

Student Handbook Doctor of Philosophy in Counseling

**Advanced Clinical Practice, Teaching &
Supervision Track 61 hours**

2025-2026

**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 the Ph.D. in 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 a 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 & Health Sciences
615-460-6000**

Introduction

The distinguishing feature of Belmont University's mental health counseling program is its attention to human spirituality which is integrated into curriculum throughout every course in the program. The following information describes the Ph.D. degree that continues the integration of human spirituality into coursework beyond the master's level. The Doctor of Philosophy in Counseling degree through the College of Pharmacy and Health Sciences at Belmont University is unique among contemporary counseling programs in that it trains future counselor educators and doctoral level practitioners to research the efficacy of and utilize spiritual understandings when working with clients and embracing client resiliency. The program seeks to guide the forming of highly skilled 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 and training future counselors to do the same. The program seeks to accomplish this goal through the integration of counseling and educational research, theoretical and educational principles, wisdom, insight, and values of the Church's care of soul's tradition. 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, those entering the doctoral program in counseling will become not only multiculturally competent but also personally spiritually competent and tie practices to efficacious research as they progress through coursework. Because research regarding spiritual values and beliefs is limited in the counseling profession, this program helps students advance both the profession, future teachings in the field, and helps instill the use of both spiritual and traditional research-based practices as methods of assistance.

Contents

Program Details	6
Purpose	6
Prerequisites	6
Mission	6
Program Design	7
Graduate Faculty	8
Program Objectives	8
Program Objectives for Counseling	8
Overview of Mental Health Counseling Program	9
Details of Graduate Study at Belmont University	9
College of Theology and Christian Ministry	9
Mental Health Counseling Program	9
Probation, Suspension, and Dismissal	10
Fitness to Practice	10
Causes for Dismissal	10
Academic Performance Evaluation	10
Non-Academic Performance Evaluation	11
Retention Policies and Student Appeals/Grievance Procedures	11
Academic Related Appeals	12
Non-Academic Appeals and Retention Procedures	13
Informal Procedures	13
Formal Procedures	13
Mental Health Counseling Program Requirements	15
Application Review	15

Doctoral Degree (MAMHC in CMHC) Program and Course Matriculation Requirements	16
Plan of Study	16
Advising and Degree Plan	18
Doctoral Qualifying Examination	19
Credentialing/Endorsement	19
Types of Licensure	19
Registration	20
Change of Registration	20
Practicum and Internship Registration	20
Commitment to Civility	20
Professional Associations	21
Affirmative Action	21
Americans with Disabilities Act	21
Graduation	22
Credentialing and Employment Recommendations	22
Student Disposition/Professionalism Rubric	23
Technology and Counseling Services	28
Signature Page	32

Program Details

The Mental Health Counseling Program, located in the College of Theology and Christian Ministry, 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 program also houses the Doctor of Philosophy Degree. The Master's level 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 and the Doctor of Philosophy degree are preparing to submit documents for accreditation approval.

Purpose

Doctoral level counselors work in mental health counseling agencies, research facilities, educational training centers, and universities to assist clients facing a number of mental health issues and/or train a future generation of mental health professionals. The intent of the Ph.D. program is to provide for the increasing need for highly skilled counseling professionals in a manner that will be congruent with Belmont's historic commitments to Christian faith and values.

At the doctoral level, the 61-hour counseling program provides the academic training for counselors to work as faculty in universities or as highly skilled mental health practitioners in settings such as: counseling private practices, within community counseling agencies, addiction recovery centers, research agencies, behavioral health agencies, government mental health positions, or research centers. As such, doctoral level students learn advanced skills and research practices beyond those achieved at the master's and basic licensure level and assist families, children, and individuals facing a variety of mental health issues. Students must pass all licensure exams and complete all requirements for state licensure at the master's level before entering or during completion of the doctoral program.

The proposed degree consists 61 credit-hours and will be offered primarily face-to-face at Belmont University using monthly weekend intensive courses and supplemented with online instruction throughout the term. The degree program is organized to be completed over 3 years.

Prerequisites

The Ph.D. in Counseling requires the completion of a master's degree from an accredited college or university. For applicants whose master's degree does not satisfy educational requirements for state license in a mental health profession, additional prerequisite and concurrent coursework may be required in order that the student is eligible for licensure upon graduation from the Ph.D. program. Depending on deficiencies, this could result in an applicant being required to take up to additional semester credit hours of coursework for the Ph.D. degree. Applicants should have a strong academic record with at least a 3.0 (on a 4.0 scale) GPA.

Mission

The Mental Health Counseling Program seeks to train professional counselors who will act ethically as agents of the ministries of healing and transformation through efficacious counseling theory, techniques, skills, and respect for diversity.

Program Design

The Doctor of Philosophy in Counseling degree is a 61 semester hour program designed to prepare men and women to serve as advanced-level counselors and/or counselor educators in mental health practices or universities. Prospective students should be aware that for those who are not already licensed in a mental health discipline, licensure may require additional coursework. Educational requirements for counseling licensure vary from state to state, therefore, students should check their state's requirements against master's level transcripts prior to applying to the Ph.D. degree.

The Ph.D. degree in counseling is a cohort program that requires eight consecutive semesters (including summers). During their first semester, students take foundational courses integrating ethical and multicultural issues with spirituality. During semester 2, students take a supervision and teaching courses aimed at preparing them to train or mentor a future generation of counselors. Students also take additional semester-credit-hours in their specialty area. The third semester starts with a study of research methods and advanced theories of change. Throughout the program, students begin logging clinical and CACREP specialty hours in MHC 6012 Advanced Clinical Practice. These field experience hours consist of 700 clock hours in mental health agencies and other systems focusing on counseling, research, leadership and advocacy, supervision, teaching and spirituality (specialty area). Students are required to secure their own placement for field experience in consultation with the field experience coordinator and advanced clinical practice instructor. Students will be required to show proof of approved professional liability insurance prior to beginning the field experience component of the program.

The fourth, fifth and sixth semesters focus on higher level research statistics, field experience, and practical counseling courses. At the end of the fifth semester, students select a dissertation committee consisting of at least two faculty in the counseling program and one faculty member from outside the program. During the sixth semester, students must take a 2-day qualifying examination consisting of open-ended responses to each of the five doctoral CACREP areas and specialty areas. Students who pass qualifying examinations may propose their dissertation design to the committee at the end of the sixth semester. Each of these steps culminate during semesters seven and eight as students submit IRBs, conduct research, and complete their dissertations.

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

Janet Hicks, PhD, LPC, CSC Professor and Director janet.hicks@belmont.edu	Research Interests: Child and Adolescent counseling, School counseling, family counseling, career counseling, aggressive behaviors
Tom Knowles-Bagwell, D. Min., LCPT, CSAT Associate Director, Associate Professor tom.bagwell@belmont.edu	Research Interests: Pastoral Theological Method, Psychoanalytic Theory and Therapy, Clinical Supervision, Nature and Treatment of Addictions
Layla Bonner, PhD., LMFT Assistant Professor Layla.bonner@belmont.edu	Research Interests: African American Relationships, Marriage, and Family, Multicultural Competence in Counseling, Microaggressions, Race Related Stress
Amanda Grieme-Bradley, Ph.D., LMFT	Marriage and Family Therapy and Related Issues
Olivia Bentley, PhD. Assistant Professor Olivia.bentley@belmont.edu	Research Interests: multicultural competence, poverty
Mitchell Waters, Ph.D., LPC-MHSP Assistant Professor Mitchell.waters@belmont.edu	Research Interests: Crisis and Trauma Counseling
Stephan Berry, Ph.D., LPC Associate Professor Steve.berry@belmont.edu	Research Interests: Crises in School Counseling
Jenel Cassidy, Ph.D., LPC Assistant Professor Jenel.cassidy@belmont.edu	Research Interests: Trauma Counseling
Mason Hale, Ph.D., LPC Assistant Professor Mason.hale@belmont.edu	Research Interests: Spirituality in Counseling
Terri Tilford, Ph.D., LPC Assistant Professor Terri.tilford@belmont.edu	Research Interests: Spirituality in Counseling

Program Objectives

All mental health counseling students must achieve mastery in the five CACREP counseling areas and specialty area. Mastery is assessed through coursework, experiential activities, field experience rating forms, observation, examinations, case studies, as well as on the Doctoral Qualifying Examination and Oral Doctoral Defense. Students take assessments as part of the Ph.D. Assessment Plan. Following is a list of objectives completed by students in the Mental Health Counseling Program.

Program Objectives for Counseling

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

- Apply multicultural counseling and leadership skills and current competencies to advocate within professional organizations, clinical practice, counseling policy/legislation, and professional counseling settings.
- Apply knowledge and skills of the roles, ethics, and models of supervision within counseling settings and research.
- Select and utilize efficacious counseling and theories and skills, consultation theories and methods, and advanced techniques in sessions.
- Design and conduct ethical research using various methods and designs to improve counseling and/or teaching and related topics in the field of counseling and share research knowledge with scholars and the public.
- Serve as teacher/counselor/leaders who transmit educational knowledge using ethical and effective instructional practices.
- Engage in caring and nurturing counseling, supervision, and/or teaching relationships with colleagues and students.
- Integrate the ASERVIC competencies into counseling, education, supervision, and consultation.

Overview of Ph.D. in Mental Health Counseling

The Doctor of Philosophy in Counseling is a 61-credit hour program. The degree is described below.

Doctor of Philosophy in Counseling: Advanced Clinical Practice, Teaching, & Supervision..

At the doctoral level, the 61 semester credit-hour counseling program provides the academic training for counselors to work as faculty in universities or as highly skilled mental health practitioners in settings such as: counseling private practices, within community counseling agencies, addiction recovery centers, research agencies, behavioral health agencies, government mental health positions, or research centers. As such, doctoral level students learn advanced skills and research practices beyond those achieved at the master's and basic licensure level that assist families, children, and individuals facing a variety of mental health issues. Students must pass all licensure exams and complete all requirements for state licensure at the master's level before entering or during completion of the doctoral program.

Details of Graduate Study at Belmont University

College of Pharmacy and Health Sciences

The College of Pharmacy and Health Sciences is housed in McWhorter Building on the second floor. The Chair of the program, Dr. Janet Hicks, is responsible for administering policies and rules relating to the School of Mental Health Counseling under the direction of the dean, Dr. Sharrel Pinto in the College of Pharmacy & Health Sciences.

Mental Health Counseling Program

The graduate Mental Health Counseling program is housed in the College of Pharmacy & Health Sciences. The School of Mental Health Counseling is directed by Dr. Janet Hicks (Professor and Chair) and the doctoral programs are overseen by Dr. Tom Knowles-Bagwell (Professor and Director of Doctoral Programs & Spiritual Integration) who report to the College Dean. All faculty in the School of Mental Health Counseling 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 Ph.D. in Mental Health Counseling 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 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 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 supervisors, clients, peers, or faculty
4. Breaches of the rules or codes in the *ACA Code of Ethics*, *AAPC Code of Ethics*, and *Belmont University Student Code of Conduct*
5. Earning a grade below "B" in Field Experience or other 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 faculty advisor then informs the remaining Mental Health Counseling Faculty about the 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/remediation.

Time Limit for Completion. All requirements for the doctoral degree must be completed within a period of seven consecutive calendar years from admission to candidacy, whichever comes first. Graduate credit for coursework taken more than seven calendar years old at the time of the final oral examination may not be used to satisfy degree requirements. Absent an extension, the student may be permitted to retake the qualifying examination, and, upon passing that examination, be readmitted to candidacy by the Graduate Faculty for some period of time not to exceed four years.

Final corrected (final) copies of the dissertation must be received in the program no later than one year after the final examination. Failure to complete this step will result in the degree not being awarded.

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 (CTM 6012 Year 1, MHC 6012 Year 2, and MHC 6225 Research Seminar, end year 2. 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 Theology and Christian Ministry.
- 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 evidence 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).
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.

Admissions and Graduation Requirements

Admission to the PhD program in Counseling, requires completion of a master's degree in counseling (minimum 60 SCH beyond the bachelor's degree). If students have not completed a master's degree in counseling and have not completed all coursework needed to comply with state licensure requirements when admitted into the program, they must complete the missing courses before and during the degree and be eligible for licensure by the completion of the Ph.D. program. Students must maintain a 3.0 GPA to maintain enrollment in the program.

Students must pass all coursework, a qualifying examination, and dissertation/oral examination within time limits described below to graduate.

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.

Note: Applicants who have completed a previous graduate degree from an accredited institution may submit previous scores or request testing be waived.

Doctor of Philosophy in Mental Health Counseling Degree (Ph.D.) Program and Course Matriculation Requirements

The first two semesters are intended to prepare students with information necessary to write a dissertation proposal and engage in specific clinical practice. During the first semester, students participate in advanced study of spiritual and multicultural concepts in counseling. Students also start field experience the first semester and learn processes required to publish and teach during the second semester. All students are exposed to numerous research proposals and begin writing draft proposals the first year of enrollment. During the second semester, students build on counseling concepts and apply concepts by learning to serve as clinical supervisors. Students continue with field experience and increase knowledge in psychometrics and assessment. The first summer session introduces students to qualitative research methods and expands on knowledge of counseling theories. The second-year shapes students' knowledge with material that introduces them to quantitative statistics and research methods. Students continue to gain experience through advanced clinical field experience. The program culminates with courses focusing on research methods, advanced field experience, and information needed to complete the dissertation.

61-hour Plan of Study

Advanced Clinical Practice, Teaching, & Supervision Combined Degree Plan (Ph.D) 61 hours

Year One: Fall (9 hrs)

CTM 6005 Spiritually in the Clinical Encounter (3 hrs)

CTM 6006 Spiritual Traditions in Global Perspective (3 hrs)
CTM 6012 Seminar: Advanced Clinical Practice (2 hrs)
MHC 6895 Research (Res. Question, Problem) (1 hr)

Year One: Spring (11 hrs)

CTM 6014 Clinical Supervision: Theories and Practice (3 hrs)
CTM 6013 Spiritual Development and Religious Experience (3 hrs)
CTM 6012 Seminar: Advanced Clinical Practice (2 hrs)
CTM 6011 Teaching, Writing, and Publishing in the Counseling Field (3hrs)

Year One: Summer (9 hrs)

CTM 6007 Advanced Theories of Change (3 hrs)
CTM 6018 Qualitative Inquiry (3 hrs)
CTM 6012 Seminar: Advanced Clinical Practice (2 hrs.)
MHC 6895 Research Design (Res. Question, Problem) (1 hr)

Year Two: Fall (9hrs)

CTM 6008 Advanced Psychometrics and Assessment (3hrs)-hybrid lecture
CTM 6019 Quantitative Statistical Analysis (3 hrs)
CTM 6012 Seminar: Advanced Clinical Practice (2 hrs)
MHC 6895 Research Methods (Res. Question, Problem) (1 hr)

Year Two: Spring (8 hrs)

CTM 6015 Mental Health Care in Contemporary Society (3 hrs)
CTM 6120 Advanced Quantitative Analysis & Mixed Methods (3 hrs)
CTM 6012 Seminar: Advanced Clinical Practice (2 hrs)

Year Two: Summer (9hrs)

CTM 6220 Advanced Qualitative Inquiry (3 hrs)
CTM 6225 Research Seminar (3 hrs)
CTM 6017 Advanced Human Systems in Clinical Practice (3hrs)

Year Three: Fall

CTM 6999 Dissertation (3 sem. hrs.)

Year Three: Spring

CTM 6999 Dissertation (3 sem. hrs.)

Student Signature and Date

Advisor Signature and Date

Experiential (9-10 sem. hrs.): Students are required to complete field experience as a part of the MMHC program. Field experience is completed over the course of the program and consists of a minimum of 700 clock hours of counseling and counseling related activities in an approved setting. Students must give proof of approved professional liability insurance prior to approval for field experience.

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.

Dissertation Policies, Candidacy, and Time Limits

As soon as the course of study for an applicant has been determined, an advisory committee of at least three members of the graduate faculty will be appointed by the Chair on the recommendation of the Director of Doctoral Programs. This committee will meet as often as necessary with the applicant and will direct his or her work at all stages. Either the chair or the co-chair of a student's committee must be graduate faculty and be a member of the mental health counseling faculty. Emeritus or retired faculty as well as other qualified individuals from outside of the university may serve as external members on the student's committee but may not serve as chair; no more than one external member may serve on a committee. External members must be approved by the Chair and Ph.D. Program Director after a careful review of their qualifications.

Faculty in the doctoral program conduct a formal review of their students' progress at least once each year. Any student not making satisfactory progress may be placed on probation and given conditions to meet to stay in the program. Continued unsatisfactory progress in any area of a student's work will be cause for dismissal from the program by the Chair of the School of Mental Health Counseling.

Time Limit. All requirements for the doctoral degree must be completed within a period of seven consecutive calendar years from admission to candidacy, whichever comes first. Graduate credit for coursework taken more than seven calendar years old at the time of the final oral examination may not be used to satisfy degree requirements. Absent an extension, the student may be permitted to retake the qualifying examination, and, upon passing that examination, be readmitted to candidacy by the Graduate Faculty for some period not to exceed four years.

Final corrected (final) copies of the dissertation must be received in the program no later than one year after the final examination. Failure to complete this step will result in the degree not being awarded.

Admission to Candidacy. Authority for admitting an applicant to candidacy for a doctor's degree is vested in the Graduate Faculty and College Dean. Upon receipt of a recommendation from the student's advisory committee, the Dean or his representative will submit it to the Graduate Faculty for approval. By written communication, the Dean or his representative will transmit the results of the graduate faculty's action to the applicant, to the chairperson of the

advisory committee, and to the director of the department. A student must be admitted to candidacy for the doctorate at least four months prior to the proposed graduation date.

Qualifying Exam: The examination requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree; consequently, satisfactory performance in coursework does not necessarily guarantee successful performance on the qualifying examination. A student is eligible to stand for this examination after passing all required coursework (excluding dissertation) and receiving approval from the advisory committee chair. Students must pass the qualifying examination within 1 year of completing coursework. The advisory committee prepares and conducts the qualifying examination alone or in conjunction with other graduate faculty as determined by the College Dean or his representative.

An applicant who does not pass the qualifying examination may be permitted to repeat it once after a time lapse of at least two months and not more than 12 months from the date of the unsatisfactory examination. Failure to pass the qualifying examination within the specified time will result in dismissal from the program irrespective of performance in other aspects of doctoral study.

Dissertation: The dissertation must demonstrate a mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of skill in organizing and presenting the materials. Students must propose their topic/study to the committee a minimum of 4 months prior to the defense/final examination.

Final Examination. A final public oral examination, usually over the general field of the dissertation, is required of every candidate for the doctorate and must be held when school is in session and faculty are on duty. The oral examination must be scheduled by the student and the advisory committee after the committee has read the completed dissertation and prior to the defense deadline during the semester of graduation. Students should present their dissertation to all committee members at least three weeks before the defense date. All members of the committee participate fully in the examination and cast a vote of pass/fail after the oral examination.

Credentialing/Endorsement

Several types of credentialing are available after graduating with a master's degree (MAMHC). Students must attain an internship or full licensure before practicing in the field. Only students who have completed all course requirements in the program, satisfied state licensure requirements for 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, certification, or employment 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 Licensures and Certifications

By state law, all persons practicing as professional 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 this state licensure. It is important to note that state licensure is a separate process from that of obtaining 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 information through the Tennessee Department of Health's Counseling Licensure Board.

School counselors may be certified through the state of Tennessee but cannot serve as licensed therapists for personal counseling outside the school setting. The National Board for Certified Counselors (NBCC) also offers national certification that does not allow practitioners to practice within the state as professional counselors or marriage and family therapists.

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 to determine 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 canceled 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 Nashville or the Nashville area. **Speak with your advisor and/or field experience coordinator, Cory Bishop, to secure permission to receive hours at a site before contacting the site.**

Commitment to Civility and Student Expectations

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 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.

- 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/

State Associations

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

Diversity, Equity, Inclusion, and Accessibility Policies and Accommodation Processes

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. 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 Theology & Christian Ministry. 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 Assessment Procedures, Key Performance Indicators (KPIs), and Professional Dispositions

Students are assessed on their performance via key performance areas linked to specific assessments as well as professional dispositions. Students failing these assessments must meet with faculty and follow remediation policies listed in this Handbook. Specific KPIs and dispositions follow.

The assessment plan was devised to ensure that Belmont Mental Health Counseling students develop into skilled clinical mental health counselors who transform knowledge of the 5 CACREP and specialty areas into advanced counseling, leadership, and teaching strategies. Our assessment plan tracks student growth on the 5 CACREP areas and 1 specialty area over time. Each specific key performance indicator and assessment is described below.

Core Knowledge Key Performance Indicators

KPI1-Students will demonstrate knowledge of theories, models, ethical and professional standards, and competencies related to advocacy and social justice, including strategies for assisting those facing discrimination and prejudice. Core Course: MHC 6015 Mental Health Care in Contemporary Society (taken during the spring of the second year of enrollment)

KP2-Students demonstrate understanding and application of theories, models, and skills of counseling supervision. Core Course: MHC 6014 Clinical Supervision: Theories and Practice (taken during the spring semester of the first year of enrollment)

KP3-Students will demonstrate advanced knowledge of counseling theory and research-based practice using efficacious techniques and case conceptualization based on current research. Core Courses: MHC 6012 Advanced Clinical Practice, MHC 6005 Spirituality in the Clinical Encounter, MHC 6007 Advanced Theories of Change, MHC 6017 Advanced Human Systems in Clinical Practice (offered throughout the program).

KP4-Students will know and design a variety of research studies using appropriate methods, the use of ethical and culturally appropriate practices in research, will explain their topic's importance in the field of counseling, design studies and applying appropriate analysis and interpretations of research. Core Courses: MHC 6018 Qualitative Inquiry, MHC 6019 Quantitative Statistical Analysis, MHC 6120 Advanced Quantitative Analysis and Mixed Methods, MHC 6220 Advanced Qualitative Inquiry, MHC 6225 Research Seminar, MHC 6999 Dissertation (taken the fall of the student's second year)

KP5-Students become familiar with and demonstrate roles of counselor educators, teaching methods, scholarly writing, and an appropriate and ethical philosophy of teaching. Core Course: MHC 6011 Teaching, Writing, & Publishing in the Counseling Field (taken the second semester in the program).

KP6-Students will demonstrate advanced skills in the Integration of the ASERVIC competencies into advanced clinical practice (counseling), leadership and advocacy, supervision, teaching, and research. Core Courses MHC 6006 Spiritual Traditions in Global Perspectives, MHC 6005 Spirituality in the Clinical Encounter, MHC 6015 Mental Health in Contemporary Society, MHC 6013 Spiritual Development in the Religious Experience. (offered throughout the curriculum).

Core Key Performance Indicators' Assessments

The 5 CACREP core knowledge areas are assessed three times throughout the program. Students are assessed the first time through specific courses, the second time using an instructor-created qualifying examination given during spring or summer of the second year in the program, and a third time through an examination during their dissertation defense prior to graduation. Each assessment is described below.

Core Assessment #1 occurs during the Mental Health Care in Contemporary Society course (MHC 6015) and assesses knowledge of theories, models, ethical and professional standards, and competencies related to advocacy and social justice through a student written advocacy plan. This test occurs during the spring of the second year in a student's program. Students must score "3" out of "5" on the rubric to pass.

- 1-Basic (Far Below Expectations)
- 2-Beginning (Below Expectations)
- 3-Proficient (At Expectations)
- 4-Advanced (Above Expectations)
- 5-Exceptional (Far Above Expectations)

Core Assessment #2 occurs during the CTM 6014 Clinical Supervision Course and is taken during the student's second semester of enrollment. This assessment occurs via a Theory of Supervision paper that requires an in-depth overview and analysis of a clinical supervision model. Throughout this paper, students demonstrate knowledge of ethical supervision, specifically of supervision theory, skills, and multicultural, spiritually integrated supervision

practice. Students must score a “3” out of a possible “5” to pass this assessment via a rubric. The performance rating scale is below:

- 1-Basic (Far Below Expectations)
- 2-Beginning (Below Expectations)
- 3-Proficient (At Expectations)
- 4-Advanced (Above Expectations)
- 5-Exceptional (Far Above Expectations)

Core Assessment #3 occurs during the student’s last advanced clinical practice course (MHC 6012) during their second year in the program. This assessment consists of a student video whereby students demonstrate advanced counseling skills and knowledge of counseling theories, case conceptualization, and treatment planning. Students must demonstrate ability to conceptualize a case, appropriate treatment plan, diagnosis, and interventions. Students are graded using the counseling skills scale and must submit a transcription detailing which advanced theoretical technique is used and why. Students must score a “3” out of a possible “5” to pass this assessment. The performance rating scale is below:

- 1-Basic (Far Below Expectations)
- 2-Beginning (Below Expectations)
- 3-Proficient (At Expectations)
- 4-Advanced (Above Expectations)
- 5-Exceptional (Far Above Expectations)

Core Assessment #4 is taught during MHC 6120 and taught and assessed during MHC 6220, the student’s advanced qualitative and advanced quantitative courses (which occur during spring and summer of the second year). Students write research proposals demonstrating knowledge of research design, analysis, and methods. Students are graded on a rubric and must score a “3” out of a possible “5” to pass this assessment. The performance rating scale is below:

- 1-Basic (Far Below Expectations)
- 2-Beginning (Below Expectations)
- 3-Proficient (At Expectations)
- 4-Advanced (Above Expectations)
- 5-Exceptional (Far Above Expectations)

Core Assessment #5 occurs during MHC 6011 Teaching, Writing & Publishing during their second semester in the program. Students must teach a Lesson within a course. Students write a lesson plan, create a PowerPoint and activities, and teach a counseling lesson under supervision of faculty using current research. Students are rated on a rubric measuring elements such as teaching objectives, activities, student engagement, and lesson planning. The assessment is graded using a rubric and students must score a “2” out of “3” to pass this assessment. The performance rating scale and rubric is below:

CTM 6011 Rubric Used on First Assessment of Teaching
Please rate the student instructor on the following elements

Teaching Objectives

Objectives were not clearly stated or covered adequately.	Objectives were stated and covered adequately.	Objectives were clearly stated and covered in class and students understood the connections between the objectives and their learning
1 Basic	2 Proficient	3 Exceptional

Score:

Lesson Planning

1 Basic	2 Proficient	3 Exceptional
Lesson plans were missing or inadequate.	Lesson plans contained all basic elements and were written in advance of teaching	Lesson plans were written, followed, and written in advance. Lesson plans were detailed and organized in an efficient manner.

Score:

Activities

1 Basic	2 Proficient	3 Exceptional
Activities and material covered was not coherent or didn't match learning objectives.	Activities aided in student learning or understanding.	Activities assisted students to a high degree. Activities, discussions, material was exceptional for student growth.

Score:

Student Engagement

1 Basic	2 Proficient	3 Exceptional
Students were disinterested, confused, and unengaged in the lesson.	Students participated and seemed to understand.	Students were highly engaged and participated to a high degree. They understood the lesson.

Core Assessment #6 occurs during MHC 6005 in fall of the student's first year in the program. This assessment requires students to **complete a spiritual case conceptualization to demonstrate integration of the ASERVIC competencies.** Student must score a "3" out of "5" on this examination's rubric to pass.

Students failing Assessments 1, 2, 3, 4, 5, or 6 meet with the faculty to discuss a specific remediation plan which may include things such as: studying and retaking the examination, repeating the course, retaking other coursework, completing assignments to ensure knowledge, taking practice tests to work on test taking skills, or other such things as deemed appropriate. More specific details and steps for addressing low or failing scores on these and other key performance indicators are found later in this document.

The Qualifying Examination (**Core Assessment # 7**) assesses knowledge and practices pertaining to the 5 CACREP areas and specialty area a second time. This instructor created instrument is a narrative examination given over a weekend. Questions are written to encompass student knowledge and application on the 6 areas while also incorporating each student's unique research interests. Faculty grade responses on a pass or fail basis for each question. Students must pass each question to pass the qualifying examination.

Rubric: Question was answered accurately 0 or 5.

Question was answered completely 0 or 5.

Question included citations. 0 or 5

Response was submitted on time 0 or 5

Students must score "5" out of "5" on each question to pass the assessment. If a student fails the exam, they must meet with their advisor and schedule a re-take of the exam. Students failing a second time must meet with program faculty, develop a remediation plan, and with faculty approval, may take the examination a third time. Students failing the examination a third time will be removed from the program and have the right to appeal per procedures in the student handbook.

Core Assessment #8 (Dissertation Defense): assesses knowledge and practices pertaining to the 5 CACREP areas and specialty area a third time. These instructor created questions are asked of students who are defending their dissertation. Faculty ask a minimum of one question per CACREP area and students must respond with an accurate, complete answer to pass. Faculty

grade responses on a pass or fail basis for each question. Students must pass each question to pass the qualifying examination.

Rubric: Question was answered accurately 0 or 5.

Question was answered completely 0 or 5.

Question included citations if relevant. 0 or 5

Response was submitted on time 0 or 5

Students must score “5” out of “5” on each question to pass the assessment. If a student fails the exam, they must meet with their advisor and schedule a re-take of the exam. Students failing a second time must meet with program faculty, develop a remediation plan, and with faculty approval, may take the examination a third time. Students failing the examination a third time will be removed from the program and have the right to appeal per procedures in the student handbook.

Timeline for Core Assessments

Performance Indicator	Core #1	Core #2	Core #3	Core #4	Core #5	Core #6	Core #7	Core #8
Course Where Administered	CTM 6015	CTM 6014	CTM 6012	MHC 6220	MHC 6011	MHC 6005	MHC 6225	Not in a class: Dissertation Defense
CACREP Areas Assessed	Leadership & Advocacy	Supervision	Counseling	Research & Scholarship	Teaching	Specialty: Spirituality	All areas	All areas
Semester Given	Spring of year 2	Second semester	Spring of year 2	Spring and summer of second year	Spring of first of year	First semester	Spring or summer of second year	Last semester in program
#1 KP1		#2 KP1		#3 KP1				
Research an underserved population and write an advocacy plan addressing a specific population.		Qualifying Exam		Dissertation Defense				
MHC 6015 Mental Health Care in Contemporary Society		MHC 6225 Open ended response using citations of current research		MHC 6999 Dissertation				
When: Spring Year 2		When: Summer Second year in program		Last semester in program				
#1 KP2		#2 KP2		KP2 #3				

Theory of Supervision paper addressing an in-depth overview and analysis of a clinical supervision model. Throughout this paper, students demonstrate knowledge of ethical supervision, specifically of supervision theory, skills, and multicultural, spiritually integrated supervision practice.	Qualifying Exam	Dissertation Defense			
MHC 6014 Clinical Supervision: Theories & Practice	MHC 6225 Open ended response using citations of current research	MHC 6999 Dissertation			
Spring Year 1	When: Summer Second year in program	Last semester in program			
KP3 #1	#2KP3	KP3 #3			
MHC 6012 Advanced Clinical Practice	Qualifying Exam	Dissertation Defense			
Case Conceptualization and Presentation based on appropriate treatment plan, diagnosis, and interventions.	MHC 6225 Open ended response using citations of current research	MHC 6999 Dissertation			
	When: Summer Second year in program	Last semester in program			
KP4#1	KP4#2	KP4 #3			
MHC Adv. Qual and Adv. quant	Qualifying Exam	Dissertation Defense			

Students write a mock dissertation proposal.					
	MHC 6225 Open ended response using citations of current research	MHC 6999 Dissertation			
	When: Summer Second year in program	Last semester in program			
KP5 #1	KP5 #2	KP5 #3			
Teaching, Writing, Publishing Teach a Lesson within a course. Students write a lesson plan, create a PowerPoint and activities, and teach a counseling lesson under supervision of faculty.	Qualifying Exam	Dissertation Defense			
	MHC 6225 Open ended response using citations of current research	MHC 6999 Dissertation			
	When: Summer Second year in program	Last semester in program			
KP6 #1	KP6 #2	KP6 #3			
MHC 6005 Spirituality in the Clinical Encounter Complete a spiritual case conceptualization to demonstrate integration of the ASERVIC competencies into counseling,	Qualifying Exam	Dissertation Defense			

education, leadership and advocacy, research, and/or supervision.					
	MHC 6225 Open ended response using citations of current research	MHC 6999 Dissertation			
Offered first semester in the program	When: Summer Second year in program	Last semester in program			

Technology Resources and Competence Needed

Students will need access to a personal computer, Internet, and software to research and write papers, including a dissertation. Students need the ability to use Internet resources so they may use online library resources. The university offers access to quantitative research analysis software. Students must be able to access Canvas, the university's online learning platform.

Personal Counseling Services

Personal counseling is available to all Belmont students free of charge. Appointments are available via telehealth and in person. Self-schedule your initial appointment by going to the [Health Portal](#) accessed through [MyBelmont](#) or by contacting us at 615-460-6856 or counseling@belmont.edu.

Student Dispositions Rubric (DP)

Belmont University
Mental Health Counseling
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 10%-20% of time	Attends almost all classes and/or is late under 5-10% of the 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 remediation.	Shows lack of acceptance of others even after remediation.	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>Professionalism</i>	Usually ignores or disrupts instructor, classmates, other professionals, and clients; distracted by outside entities	Often ignores or disrupts instructor, classmates, other professionals, and clients; often distracted by outside entities	Usually listens to instructor, classmates, other professionals, and clients; usually free from outside distractions	Almost always listens responsively to instructor and classmates, other professionals, and clients and free of distractions	Always listens very responsively to instructor and classmates, 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	Almost always 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	Almost always incorporates wellness such that professionalism and emotional intelligence are present	Always incorporates wellness such that professionalism and emotional intelligence are present	
<i>Openmindedness and Respect of Boundaries</i>	Continuously exhibits lack of open mindedness and shows no regard for	Exhibits lack of open mindedness and shows disregard to	Usually listens with an open mind, respects instructor	Almost always listens with an open mind, respects instructor	Always listens with an open mind, respect instructor and	

	instructor and classmate boundaries.	instructor and classmate boundaries.	and classmate boundaries	and classmate boundaries.	classmate boundaries.	
<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 almost always handled with appropriate levels of professionalism and/or emotional intelligence.	Always handles constructive feedback in a professional and emotionally intelligent manner.	
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 Clinical Mental Health Counseling*.

(Signature)

(Date)