic of	Student demonstrates inconsistent or limited ability to have a characteristic of

			cooperativeness in his/her relationships.	characteristic of cooperativeness in their relationships.	cooperativeness in their relationships.	cooperativeness in their relationships.
2.H		Positiveness	Demonstrates ability to have a characteristic of positiveness in his/her attitude and manner.	Demonstrated consistently strong ability to have a characteristic of positiveness in his/her attitude and manner.	Demonstrated ability to have a characteristic of positiveness in their attitude and manner.	Demonstrates inconsistent or limited ability to have a characteristic of positiveness in their attitude and manner.
2.I		Flexibility & Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.	Demonstrates consistently strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates ability to adapt & "reads-&-flexes" appropriately.	Demonstrates inconsistent or limited ability to adapt & flex to their clients.

_____ : Category 2 Total Score (out of a possible 80 points)

_____ : Total Score (out of a possible 230 Points)

Scoring Grid:

230-219 = A

218-207 = A-

206-195 = B+

194-183 = B

182 and below = Fail

STUDENT COMPLETED AT LEAST 40 HOURS OF DIRECT CLIENT COUNSELING SERVICE

Yes

No

Please note the counseling student's areas of strength and areas that warrant improvement which you have observed (continue on the back if necessary)

Counseling Student's Signature

Date

Supervisor's Signature

Date

Date evaluation was reviewed with Counseling Student: _____

Internship Student Evaluation

Master of Arts in Counseling Program

Circle One: Mid-Semester End of Semester

EVALUATION OF INTERNSHIP STUDENT

Student's Name: _____ Supervisor's Name: _____

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (10 points per item)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in counseling skill(s) and professional disposition(s).
- **Meets Expectations / Demonstrates Competencies (8 points per item)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in counseling skill(s) and professional disposition(s). Beginning professional counselors should be at this level at the conclusion of their practicum experience.
- **Below Expectations / Insufficient / Unacceptable (4 points per item)** = the counseling student demonstrates **inconsistent, limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.

Primary Counseling Skills and Behaviors

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (10 points)	Meets Expectations / Demonstrates Competencies (8 points)	Below Expectations / Insufficient / Unacceptable (4 points)
1.A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.	Demonstrates effective nonverbal communication skills, conveying connectiveness & empathy (85% or more of the time).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70% or more of the time)	Demonstrates inconsistent or limited nonverbal communication skills.
1.B		Questions	Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	Demonstrates appropriate use of open & closed questions, with an emphasis on open-ended question (85% or more of the time).	Demonstrates appropriate use of open & closed questions for the majority of counseling sessions (70% or more of the time).	Demonstrates inconsistent or limited use open questions inconsistently or sparingly & with limited effectiveness.
1.C		Reflecting (Basic)	Basic Reflection of Content – Paraphrasing, Summarizing, etc.	Demonstrates appropriate use of paraphrasing & summarizing as a primary therapeutic approach (85% or more of the time).	Demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently (70% or more of the time).	Demonstrates inconsistent or limited proficiency in paraphrasing & summarizing
1.D		Reflecting (Feelings)	Reflection of Feelings	Demonstrates appropriate use of reflection of feelings as the primary therapeutic approach (85% or more of the time).	Demonstrates appropriate use of reflection of feelings appropriately & consistently (70% or more of the time).	Demonstrates inconsistent or limited proficiency in reflecting feelings
1.E		Advanced Reflecting (Meaning)	Advanced Reflection of Meaning, includes Values and Core Beliefs (taking counseling to a deeper level)	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during sessions (85% or more of the time)	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in sessions (70% or more of the time)	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.

1.F		Confrontation	Challenges client to recognize & evaluate inconsistencies.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words/actions in a supportive & caring fashion. (85% or more of the time).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words/actions in a supportive & caring fashion (can confront but appears hesitant) (70% or more of the time).	Demonstrates inconsistent or limited ability to challenge clients through verbalizing discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is lacking.
1.G		Goal Setting	Collaborates with client to establish realistic, appropriate, & attainable therapeutic goals.	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85% or more of the time).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (70% or more of the time).	Demonstrates inconsistent or limited ability to establish collaborative & appropriate therapeutic goals with client.
1.H		Facilitate Therapeutic Environment	Expresses appropriate empathy, is "present" and open to client, expresses appropriate respect and care, and maintains appropriate professional boundaries.	Demonstrates consistent ability to be empathic, uses appropriate responses, is respectful, accepting & caring with clients, and maintains appropriate boundaries (85% or more of the time).	Demonstrates ability to be empathic, uses appropriate responses, is respectful, accepting, caring with clients, and maintains appropriate boundaries (70% or more of the time).	Demonstrates inconsistent or limited ability to be empathic, does not use appropriate responses, is not respectful, accepting & caring, and/or does not maintain appropriate boundaries.
#	Score	Primary Counseling Skills	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (10 pts.)	Meets Expectations / Demonstrates Competencies (8 pts.)	Below Expectations / Insufficient / Unacceptable (4 pts.)
1.I		Application of Theory to Practice	Knowledge of counseling theory & its application integrated with Biblical principles (where permitted).	Demonstrates a strong understanding of the counseling theory that guides their therapeutic work with clients.	Demonstrates an understanding of the counseling theory that guides their therapeutic work with clients.	Demonstrates inconsistent or limited understanding of counseling theory & its role in their therapeutic work with clients.
1.J		Professional Ethics	Adheres to ethical guidelines, including practices within competencies	Demonstrates consistent & advanced ethical behavior and judgments. Able to use ethical decision-making models.	Demonstrates consistent ethical behavior judgments.	Demonstrates limited ethical behavior & judgment, and/or a limited ethical decision-making process.
1.K		Diagnosis	Able to consider and formulate appropriate diagnosis	Demonstrates consistent & advanced ability to formulate an appropriate diagnosis & demonstrate the DSM supporting criteria.	Demonstrates an ability to formulate an appropriate diagnosis.	Demonstrates limited ability to formulate an appropriate diagnosis. Limited ability to consider criteria for diagnostic decision-making.
1.L		Treatment Planning	Creates treatment plans applicable to client issues	Demonstrates consistent & advanced ability to create individualized written treatment plans that identifies goals, objectives, and strategies.	Demonstrates an ability to create individualized written treatment plans.	Demonstrates inconsistent or limited ability to create individualized written treatment plans.

1.M		Use of Research	Researches therapeutic intervention strategies that have been supported in the literature & research.	Demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Demonstrates inconsistent or limited knowledge of supported therapeutic approaches grounded in the counseling literature & research.
1.N		Multicultural Competencies	Awareness, appreciation, & respect of cultural difference (e.g., races, ethnicity, gender, spirituality, social class, etc.).	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Demonstrates inconsistent or limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
1.O		Record Keeping	Completes weekly record keeping activities correctly & promptly (e.g., case notes, psychological reports, treatment plans).	Completes all required record keeping & documentation in a thorough & comprehensive fashion.	Completes all required record keeping & documentation in a competent fashion.	Completes required record keeping & documentation inconsistently & in a poor fashion.

_____ : Category 1 Total Score (out of a possible 150 points)

Professional Dispositions and Counselor Characteristics

2.A		Self-awareness & Self-understanding	Demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called "beliefs") and the effect of "self" on therapy.	Demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Demonstrates inconsistent or limited awareness of his/her belief system and appears closed to increasing his/her insight.
2.B		Openness to emotions/ expresses feelings appropriately.	Demonstrates ability to understand his/her own emotions as well as their clients' and co-workers' emotions. Student can express feelings appropriately.	Demonstrates consistently strong ability to understand his/her own emotions as well as clients' and co-workers' emotions and can express feelings appropriately.	Demonstrates ability to understand his/her own emotions as well as their clients' and co-workers' emotions and can express feelings appropriately.	Demonstrates inconsistent or limited understanding of his/her own emotions as well as his/her clients' and co-workers' emotions and can express feelings appropriately.
2.C		Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback	Demonstrates consistent openness to supervisory feedback & implements suggested changes.	Demonstrates openness to supervisory feedback & implements suggested changes.	Demonstrates a lack of openness to supervisory feedback or does not implement suggested changes.
2.D		Awareness of Impact on others	Demonstrates ability to understand the impact of their verbal and non-verbal actions and reactions on others.	Demonstrates consistently strong ability to understand the impact of his/her verbal and non-verbal actions and reactions on others.	Demonstrates ability to understand the impact of his/her verbal and non-verbal actions and reactions on others.	Demonstrates inconsistent or limited ability to understand the impact of his/her verbal and non-verbal actions and reactions on others.
2.F		Ability to accept personal responsibility	Demonstrates ability to accept personal responsibility for all positive and negative impacts.	Demonstrates consistently strong ability to accept personal responsibility for all positive and negative impacts.	Demonstrates ability to accept personal responsibility for all positive and negative impacts.	Demonstrates inconsistent or limited ability to accept personal responsibility for all positive and negative impacts.
2.G		Cooperativeness	Student demonstrates ability to have a characteristic of	Student demonstrates consistently strong ability to have a	Student demonstrates ability to have a characteristic of	Student demonstrates inconsistent or limited ability to have a characteristic of

			cooperativeness in his/her relationships.	characteristic of cooperativeness in their relationships.	cooperativeness in their relationships.	cooperativeness in their relationships.
2.H		Positiveness	Demonstrates ability to have a characteristic of positiveness in his/her attitude and manner.	Demonstrated consistently strong ability to have a characteristic of positiveness in his/her attitude and manner.	Demonstrated ability to have a characteristic of positiveness in their attitude and manner.	Demonstrates inconsistent or limited ability to have a characteristic of positiveness in their attitude and manner.
2.I		Flexibility & Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.	Demonstrates consistently strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates ability to adapt & "reads-&-flexes" appropriately.	Demonstrates inconsistent or limited ability to adapt & flex to their clients.

_____ : Category 2 Total Score (out of a possible 80 points)

_____ : Total Score (out of a possible 230 Points)

Scoring Grid:

230-219 = A

218-207 = A-

206-195 = B+

194-183 = B

182 and below = Fail

STUDENT COMPLETED AT LEAST 120 HOURS OF DIRECT CLIENT COUNSELING SERVICE

Yes

No

Please note the counseling student's areas of strength and areas that warrant improvement which you have observed (continue on the back if necessary)

Counseling Student's Signature

Date

Supervisor's Signature

Date

Date evaluation was reviewed with Counseling Student: _____

Video Recording Critique Form

Video Recording Critique Form

Student name _____

Date of Video Recording _____ Session number _____

Brief summary of session content:

Intended goals:

Comment on positive counseling behaviors:

Comments on areas of counseling practice needing improvement:

Concerns, observations, or comments regarding client dynamics:

Plans for further counseling with this client:

PRACTICUM/INTERNSHIP LOG

Tevera

The DBU MAPC program uses the on-line portal *Tevera* for the student to log all direct and indirect hours during the practicum and internship training. No paper and pencil logs are necessary. *Tevera* allows the student to track all the clinical training activities in one place. For each activity, the student can clearly specify all the details of the clinical activity. *Tevera* allows recurring activities to be added on a daily, weekly, and monthly basis. The student can use any device to track their hours on the go. *Tevera* provides interactive charts and graphs to monitor student progress throughout the practicum and Internship experience. The student can print off all reported direct and indirect hours at the end of the semester.

For student access to the *Tevera* website contact:

Colson Flowers, DBU MAPC graduate program assistant

cflowers@dbu.edu

214-333-5273