



Dallas Baptist University
Master of Arts in Professional Counseling
Student Handbook

Program Director: Dr. Steve Hunter

Dallas Baptist University
3000 Mountain Creek Parkway
Dallas TX 75211

Office of Graduate Programs 214.333.5242

<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 reserves the right to update the MAPC Student Handbook as needed.

University and Program 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 to produce servant leaders who can 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 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 pre-requisites 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 to fulfill its purposes. Dallas Baptist University is an equal opportunity institution that seeks to include, support, and encourage a diverse student population. DBU is committed to diversity in its recruitment of students and systemically attempts to attract, enroll, and retain a diverse group of students.

Disability / Accommodation Policy

The student has the responsibility of informing the Dean of Students, at (214) 333-5340, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodation. Required documentation must be provided before the university can make accommodation.

University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the University Honor Code and abides by the University's Academic Appeal and Academic Misconduct Procedure as stated in the Student Handbook and the Schedule of Classes. Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or an expulsion.

Program Summary

The Master of Arts in Professional Counseling (MAPC) program is a 60-hour CACREP accredited program designed to prepare graduates to become a Licensed Professional Counselor (LPC) in the State of Texas. Becoming a Licensed Professional Counselor (LPC) allows graduates to provide counseling services in a variety of settings. The MAPC program offers the required coursework and field experience for students to pursue dual licensure as an LPC-Associate and an LMFT Associate. Additionally, the program prepares graduates for advanced study at the doctoral level in fields such as psychology, counselor education, and related disciplines. In today's world, there is a growing need for skilled clinical counselors who can address mental health challenges with both professional expertise and compassionate care. Students in the Professional Counseling program at Dallas Baptist University are uniquely equipped to pursue clinical excellence while ethically integrating their faith in both secular and sacred counseling settings. This approach prepares graduates to serve with integrity, competence, and a commitment to sharing the redemptive hope found in Jesus Christ.

Admission Requirements

1. Completed bachelor's degree from an accredited institution
2. Completed application forms:
 - a. General Information
 - b. Official transcripts from each school where the student earned credit(s) that applied to the bachelor's degree
 - c. Statement of Purpose
 - d. Up to date resume
 - e. Completed and sufficient case study
 - f. Completed MBTI Profile
 - g. Incoming cumulative GPA equivalent to a 3.0
3. Prerequisites- There are **four** undergraduate-level psychology prerequisites:

Introduction to Psychology or General Psychology (<i>PSYC 1301 or Equivalent</i>)	Statistics (<i>PSYC2301, MATH 2301, POLS 2301, and SOCI 2301 or equivalent</i>)
3 hours of upper-level psychology (<i>3000 level and above</i>)	3 hours of upper-level psychology (<i>3000 level and above</i>)

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

Continuance in the program past the first 18 credit hours is pending successful completion of these prerequisites. Students must complete these prerequisite classes prior to entering Candidacy for entrance into Practicum.

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 Admissions committee will review applicants and will consider each applicant's a) relevance of career goals, b) aptitude for graduate level study, c) potential success in forming effective counseling relationships, and d) 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, summer and 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, which stem from the expectations of professional and personal competence and responsibility, include: 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 official 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

The program of study provides students with the necessary course work to meet academic requirements to become a Licensed Professional Counselor.

Course requirements include 60 credit hours consisting of the following content course:

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 5319-Career Counseling and Lifestyle Development	COUN 6311-Addictive and Compulsive Disorders
COUN 6312-Abnormal Human Behavior	COUN 6313-Psychopathology/Psychopharmacology
COUN 6314-Marriage and Family Counseling	COUN 6315-Theological Perspectives in Christian Counseling <i>or</i> COUN 6325-Assessment and Intervention in Marriage & Family 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 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. To become licensed LPC-Associate in Texas, the program graduate must pass the National Counselor Examination for Licensure and Certification (NCE). As an LPC- Associate, the applicant must then complete a 3000-hour supervised counseling internship.

Expectations of Students and Faculty

What is Expected from the Student at DBU

1. Academic Engagement

- a. Be on time for 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)

Individual Student Assessment Procedure:

Program objectives that address student learning will be evaluated in a variety of means. The 20 MAPC courses encompass the required knowledge, skills, and dispositions to develop a successful clinical mental health counselor. Selected courses contain identified Key Performance Indicators (KPIs) that are measured by appropriate evaluative rubrics, and the associated data is housed in Tevera.

Each course syllabus includes specific guidelines and procedures for evaluating student performance. The Clinical Mental Health Program (MA in Professional Counseling Program) systematically assesses each student's professional disposition throughout the program. The process includes the identification of key professional dispositions, including academic aptitude for graduate-level study, cultural sensitivity and awareness, motivation to enter the counseling field, relevant career goals, self-awareness, adaptability and flexibility in life and circumstances, appropriate professional demeanor, effective oral communication skills, and higher order thinking abilities.

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 during 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)

Licensure Requirements:

After completion of the graduate counseling program, the graduate is eligible to apply for state LPC licensure. 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. Concurrently with the COUN 6319–Internship II class, DBU students enroll in COUN 6000–Comprehensive Counseling Review. At the close of each graduating semester, students complete the Counselor Preparation Comprehensive Examination (CPCE) as a review for their licensing exam (NCE). With the affiliation agreement with the NBCC, MAPC students are also able to take their licensing exam during their last semester, and become Nationally Certified Counselors upon graduation, if they choose. Once students have passed their NCE, graduates then apply for their LPC Associate license which allows you to begin accruing the supervised clinical experience necessary to become a full Licensed Professional Counselor. All applicants for LPC Associate must:

- 1) submit a complete application and fee
- 2) submit a signed supervisory agreement form with a board approved supervisor
- 3) submit passing scores from the NBCC
- 4) submit an official transcript that shows the conferral date of your graduate counseling degree
- 5) complete the Texas Jurisprudence Examination
- 6) submit a self-query report from the National Practitioner Data Bank
- 7) submit electronic fingerprints for a nationwide criminal history search.
- 8) the applicant should contact a board-approved supervisor to set up a supervisory relationship by completing the Supervisory Agreement Form found on the BHEC forms webpage.

Applicants for licensure who have passed the licensing exam and have set up supervision with a board-approved supervisor should submit their application and supporting documents via our online licensing system.

To sign up for your NCE, you register with the NBCC

<https://www.nbcc.org/licensure>

(<https://www.nbcc.org/licensure>)

Steps to apply can be found on the LPC website:

<https://bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/applying-for-a-license/#lpc-as>

(<https://bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/applying-for-a-license/#lpc-as>)

Professional Organization Membership Requirements

To develop a professional counselor's 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 membership 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 creates 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

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

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 membership through annual world and national conferences, newsletters, and 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/>

Candidacy for Practicum/Internship

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

- Students must have completed the 8 required personal counseling sessions.
- Students must have completed the 12 hours of undergraduate prerequisite courses.
- Students must have a GPA of 3.0 or above at the time of entering Practicum.
- 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 at a minimum the following courses (**39 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 5319-Career Counseling and Lifestyle Development
 - COUN 6312-Abnormal Human Behavior*
 - COUN 6313-Psychopathology/Psychopharmacology*
 - COUN 6314-Marriage and Family Counseling*

*These courses are required for entry to practicum, but are not required for Pre-Candidacy

Students must secure a practicum site prior to enrollment in COUN 6317-Counseling Practicum. Students must also purchase liability insurance no sooner than two weeks prior to the start of their Practicum semester. Insurance coverage is valid for one year from the date of purchase. Because students must maintain active coverage throughout their field-based courses (COUN 6317, COUN 6318, and COUN 6319), it is recommended that they purchase insurance no earlier than two weeks before the start of Practicum. Purchasing too early may result in the need to renew coverage before completing all required field experiences. 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 by the application deadline set for each semester. The program director will conduct a faculty review of the students' 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 first 10 required courses called the Candidacy Courses. 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. If the student fails on their second attempt, the student will meet with the

Practicum/Internship Coordinator to prepare the student to retake the exam. During this time, the Practicum/Internship Coordinator will identify the 2 lowest content area scores on the exam and review them with the student. If the student fails the exam the third time, the student will meet with the program director to reexamine their 2 lowest content area scores and create a study plan. The student will have one month dedicated to studying per the study plan and will reattempt the exam one final time.

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. After beginning Internship I, the student will be required to stay with their elected practicum site or may select an additional site to fulfill hour requirements. Special considerations may be made on a case-by-case basis at the discretion of the Practicum/Internship Coordinator and Program Director.

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 to successfully complete the Practicum/Internship courses.

Practicum/Internship students are considered guests at the sites where they are serving and should always behave in a professional manner. 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 (COUN 6317 class)	1.5 per week: 24- long semester 15- summer
Individual Supervision Hours (with site supervisor)	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 (COUN 6318 & 6319 class)	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 for **one hour per week for individual or triadic supervision**.

Advanced Certificate in Counseling

Requisite Requirements

To be eligible for admission to this program, applicants must already hold a graduate degree in counseling or a counseling-related field. Students are provided with the opportunity to complete additional coursework required for licensure as a professional counselor in the state of Texas. Successful completion of the recommended courses does not guarantee eligibility for licensure. Students are responsible for contacting the Texas State Board of Examiners of Professional Counselors to determine any remaining deficiencies for licensure.

For additional information, please contact the MAPC Graduate Assistant at 214.333.5273.

OPTION ONE (minimum of 15 hours): Applicants who began their qualifying graduate program before August 1, 2017, must have completed a minimum of 48 credit hours, including all coursework required for licensure as a Professional Counselor in the state of Texas.

Course Code	Course Title
COUN 5310	Introduction to Professional Counseling
COUN 5316	Research Methods
COUN 5317	Counseling Culturally Diverse Clients
COUN 6312	Abnormal Human Behavior
COUN 6000	Comprehensive Counseling Review

OPTION TWO (minimum of 18 hours): For applicants who received their original license after 2017, the Texas LPC Board requires 60 graduate credit hours in counseling or related coursework. The following courses meet additional certification requirements. While the certification program requires a minimum of 18 to 21 credit hours, additional coursework may be necessary to address individual licensure deficiencies.

Course Code	Course Title
COUN 5310	Introduction to Professional Counseling
COUN 5311	Ethics in Professional Counseling
COUN 5316	Research Methods
COUN 5317	Counseling Culturally Diverse Clients
COUN 6311	Addictive and Compulsive Disorders
COUN 6312	Abnormal Human Behavior
COUN 6313	Psychopathology/Psychopharmacology
COUN 6314	Marriage and Family Counseling
COUN 6000	Comprehensive Counseling Review
Students may choose from the courses listed below if the minimum hourly requirements are not met by the degree plan: COUN 5315-Psychological Testing COUN 6316- Advanced Counseling Methods and Crisis Intervention	

Master of Arts in Professional Counseling: The Bridge Program

For the Master of Arts in Professional Counseling program, DBU offers a specialized Bridge Program. Permission to pursue the program will be considered based on the following criteria:

- Completion of **108 degree applicable** semester hours (see individual degree requirements) with a **minimum overall GPA of 3.0** at the time of filing a Statement of Commitment.
The 3.0 GPA criteria must be maintained to retain admission to the master's program and to continue in the program.
- Submission of a qualified **application** to the desired master's program.
- A **filed Statement of Commitment**, approved and signed by both the undergraduate advisor and the master's program director. This should be complete
- Good academic standing in the applicant's undergraduate program
- The following requisites completed for the MAPC program:
 - PSYC 1301-General Psychology
 - PSYC 2301-Statistics
 - 6 hours of upper-level psychology coursework (3000 level and above)

Permission to pursue a Bridge Program does not guarantee admission to the Master's program. All requirements for admission to the Master's program must be met. Students may not enroll in 5000 or 6000-level courses prior to admission to the Master's program.

Prior to filing an application for the Master of Arts in Professional Counseling Bridge program, students must meet with their undergraduate advisor to review the requisites and obligations of the Bridge program outlined in the Statement of Commitment Form. Students will sign the Statement of Commitment Form, the student's academic advisor will sign the Statement of Commitment Form, and the form will be sent to the Program Assistant, the Bridge Graduate Advisor and Director of the MAPC Program for review. Signing this form indicates the students understanding and commitment to proceed with a Bridge master's degree at Dallas Baptist University and indicates the students full understanding of the ramifications associated with withdrawing from the bridge program after beginning master's courses.

Admission to the MA in Professional Counseling Bridge Program

A student interested in the Bridge program should contact their undergraduate advisor to express their interest in the program. The student's academic advisor will review the student's transcript and provide information regarding bridge program commitment. In this time, the student will be required to review and sign the Statement of Commitment, which indicates the student's acknowledgement of the commitment of the bridge program, as well as the consequences of withdrawing.

Once applicants have completed the above-mentioned Requisites for admission, students may file an application for the Master of Arts in Professional Counseling Bridge Program through the Graduate Office. Applicants to the Master of Professional Counseling Bridge 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 Program Advisor/Graduate Assistant will review the application packet alongside the program director and schedule personal interviews with applicants. The committee will consider each applicant's a) relevance of career goals, b) aptitude for graduate level study, c) potential success in forming effective counseling relationships, and d) respect for cultural differences. Committee recommendations will be sent to the university's graduate admissions committee for final admission decisions.

Upon acceptance into the Master of Arts in Professional Counseling Bridge Program, students will schedule an advising appointment with their new Graduate Bridge Program Advisor to ensure the appropriate bridge courses are planned. Students should continue working with their undergraduate advisor concurrently with their graduate advisor to ensure all requirements are met for the students' undergraduate and graduate degree requirements.

Course Matriculation and Graduation

MAPC Bridge students will complete the following 12 hours of coursework, with all twelve hours counting towards graduate credit and undergraduate credit:

PSYCHOLOGY- MA IN PROFESSIONAL COUNSELING COURSES	
BRIDGE ELLIGIBLE Undergraduate Course	PAIRED BRIDGE ELLIGIBLE Graduate Course
PSYC 4314 Counseling Theories and Techniques	COUN 5312 Advanced Counseling Theories and Techniques
PSYC 4326 Foundations of Professional Counseling	COUN 5310 Introduction to Professional Counseling
PSYC 4327 Introduction to Ethics in Professional Counseling	COUN 5311 Ethics in Professional Counseling
PSYC 4328 Introduction to Basic Counseling Skills	COUN 5318 Basic Counseling Skills

Upon completion of undergraduate requirements, all Bridge students are required to graduate with their bachelor's degree. The semester *following* completion of the required 12 bridge credit hour courses, students must file a graduation application and graduate with their undergraduate degree. Students will then proceed with the appropriate master's courses as prescribed by their graduate advisor.

Retention in and Graduation from the Program

Students must fulfill the following conditions to continue enrollment and graduate from the Bridge Program. Students must maintain an institutional GPA of 3.0 at both the undergraduate and graduate levels. At the undergraduate level, an institutional GPA of 3.0 in coursework comprising the major or all teacher certification coursework is also required. A minimum cumulative graduate GPA of 3.0 is required to graduate with a master's degree. Students must be advised by both their undergraduate advisor and their graduate program director/advisor prior to enrollment for each bridge semester.

Transfer students must meet the residency requirement for the bachelor's degree of a minimum of 32 hours. Bridge Program courses at the graduate level are part of the undergraduate residency requirement. If the student decides not to complete the Bridge Program, he or she must work with their undergraduate advisor to meet the degree requirements for the bachelor's degree to graduate.

Policy for Student Retention, Remediation, and Dismissal from the Program- The THRIVE Initiative

The THRIVE Initiative is the retention policy held by the MAPC Program. This retention policy is designed to establish clear guidelines and procedures for the effective management of student records, confidentiality, retention, remediation, and dismissal within the program. The policy ensures compliance with relevant legal and ethical standards while maintaining the highest level of professionalism and care for all parties involved. DBU offers education to meet students' callings. DBU's faculty and staff members guide students in developing a Christian worldview as it pertains to counseling, while also providing opportunities to expand the skills and disciplines necessary to excel in this field, and mentoring. Great care is given each semester to track and follow up on students to ensure all students are registered for coursework, and given academic, advisory, and financial help when needed to ensure the continued success of our enrolled students.

The MAPC THRIVE Initiative is intended for students who are either granted provisional acceptance into the MAPC Program or are placed on academic probation due to University academic standards.

THRIVE Remediation Process

Students whose cumulative grade point average (GPA) drops below 3.0 will be required to meet with the THRIVE Initiative Coordinator, Dr. Desiree Stephens. During this meeting, the students' academic progress and areas of concern will be reviewed. The student will be placed on a remediation plan designed to support academic success and timely progression through the program. The remediation plan will outline specific goals, requirements, and timelines for improvement. A completed remediation plan is required before registration each semester for all THRIVE Initiative students.

Provisional Acceptance Policy

Provisionally accepted applicants to the MAPC Program must maintain a minimum 3.0 GPA during their first 9 credit hours in the Master of Arts in Professional Counseling program. Failure to meet this requirement will result in dismissal from the MAPC Program.

The Graduate Office will notify students of their provisional acceptance. The MAPC Graduate Assistant will connect provisionally accepted students with the THRIVE Initiative Coordinator, who will serve as their advisor throughout the THRIVE program. Together, the coordinator and students will develop a remediation plan to support academic success. A completed remediation plan is required before registration each semester for all THRIVE Initiative students.

Probation and Suspension for Master's Programs

A student whose cumulative grade point average (GPA) drops below 3.0 will be placed on Academic Probation and must raise his or her cumulative GPA to 3.0 or better during the following semester. A student placed on Academic Probation for two consecutive terms or a total of three times in nonconsecutive terms will be suspended from academic studies.

If a student receives a failing grade of a D or an F in a course that is a degree requirement, the student will be permitted one opportunity to retake the course and must earn a grade of B or higher within 12 months of receiving the failing grade.

Failing Grades

If a student receives a failing grade (F) for a course that is a degree requirement, they have 12 months to retake the course and earn a passing grade. A minimum cumulative graduate GPA of 3.0 is required to graduate with a master's degree. Specific Grade Provisions and Procedures are as follows:

Full Admissions Status: A student granted Full Admission who receives a failing grade or whose cumulative GPA drops below 3.0 but not lower than 2.5 will be placed on Academic Probation and must raise his or her cumulative GPA to 3.0 or better during the following semester.

If cumulative grade point average drops below 2.5, the student will be placed on Academic Probation, receive notice of Academic Suspension Pending, and be advised to resolve low grade(s) and raise GPA to 3.0 or better during the next semester or face Academic Suspension.

Provisional Admissions Status: A student granted Provisional Admission who receives grade(s) below "B" or whose cumulative grade point average drops below 3.0 will be placed on Academic Probation, receive notice of Academic Suspension Pending, and be advised to resolve low grade(s) and raise GPA to 3.0 or better during the following semester or face Academic Suspension.

At the time a student is placed on Academic Probation, the student will meet with the THRIVE Initiative Coordinator, Dr. Desiree Stephens, and will be placed on a remediation plan designed to promote academic success and continued enrollment in the MAPC Program.

Academic Probation, Pending Academic Suspension and Academic Suspension Defined*

Academic Probation is defined as a conditional enrollment period wherein the student must achieve and maintain a GPA of at least 3.0, with no grade below "B," or face the possibility of Academic Suspension. Please note the grading system at Dallas Baptist University allots 2.67 grade points for a grade of "B-," which can result in a GPA that is below 3.0.

Pending Academic Suspension is defined as a probationary enrollment period of one term wherein the student must achieve and maintain a GPA of at least 3.0 or face Academic Suspension. A student in the second consecutive term with a GPA lower than 3.0 will be placed on Pending Academic Suspension. A student in the third term of non-consecutive semesters on Academic Probation will also be placed on Academic Suspension Pending. An earned failing grade or an earned grade less than "B" during this probationary period will automatically result in Academic Suspension.

Academic Suspension is defined as enforced academic withdrawal from all University classes due to unsatisfactory academic progress with a cumulative GPA of less than 3.0.

**Grades on courses taken as required undergraduate prerequisites for a graduate program are not calculated in the graduate GPA and therefore do not affect the graduate academic standing of the student.*

Dismissal

Graduate students are expected to maintain high academic standards of achievement, consistent and timely progress toward the completion of degree requirements, and high standards of personal conduct and behavior. To assist in maintaining such standards, any of the factors listed can result in a student being recommended to the Graduate School for dismissal from the program.

All graduate students must adhere to the academic requirements and criteria outlined by the program. Academic Misconduct is addressed in the MAPC Handbook and is conducted in accordance with DBU's policy, as well as the policy for Academic Appeals and Academic Misconduct Procedures.

Retention and Remediation

Expectations of Students

1. Students are expected to succeed in their academic skills and dispositions, and meet professional standards congruent with success as counselors, including the required 8 counseling sessions.
2. Students are expected to join at least one professional organization: the American Counseling Association or Texas Counseling Association. All students are expected to have liability insurance throughout practicum and internship and are not allowed to enroll in either course without providing liability insurance documentation.

Retention

Students in the MAPC program are required to:

- successfully complete all 60 required credits, including passing Practicum and Internship.
- have earned at least a 3.0 on their transcript
- have earned at least a B in Clinical Counseling courses.

Each student has an advisor who meets personally with the student to look at goals, and necessary requirements for coursework, and planning academic schedules each semester, beginning with admission to the program and throughout the program until graduation. 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.

Remediation

Successfully resolving any problem or issue involving a MAPC student is of utmost priority. Near the end of each semester or as needed, the full-time counseling faculty meet during a regularly scheduled departmental meeting (with ad hoc meetings scheduled as needed) to discuss the progress of each student enrolled in the MAPC program.

When a situation arises that needs to be addressed, whether the concern is from a student or concerning a student, the Student Concern Form is to be completed by the party initiating the concern. A student concern form serves as a structured way for students and supervisors to communicate their concerns with the MAPC department. This form helps ensure that concerns are properly documented, addressed, and resolved in a timely manner. This form is remitted to the MAPC Director, MAPC THRIVE Initiative Coordinator, and the professor involved. It outlines the concern, the steps that have been taken to resolve the matter, and the next steps of intervention. It serves as a Remediation plan and includes supportive and remedial goals and outcomes that must be completed within a designated amount of time.

Notification of Retention Policy:

All students entering the University Counseling Program will be informed of this retention policy during new student orientation, which is found in the MAPC Handbook. They will receive clear information regarding retention, and access to their records, and their rights. This policy will be reviewed annually to ensure its effectiveness, relevance, and compliance with changing legal and ethical standards. Any necessary updates will be implemented to maintain the highest standards of record management and confidentiality.

Counseling Course Descriptions

COUN 5310- 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.

COUN 5311- 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.

COUN 5312- 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.

COUN 5313- 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.

COUN 5314- 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.

COUN 5315- 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. Prerequisite: Undergraduate statistics.

COUN 5316- Research Methods: A study of the scientific method of social and psychological research 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. Prerequisite: Undergraduate statistics.

COUN 5317- 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.

COUN 5318- Basic Counseling Skills: This course will provide the experiential foundation for 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.

COUN 6000- Comprehensive Counseling Review: This course is a Zero-Hour Course, preparing students to complete their NCE exam. 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 6319.***

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 in order to complete the 600 hours. A grade for COUN 6319 Internship II will be issued upon completion of the 600 hours. Prerequisite: COUN 6318.

COUN 5319- 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.

COUN 6311- 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. Prerequisite: COUN 5312

COUN 6312- Abnormal Human Behavior: 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. Prerequisite: COUN 5310, 5312.

COUN 6313- Psychopathology/Psychopharmacology: 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. Prerequisites: COUN 5310, 5312, 6312

COUN 6314- 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 marriage and family.

COUN 6315- 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. Prerequisite: COUN 5312.

Or

COUN 6325- Assessment and Intervention to Marriage and Family Counseling: 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.

COUN 6316- 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. Prerequisites: COUN 5310 and 5312.

COUN 6317- Counseling Practicum (S-L): 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 include 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 individual sessions, couples or family therapy, and/or leading or co-leading a psychoeducation or therapeutic group. A minimum grade of B must be earned to progress to the internship course. Prerequisite: Must be taken at the end of the MAPC program.

COUN 6318- 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 include 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 include leading or co-leading a psychoeducation or therapeutic group. A minimum grade of B must be earned 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. Prerequisite: COUN 6317.

COUN 6319 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 include 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 include leading or co-leading a psychoeducation or therapeutic group. A minimum grade

of B must be earned to progress to the internship course. This course contains a field-based service-learning component. Prerequisite: Must be taken at the end of the MAPC program, after COUN 6318 Counseling Internship I.

COUN 6324 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.

Important Numbers

Program Faculty	Graduate Advisor/ Program Assistant	Other Important Numbers
Program Director, Professor of Counseling Steve Hunter, EdD, LPC-S, NCC Email: steveh@dbu.edu Phone: 214-333-6830 Assistant Professor of Counseling, Practicum/Internship Coordinator, THRIVE Initiative Coordinator & MAPC Bridge Program Liaison: Desiree Stephens, PhD, LPC-S, NCC, TLHT LMHC, Certified-CCPT, ACS Email: desirees@dbu.edu Phone: 214-333-5113 Assistant Professor of Counseling, CACREP Liaison: Kristi Tew, PhD, LPC-S, NCC Email: tewk@dbu.edu Phone: 817-564-1200 Assistant Professor of Counseling, CERT Advisor & NCE Liaison Stephanie L. Smith, PhD, LPC, NCC, PMHP-C, CFRC Email: stephanies@dbu.edu Phone: 214-333-5272 Professor of Counseling Scott Floyd, PhD, LPC-S, LMFT Email : scottf@dbu.edu Phone : 214-333-5896 Assistant Professor of Counseling Jenna Mountain, PhD, LPC, CST Email : jennaferm@dbu.edu Phone : 214-333-5297	Katie Coulter Phone: 214-333-5273 Fax: 214-333-6819 Email(s): kcoulter9824@dbu.edu mapc@dbu.edu	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 for your own counseling

A list of off campus resources in the Dallas-Fort Worth Metroplex, and within 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 Hope Works 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 Relationships/Children Counseling

Center for Counseling and Family Relationships	4500 Mercantile Plaza Dr Suite 307 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@homesteadhope.org 817-812-3021
Cathryn Ligon, MA, LPC	Christian Counseling Associates	Email: cligon@counselgodswor d.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

Other Psychiatric Resources

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 Dr. Gant, Dr. Webber	Galleria Tower 1 13355 Noel Rd., Suite 500 Dallas, TX 75240	214-361-6092

Technology Resources

The online education office personnel are available during regular business hours for faculty, students, staff, and by email at support@dbu.edu. The University has several key digital platforms that are available to all counseling students. Digital platforms include, but are not limited to, the learning management system Blackboard Ultra for managing classroom course content and assignments, and Respondus Lockdown Browser for testing and administering assessments in a controlled environment that helps ensure test data security. In addition, Microsoft Teams is available to all students, faculty, and staff for collaboration, digital delivery and uploading secure files within a course; Microsoft Outlook is used for campus-wide email; Microsoft SharePoint provides a secure platform to organize, share, and access information; Microsoft OneDrive allows for secure storage and protection of personal files. All students may use the Ellucian Self-Service for performing many tasks digitally, including registration for classes, running and printing transcript reports. All students also have free access to the Microsoft 365 suite of products including Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

The University provides help to students at the IT help desk, online, and by phone. There are multiple virtual training courses available including Blackboard Ultra Training Course. Students can contact the IT Help Desk (214-333-5500) for additional information regarding training opportunities. Technical help is available from 7am–6pm Monday through Friday with additional weekend hours (7am–1pm, Saturdays, and 2–5pm, Sundays for walk-in assistance.)

Additionally, there are 200 electronic databases available to students including multiple subject specific databases that cover psychology and counseling, such as *APA PsychArticles* and *The Psychology and Behavioral Science Collection*. Also of note is Alexander Street Press's Counseling and Therapy Video collection. Students can watch counseling sessions from a wide variety of therapy situations and counseling methods. Overall, these databases provide access to more than 5,000 psychology and counseling journal titles. Databases are accessible remotely for DBU students and faculty.

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. They are encouraged to register during the advanced registration period (refer to the Academic Calendar for specific dates). Students should also schedule an advising appointment with their assigned advisor to support successful progress and timely completion of the MA in Professional Counseling program. To make an advising appointment, contact the Program Advisor at 214.333.5273 or mapc@dbu.edu.

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 and Academic Advisor. 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."

Academic Appeals Policy

Academic Conduct Policy

Consistent with the Christian character and values of Dallas Baptist University and to encourage and preserve the honor and integrity of the academic community, the University expects its students to maintain high Biblical standards of personal and scholarly conduct.

Honor Code

Consistent with the Christian character and values of Dallas Baptist University and to encourage and preserve the honor and integrity of the academic community, the University expects its students to maintain high Biblical standards of personal and scholarly conduct.

“The Integrity of the upright guides them, but the unfaithful are destroyed by their duplicity.”
Proverbs 11:3

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 regarding 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) as well as the use of Artificial Intelligence).

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 regarding 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.

Academic Appeal and Academic Misconduct Procedure

Applications for a formal academic appeal are available in the Office of the Registrar. 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 people involved 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 is 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 parties involved 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.

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.

MAPC Student Program Agreement

New students in the Master of Arts in Professional Counseling program are required to read and agree to the Agreement Contract (next page). 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 the second semester of enrollment. **The contract must be signed and 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 feel a strong professional and ethical responsibility to these counseling professions and to future clients and take 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 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 THRIVE Initiative Coordinator, and a remediation plan will be designed and agreed upon with 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 indicate 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

Master Of Arts in Professional Counseling Professional Disposition Student Obligations

Part of being Ethical and Legal as Counselors-in-training, you must also be professional. You must have a “Professional Disposition.” What does that mean? We will look at what it means to be professional and have a professional disposition in this section.

Having a Professional Disposition entails characteristics necessary to work effectively with people with diverse needs and backgrounds. In addition, emerging counselors should demonstrate a concern for people, and possess self-management skills like being on time for appointments, being prepared for class and counseling sessions, completing paperwork and case notes in a timely fashion, maintaining high quality oral and written communication skills, etc. These are all necessary ingredients around Professional Development. Professional development also includes the establishment of a theoretical orientation in the areas of individual, marital, and crisis counseling. Equally important is the openness and attitude to learn, grow, and change. This includes an openness to receiving feedback from your professors and fellow students and your Site Supervisors and fellow counselors when you fulfill your Practicum Requirement

The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Dispositions are a critical component of a student’s development as a counselor. Dispositions reflect one’s attitudes and beliefs, and are not directly “visible,” but are inferred from a student’s actions and attitudes. Some of these characteristics are listed below:

A. Professional & Ethical Attitudes and Behaviors

- a. Demonstrates the ability to express thoughts and feelings effectively and appropriately.
- b. Demonstrates respect, honesty, integrity, confidentiality, and care for others.
- c. Participates in class and contributes to in-class discussions
- d. Demonstrates respect to fellow classmates and professors
- e. Takes initiative
- f. Accepts feedback in a positive way with an eagerness to learn and grow
- g. Demonstrates an understanding of ethical and legal standards/codes.
- h. Accepts responsibility for decisions and actions.
- i. Does not copy or plagiarize,
- j. Uses AI as a tool, not as a replacement for personal, in-depth, critical thinking
- k. Works well with others is respectful even toward those that have different beliefs,
- l. Demonstrates appreciation, commitment, and value for human diversity in words and behaviors,
- m. Displays behavior and attitudes that are sensitive to age, gender, sexual orientation, and disabilities,
- n. Displays behavior and attitudes that are sensitive to various religions, races, and ethnicities, and
- o. Recognizes and respects dignity, worth, and rights of all people and individuals.

B. Professional & Personal Growth

- a. Engages in learning, development, and reflective practices that will improve counseling competency,
- b. Demonstrates a commitment to ongoing professional and personal growth,

- c. Adapts to changing circumstances, unexpected events, new ideas, people, and situations, and
- d. Demonstrates toleration for ambiguity.

C. Self-Awareness & Self-Care

- a. Demonstrates awareness to self-reflect honestly and objectively on their own belief systems,
- b. Demonstrates awareness of values, needs, biases, and limitations,
- c. Recognizes one's own limitations, barriers, and boundaries,
- d. Demonstrates an understanding of the importance of caring for self and follows through,
- e. Maintains appropriate boundaries

D. Interpersonal Relationships & Collaboration

- a. Cooperates and collaborates with peers, professors, supervisors and other professionals,
- b. Receives and integrates feedback from faculty, supervisors, and peers
- c. Works well in groups, also collaboratively, contributing equally in group projects and group requirements along with supervision
- d. Values and demonstrates effective interpersonal and intrapersonal communication.

E. Professionalism

- a. Demonstrates ability to be on time in person and with assignments
- b. Attends class consistently and with clients on site
- c. Maintains appearance and dress standards or expectations present at clinical sites
- d. Reflects planning, preparation, and engagement in class and at practicum site
- e. Initiates ideas and suggestions to others and takes initiative in general
- f. Has read the code of ethics for the American Counseling Association and Texas Ethics according to the LPC Board of Texas
- g. Demonstrates ethical behaviors and attitudes by following the codes of ethics for the American Counseling Association and Texas Ethics according to the LPC Board of Texas.

I _____ have read the following obligations and indicate by signing my commitment to uphold them while in the Master of Arts Professional Counseling program, and thereafter.

Signature: _____ Date: _____

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 initiating this agreement in Tevera to the site supervisor each semester. The practicum student will also provide a copy of this site agreement to the practicum/internship coordinator in Tevera.

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:
--

The DBU MAPC Program agrees to:

1. Provide practicum students who have completed the required pre-requisites for practicum.
2. 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.
3. Provide weekly group supervision of practicum students as a part of the COUN 6317 course.

4. 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.
5. Require the practicum student to obtain and maintain liability insurance.
6. Provide orientation, assistance, consultation, and professional development opportunities to the practicum site supervisors.
7. 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:

1. 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.
2. 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.
3. 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.
4. 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.
5. Develop a weekly attendance and activity schedule with the practicum student to meet the required hours to successfully complete the practicum experience.
6. 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.**
7. Provide a written evaluation of the practicum student's progress at the midpoint and end of practicum.

8. 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 consistently 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 students' 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 initiating this agreement to the site supervisor in Tevera each semester. The Internship student will also provide a copy of this site agreement to the Internship/internship coordinator through Tevera.

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:

8. Provide Internship students who have completed the required pre-requisites for Internship.
9. 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.

10. Provide weekly group supervision of Internship students as a part of the COUN 6318 & COUN 6319 courses.
11. 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.
12. Require the Internship student to obtain and maintain liability insurance.
13. Provide orientation, assistance, consultation, and professional development opportunities to the Internship site supervisors.
14. 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:

10. 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.
11. 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.
12. 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.
13. 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.
14. Develop a weekly attendance and activity schedule with the Internship student to meet the required hours to successfully complete the Internship experience.
15. 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.**
16. Provide a written evaluation of the Internship student's progress at the midpoint and end of Internship.
17. Meet with the DBU Internship coordinator for a site visit during the semester students are enrolled in

COUN 6318 & COUN 6319 Internship classes.

18. 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:

1. 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.
2. 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.
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 Internship 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 Internship 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 Internship 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 Internship agreement if there is a change of Internship site or Internship 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 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 into 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		Very Good	Good	Average	Fair	Poor	Not Observed
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
	<i>Supervisor – Student Relationship</i>						
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
	<i>Development of Counseling Skills</i>						
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	
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Additional Comments and/or Suggestions:

Student Signature: _____ **Date:** _____

Practicum Student Evaluation

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

Circle One: Mid-Semester/ End of Semester

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	Demonstrates inconsistent or limited proficiency in paraphrasing & summarizing

					the time).	
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 150 pts*)

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.

Scoring Grid:

230-219 = A
218-207 = A-
206-195 = B+
194-183 = B
182 and below = Fail

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

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

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: _____

Informed Consent for Video Recording of Counseling Sessions

I understand that the counseling practicum/intern student _____ is in the advanced level Master of Arts in Professional Counseling program at Dallas Baptist University. Your counselor in training may need to video record sessions with you for the purposes of supervision training. The video recording will be reviewed only by the supervisor and peer members of the supervision group to review the counseling practice of the practicum/intern student. Supervision requires that ethical standards regarding your confidentiality be upheld at all times. After the video is used for training purposes, the video will be deleted in its entirety. Therefore, we ask you to sign the statement below indicating your willingness to allow the video recording of your counseling sessions. Refusal to sign below will **not** affect your eligibility to receive counseling in any way.

I, the undersigned client, realize that video recording of my counseling sessions may be necessary for purposes of supervision training only. I do hereby give my permission for such video recording.

Client Name (*please print*)

Client Signature

Date

Parent/Guardian Name
(*Required for Clients under 16 years of age*)

Parent/Guardian Signature

Date

Counselor Name (*please print*)

Counselor Signature

Date

Supervisor Name (*please print*)

Supervisor Signature

Date



Video Recording Critique Form

<i>Student Name:</i>	
<i>Date of Recording:</i>	
<i>Session Number:</i>	

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 students 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.

All students will enroll in *Tevera* during their first semester in their first course during the MAPC Program. Students will be charged a one-time fee of \$211.00 to enroll in *Tevera*, which allows them access to all forms and documents related to Practicum/Internship, as well as other program tracking data and information.

For issues with enrolling in *Tevera*, students may contact:

Dr. Desiree Stephens, Practicum and Internship Coordinator

desirees@dbu.edu

214-333-5113

Katie Coulter, Graduate Assistant and Program Advisor

kcoulter9824@dbu.edu

214-333-5273



Master of Arts in Professional Counseling Program Map [Full Time- 9 Hours]

Name: _____

Date: _____

Program maps are intended to help students in both registering for courses in the recommended sequence and tracking their progress through the program. Students should consult the Academic Catalog for requirements and pre-requisites regarding specific courses, practicum and internship, and graduation. Students will use Self Service to register for courses and can request degree audits from the MA in Professional Counseling Graduate Assistant.

Prerequisites

MAPC Students must take the prerequisites listed below. Continuance in the program past the first 18 hours is pending successful completion of these requisites.

Course Title	Credit Hours	Semester	Grade
Statistics (or equivalent)* *(PSYC2301, MATH 2301, POLS 2301, and SOCI 2301 or equivalent) **This course is required PRIOR to enrollment in COUN 5316 Research Methods			
General Psychology (or equivalent)			
Upper-Level Psychology Course 1: _____ *3000 level or higher			
Upper-Level Psychology Course 2: _____ *3000 level or higher			



Pre Candidacy Requirements

Semester 1		Credit Hours	Semester	Grade
COUN 5310	Introduction to Professional Counseling			
COUN 5311	Ethics in Professional Counseling			
COUN 5312	Advanced Counseling Theories and Techniques			

Semester 2		Credit Hours	Semester	Grade
COUN 5314	Lifespan Human Development			
COUN 5318	Basic Counseling Skills			
COUN 5316	Research Methods			

Semester 3		Credit Hours	Semester	Grade
COUN 5313	Group Counseling			
COUN 5317	Counseling Culturally Diverse Clients			
COUN 5319	Career Counseling and Lifestyle Development			

Semester 4		Credit Hours	Semester	Grade
COUN 5315	Psychological Testing			
COUN 6312	Abnormal Human Behavior			
COUN 6314	Marriage and Family Therapy			

***Students should apply for Candidacy at the conclusion of this semester and begin the process of completing the Candidacy exam for entry into practicum.**

Semester 5		Credit Hours	Semester	Grade
COUN 6313	Psychopathology/Psychopharmacology			
COUN 6311	Addictive and Compulsive Disorders			
COUN 6316	Advanced Counseling Methods & Crisis Intervention			



Post Candidacy Requirements

Semester 6		Credit Hours	Semester	Grade
COUN 6317	Counseling Practicum			
COUN 6324	Christian Approach to Human Sexuality			

Semester 7		Credit Hours	Semester	Grade
COUN 6318	Counseling Internship I			
COUN 6315	Theological Perspectives in Christian Counseling			

Semester 8		Credit Hours	Semester	Grade
COUN 6319	Counseling Internship II			
COUN 6000	Comprehensive Counseling Review			



Master of Arts in Professional Counseling Program Map [Part Time-6 Hours]

Name: _____

Date: _____

Program maps are intended to help students in both registering for courses in the recommended sequence and tracking their progress through the program. Students should consult the Academic Catalog for requirements and pre-requisites regarding specific courses, practicum and internship, and graduation. Students will use Self Service to register for courses and can request degree audits from the MA in Professional Counseling Graduate Assistant.

Prerequisites

MAPC Students must take the prerequisites listed below. Continuance in the program past the first 18 hours is pending successful completion of these requisites.

Course Title	Credit Hours	Semester	Grade
Statistics (or equivalent)* *(PSYC2301, MATH 2301, POLS 2301, and SOCI 2301 or equivalent) **This course is required PRIOR to enrollment in COUN 5316 Research Methods			
General Psychology (or equivalent)			
Upper-Level Psychology Course 1: _____ *3000 level or higher			
Upper-Level Psychology Course 2: _____ *3000 level or higher			



Pre Candidacy Requirements

Semester 1		Credit Hours	Semester	Grade
COUN 5310	Introduction to Professional Counseling			
COUN 5312	Advanced Counseling Theories and Techniques			

Semester 2		Credit Hours	Semester	Grade
COUN 5311	Ethics in Professional Counseling			
COUN 5318	Basic Counseling Skills			

Semester 3		Credit Hours	Semester	Grade
COUN 5313	Group Counseling Methods			
COUN 5314	Lifespan & Human Development			

Semester 4		Credit Hours	Semester	Grade
COUN 5316	Research Methods			
COUN 5319	Career Counseling and Lifestyle Development			

Semester 5		Credit Hours	Semester	Grade
COUN 5315	Psychological Testing			
COUN 5317	Counseling Culturally Diverse Clients			
*Students should apply for Candidacy at the conclusion of this semester and begin the process of completing the Candidacy exam for entry into practicum				



Post Candidacy Requirements

Semester 6		Credit Hours	Semester	Grade
COUN 6312	Abnormal Behavior (Psychopathology I)			
COUN 6314	Marriage and Family Therapy			

Semester 7		Credit Hours	Semester	Grade
COUN 6316	Advanced Counseling Methods in Crisis Intervention			
COUN 6311	Addictive/Compulsive Disorders			
COUN 6313	Psychopathology/Psychopharmacology (Psychopathology II)			
*After this semester, the student will be eligible to enroll in Practicum! They should work with the Practicum coordinator to secure a site for practicum and complete appropriate practicum requirements.				

Semester 8		Credit Hours	Semester	Grade
COUN 6317	Counseling Practicum			
COUN 6315	Theological Perspective to Counseling			

Semester 9		Credit Hours	Semester	Grade
COUN 6318	Counseling Internship I			
COUN 6324	Christian Approach to Human Sexuality			

Semester 10		Credit Hours	Semester	Grade
COUN 6319	Counseling Internship II			
COUN 6000	Comprehensive Counseling Review			