

Student Handbook

Master of Arts

Mental Health Counseling



BELMONT
UNIVERSITY

COLLEGE OF PHARMACY
& HEALTH SCIENCES

School Counseling Track

2024-2025

Belmont University
College of Pharmacy & Health Sciences
Mental Health Counseling Program
Nashville, TN 37212

Introduction

Welcome to the Mental Health Counseling Program at Belmont University. This *Mental Health Counseling Student Handbook for School Counseling* contains information intended to answer questions about the program and describe program procedures. When seeking information, students should also refer to the [Bruin Guide](#), Belmont University Graduate Admissions, and *Belmont University Graduate Catalog* in addition to this *Handbook*. Links containing additional information can be found at the end of this page.

While students are expected to adhere to policies in this handbook, [Bruin Guide](#), and [Belmont University Graduate Catalog](#), know that graduate procedures, course requirements, prerequisites, and other information is subject to change and this handbook does not replace policies found in the [Belmont University Graduate Catalog](#). Faculty and advisors are available to assist should you have questions, but this is not substitute for knowledge of Belmont University policies. It is the student's primary responsibility to understand and follow all policies and procedures.

<http://www.belmont.edu/prospectivestudents/index.html>

Graduate Admissions

<https://admissions.belmont.edu/admissions/Pages/createaccount2.aspx>

Belmont University
College of Pharmacy and Health Sciences
615-460-5552
<http://www.belmont.edu/theology/>

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Introduction

The Mental Health Counseling Program School Counseling Track is located in the College of Pharmacy and Health Sciences at Belmont University. As the only graduate program in the College of Pharmacy and Health Sciences, the Program works in partnership with the College of Education at Belmont University to prepare students to become Licensed School Counselors.

Program Details

The Mental Health Counseling Program, located in the College of Pharmacy and Health Sciences, prepares professional counselors in four master's level tracks; 1.) Marriage, Couples, and Family Counseling; 2.) Clinical Mental Health Counseling; 3.) Clinical Pastoral Therapy; and 4.) School Counseling. The Marriage, Couples, and Family Counseling track, as well as the Clinical Mental Health Counseling track, have been accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling Track will be seeking accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) once the first cohort graduates.

Purpose

The Master of Arts in Mental Health Counseling degree through the College of Pharmacy and Health Sciences at Belmont University is unique among contemporary counseling programs in that it embodies Christian and pastoral theological understanding of the care of human beings in addressing the depth and complexity of human suffering. This degree is intended as a process of formation, the formation of a professional self. The program seeks to guide the forming of professionals who will act with integrity in the world as agents of the ministries of healing and transformation serving individuals, couples, families, or larger groups. The program seeks to accomplish this goal through the integration of the wisdom, insight, and values of the Church's care of souls tradition with the knowledge, skills, and resources of contemporary scientific psychotherapy. This integration is woven into the design of every course of the program. In pursuing this goal, the degree is congruent with the mission and vision of Belmont University as "a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith." As such, future school counselors will become not only multiculturally competent but also personally spiritually competent as they progress through coursework. Because personal insights regarding spiritual values and beliefs serves as a foundation for ethically serving others, this program helps students move toward spiritual and multicultural catharsis. In this way, future school counselors become more accepting of others and better able to advocate for oppressed students in the school system.

Prerequisites

The Master of Arts in Mental Health Counseling (School Track) requires the completion of a bachelor's degree from an accredited college or university. Applicants should have a strong academic record with a GPA of at least a 3.0 (on a 4.0 scale) and must pass a background check through TBI for program admission.

Mission

The School Counseling Program specialization seeks to train professional school counselors to help K-12 students overcome personal/social issues and societal inequities that impede academic achievement and career development. The program helps school counselors understand their own worldview, including personal spiritual beliefs, so they have awareness of personal biases that might impede professional advocacy efforts.

Program Design

The Master of Arts in Mental Health Counseling degree (School Counseling Track) is a 60-semester credit hour program designed to prepare men and women to serve as school counselors in public or private pre-k-12 schools. The program satisfies the educational requirement for licensure as a School Counselor in the State of Tennessee.

Prospective students should be aware that educational requirements for School Counselor licensure vary from state to state and should check their state's requirements prior to applying to the MAMHC degree.

The MAMHC degree-School Counseling Track is a cohort program that requires seven consecutive semesters (including summers). Students are required to complete a practicum and internship consisting of 700 clock hours of counseling and counseling related activities in an approved pre-k-12 school. Students are required to meet with the field experience coordinator or program director to attain permission to enter practicum and attain a site. Students must submit paperwork to secure practicum no later than March the semester prior to placement. Normally, students will complete 30 semester hours of course work prior to beginning their practicum experience. Students must pass a background check before initial program admission and must show proof of approved professional liability insurance prior to beginning the clinical experience component of the program.

The mental health counseling program will accept up to 21 hours of transfer credits from accredited universities. Students wishing to have courses transferred must contact the program director or associate program director and submit syllabi for those courses under consideration. Transferred courses must meet CACREP accreditation standards as evidenced by course syllabi and be determined to directly replace a course on the Belmont Mental Health Counseling Program degree plan. Courses not meeting CACREP standards will not be accepted into the professional counseling or marriage and family counseling track.

Graduate Faculty

| <u>Professor Name:</u> | <u>Title:</u> | <u>Research Interests:</u> |
|-------------------------------|--|---|
| Dr. Janet Hicks | Department Chair & Professor | <i>Child & Adolescent Counseling, School Counseling, Family Counseling, Career Counseling, Aggression</i> |
| Dr. Tom-Knowles Bagwell | Professor & Director of Doctoral Studies & Spiritual Integration | <i>Pastoral Theological Method, Psychoanalytic Theory & Therapy, Clinical Supervision,</i> |

| | | |
|---------------------------|---------------------|---|
| | | <i>Nature & Treatment of Addictions</i> |
| Dr. Stephan Berry | Associate Professor | <i>School Crisis Management, Trauma-Informed Schools, Creative Counseling Techniques</i> |
| Dr. Layla Bonner | Associate Professor | <i>African American mental health, Relationships, Family Wellness, Racial Trauma, Implicit Bias, Grief, Counselor Education</i> |
| Dr. Amanda Grieme-Bradley | Associate Professor | <i>Healthy Family Functioning, The Person of the Therapist, Therapeutic Presence</i> |
| Dr. Jenel Cassidy | Assistant Professor | <i>Childhood Behavioral Problems & Trauma, Social Support & Post-Traumatic Growth</i> |
| Dr. Cassandra Riedy | Assistant Professor | <i>Social Justice in Counseling, Impact of Health Disparities & Mental Health, Counselor Development</i> |
| Dr. Mitchell Waters | Assistant Professor | <i>The Intersection of Spirituality and Traumatic Stress, Spiritual & Religious Diversity in Counseling</i> |

Program Objectives

All mental health counseling students must achieve mastery in the eight CACREP counseling areas. Mastery is assessed through coursework, experiential activities, field experience rating forms, observation, examinations, case studies, as well as on the master's Comprehensive Examination. Following is a list of objectives completed by students in the Mental Health Counseling Program.

The Mental Health Counseling faculty have identified the following program objectives for students:

- Identify and resolve ethical issues using current codes of ethics
- Become knowledgeable and apply multicultural and cross-cultural counseling skills and current competencies in the school setting.
- Utilize culturally relevant strategies based on human growth and development
- Integrate vocational counseling knowledge into holistic school counseling strategies
- Select and utilize efficacious counseling theories, skills and techniques that meet the needs of all students.
- Utilize the ASCA National Model and/or the Tennessee Model of School Counseling practice to design future counseling programs to address the academic, social-emotional and college-career development of all students.
- Integrate the ASERVIC competencies of spiritual development into a comprehensive school counseling program

- Demonstrate appropriate screening practices and leadership of groups
- Select, utilize, and interpret appropriate and ethical assessment instruments and techniques
- Select and utilize appropriate and ethical research methods for the improvement of school counseling services
- Be committed to serve as Christian advocates for children and families within their schools and communities

Overview of Mental Health Counseling Program

The Mental Health Counseling program offers a 60-credit hour Master of Arts degree in Mental Health Counseling (MAMHC) with four separate specialty areas including: Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, School Counseling, and Clinical Pastoral Therapy. The Mental Health Counseling program includes academic coursework that satisfies the academic course requirements for Licensed School Counselor in Tennessee. Prospective students should be aware that educational requirements for School Counselor licensure vary from state to state and should check their state's requirements prior to applying to the MAMHC degree-School Counseling Track.

Clinical Mental Health Counseling. Graduates from the 60-hour Clinical Mental Health Counseling track are trained to work in settings such as: clinical mental health counseling facilities, non-profit agencies, addiction treatment centers, career counseling centers in both college and business settings, adult probation offices, hospital counseling centers, and to establish private counseling practices. The 60-hour Clinical Mental Health Counseling Program satisfies the academic coursework requirements for Licensed Professional Counselor (LPC) and Licensed Professional Counselor with the Mental Health Service Provider Designation (LPC-MHSP) in Tennessee. Students must pass all state required licensing examinations and requirements for licensure.

Marriage, Couple, and Family Counseling. Graduates from the 60-hour Marriage, Couple, and Family Counseling track are trained to work with couples and families in a variety of family counseling settings. Graduates of this track are qualified to apply for licensure as a Marital and Family Therapists (LMFT) in Tennessee. Students must pass all state required licensing examinations and requirements for licensure.

Clinical Pastoral Therapy. Graduates from the 60-hour Clinical Pastoral Therapy track are trained to work in settings including: clinical mental health counseling facilities, counseling centers, addiction treatment centers, faith-based counseling centers, psychiatric hospitals, and private practice. This track satisfies the academic requirements for licensure in the State of Tennessee as a Clinical Pastoral Therapist. Students must pass all state required licensing examinations and requirements for licensure.

School Counseling. Graduates from the 60-hour School Counseling track are trained to work with students in pre-k-12 public or private schools. Graduates of this track are qualified to apply for licensure as school counselors in Tennessee provided they pass the Praxis II School Counselor State Examination before graduation and provide all requirements for licensure.

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Details of Graduate Study at Belmont University

College of Pharmacy and Health Sciences

The College of Pharmacy & Health Sciences Office is housed in the Janet Ayers Academic Center on the second floor. The Dean of the college, Dr. Sharell Pinto, is responsible for administering policies and rules relating to graduate degree programs in the College of Pharmacy and Health Sciences. For more information, the college phone number is 615-460-5552.

Mental Health Counseling Program

The graduate Mental Health Counseling program is housed in the College of Pharmacy and Health Sciences. The Mental Health Counseling Program is directed by Dr. Janet Hicks (Professor and Director) and Dr. Tom Knowles-Bagwell (Associate Professor and Associate Director) who report to the College Dean. All faculty in the Mental Health Counseling Program develop policies and procedures used within the program.

Probation, Suspension, and Dismissal

During faculty meetings throughout the year, counseling faculty discuss and rate student ethical/professional fitness to practice and academic performance. These discussions and ratings include student dispositions such as professionalism, adherence to ethical codes, and academic achievement. If students fail to maintain a grade point average of 3.0 (on a 4.0 scales), earn a “C” in a required course, or exhibit unsatisfactory academic integrity, professionalism, or ethical behavior, the faculty may suggest probation, suspension, dismissal, or remediation per conditions in this handbook as well as the [Belmont Bruin Guide](#).

It is the responsibility of the counselor or counselor-in-training to be aware of signs of impairment, seek assistance for their problems, and notify program supervisors that they are unable to provide acceptable services to clients. Counselors and counselors-in-training should seek appropriate professional services to remediate the problem(s) interfering with their ability to provide services. It is the policy of the Mental Health Counseling program that if a student has a physical, mental or emotional problem that could potentially harm clients or others, that student will be prohibited from seeing clients until the student has completed a remediation plan. For example, it is the policy of the Mental Health Counseling program that if a student has a documented relapse or a self-reported relapse, she/he will not see clients until a remediation plan is completed and the student can provide verified documentation of at least one year of “clean” time. While the student is in treatment, the student’s therapist must report on the student’s progress at specified times.

Fitness to Practice

Admission to the program does not guarantee fitness to remain in the program. Only those students who meet program standards will be allowed to continue in the program. Students pursuing a Master of the Arts in Mental Health Counseling (MAMHC) must meet fitness to practice standards that are assessed by faculty throughout the program. These standards include demonstration of emotional and mental fitness in their interaction with others as well as conformance with codes of professional counseling associations and of the state of Tennessee. Students who fail to demonstrate fitness or conformance to appropriate codes may be asked to enter into a remediation plan in order to remain in the program. If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. In rare Belmont University MHC-MCHC Student Handbook 2018-2019. Copyright 2018 by the College of Pharmacy and Health Sciences at Belmont University. All rights reserved. Information subject to revision. Revised February 28, 2024.

cases, a student's ability to practice may exceed remediation and a recommendation for dismissal from the program is possible.

Causes for Dismissal

Achievement in the Mental Health Counseling Program requires academic success as well as ethical behavior. Counseling requires adherence to codes of ethics, professional attitudes, and work habits. The following list details actions or behaviors considered just cause for immediate dismissal from the Mental Health Counseling Program:

1. Violation of Belmont University's Title IX policies.
2. Cheating, plagiarism, giving false information, or altering official records
3. Abuse or disrespect for clients, peers, or faculty
4. Breaches of the rules or codes in the *ACA Code of Ethics*, *AAPC Code of Ethics*, *ASCA Code of Ethics*, and *Belmont University Student Code of Conduct*
5. Earning a failing grade in Field Experience Courses
6. Willful conduct that may cause injury
7. Harassment, discrimination, non-sexual harassment, or sexual misconduct as defined in the [*Belmont Bruin Guide*](#).

Academic Performance Evaluation

Because students are expected to maintain a 3.0 average at all times, students earning a grade below C in a course must schedule and attend a meeting with their faculty advisor. The aforementioned faculty advisor then informs remaining Mental Health Counseling Faculty about content of the meeting. Next, Mental Health Counseling faculty review and make recommendations concerning the student's status in the program. Students earning a failing grade in a field experience course will be dismissed from the program. Students terminated may file an appeal by following the [Belmont University Grade Appeals Procedures](#). In addition, students failing CACREP standards and/or demonstrating failing performance on CACREP assessments should meet with the course instructor and discuss methods for improvement.

Non-Academic Performance Evaluation

Should a student exhibit unsatisfactory non-academic performance as listed in the "Causes for Dismissal" in this handbook, the faculty may decide on remediation, reprimand, probation, or dismissal from the program. Students disagreeing with the decision may appeal the decision by following the Student Appeals/Grievance Procedures located in the [Complaint and Grievance Procedures](#) on the Belmont University Graduate Catalog.

Faculty discuss student non-academic performance throughout the program and administer the *Student Disposition/Professionalism Rubric* as found at the end of this handbook three times (MHC XXXX Foundations of School Counseling, MHC 5020 Theories, and MHC 6210 Internship in Mental Health Counseling II) during the program. Performance on this rubric is shared with students. Should low ratings be attained, faculty discuss ways students can improve performance and may place students on a remedial plan if needed. More information on this process can be found as follows in the next sections of this handbook.

Retention Policies and Student Appeals/Grievance Procedures

The Mental Health Counseling Program offers students the right to a fair hearing. Should students wish to file an appeal, students are responsible for providing the burden of proof. Following are the steps students follow to resolve concerns:

- 1) Student appeals/grievances starting in the Mental Health Counseling Program are first considered informally by program faculty.
- 2) If unresolved, students may file an appeal through the office of the Dean of the College of Pharmacy and Health Sciences.
- 3) Formal appeals are allowed only when prejudice, arbitrary, or capricious actions are involved.

Academic Related Appeals

The Mental Health Counseling Program follows the University policy regarding academic related appeals as follows:

Students have the right to appeal grades directly to the instructor if they believe that an incorrect grade has been assigned for the course. If a grade issue is not resolved after contact with the instructor, the student may appeal in writing to the dean of the college. This must occur by the mid-term point of the next semester. In the written appeal the student must be prepared to demonstrate and document an unusual circumstance that warrants a review of the grade and evidences of the grade s/he believes should have been given by the instructor. All written appeals will be reviewed within one month of receipt and responded to in writing either confirming or changing the posted final grade. A copy of this response will go to the Registrar's Office for the student's record.

Any appeal must be in writing and include appropriate documentation to support the student's position that a grade change is warranted.

The final grade is the instructor's posted grade, which may be viewed in the student's grade report on-line at the close of the term or part-of-term. It is solely the responsibility of the student to check that grades are posted for all courses taken during a semester and note the grade given for each class. All grade appeals must be requested by the mid-term point of the next semester. Unless an active appeal is under review, after the mid-term point of the next semester, neither instructors nor the university will consider a grade change.

Once a final grade has been posted the student may not petition the instructor to do additional work or extra credit to raise the grade awarded. Any grade change as a result of such action will be disallowed.

Low ratings on *Core Assessments* and *Specialty Area Assessments* are handled as follows.

Plan to Address Low Scores on Core Assessments or Specialty Area Assessments

As mentioned in the student handbooks, faculty follow the procedures below.

Informal Procedures

1. The program faculty initiate an informal meeting with the student to discuss performance issues (i.e. core assessment or specialty assessment score).

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2. A remediation plan is developed by the faculty during a program meeting above to address concerns and the plan is shared with the student as part of the meeting. The faculty member teaching the course monitors student progress toward the remediation plan and meets regularly with the student to ensure plan compliance.
3. The faculty member(s) shares the student's performance issues and seeks consultation from other program faculty during a scheduled program meeting.
4. If the remediation plan is not successfully completed, the student will be asked to attend a formal meeting scheduled with program faculty and formal procedures are implemented as follows.

Formal Procedures

Formal Procedures are used when informal procedures fail to improve concerns or by student request. Following are steps taken when formal procedures are utilized:

1. The faculty member with concerns notifies the student about specific concerns and schedules a meeting with all mental health counseling program faculty, including the dean, to discuss concerns. The student, faculty member, program faculty, and other relevant parties are invited to attend the meeting. Students must be given 2 weeks' notice prior to the scheduled meeting. No party may be represented by an attorney at this meeting.
2. Mental Health Counseling faculty listen to issues from the faculty member and student.
3. After the meeting and within 7 days, faculty determine a plan of action. This plan may involve probation, suspension, dismissal, a remediation plan, or no action. A written remediation plan will be given to students needing this action and compliance is monitored by the concerned faculty member.
4. Follow-up meetings and/or reports will be shared by the concerned faculty member with program faculty at scheduled faculty meetings to ensure student compliance. If students do not comply with program faculty requirements or remediation, they will be dismissed from the program.

Students may file additional appeals regarding final grades as described in the section above.

Non-Academic Appeals and Retention Procedures

The Mental Health Counseling faculty adhere to the Ethical Standards of the American Counseling Association, International Association of Marriage and Family Therapists, and AAPC when rating students' nonacademic performance. Ratings on the *Student Disposition/Professionalism Rubric* are also considered. Low ratings on this form or other issues as discussed in this handbook are handled utilizing the following steps as follows:

Informal Procedures

1. The faculty member(s) initiates a meeting with the student to discuss performance issues.
2. A remediation plan is developed by the faculty member during the meeting above to address concerns and the plan is shared with the student as part of the meeting. The faculty member monitors student progress toward the remediation plan and meets regularly with the student to ensure plan compliance.
3. The faculty member(s) shares the student's performance issues and seeks consultation from other program faculty during a scheduled program meeting.

4. If the remediation plan is not successfully completed, the student will be asked to attend a meeting scheduled with program faculty and formal procedures are implemented as follows.

Formal Procedures

Formal Procedures are used when informal procedures fail to improve concerns or by student request. Following are steps taken when formal procedures are utilized:

1. The faculty member with concerns notifies the student about specific concerns and schedules a meeting with all mental health counseling program faculty to discuss concerns. The student, faculty member, program faculty, and other relevant parties are invited to attend the meeting. Students must be given 2 weeks' notice prior to the scheduled meeting. No party may be represented by an attorney at this meeting.
2. Mental Health Counseling faculty listen to issues from the faculty member and student.
3. After the meeting and within 7 days, faculty determine a plan of action. This plan may involve probation, suspension, dismissal, a remediation plan, or no action. A written remediation plan will be given to students needing this action and compliance is monitored by the concerned faculty member.
4. Follow-up meetings and/or reports will be shared by the concerned faculty member with program faculty at scheduled faculty meetings to ensure student compliance. If students do not comply with program faculty requirements or remediation, they will be dismissed from the program.

Students may file appeals as described in this handbook.

Mental Health Counseling Program Requirements

Admission and Program information follows.

Application Review

Students should submit applications to the Office of Student Admissions as early in the year as possible. Since students are required to take and submit GRE scores, signing up for this test early is crucial. Failure to submit all of the admissions materials to the Mental Health Counseling program early may result in the student being delayed for admission up to a year. Students must pass a background check administered through TBI before admission.

Master of Arts in Mental Health Counseling Degree (School Counseling Track) Program and Course Matriculation Requirements

The first two semesters are intended to prepare students with theoretical information necessary to begin engaging in actual clinical practice during the practicum. This information includes (1) understandings of the school counselor's role and the profession, (2) understandings of basic counseling theory and skills, and (3) diversity, social justice, and advocacy needed to assist pre-k-12 students. Each of these three areas of knowledge is addressed during the first two

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semesters. In the first semester students take Techniques of Counseling (area 2), Pre-practicum in School Counseling (areas 1 and 3) and Foundations of School Counseling (area 1). During the second semester students build on these with Spirituality and Human Development (area 3), and Diversity and Social Justice in the Clinical Encounter (area 3). Students also take Ethics and Evaluation in School Counseling during the second semester to best understand how to create effective school counseling programs (areas 1,2, 3). During summer 1, students take Therapy with Children and Adolescents. These seven courses provide students with essential knowledge necessary to begin actually seeing clients in a school counseling setting. Spirituality, spiritual formation, and the profession's spirituality competencies are imbedded in each course. Future school counselors are taught to examine their own spiritual beliefs, so they understand their own diverse culture and become fully accepting of others.

In addition to these seven courses, students are allowed to begin shaping their individual program design with two elective courses of a foundational nature. For example, students may choose to take Psychometrics & Assessment or Vocational Counseling and Discernment.

The Practicum, taken during the fourth semester, is designed to be an experience of limited exposure to school counseling practice under close supervision. The practicum is taken in conjunction with the research class (required of all students) so that students are able to have better understanding of program evaluation and how to determine school program effectiveness. Students also take elective classes such as group counseling during this semester to help better prepare them to work with student issues.

During the fifth and sixth and seventh semesters students will take courses designed to satisfy the more specific requirements of school counseling certification as well as complete the clinical internship. These courses are advanced courses in modalities of therapy, special populations, or professional formation. For example, students might take Diagnosis and Treatment of Mental Disorders, Diagnosis and Treatment of Addictions, or education classes to better understand the pre-k-12 school culture.

During the final semester students complete their internship course and complete all field experience hours.

Required Courses (27 sem. hrs.):

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| MHC 5005 (NEW COURSE) Foundations of Clinical Practice | (3 sem. hrs.) |
| MHC 5006 (NEW COURSE) Ethics and Evaluation in School Counseling | (3 sem. hrs.) |
| MHC 5007 (NEW COURSE) Pre-Practicum in School Counseling | (3 sem. hrs.) |
| MHC 5014 Diagnosis and Treatment of Mental Disorders | (3 sem. hrs.) |
| MHC 5015 Spirituality and Theories of Human Development | (3 sem. hrs.) |
| MHC 5016 Diversity and Social Justice in the Clinical Encounter | (3 sem. hrs.) |

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| MHC 5019 Techniques of Counseling & Psychotherapy | (3 sem. hrs.) |
| MHC 5018 Theories and Methods of Psychotherapy Research | (3 sem. hrs.) |
| MHC 5220 Therapy with Children & Adolescents | (3 sem. hrs.) |

*Students take existing courses with students in the Clinical Mental Health Track via face-to-face intensives.

Course Matrix

Fall Year One

*MHC 5005 – Foundations of School Counseling

*MHC 5020 – Theories of Counseling and Psychotherapy

*MHC 5007 – Pre-Practicum

*MHC 5170 – Vocational Discernment & Counseling **OR** MHC 5310 – Psychometrics & Assessment
**both MHC 5170 and MHC 5310 are required to be taken in order to graduate*

Spring Year One

*MHC 5006 – Issues, Ethics, & Evaluation of School Counseling Programs

*MHC 5019 – Techniques of Counseling and Psychotherapy *(Requires a 1-week face-to-face intensive)*

*MHC 5015 – Spirituality & Theories of Human Development

*MHC 5016 – Diversity & Social Justice in the Clinical Encounter

Summer Year One

*MHC 5220 – Therapy with Children & Adolescents *(Requires a 2-day face-to-face intensive)*

EDU 6580 Introduction to the English Language; EDU 5025 Literacy, Culture, and Community; EDU 6580 Introduction to English Learners or another *approved education course

Fall Year Two

*MHC 5210 – Group Dynamics & Therapy

*MHC 6010 – Practicum in Mental Health Counseling *(School Counseling Section)*

*MHC 5170 – Vocational Discernment & Counseling **OR** MHC 5310 – Psychometrics & Assessment

**both MHC 5170 and MHC 5310 are required to be taken in order to graduate.*

*MHC 5018 – Theories & Methods of Psychotherapy Research

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Spring Year Two

*MHC 6110-Internship in Counseling (*School Counseling Section*)

*MHC 5410 – Family Systems Theory

*Education or Counseling Elective (Including: **EDU 5800 Intro to Exceptional Learners; or another ***approved education course, MHC 5011 Foundations, MHC 5017 Christian Ethics in the Clinical Encounter, MHC 5120 Diagnosis & Treatment of Addictions, MHC 5130 Marriage & Family Skills, or another counseling/education course selected with advisor approval.)

****(Students with teaching experience may choose another elective.)**

Summer Year Two

*MHC 5014 – Diagnosis & Treatment of Mental Disorders (*Requires a 3-day face-to-face intensive*)

*Comprehensive Exam Occurs

Fall Year Three

*MHC 6210-Internship in Counseling II (*School Counseling Section*)

*EDU 5010 Contemporary Issues in Education; EDU 5630 Leadership in Communication and Collaboration in Special Education; or another ***approved education course

Electives (24 sem. hrs.):

- MHC 5011 Foundations of Clinical Practice (face-to-face existing course)
- MHC 5017 Christian Ethics in the Clinical Encounter (face-to-face existing course)
- ** MHC 5020 Theories of Counseling and Psychotherapy 3 Hours (currently online existing course)
- MHC 5120 Diagnosis & Treatment of Addictions 3 Hours (face-to-face existing course)
- MHC 5130 Family Therapy: Skills & Practice 3 Hours (face-to-face existing course)

- ** MHC 5170 Vocational Discernment and Counseling 3 Hours (currently online existing course)
- *MHC 5210 Group Dynamics & Therapy 3 Hours (merge with CMHC face-to-face intensive)
- ** MHC 5310 Psychometrics and Assessment 3 Hours (currently existing online course)
- ** MHC 5410 Family Systems Theory (currently existing online course)
- **EDU 5010 Contemporary Issues in Education 3 Hours (currently existing online course)
- **EDU 5020 Literacy 1 3 Hours (currently existing online course)
- **EDU 5130 Organization and Management of Multicultural Classrooms 3 Hours (currently existing online course)

*Students take existing courses with students in the Clinical Mental Health Track via face-to-face intensives.

**Students take existing courses with students in the Clinical Mental Health Track in currently offered online courses

Experiential (9 sem. hrs.): Students are required to complete a practicum and an internship as a part of the MMHC program's school counseling specialty track. The practicum is normally taken during fall of the second year in the program and consists of 100 clock hours of school counseling and counseling related activities in an approved setting. The internship, normally completed over the course of two consecutive semesters, consists of 600 clock hours of school counseling and counseling related activities in an approved school setting. Students must pass a background check and give proof of approved professional liability insurance prior to approval for the practicum or internship.

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| MHC 6010 Practicum in Mental Health Counseling | (3 sem. hrs.) |
| MHC 6110 Internship in Mental Health Counseling I | (3 sem. hrs.) |
| MHC 6210 Internship in Mental Health Counseling II | (3 sem. hrs.) |

*Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours including 40 direct hours over a minimum of 10 weeks.
 Please note all courses are subject to change and availability. See your advisor to ensure accuracy. All courses listed above must be taken in order to receive M.A. degree for Mental Health Counseling from Belmont University.

Advising and Degree Plan

Upon enrollment in the Mental Health Counseling Program students are assigned a faculty advisor. The student is responsible for initiating meetings with the advisor prior to registration each semester. Each student is personally responsible for completing all academic requirements established by the University and submitting the degree plan.

Master's Comprehensive Examination

At the end of the sixth semester of enrollment, students will be scheduled to take a master's level comprehensive examination. This faculty written examination consists of approximately 100 multiple choice questions and is based on the 8 CACREP areas and the students specialty area including: (a) Human Growth and Development, (b) Social and Cultural Foundations, (c) Helping Relations, (d) Group Work, (e) Career and Lifestyle Development, (f) Appraisal, (g) Research and Program Evaluation, (h) Professional Orientation and Ethics, (i) either Clinical Mental Health or Marriage, Couple, and Family Counseling. The examination administration time is four hours.

Should a student fail the examination, they will be given an opportunity to retake a separate form of the test the following semester (provided they meet with their advisor and develop a plan of study). A student may only take the examination twice unless given special permission to retake the test a third time from the Dean of the College of Theology. Students failing to pass the comprehensive examination three times will not be granted a degree.

Examination scores will be given to students via a letter no later than the beginning of the following semester. Since all students must pass the comprehensive examination in order to graduate with their master's degree, students should seek examination advisement through the program faculty. Students are ultimately responsible for ensuring registration for the comprehensive examination.

Credentialing/Endorsement

Several types of credentialing are available after graduating with a master's degree (MAMHC). Students must attain internship or full licensure before practicing in the field. Only students who have completed all course requirements in the program, graduated with a master's degree in mental health counseling, and were previously admitted into the Mental Health Counseling Program will be eligible for licensure endorsement. Faculty will only credential students for licensure or certification in areas for which the student is trained and meets requirements.

Certification credentialing is also available through the National Board for Certified Counselors, the American Association for Marriage & Family Therapists, or the College of Pastoral Supervision & Psychotherapy. Certification does not equal licensure and does not grant a person permission to engage in clinical practice within the state. More information about certification is available through NBCC, AAMFT, IAMFC, CPSP, or from the mental health counseling faculty.

Types of Licensure

By state law, all persons practicing as professional counselors, school counselors, marriage and family therapists, clinical pastoral therapists, and/or who practice counseling independently must be licensed. Those earning a master's degree in Mental Health Counseling from Belmont University have met the first of many steps needed to attain the corresponding state licensure. It is important to note that state licensure is a separate process from that of attaining your master's degree and requires additional criteria. For example, Tennessee also requires that additional

examinations be taken, and that post master's level supervision be attained through a state qualified supervisor. Since state licensure is handled through the state and not through Belmont University, students are advised to seek licensure approval and processes through Belmont's College of Education and the Tennessee Department of Education. Andrea McClain is the certification officer in the College of Education.

Registration

The Schedule of Classes for the semester can be located on [ClassFinder](#). Following a review of the classes listed in Classfinder, students should schedule an appointment with their faculty advisor if help is needed in determining courses to take for the next semester. After advising, students may log into my.belmont.edu when Graduate Registration opens and register for their classes. Although advisors are knowledgeable about registration, it is the student's responsibility to become informed and adhere to registration as well as other graduate policies and procedures. Since a student's registration will be cancelled if payment of fees is not made by university designated deadlines. It is important that the student carefully follow registration payment procedures.

Change of Registration

The [Belmont University Office of the Registrar](#) website offers information to help students understand drop/add procedures and deadlines.

Practicum and Internship Registration

Students may not enroll in field experience courses without first meeting all prerequisite requirements. Students should meet with their faculty advisor prior to registration.

Prior to enrollment in practicum, and internship classes, students must purchase professional liability insurance. Some counseling associations offer insurance with student memberships. Insurance is also available through Health Providers Service Organization (HPSO) at 800-982-9491 or ACA at 1-800-347-6647 x284. Student insurance is also available through other professional associations. Be sure to clarify with program faculty what does/does not meet requirements for insurance before making a purchase.

Practicum and internship sites for direct and indirect hours must be in Tennessee area unless advance permission is received from the program director. **Speak with your advisor to secure permission to receive hours at a site before contacting the site.**

Commitment to Civility

Belmont University values integrity, collaboration, and humility. Faculty, staff, and students are committed to promoting a caring, Christian environment that supports transformational learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We respect the civil expression of divergent perspectives.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the Mental Health Counseling program, we are committed to learning and practicing in ways that allow every individual to develop their full potential in order to lead lives of meaning and purpose. The following are examples of how we create and sustain civility.

Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.

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- Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak and behave in a manner that does not disrupt or interfere with the learning or work of others.
- Model personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging prejudice, bias, bigotry, violence, coercion, or intimidation against any member of the academic community.
- Demonstrate a willingness to listen and to hear the perspectives of others.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate disrespectful or abusive speech or language in any form of communication including electronic, oral, verbal, or non-verbal. Each community member has the responsibility to foster a safe and supportive learning and work environment. This responsibility can include asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff and students in the Mental Health Counseling program are responsible for ensuring a safe and supportive learning and work environment.

Professional Associations

Students are encouraged to seek membership in the professional association corresponding to their specialty track.

American Counseling Association: www.counseling.org

International Association of Marriage & Family Counselors <http://www.iamfconline.org/>

American Association of Pastoral Counselors: www.aapc.org/

American School Counselors Association (ASCA)

State Associations

Tennessee Counseling Association <http://www.tncounselors.org/>

[Tennessee School Counseling Association \(TNSCA\)](http://www.tnscsa.org/)

Affirmative Action

A copy of Belmont University’s [Affirmative Action](#) policy is available from the Affirmative Action Office at the Office of Human Resources. These policies are upheld within the Mental Health Counseling Program.

Americans with Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, The Office of the Dean of Students, Disability Services Program coordinates reasonable accommodations for all students with disability at Belmont University. If you need to request an accommodation based on the impact of a disability you should contact your faculty privately to

discuss your specific needs and contact the Disability Services Program in Student Affairs at 615-460-6407. The Disability Services Program is located in the Beaman Student Life Center, Suite 200.

Graduation

Students completing all university and program requirements in the Mental Health Counseling program may apply for graduation and participate in the campus-wide graduation ceremony held December, May, and August each year (or as offered during the Pandemic). It is the student's responsibility to file graduation forms and pay fees by university designated deadlines. Information regarding graduation is available from the College of Pharmacy and Health Sciences. Failure to complete the appropriate requirement or forms within the specified deadlines will result in the student being unable to graduate during that semester.

Credentialing and Employment Recommendations

Occasionally students ask professors to serve as references for future employment and credentialing. These requests must be in writing to avoid FERPA violations. Faculty only recommend candidates for licensure if they meet or exceed all state or credentialing agency requirements.



Student Disposition/Professionalism Rubric

Student Name: _____

Date: _____

| Subskill | Unacceptable 1 | Poor 2 | Adequate 3 | Good 4 | Excellent 5 | Score |
|---|---|--|--|--|---|-------|
| <i>Attendance and Punctuality</i> | Often misses class and/or is late to over half of classes | Occasionally misses and/or is late to class 25%-50% of time | Attends almost all classes and/or is late under 25% of time | Rarely misses or is late to class 5% of time or less | Never misses or late to class | |
| <i>Multicultural Sensitivity</i> | Makes racial, ethnic, religious, or sexual jokes or comments; displays inappropriate prejudice even after correction. | Shows lack of acceptance of others even after correction. | Aware of biases and diligently working on skills to overcome them. | Aware of biases, is implementing skills to overcome biases, and learning about social justice. | Working to help others in society through appropriate social justice advocacy. | |
| <i>Professional Attentiveness</i> | Usually ignores or disrupts instructor, other professionals, and clients; distracted by outside entities | Often ignores or disrupts instructor, other professionals, and clients; often distracted by outside entities | Usually listens to instructor, other professionals, and clients; usually free from outside distractions | Almost always listens responsively to instructor, other professionals, and clients and free of distractions | Always listens very responsively to instructor, other professionals, and clients and free from distractions | |
| <i>Cooperation</i> | Does not contribute or sabotages team efforts. | Contributes little to team efforts. | Contributes adequately to team efforts. | Contributes to a high degree to team efforts. | Contributions to team efforts are beyond what is expected. | |
| <i>Respect of others/ Environment</i> | Usually creates negative morale by being negative and may even spread rumors about others | Often creates negative morale by being negative; gossips about others | Usually achieves a balance of being cooperative; demonstrates the courage of one's convictions | Almost always achieves a balance of being cooperative in ways that enhance the class | Always conveys cooperation and leadership that enhances the class; promotes the well-being of others | |
| <i>Professional Dress</i> | More often than not dress is unprofessional considering the setting. | Often dress is unprofessional considering the setting. | On most occasions, dress is professional considering the setting. | Dress is typically professional considering the setting. | Dress is well-thought out considering the context or setting and always appropriate. | |
| <i>Ability to Handle Stress</i> | Stress affects levels of professionalism and/or emotional intelligence | Often stress affects levels of professionalism and/or emotional intelligence | Usually handles stress in a professional and emotionally intelligent manner | Typically handles stress in a professional and emotionally intelligent manner | Always handles stress in a professional and emotionally intelligent manner | |
| <i>Wellness</i> | Unable to manage personal care leading to unethical or unprofessional behaviors | Lack of self-care often affects professionalism and/or emotional intelligence | Usually incorporates wellness such that professionalism and emotional intelligence are present | Typically incorporates wellness such that professionalism and emotional intelligence are present | Always incorporates wellness such that professionalism and emotional intelligence are present | |
| <i>Ability to Receive Constructive Feedback</i> | Constructive feedback affects levels of professionalism and/or emotional intelligence. | Constructive feedback often affects levels of professionalism and/or emotional intelligence. | Constructive feedback is usually handled with appropriate levels of professionalism and/or emotional intelligence. | Constructive feedback is typically handled with appropriate levels of professionalism and/or emotional intelligence. | Always handles constructive feedback in a professional and emotionally intelligent manner. | |
| <i>Demonstrates Appropriate Boundaries</i> | Student takes over and tries to solve issues that should be handled by faculty or site supervisors. | Student becomes involved in issues outside the scope of the student role and tries to manage other students or their concerns. The student does not make appointments when needed or does not show up for scheduled appointments or cancel them when needed. | The student reports issues that are appropriate but does not try to solve problems for other students or take on a faculty or site supervisor role. Ethical codes are followed. Appointments are made, attended, or rescheduled/cancelled if needed. | The student acts professionally, consults ethical codes, and resolves issues with faculty and site supervisors. Other student's issues are not taken on. | The student acts professionally, consults ethical codes, and resolves issues with faculty and site supervisors. Other student's issues are not taken on. Students make appointments and adhere to them or notify others if they cannot report as scheduled. | |
| Mean Score | | | | | | |

Instructor: _____

Course: _____

Student Signature: _____

Instructor Signature: _____



Signature Page

I _____ hereby certify that I have read
(Print name)

and that I understand the information presented in this *Student Handbook for School Counseling*.

(Signature)

(Date)