

Student Handbook

(Revised November 1, 2018)

Department of Clinical Counseling and Mental Health

School of Health Professions

Texas Tech University Health Sciences Center

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TTUHSC, the School of Health Professions and the Department of Clinical Counseling and Mental Health reserve the right to publish this Handbook in an electronic version.

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Welcome Letter

Dear Department of Clinical Counseling and Mental Health Students:

Welcome to Texas Tech University Health Sciences Center's (TTUHSC) health care professional programs within the Department of Clinical Counseling and Mental Health in the School of Health Professions. We are excited to have you become part of our institution. The faculty and staff in the Department of Clinical Counseling and Mental Health are committed to fully supporting you in achieving your academic goals. Likewise, it is important for you to take responsibility for self-motivated learning.

You have chosen to be educated in a health care profession with opportunities in many specialized areas. To meet the changing and diverse demands of these challenging professions, your education will include intensified coursework and clinical education. You should expect and understand that the upcoming years of professional education will likely be more demanding than your previous collegiate experiences.

The purpose of this student handbook is to assist in your orientation to the TTUHSC system, the School of Health Professions, the Department of Clinical Counseling and Mental Health, and your program. You are responsible for reading this handbook and becoming familiar with its content. This handbook explains the academic policies of your program, your rights as a student, and our expectations of you in your professional development.

You will be recognized as a student in a professional program. As a component of this recognition, you will be held responsible for developing professional attitudes and judgments. Best wishes for a successful career in your chosen health care profession.

Sincerely,

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Chair, Department of Clinical Counseling and Mental Health

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School of Health Professions

Mission

The mission of the TTUHSC School of Health Professions is to provide a high quality, student-centered learning environment for graduate and undergraduate education in the allied health professions; advance knowledge through scholarship and research; and provide clinical services that improve health and quality of life in Texas and the Nation.

As part of a state-supported university system, we serve the people of Texas, with particular emphasis on developing regional solutions to meet the educational and clinical needs of rural communities of West Texas.

Vision

To earn regional and national recognition for excellence in graduate and undergraduate allied health science education, research, and clinical service.

We will progress toward achieving this vision by:

1. Achieving high levels of excellence in teaching, research, and clinical service, while fostering the professional and personal competence, growth and success of our students, our faculty, and our staff.
2. Providing an environment that values, supports and rewards research and other scholarly activities.
3. Contributing to the improvement of health status and the reduction of health disparities in the communities we serve.
4. Expanding the cultural and ethnic diversity of our student body, faculty and staff.
5. Remaining responsive to the evolving needs of our students, patients and the communities we serve.

TTUHSC POLICIES & PROCEDURES

Students are responsible for understanding the TTUHSC, SHP, and CCMH policies and procedures listed below. Information for each can be found at the following web address using the TTUHSC OP code following each heading:

<http://www.ttuhschool.edu/administration/operating-policies/>

- Drug Free School: HSC OP 10.03
- Americans with Disability Act (ADA): HSC OP 10.15
- Cancellation of Students for Non-Payment of Tuition & Fees: HSC OP 77.09
- Bomb Threat Procedures: HSC OP 76.17
- Cardio-pulmonary arrest or other emergency medical conditions: HSC OP 75.08
- Alert System for Severe Weather: HSC OP 76.15
- Internal Disaster Plan: HSC OP 76.01
- Confidential Information: HSC OP 52.09

- Equal Opportunity Employment Policy: HSC OP 51.01
- Hazardous Material Incidents: HSC OP 75.03
- HIPPA Sanctions Process: HSC OP 52.14
- Access/Identification Badges: HSC OP 76.02
- Classes suspended in Emergency Situations: HSC OP 10.02
- Communicable and Transmittable Disease Control: HSC OP 70.36
- Use of Information Technology Resources: HSC OP 56.01
- Research Involving Human Subjects: HSC OP 73.06
- Non-discrimination and Anti-Harassment Policy and Complaint Procedure for Violations of Employment and Other Laws: HSC OP 51.02
- Sexual Harassment, Sexual Assault, Sexual Misconduct, and Title IX Policy and Complaint Procedure: HSC OP 51.03
- Use of Social Media: HSC OP 67.03
- Tobacco-Free Environment Policy: HSC OP 10.19
- Equipment Usage for Private Purposes: HSC OP 61.01
- Employee Safety Programs: HSC OP 75.01
- Vehicle Registration: HSC OP 76.30
- Acceptable Use of Information Technology Resources: HSC OP 56.01
- Working with Affiliated Entities – Student Drug Screenings: HSC OP 77.15
- Guidelines for Educational Use of Copyrighted Works: HSC OP 57.02

Title IX- Safe Campus Commitment

Information on Title IX can be found at <http://www.ttuhschool.edu/title-ix/>.

Student Grievances

Information on Student Complaint or Grievance Policies and Procedures can be found at http://www.ttuhschool.edu/student-services/Student_Grievances.aspx.

SHP Ethical School Standard

As a student of the School of Health Professions at the Texas Tech University Health Sciences Center, I will use my knowledge and skills responsibly to improve the quality of life for those we serve. I will seek in all academic, professional and personal endeavors to demonstrate ethical behavior, honesty, integrity and respect for others.

Interprofessional Practice and Education (IPE) Core Curriculum

All TTUHSC students, regardless of school affiliation, will be required to complete the IPE core curriculum prior to graduation. The IPE core curriculum is composed of two components including successful completion of a non-credit online course (>70% accuracy on the knowledge post-test) and successful participation in at least one registered IPE learning activity. Failure to complete the IPE core curriculum will result in delayed graduation. Students should consult their academic/program advisor and/or school catalog for additional information.

TTUHSC and CCMH

GENERAL INFORMATION

The Texas Tech University Health Sciences Center is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center.

Student Recruitment

The Department of Clinical Counseling and Mental Health at Texas Tech University Health Sciences Center, has a strong desire to assist our students in reaching their career and academic goals. We also actively recruit students from diverse populations.

Our programs are delivered entirely online, which allows us to recruit from a wider section of the population. The internet has revolutionized our society, and the development of online Master of Science clinical counseling programs have led to a greater number of individuals who can now achieve their goals of obtaining a high-quality graduate education. Students in rural areas, those who must work while attending school and those who may have difficulty attending a traditional program can now attend. Our online delivery method allows the programs to reach a greater number of students who would be unable to pursue a graduate education in a traditional program.

Catalog, Program Curriculum, and Academic Calendar

The catalog and listing of curricular content for each educational program in the Department of Clinical Counseling and Mental Health are available for downloading as a PDF file at the following website address: <https://www.ttuhscc.edu/health-professions/catalog.aspx>

Address / Telephone Changes

It is the responsibility of each student to maintain a current local address and telephone number with the academic program and the Office of Admissions and Student Affairs in the School of Health Professions.

Students should provide the Registrar's office with the address of choice to receive notice of grades, semester bills, and all other correspondence sent by this office and the Bursar's office.

The School of Health Professions will not be held responsible for consequences incurred due to address changes that are not reported.

Student E-mail

All official e-mail communication to TTUHSC students is sent to their e-mail account provided by TTUHSC. It is the student's responsibility to regularly check their e-mail inbox and folders, periodically, to ensure that they do not miss important communications.

Requests for Leave of Absence

Applications for requesting a leave of absence from enrollment in an academic program can be obtained from the Office of Admissions and Student Affairs.

Financial Aid

Students are encouraged to obtain financial aid if needed. Financial aid information can be obtained from the Director of Student Financial Aid, who is located in room 2C-400 in Lubbock and can be contacted by phone at 806-743-3025. A general information brochure is available in the financial aid office.

An emergency loan fund for students enrolled in the School of Health Professions is available. See the Director of Student Financial Aid for more information.

Library

The Libraries of the Health Sciences Centers located in Lubbock, Amarillo, Odessa and El Paso serve all the Schools of TTUHSC including the School of Health Professions, as well as health professionals throughout the 108 county West Texas region. Detailed and up-to-date information about library locations, hours, policies and resources are available at the following website addresses:

<http://www.ttuhscc.edu/libraries/> and <http://library.ttu.edu/>

Professional Liability Insurance

Arrangements for professional (clinical) liability insurance coverage are provided by the School of Health Professions. A student may be asked for proof of liability insurance prior to assignment to clinical activities by the clinical instructor. It is the responsibility of students to possess documentation of coverage when at clinical training facilities.

Registration

The Registrar's office is located at the Lubbock TTUHSC campus and services all students. Students may also register online. Tuition and fees are due at the time of registration. For further information concerning registration procedures, contact the Registrar's office at 806-743-2300.

Social Media Policy

Students are reminded of the need to refrain from posting information about patients and students on social media (e.g., Facebook, Twitter, Instagram, and LinkedIn) that

violate patient and student privacy. Disclosure of such information may be a violation of federal HIPAA and/or FERPA laws, and any such violation may subject the student to disciplinary conduct pursuant to the TTUHSC Student Handbook. The TTUHSC social media policy can be found at: <https://hscweb.ttuhs.edu/health-professions/current/handbooks.aspx>

Another relevant TTUHSC policy is 52.09 Confidential Information: <http://www.ttuhs.edu/administration/documents/ops/op52/op5209.pdf>

Scholarships

Scholarship information is available through the Office of Admissions and Student Affairs at 806-743-3220.

Student Hospitalization Insurance

All students enrolled in the TTUHSC School of Health Professions are required to have health insurance.

The Office of Student Services provides students the opportunity to purchase health insurance. Students may contact the Office of Student Services at 806-743-2300 for information concerning the purchase of health insurance.

Student Legal Services

The Office of Student Services provides legal services to School of Health Professions students. For more information contact the Office of Student Services, 806-743-2300. Services are included in the student services fee.

Campus Carry

Texas Senate Bill 11 (SB 11) was signed into law June, 2015, and is often referred to as "Campus Carry." It permits individuals with a concealed handgun license (CHL) to carry a concealed weapon on public university campuses in Texas beginning August 1, 2016.

The law requires university presidents to develop policies and guidelines for their institutions. They may consult with students, staff and faculty and may consider the nature of the student population, specific safety concerns, and the uniqueness of the campus environment.

In April 2016, the Texas Tech University System Board of Regents reviewed the TTUHSC campus carry policy as part of efforts to implement the provisions of Senate Bill 11. The TTUHSC campus carry policy was developed with input from various stakeholders and through the efforts of the TTUHSC Campus Carry Working Group, which sought to balance the needs of our widely distributed campuses and diverse campus body.

Please visit the campus carry website at <http://www.ttuhs.edu/campuscarry>. This website will serve as a centralized source of information related to campus carry at

TTUHSC. As a university, TTUHSC will continue to strive for an environment of collective safety as we undertake our mission of education, service and research.

Copyright Notice to Students

On November 2, 2002, President Bush signed into law the “Technology, Education, and Copyright Harmonization Act,” more commonly known as the “TEACH Act”. The legislation updates the distance education provisions of the Copyright Act and will have a major impact on all colleges, universities, and K-12 schools that utilize distance learning technologies. The Act essentially changes the terms and conditions under which educational institutions may incorporate copyrighted works into their electronic courses.

Students are cautioned that materials used in the courses may be subject to copyright protection. The transmission of course content is made solely for students enrolled in TTUHSC courses only. TTUHSC materials may not be redistributed or broadcast to others to promote the university, or to the public, or shared with other colleagues at other institutions.

By law access to courses must be restricted only to individuals presently enrolled in TTUHSC courses. Course materials may not be retained or stored electronically on the computer network for a period longer than is necessary for the student to use the copyrighted material. As a result, the materials made available through E-Reserve, Sakai and other electronic means will be removed from the website at the end of each semester.

Technical Assistance and Support Services

The Department of CCMH is comprised of distance-learning programs that use Sakai to deliver the course content. In order that all students may access the course content and interact with faculty and fellow students, technical support is offered to students to access the program course materials during normal work hours Monday through Friday. Technical support is not offered for software that is not required by the programs.

TTUHSC accepts the obligation to address student technology support needs related to providing resources necessary to achieve academic success. TTUHSC School of Health Professions strives to assure a consistent and coherent framework for students and faculty to deal with technological changes relevant to Internet communication and distance education needs. When changes in technology are imminent, we strive to minimize the impact on students and faculty. We strive to provide reasonable technical support for each educational technology hardware, software and delivery system to the program.

Although many students are fortunate to have employers that let them study on the job, it is ultimately the student's personal responsibility to make sure their computers are compatible with the technology used by the programs.

Computer Software & Hardware Requirements

CCMH courses include PowerPoint presentations, PDF files and other media. To access these materials you will need the following software:

Microsoft Office 2010 (PC), Office 2011 for Mac or later - To do your assignments you will need publishing software and other tools that are available in the Office 2010 software suite. Mac users will need Office 2011 to comply with our requirements. Office 2010/2011 consists of Microsoft Word, Microsoft Excel, Microsoft PowerPoint and Microsoft Outlook for e-mail and many other helpful applications.

Microsoft Office 2010 for PC is available for a small fee from the IT Solutions Center by clicking here: <http://solveit.ttuhs.edu/>

Microsoft Office 2011 for Mac is available as a free download from the [eRaider](#) website.

Adobe Reader - to view PDF documents you will need this plugin. It is a free download and essential for viewing PDF files that are widely used on the internet, our library and many documents in our courses. This product is frequently upgraded so make sure you have the latest version installed.

Adobe Flash Player- Adobe Flash is used in all of our lectures and tutorials. It allows us to present high-quality tutorials with very small file sizes. What that means to you is that there is a very short download time before you can view the tutorials or lectures.

Required Hardware

Webcam - The CCMH curricula require all students to have webcams installed on their computers. The web conferencing is used to increase classroom interaction. If you are unsure what type of webcam to purchase, you may contact IT support to get some purchasing advice.

PC Headset - Although most webcams come equipped with a microphone, a PC headset is still required when participating in a web conference. A PC Headset is a speaker headset that includes a boom microphone. Please do not use an earbud system as a substitute.

We utilize the Zoom system for our web-conferencing sessions. Zoom is a web based video conferencing service available at no cost to you and does not require you to purchase anything or download a software program. To access the service you will need high speed internet access with as much bandwidth ability as you can manage, a webcam, and a PC headset (cell phone, iPod, or in ear/bud type headsets are NOT acceptable).

If you need help assistance, please contact IT support at (806) 743-3117.

Mobile Content

While the department strives to make our materials mobile friendly, there are

instances where you will need to use a laptop or desktop computer.

Clinical Coursework Technical Requirements

All students participating in clinical courses (i.e., Micro Counseling Skills, Practicum, and Internship) will be required to participate in weekly web conferences. Students will need the following in order to participate in these weekly meetings:

The department now requires all students to have web cams installed on their computers. Many courses are using web conferencing to increase classroom interaction which entails the use of webcams.

In addition to webcams you will need a PC Headset. A PC Headset is a headset that includes a built-in microphone. Although most webcams include a microphone, they will pick up extraneous sounds that become distracting.

Tuition and Fees

Texas Tech University Health Sciences Center, reserves the right, without notice in this handbook, to amend, add to, or otherwise alter any or all fees, rates or other charges set forth herein by action of the Board of Regents of Texas Tech University or the Texas State Legislature, as the case may be.

To be granted status as a resident of Texas for educational purposes, proper documentation must be on file in the Office of Admissions and Student Affairs. Each student will be required to complete a written residency oath upon applying. For detailed information regarding residency status, contact the TTUHSC Registrar's office.

Refer to the TTUHSC School of Health Professions Catalog for more information about education-related fee schedules.

Refund of Tuition and Fees

A student who officially withdraws from TTUHSC during an academic year may be entitled to a prorated refund of tuition and fees. Forms for withdrawal are available from the Office of the Registrar, as is information about the schedule for prorated refunds.

Counseling and Advising

The University Counseling Center offers a number of services to students relating to personal problems, crisis intervention, marital or premarital counseling, assertion training and relaxation training. Academic counseling is provided by each academic program.

Student Centers

A student center at the Lubbock campus, called the F. Marie Hall Synergistic Center, is located on the 2nd floor of TTUHSC building and is available for Health Professions, Medical and Nursing students.

TTUHSC Student Senate (Lubbock and Amarillo only)

Students registered at the TTUHSC are eligible as members of this organization. The Student Senate consists of elected representatives from each of the four schools: Medical, Nursing, Health Professions, and Graduate. These elected students meet to discuss affairs of the Health Sciences Center schools and to provide a source of communication between the students, faculty, alumni, and professional organizations.

TTUHSC SHP International Student Travel Eligibility

Students must be eligible to participate in the international program at the time of travel. Students must be enrolled in School of Health Professions' courses the semester of travel. Eligibility requirements include, but are not limited to, the student's professional conduct and academic standing. If a student has failed a course in the semester immediately prior to travel; is failing a course during the semester of travel; or is on probation for any reason, the student will not be allowed to travel as a part of the TTUHSC team. If a student has received a Complaint of Misconduct and the complaint has not been resolved prior to the travel date, the student is not eligible to participate in that specific trip. Each student shall verify eligibility requirements with the Program Director and Office of Global Health prior to participation.

Cancellation/Refunds of International Travel

TTUHSC and the School of Health Professions are not responsible for reimbursement for financial losses as a result of a student cancelling travel or losing eligibility to participate in the international program. These financial losses may include but are not limited to airline fares, payment to country host, or any other expenses incurred for student international travel.

Pharmacy

Students can have their prescriptions filled at Student Wellness Center, 1003 Flint Ave. Lubbock, Texas 79409, (806) 743-2636, at a discounted price. If a student elects to have a prescription filled at a pharmacy other than Student Health Services the student will be required to pay the full price for the prescription.

Student Health Services (Lubbock and Amarillo campus)

The Student Health Service in Lubbock is operated by the TTUHSC School of Medicine, Department of Family Medicine.

The Family Practice Center is open from 8:00 a.m. to 5:00 p.m., Monday through Friday. Appointment times are available from 8:30 a.m. to 4:00 p.m. The clinic operates on an appointment basis. If you need to be seen by a physician it is advisable to call as early as possible in the morning. If you walk-in to the clinic to be seen be prepared to wait up to two hours.

Students who are currently enrolled in the School of Health Professions and have paid the student health fee are eligible to receive care at no charge at the TTUHSC family practice center. Distance education students are not required to pay the student health fee, so this option may not be available if you have not elected to pay the student health

fee. To be seen by a family practice center physician, the student must present their student ID-Card at the time of the appointment. Eligible students seen in the Family Practice Center will not receive a bill; however, their insurance will be billed. Laboratory or radiology studies performed at Student Health Services will be done at no charge to the student. Payment for tests not done at Student Health Services will be the responsibility of the student. Any consultations or visits that are ordered to other departments that generate a fee or charge in the TTUHSC will be the responsibility of the student. For further information about the Family Practice Center or Student Health Services, contact the Office of Admissions and Student Affairs.

If you require medical attention after normal clinic hours, the emergency room at University Medical Center is open 24 hours a day.

All medical records are strictly confidential. By federal law, information cannot be released to anyone without the consent of the student. The only exception is a court order. Students may obtain copies of their immunization records upon request.

Policies, Procedures and Student Responsibilities

Professional Behavior Expectations and Policy Statement

Students at all times will abide by the Texas Tech University Health Sciences Center School of Health Professions Code of Ethics, as described elsewhere in this Student Handbook. Additionally, each student will abide by his or her program's and profession's Code of Ethics located in the respective program section of this handbook.

Professional conduct, which includes courtesy and good manners, is expected in all academic and clinical settings.

Generic Abilities

Generic Abilities (GA) are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the healthcare professions. Ten generic professional abilities and definitions applicable to the department are listed below. These *Generic Abilities* serve as a foundation for professional behavior and may be used for counseling sessions with a student concerning academic and non-academic deficiencies and may be cited as expected standards of professional student behavior in behavioral and/or academic criteria established between a Program Director and a student.

1. *Commitment to Learning* – The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. *Interpersonal Skills* – The ability to interact effectively with patients, families, colleagues, other health care professional, and the community and to deal effectively with cultural and ethnic diversity issues.
3. *Communication Skills* – The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. *Effective Use of Time and Resources* – The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. *Use of Constructive Feedback* – The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. *Problem-Solving* – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. *Professionalism* – The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. *Responsibility* – The ability to fulfill commitments and to be accountable for actions and outcomes.
9. *Critical Thinking* – The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

10. *Stress Management* – The ability to identify sources of stress and to develop effective coping behaviors.

Criminal History

Texas law restricts the issuance of professional counseling licenses based on a license applicant's criminal history and authorizes the Texas State Board of Examiners of Professional Counselors (TSBEPC) and the Texas Department of Licensing and Regulation (TDLR), in some cases, to consider a person convicted, even though the person was only on probation or community supervision without a conviction.

All prospective students must undergo a criminal background check as part of the application process; however if, at any time, during your matriculation you are: arrested; have a criminal case filed against you; or are convicted of a criminal offense, other than a minor traffic offense you must notify your program director and academic advisor in writing of the circumstances. Failure to comply with this is grounds for misconduct.

Course Scores

Within the Department of Clinical Counseling and Mental Health, it is each instructor's responsibility to assign a weight to assignments, exams, and course requirements in the manner specified in the course syllabus.

Enrollment and Grade Verification

Once admitted to the program students may enroll either online or by calling TTUHSC Registrar at 806-743-2300. Students may register, add or drop courses, and pay tuition and fees online.

Student Orientation

It is the student's responsibility to be familiar with the program policies and procedures. Students are required to:

1. Review the *Student Handbook* for the Department of Clinical Counseling and Mental Health.
2. Complete the Orientation located at:
<https://hscweb.ttuhs.edu/health-professions/orientation/online.aspx>.

CCMH Curriculum

All courses in the CCMH curricula are offered online. Courses are offered in Fall, Spring, and Summer semesters. Each program entails 60 credit hours and are based upon the requirements of our accreditation body, the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

Student Advisement

Each CCMH student is assigned an academic advisor. The academic advisor works with students to develop their degree plan and monitors their academic progress throughout the program to completion of the degree. Each student is required to have regular meetings with their advisors to ensure steady progress towards graduation.

Students with questions about program requirements should contact their advisor. A student who wishes to be assigned a different advisor should contact their Program Director, who will consider such a request.

Degree Plan

All CCMH students are required to file a degree plan with their specific program within the first semester of enrollment. The degree plan is a formal agreement between the student and program regarding when the student will complete core and specialty courses and clinical courses required for graduation. The degree plan process consists of:

1. Meeting with your academic advisor and discussing your career goals, the academic program and the degree plan process.
2. Completing the necessary forms in a timely manner.
3. Submitting the signed and agreed upon degree plan paperwork to your academic advisor.

To change your degree plan you must submit the request in writing to your academic advisor prior to the semester of change.

Non-degree seeking students are also required to submit a written degree plan to their advisor that specifies the course(s) and the semester(s) for which they intend to enroll. Prior approval from the advisor is required for all course enrollments by non-degree seeking students.

Students may transfer up to 9 graduate credit hours (excluding Specialty, Practicum or Internship hours) upon entering the a program, with the permission from the program. Additional graduate credit hours may be considered in extenuating circumstances with program approval.

Any transfer of credits taken while enrolled in a CCMH program (i.e., take a course at another school while currently enrolled) will only be allowed with prior program approval and may not exceed the 9 credit hour total limit.

Instructional Methods

Students are provided a wide variety of means to achieve course objectives, including opportunities to see and hear presentations with streaming audio/video lectures on a wide variety of subjects, study a variety of supplemental readings in addition to texts, opportunities to write papers, make presentations, offer solutions and research resources applied to solving case studies. The combination of core and specialty didactic courses, practicum, and internship experiences prepare the student for real-world clinical settings. Appropriateness of methods of instructional decisions about pedagogical matters are made by faculty and an advisory committee.

Evaluation

Student performance is measured to the extent to which student learning matches

intended outcomes, including the goals and objectives of the specific CCMH program. Measures of student competence in fundamental skills such as communication, comprehension, and analysis are evaluated on a routine basis. Students are also regularly evaluated on their professional dispositions. Students have the opportunity to evaluate their classes at the end of each semester. Additionally, students have the opportunity to provide feedback on the effectiveness of the program after graduation through program-dispersed surveys.

Standards for Written Assignments

All written assignments, including papers, reports and bibliographies are expected to follow the professional publication guidelines of the American Psychological Association. TTUHSC students may purchase a current copy of the APA Manual from the TTUHSC bookstore, online, or in other bookstores. Consistently using the APA Manual is necessary for success in the program. The APA Manual is revised every few years. Therefore students are advised to stay alert for newer editions by referring to the following website: <http://www.apa.org/>

Written assignments, unless otherwise specified, are to be in MS Word.

Endorsement for Credentials

In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance and professional dispositions meeting or exceeding department standards. These standards are applicable across settings, including: classes, advising sessions, clinical sites, and all verbal and written communication.

Professional Dispositions

The term professional dispositions describes fundamental characteristics necessary for competent professional counseling practice.

Professional dispositions are: the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.

The Department of Clinical Counseling and Mental Health conforms to the Council for Accreditation for Counseling and Related Educational Programs standards requiring that students can demonstrate the required knowledge and skill across the curriculum as well as professional dispositions for professional counseling practice.

Professional disposition standards include but are not limited to:

- 1) Demonstrating fitness, for professional counseling, in interactions with others as measured by the CCMH Professional Disposition Evaluation processes. These reviews are conducted using the Professional Disposition Evaluation (PDE) Form, which include the following competencies:
 - a) Professional Ethics
 - b) Multicultural Competence

- c) Engagement in Learning
- d) Personal Insight
- e) Adaptability and Cooperation
- f) Use of Feedback
- g) Conflict Resolution
- h) Personal Responsibility
- i) Emotional Management
- j) Dependability, Record Keeping and Task Completion

And

- 2) Conformity with: the American Counseling Association Code of Ethics, relevant counseling specialty ethical codes and relevant state licensure boards rules/regulations.

Professional Disposition Evaluation Process

Student competence in professional dispositions is evaluated and documented with the Professional Dispositions Evaluation (PDE) Form. Admission to the program or receiving promotion through the curriculum does not guarantee retention in or graduation from the program.

Remediation planning, academic probation, or dismissal may be utilized, as appropriate, to address a deficiency. A student's inability to show the appropriate level of competency in a minimum of one competence is sufficient for dismissal from the program.

A PDE review may be initiated on any student at any time if a faculty member, staff, course instructor, program advisor or field supervisor believes the student has displayed behavior which suggests the student does not possess sufficient competency on one or more PDE criteria.

PDE reviews are conducted, exclusively, by CCMH faculty; however staff, course instructors, program advisors, and field supervisors may be involved in individual situations.

The following list describes the PDE review timeline.

1. Faculty review all students, annually, typically beginning at the end of the first year of matriculation via committee.
2. Faculty review all students enrolled in specific courses within CCMH. These courses utilize a Pass/Fail academic component for professional dispositions. Students must receive, both, a grade of Pass on their PDE and achieve a passing calculation (point, percentile, or letter) score to successfully complete the course. Students matriculating in the following clinical courses each semester will be evaluated:
 - a. HPAC/HPMC/HPCR 5309 Group Counseling;

- b. HPAC/HPMC/HPCR 5313 Micro Counseling;
 - c. HPAC/HPMC/HPCR 5314 Practicum;
 - d. HPAC/HPMC/HPCR 6001 Internship
3. Faculty also may initiate a PDE review, at any time, including but not limited to the following reasons:
- a. Students who engage in illegal or unethical behaviors;
 - b. Students who present a threat to the wellbeing of others or threat to self;
 - c. Students who present a threat to patient or client safety;
 - d. Students who are terminated or removed from a clinical site;
 - e. Students who violate the Student Code of Conduct;
 - f. Students who violate other applicable TTUHSC or SHP policies or procedures;
 - g. Students who violate any other TTUHSC Department of Clinical Counseling and Mental Health policies or procedures.
4. In some cases, depending upon the circumstances, the Professional Dispositions Evaluation process may result in the student being dismissed from the Department of Clinical Counseling and Mental Health without the opportunity for remediation.

Students will have the opportunity to participate and respond at each step of the PDE process.

A copy of the PDE tool is available for review in this handbook on the following pages.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
 CLINICAL COUNSELING and MENTAL HEALTH
 PROFESSIONAL DISPOSITION EVALUATION (PDE)

Student:	R#:
Course:	Reviewer:
Semester/Year/Date:	Peer / Faculty:

Evaluation Rating (see criteria descriptions in Professional Disposition Evaluation Rubric)

* Mark "N" if no opportunity to observe. Scale scores of 5 and 4 display competence; 3 needs improvement, and 2 and 1 are deficient.

Item / Rating	5	4	3	2	1	N
1. Professional Ethics						
2. Multicultural Competence						
3. Engagement in Learning						
4. Personal Insight						
5. Adaptability and Cooperation						
6. Feedback Utilization						
7. Conflict Resolution						
8. Emotional Management						
9. Dependability						

Student Strengths:

X

 Student Signature Date:

X

 Peer or Faculty / Advisor Signature Date:

Professional Disposition Category	Specific Disposition Descriptors	Exceeds Expectations / Competent Pass (5)	Acceptable / Competent Pass (4)	Developing towards Competencies Pass (3)	Poor / Below Expectations Fail (2)	Unacceptable / Harmful Fail (1)
Professional Ethics	Follows applicable professional counseling ethical codes and laws.	Exceeds expectations for a counseling student in terms of ethical decision making.	Meets expectations for a counseling student in terms of ethical decision making.	Demonstrates basic ethical behavior & judgments. Needs improvement.	Demonstrates limited ethical behavior & judgment, and/or exhibits a limited ethical decision-making process.	Makes decisions that violate a relevant ethical code or routinely makes poor decisions.
Multicultural Competence	Demonstrates awareness, sensitivity, & respect for cultural differences.	Regularly and professionally displays multicultural competencies.	Displays multicultural competencies in interactions with others.	Satisfactory, but inconsistent, application of multicultural knowledge or techniques. Needs improvement.	Limited evidence of multicultural knowledge or techniques. Does not demonstrate multicultural competencies.	Not accepting worldviews of others. May seek to impose own worldview on, discriminate or express prejudice towards others.
Engagement in Learning	Demonstrates commitment to learning & development as a counselor.	Shows personal dedication to growth as a counselor.	Shows strong commitment to growth as a counselor.	Shows reasonable effort supporting growth as a counselor. Needs improvement.	Shows little or no effort to make adjustments to support growth as a counselor.	Unable or unwilling to invest in own learning or professional growth process.
Personal Insight	Demonstrates recognition of verbal and nonverbal impact on others.	Empathic recognition of impact on others. Initiates and invites opportunities from others regarding self-impact.	Demonstrates consistent concern about impact of words and actions on others and takes effort to improve.	Demonstrates inconsistent concern about or effort towards impact on others. Needs improvement.	Demonstrates limited concern about impact of words and actions on others.	Words and actions reflect little or no concern about impact on others.
Adaptability and Cooperation	Demonstrates adaptability and cooperation skills necessary in counseling.	Excellent flexibility and adaptability to meet demands of counseling. Cooperative style evident.	Demonstrates commitment to adaptability and cooperation as a counselor.	Shows reasonable effort in adjustment and may show some difficulty in cooperative activities. Needs improvement.	Shows little or no effort to adjust in response to changes. Monopolizes cooperative activities.	Expresses intolerance of changes. May be reactionary or defensive in response.
Feedback Utilization	Responds appropriately and implements supervisory &/or instructor feedback.	Responsive, open, and receptive, to feedback. Appropriately incorporates and implements feedback.	Demonstrates openness to feedback and attempts to incorporate feedback.	Demonstrates openness to feedback. Shows little or no evidence of incorporating feedback. Needs improvement.	Demonstrates reservations with feedback. Does not act on feedback.	Inappropriate reactive response style when given feedback. May refuse or reject feedback.

Conflict Resolution Strategies	Demonstrates self-awareness and control in relationships with conflict resolution with others.	Actively examines and acknowledges own role in conflict. Participates in problem solving efforts directly with individuals involved.	Examines and/or acknowledges own role in conflict. Participates in problem solving efforts directly with individuals involved.	Examines own role in conflict, but may not acknowledge it. Participates in problem solving efforts with supervision or guidance. Needs improvement.	Shows reticence examining own role in conflict. Minimal effort/ability at problem solving. May display difficulty addressing conflict directly with appropriate sources.	Shows unwillingness to examine own role in conflict. Minimal effort and/or ability at problem solving. May display hostility. May refuse to address conflict directly with appropriate sources.
Emotional Management	Demonstrates emotional stability in all interactions with others.	Authentic display, control and recognition of emotions. Expression of feelings is limited to appropriate settings.	Expresses own feelings and acknowledges others' emotions in a satisfactory manner. Expression of feelings is limited to appropriate settings.	Emotionally expressive, but in a basic manner. Attempts to act professionally while experiencing difficult emotions. Needs improvement.	Shows difficulty in appropriately expressing own emotions. Struggles to recognize and/or acknowledge emotions of others.	Does not express or manage own emotions appropriately or disregards emotions of others. May be emotionally reactive.
Dependability	Demonstrates professionalism in attending and adhering to scheduled obligations, site policies, and record keeping.	Excellent performance in attendance, paperwork, and timeliness. Adheres to relevant policies and attends to scheduled obligations.	Satisfactory performance in attendance, paperwork, and timeliness. Rarely struggles with task completion or scheduled obligations.	Shows reasonable effort to be dependable. Limited difficulty with timeliness or record keeping. Needs improvement.	Demonstrates little effort to be dependable. Difficulty meeting deadlines or completing tasks in assigned manner.	Regularly misses scheduled obligations (e.g., class, supervision, or clinical site). Minimal effort to complete tasks on-time or in assigned manner.

Comprehensive Examination

Student performance is also measured via comprehensive examination. The comprehensive examination is a summary achievement exam of counseling curriculum content mastery. The following list describes the exam in more detail:

- A comprehensive examination will be required of all Master of Science degree candidates in the CCMH.
- The Comprehensive Examination Committee will be a standing committee of CCMH faculty.
- The Comprehensive Examination is designed, built, and administered by the CCMH department.
- The examination covers the following 9 areas:
 1. Professional Counseling Orientation and Ethical Practice;
 2. Social and Cultural Diversity;
 3. Human Growth and Development;
 4. Career Development;
 5. Counseling and Helping Relationships;
 6. Group Counseling and Group Work;
 7. Assessment and Testing;
 8. Research and Program Evaluation; and
 9. Relevant specialty counseling designation;
- Students are advised to study for the exam as they would study for the National Counselor Examination for Licensure and Certification (NCE)
- Students must have completed at least 75% of the counseling curriculum prior to registering for the Comprehensive Examination.
- The Comprehensive Examination is graded on a Pass / Fail basis.
- The Comprehensive Examination is offered once in each Spring and Fall semester.
- Examinees will be allowed to take the Comprehensive Examination two times. An appeal for additional attempts, beyond the first two attempts, must be filed through the student's advisor and with the Comprehensive Examination Committee.
- The Department of Clinical Counseling and Mental Health may accept a Passing result on the National Counselor Exam or Certified Rehabilitation Counselor Exam in lieu of the comprehensive exam.

The Comprehensive Exam requirement is in effect for all CCMH students beginning their matriculation in Fall 2018 or later.

Academic Probation

Students must meet specific program performance standards in order to remain in good standing with the university. The CCMH department values student retention and utilizes remediation planning, academic probation, or dismissal, as appropriate, to address academic deficiencies. Refer to relevant subsections and your specific program section in this manual for more information about remediation, probation and/or dismissal procedures.

Research Activity by Students

The policies and procedures described below pertain to student research activity conducted within all programs of the Department of Clinical Counseling and Mental Health.

Students may be required to conduct research activities as part of their program's academic curriculum. Such research is expected to be relevant to Clinical Counseling and Mental Health and to relate to the student's course of studies. The research projects are intended to acquaint students with proposal development, research design, ethics, identification of resources, and compliance with applicable TTUHSC policies and procedures.

All student research projects are required to have faculty supervision. Program Directors or a designated faculty member will handle reviewing and approving all student research project proposals. A faculty member will serve as the Principal Investigator and it is expected that the Principal Investigator and student(s) will strive to produce a research project that is worthy of consideration for publication and/or public presentation.

Responsibilities of:

- 1) Principal Investigator:
 - a) must have completed a facility mandated research training program;
 - b) be a designated faculty member in the School of Health Professions who handles supervising student research;
 - c) obtain approval of the student research proposal by the Department Chair and the Institutional Review Board (IRB);
 - d) establish a budget for the project (to be paid from course fees);
 - e) ensure that the budget for the project is reviewed by the Program Director and approved by the Department Chair;
 - f) approve all purchases. Since student research may in some cases be funded in part through course fees, the Principal Investigator will ensure that when such funds are used to support student research activity, only Department Purchasing Cards or Purchase Orders are used. Expenditures must cover only authorized expenses, and direct reimbursement of student research activities is not authorized;
 - g) ensure research integrity;
 - h) ensure that there is neither a conflict of interest nor inappropriate research activity sponsored with the resources of the Texas Tech University Health Sciences Center, as defined under TTUHSC Operating Policies.

1. Student(s):
 - a) must have successfully completed IRB-mandated research training program;
 - b) under the supervision of the Principal Investigator:
 - i) select the research activity and
 - ii) develop a proposal and budget;

- c) initiate and conduct such activity in a professional manner;
 - d) are accountable and responsible for any expenditures exceeding the budgeted funds;
 - e) are expected to disseminate the results in an appropriate scholarly manner.
2. Program Director or designated faculty member:
- a) Ensure that course research requirements are in compliance with the IRB policies/procedures and accreditation standards;
 - b) Ensure that the Principal Investigator understands the appropriate use of research funding from sources such as course fees, grants, etc.

Policies and Procedures for Student Users of Information Technology Resources

Texas Tech University Health Sciences Center

TTUHSC Operational Policies Related to Online Programs:

<http://www.ttuhscc.edu/administration/documents/ops/op56/op5601.pdf>

<http://www.ttuhscc.edu/administration/documents/ops/op57/op5702.pdf>

Computer Ethics and Responsibilities

Each student shall be responsible for the ethical and courteous use of TTUHSC computer services. Because the computing systems provided to students are the property of TTUHSC, the institution has an obligation to ensure their ethical use and maintains the right to monitor all academic accounts.

Disciplinary measures will be taken when a student using TTUHSC computing resources acts unethically or irresponsibly.

The following list of ethical standards has been established for all users of TTUHSC computing facilities:

- 1) *A student shall not provide his or her password to anyone nor let anyone else have access to his or her account.*
- 2) *A student will be responsible and accountable for all usage of their computer accounts, including use by other persons.*
- 3) *A student may use only the computing resources he or she is authorized to use and only for the purposes specified when their accounts were issued or permission to use the resources was granted.*
- 4) *A student shall not access or copy software or data belonging to others or TTUHSC without prior authorization. Unauthorized access to files of other computer users is an invasion of privacy; using another person's work without the author's permission is theft; use of a person's software license is a violation of copyright law. Invasion of privacy, theft and copyright violations are prohibited under TTUHSC policies.*
- 5) *A student shall not transport software or data provided by TTUHSC to another computer site without prior written authorization.*
- 6) *A student shall follow the published procedures for using TTUHSC computing resources and shall not modify any hardware or software provided by TTUHSC.*
- 7) *A student shall respect the rights of other students, faculty and staff. A student shall*

not hamper or deprive other's access to resources or encroach on another's use of computing facilities. Users shall consider the impact of their conduct on other users.

Professional Behavior in an Online Environment

All students in the School of Health Professions are expected to exhibit professional conduct in all academic and clinical settings.

The use of online educational material and TTUHSC networks is a privilege, not a right. This privilege may be temporarily or permanently revoked from a student in response to abusive conduct. Examples of such conduct include placing unlawful information on a system, abusive or otherwise objectionable language in either public or private messages, sending of messages that are likely to result in the loss of recipients' work, sending of "chain letters" or "broadcast" messages to lists or individuals or any other types of use that would cause congestion of the networks or otherwise interfere with the work of others.

The most important part of network communication is the human part. Follow the same courteous standards of behavior online that you follow in face-to-face interactions with people. Respect other people's privacy, do not abuse your power, and be forgiving of other people's mistakes.

As responsible members of an educational community, students are expected to conduct themselves courteously and in accordance with institutional policies at all times. Respectful dialog including alternative viewpoints is an integral component of academic inquiry, in which opinions are invited, and evidence is presented.

Guidelines for Educational Use of Copyrighted Works – refer to TTUHSC OP 57.02, available at the following website address:

<http://www.ttuhs.edu/administration/documents/ops/op57/op5702.pdf>

Any act or omission that violates federal, state, or local laws or regulations relating to computer equipment, programs, or data and which is not otherwise covered in the "Code of Student Conduct" is grounds for disciplinary action and referral to the appropriate law enforcement or investigative agency.

Essential Functions/Technical Standards:

Department of Clinical Counseling and Mental Health,

Texas Tech University Health Sciences Center

All candidates for degrees within the Department of Clinical Counseling and Mental Health at Texas Tech University Health Sciences Center (TTUHSC) must be able to perform the following essential functions with or without reasonable accommodations:

1. Observation (to include the various sensory modalities) - accurately observe close at hand and at a distance to gather data and learn skills.
2. Communication - communicate effectively and sensitively with clients/patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with clients or patients and communicate judgments and intervention information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice and be able to communicate clearly in writing using technical terms and documentation standards appropriate to the profession;
3. Psychomotor Skills - show sufficient postural and neuromuscular control, sensory function, and coordination to perform necessary tasks using accepted techniques; and accurately, safely and efficiently use equipment and materials during assessment and intervention with clients/patients;
4. Intellectual and Cognitive Abilities - demonstrate sufficient academic and intellectual abilities to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and clinical judgments and to be able to distinguish deviations from the norm;
5. Professional and Social Attributes - exercise good judgment and promptly complete all responsibilities required of each program; develop mature, sensitive, and effective professional relationships with others; tolerate taxing workloads; function effectively under stress; adapt to changing environments; display flexibility; and function in the face of uncertainties and ambiguities. Concern for others and interpersonal competence are requisite for all programs.
6. Perseverance and Motivation - demonstrate the perseverance, diligence, and commitment to complete the education program as

outlined and sequenced;

7. Ethical Standards - demonstrate professional attitudes and behaviors; perform in an ethical manner in dealings with others. All programs require personal integrity and the adherence to standards that reflect the values and functions of the School of Health Professions and the respective professions. All programs also require the honoring of professional codes of ethics.

Accepted applicants for selection to Department of Clinical Counseling and Mental Health educational programs will be necessary to verify they understand and meet these essential functions or that they believe, with certain accommodations, they can meet these standards.

The TTUHSC Student Disability Services office will evaluate a student who states she/he could meet the program's essential functions with accommodation(s) and confirm that the stated condition qualifies as a disability under applicable laws.

The following pages provide
policy and procedure
information that is specific to
educational programs within
the Department of Clinical
Counseling and Mental Health.

Master of Science in Addiction Counseling

MSAC Program

This section of the Student Handbook describes academic policies and procedures that are specific to the MSAC program. Academic policies that are common to the School of Health Professions are provided at the following website address:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Curriculum, Course Descriptions, and Academic Calendar

Refer to the following website to obtain updated information about the curriculum, course descriptions and academic calendar for the TTUHSC MSAC program:

<http://www.ttuhs.edu/health-professions/master-of-science-addiction-counseling/>

Mission Statement

The mission of the Master of Science in Addiction Counseling program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level addiction counselors to work competently and ethically through the mastery of evidence-based counseling practices. Our focus centers on understanding the unique needs of persons with substance use and behavioral health disorders across their lifespans in the community, workplace, personal relationships and activities.

Program Goals

The goal of the program is to prepare counselors with the counseling knowledge, attitudes, and skills to assist clients with substance use disorders, behavioral health issues, and/or addictions to use their own resources and opportunities to meet their developmental, educational and interpersonal needs. To accomplish this goal, the program provides educational and practical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of the knowledge, attitudes and skills necessary to practice as qualified addiction counselors with a diverse population in a wide variety of contexts.
- Learning opportunities to support the ability to implement culturally responsive and ethically sound counseling practices throughout their careers, and to

advocate for individuals with addiction concerns and the profession.

- Clinical training experiences focused on translating acquired knowledge, attitudes and skills into evidence-based practice in a wide range of real-world opportunities.

The MSAC program strives to accomplish our mission, goals and objectives by:

- Recruiting, educating and graduating a diverse population of students who are prepared to provide addiction counseling services in a variety of employment settings.
- Providing a rigorous academic environment that provides a solid foundation to prepare entry level addiction counselors who meet national certification standards.
- Working closely with the public and private counseling communities to ensure well-trained graduates who are considered valued employees.
- Developing a faculty that is valued by our students and the counseling community for our teaching, research, and service.
- Achieving the highest quality program possible within the constraints of available financial, human, technological, and time resources.
- Developing commitment within students to empower individuals with substance use and/or behavioral disorders to identify and maximize their resources to meet their health-related, developmental, vocational, and educational goals.

Counseling Organizations

Students are encouraged to maximize their professional potential by joining one of the national counseling organizations. The American Counseling Association (ACA) is a premier organization representing the diverse industry of counseling and includes specialty-focused divisions and regional/state chapters.

More information on ACA can be found here: <https://www.counseling.org/>.

Students can join ACA and participate in their home state's counseling organization as a way to increase their exposure to other counseling professionals locally. Additionally, ACA has a division focused on addiction called The International Association of Addictions and Offender Counselors and their website is: <http://www.iaaoc.org>.

Students should also consider NAADAC, the Association for Addiction Professionals. NADAAC is focused on the interdisciplinary addiction & recovery field and includes

volunteers, paraprofessionals and professionals from a wide array of disciplines. Interested students can find more information at: <https://www.naadac.org/>

Certification and Licensure

Upon completion of the MSAC program, graduates will possess the competencies and experiences necessary to pursue certification or licensure as a counselor. These certifications are important, and at times essential, in furthering the graduate's career. As with most professional certifications, these credentials are not automatically acquired by completion of the academic program. Rather, the completion of scholastic work and attainment of the Master of Science in Addiction Counseling makes the graduate eligible to apply for various certifications and licensure in many states.

National Certified Addiction Counselor (NCAC): The NCAC is considered the leading, addiction specific, counseling certification. The certification is offered by the National Certification Commission for Addiction Professionals (NCC AP) and a variety of levels of certification are available. Each credential has a different set of standards to reflect the counselor's knowledge and experience level.

Further information is available about the NCAC credential by contacting:
National Certification Commission for Addiction Professionals
44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
703-741-7686
<https://www.naadac.org/certification>

National Certified Counselor (NCC): The NCC is the premier counseling certification and offered by the National Board for Certified Counselors. Board certification demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. NCCs may also hold specialty certifications such as the Master Addictions Counselor (MAC).

Further information is available about the NCC by contacting:
National Board for Certified Counselors (NBCC), Inc. and Affiliates
3 Terrace Way
Greensboro, NC 27403
336-547-0607
<http://www.nbcc.org/Certification/NCC>

State Licensure: Graduates of the MSAC program will also be eligible for licensure in many states. Various examples of professional counseling licenses that graduates may qualify for are: Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Professional Counselor (LCPC), depending upon the state. For more information about specific requirements and qualifications, please contact your respective state counselor licensure board.

The following website provides helpful resources and links:

<https://www.counseling.org/knowledge-center/licensure-requirements>

Academic Progress Requirements

Students are required to successfully complete (i.e., pass with a grade of C or better) at least 15 curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Within the first semester of enrolling in the program, students must choose between a typical degree plan or an accelerated degree plan. Any deviations from this schedule require the approval of the advisor. Students' professional dispositions for practice as a professional counselor are also routinely evaluated.

Academic Standards

1. Each student of the MSAC program must maintain a cumulative GPA of 2.70 or higher at the end of each semester, as well as receive grade of C or better in all courses taken.
2. Students must file a degree plan within the first semester of enrollment.
3. Students are required to meet course requirements for participation, assignments, and testing.
4. Students are required to display satisfactory progress in terms of professional dispositions to practice professional counseling.
5. Students are required to obtain a score of Pass on the departmental Comprehensive Examination.

Professional Dispositions

The term professional dispositions describes fundamental characteristics necessary for competent professional counseling practice.

Professional dispositions are: the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.

Supervised Practicum and Internship

Because of the nature of the MSAC distance education program, students are required to take the responsibility to explore their community and locate suitable practicum and internship opportunities. Degree-seeking students are required to accumulate 100 clock hours of practicum experience. Of this 100 hour requirement, 40 hours must be in direct service with actual clients. The Practicum requirements are intended to prepare the students for the Internship experience. The practicum is required to be supervised by a qualified counseling professional, who is willing to provide one-on-one weekly supervision to the student in a setting that meets program criteria.

The MSAC student is also required to complete 600 clock hours, with 240 hours of direct service, during Internship. Internship experiences must be supervised by a qualified counseling professional approved by the program. Approval of the practicum and internship experience are determined based on the following:

1. The student is responsible to ensure the TTUHSC School of Health

Professions Affiliation Agreement is completed, signed and returned to TTUHSC School of Health Professions.

2. Students may not accrue practicum or internship hours prior to having a completed Affiliation Agreement signed by all required parties.
3. Students may not begin internship until all requirements for practicum have been completed.
4. The clinical site meets the criterion established by the program and is approved by the Clinical Coordinator prior to the start of practicum or internship.
5. The site supervisor meets the program's guidelines as a qualified counseling professional.
6. The site supervisor is willing to provide the level of supervision required by the program (i.e., at least one hour of face-to-face supervision per week).

Academic Probation

Academic probation occurs in compliance with the academic probation policy established by the School of Health Professions. Refer to the section entitled "Academic Probation", available at the following website:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>.

1. A student placed on Academic Probation due to low cumulative GPA (below 2.70) will remain on Academic Probation until the cumulative GPA is raised to 2.70 or higher. For a student to return to good academic standing and be removed from Academic Probation in this situation, he or she must raise his/her cumulative GPA to 2.70 or higher. The student may remain on Academic Probation for reasons of low cumulative GPA for no longer than two semesters.
2. A student placed on Academic Probation due to a grade of "D" or "F" will remain on Academic Probation until they have the opportunity to obtain a passing grade in the course by re-taking that course and receiving a passing grade of "C" or better. Students must enroll and receive a passing grade in the course in which the original unsatisfactory grade was awarded the next time that course is offered in the curriculum. For course work that is re-taken under such circumstances, both the original and re-taken course grades are used to calculate cumulative GPA and both grades will appear on the student transcript.
3. A student placed on Academic Probation due to a grade of "Fail" on an assessment of Professional Dispositions, tied to a course grade, must comply with and successfully meet the conditions and timeframes established in the Remediation plan to be eligible for removal from Academic Probation.
4. A student placed on Academic Probation due to a grade of "Fail" on the departmental Comprehensive Examination must retake and achieve a "Pass" on the exam during the next scheduled administration.

5. A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency.

Failure by the student to meet the prior requirements for removal from Academic Probation typically result in a recommendation from the Program Director to the Department Chair that the student be dismissed from the program for reasons of academic deficiency. Refer to “Dismissal from Program” section for additional information.

Grade Appeal

Students who wish to appeal a grade are allowed the opportunity to do so. Student grade appeals occur in compliance with the grade appeal policy established by the School of Health Professions. Refer to the section entitled “Academic Grade Appeal”, available at the following website: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>.

Remediation

Students who are placed on probation will receive remediation from the MSAC program to ensure the greatest possibility of returning to good academic standing. Remediation plans are individualized, dependent upon the situation resulting in probation, and will be developed with the student, advisor and program director. The remediation plan will be in writing and agreed to by student signature.

Failure to comply with the remediation plan will result in dismissal from the program.

The following list represents examples of items or activities that may be included in a remediation plan; however the list is not exhaustive:

1. Additional assigned coursework;
2. Independent study on a topic;
3. Additional non-credit coursework;
4. Student leave of absence;
5. Participation in counseling;
6. Restructuring or sequencing of degree plan;
7. Additional didactic learning;
8. Additional experiential activities;
9. Proscription of specific behaviors in counseling environments;
10. Intensified supervision by a faculty member;

Dismissal from Program

Dismissal procedures occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the section entitled “Academic Dismissal”, available at the following website: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>.

A student enrolled in the MSAC program will be subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a. Failure to be released from Academic Probation within the time frame specified.
 - b. Failure to demonstrate minimally acceptable levels of competency in professional dispositions.
 - c. Failure to pass the Comprehensive Examination.
 - d. Academic deficiency.

2. Inadequate progress on degree plan:
 - a. Failure to complete (i.e., receive passing grades) at least 15 credit hours in an academic year, defined as consecutive Fall, Spring and Summer semesters.
 - b. Failure to follow degree plan procedures as outlined in the "Degree Plan" section in the CCMH Handbook.

3. Misconduct:
 - a. Violation of the ACA Code of Ethics.
 - b. Violation of relevant counseling specialty code of ethics.
 - c. Violation of relevant state laws, rules or regulations governing counseling.
 - d. Violation of the TTUHSC Code of Professional conduct.

4. Inadequate progress in remediation:
 - a. Refusal to participate in remediation planning.
 - b. Failure to complete remediation requirements within the time frame specified in the plan.
 - c. Violation of any remediation plan proscriptions.

Academic and Clinical Behavior: Department - Student Agreement

Department of Clinical Counseling and Mental Health, Texas Tech University Health Sciences Center

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited. This applies to all forms of electronic communication (e-mail, instant messaging, texting, etc.) for web-based examinations.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences and lack of participation in class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify that I have received a copy of the Department of Clinical Counseling and Mental Health Student Handbook for my personal use and reference.

I assume responsibility to read, review and thoroughly understand the rules, regulations, code of ethics and honor code as outlined in this Student Handbook. I agree to abide by all rules, regulations and codes while I am a student in the Department of Clinical Counseling and Mental Health at Texas Tech University Health Sciences Center.

Within one week after receipt of this handbook, I agree that I am responsible for writing an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring that I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

By entering a web-based course, you are signifying that you have read and agree to all applicable guidelines, policies, regulations and rules set forth in the TTUHSC School of Health Professions, Department of Clinical Counseling and Mental Health Student Handbook and the TTUHSC Information Technology Policy

X

Student Signature & Date

X

Department Representative Signature & Date

Master of Science in Clinical Mental Health Counseling

MSMH Program

This section of the Student Handbook describes academic policies and procedures that are specific to the MSMH program. Academic policies that are common to the School of Health Professions are provided at the following website address:

<https://hscweb.ttuhs.edu/health-professions/current/handbooks.aspx>

Curriculum, Course Descriptions, and Academic Calendar

Refer to the following website to obtain updated information about the curriculum, course descriptions and academic calendar for the TTUHSC MSMH program:

<http://www.ttuhs.edu/health-professions/master-of-science-clinical-mental-health-counseling/>

Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level mental health counselors to work competently and ethically through the mastery of evidence-based counseling practices. Our focus centers on understanding the unique needs of persons with mental health concerns across their lifespans in the community, workplace, personal relationships and activities.

Program Goals

The goals of the program are to prepare counselors with the counseling knowledge, attitudes, and skills to assist clients with mental health concerns to use their own resources and opportunities to meet their developmental, educational and interpersonal needs. To accomplish this goal, the program provides educational and practical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of the knowledge, attitudes and skills necessary to practice as qualified mental health counselors with a diverse population in a wide variety of contexts.

- Learning opportunities to support the ability to implement culturally responsive and ethically sound counseling practices throughout their careers, and to advocate for individuals with mental health concerns and the profession.
- Clinical training experiences focused on translating acquired knowledge, attitudes and skills to evidence-based practice in a wide range of real-world opportunities.

The MSMH program strives to accomplish our mission, goals and objectives by:

- Recruiting, educating and graduating a diverse population of students who are prepared to provide mental health counseling services in a variety of employment settings.
- Providing a rigorous academic environment that provides a solid foundation to prepare entry level mental health counselors who meet national certification standards.
- Working closely with the public and private counseling communities to ensure well-trained graduates who are considered valued employees.
- Developing a faculty that is valued by our students and the counseling community for our teaching, research, and service.
- Achieving the highest quality program possible within the constraints of available financial, human, technological, and time resources.
- Developing commitment within students to empower individuals with mental health concerns to identify and maximize their resources to meet developmental, vocational, and educational goals.

Counseling Organizations

Students are encouraged to maximize their professional potential by joining one of the national counseling organizations. The American Counseling Association (ACA) is a premier organization representing the diverse industry of counseling and includes specialty-focused divisions and regional/state chapters.

More information on ACA can be found here: <https://www.counseling.org/>.

Students can join ACA and participate in their home state's counseling organization as a way to increase their exposure to other counseling professionals locally. Additionally, ACA has a division focused on mental health called American Mental Health Counselors Association and their website is: <http://www.amhca.org>.

Certification and Licensure

Upon completion of the MSMH program, graduates will possess the competencies and experiences necessary to pursue certification or licensure as a counselor.

These certifications are important, and at times essential, in furthering the graduate's career. As with most professional certifications, these credentials are not automatically acquired by completion of the academic program. Rather, the completion of scholastic work and attainment of the Master of Science in Clinical Mental Health Counseling makes the graduate eligible to apply for various certifications and licensure in many

states.

National Certified Counselor (NCC): The NCC is the premier counseling certification and offered by the National Board for Certified Counselors. Board certification demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. NCCs may also hold specialty certifications such as the Certified Clinical Mental Health Counselor (CCMHC).

Further information is available about the NCC by contacting:
National Board for Certified Counselors (NBCC), Inc. and Affiliates
3 Terrace Way
Greensboro, NC 27403
336-547-0607
<http://www.nbcc.org/Certification/NCC>

State Licensure- Graduates of the MSMH program will also be eligible for licensure in many states. Various examples of professional counseling licenses that graduates may qualify for are: Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Professional Counselor (LCPC), depending upon the state. For more information about specific requirements and qualifications, please contact your respective state counselor licensure board.

The following website provides helpful resources and links:
<https://www.counseling.org/knowledge-center/licensure-requirements>

Academic Progress Requirements

Students are required to successfully complete (i.e., pass with a grade of C or better) at least 15 curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Within the first semester of enrolling in the program, students must choose between a typical degree plan or an accelerated degree plan. Any deviations from this schedule require the approval of the advisor. Students' professional dispositions for practice as a professional counselor are also routinely evaluated.

Academic Standards

1. Each student of the MSMH program must maintain a cumulative GPA of 2.70 or higher at the end of each semester, as well as receive grade of C or better in all courses taken.
2. Students must file a degree plan within the first semester of enrollment.
3. Students are required to meet course requirements for participation, assignments, and testing.
4. Students are required to display satisfactory progress in terms of professional dispositions to practice professional counseling.
5. Students are required to obtain a score of Pass on the departmental Comprehensive Examination.

Professional Dispositions

The term professional dispositions describes fundamental characteristics necessary for competent professional counseling practice.

Professional dispositions are: the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.

Supervised Practicum and Internship

Because of the nature of the MSMH distance education program, students are required to take the responsibility to explore their community and locate suitable practicum and internship opportunities. Degree-seeking students are required to accumulate 100 clock hours of practicum experience. Of this 100 hour requirement, 40 hours must be in direct service with actual clients. The Practicum requirements are intended to prepare the students for the Internship experience. The practicum is required to be supervised by a qualified counseling professional, who is willing to provide one-on-one weekly supervision to the student in a setting that meets program criteria.

The MSMH student is also required to complete 600 clock hours, with 240 hours of direct service, during Internship. Internship experiences must be supervised by a qualified counseling professional approved by the program. Approval of the practicum and internship experience are determined based on the following:

1. The student is responsible to ensure the TTUHSC School of Health Professions Affiliation Agreement is completed, signed and returned to TTUHSC School of Health Professions.
2. Students may not accrue practicum or internship hours prior to having a completed Affiliation Agreement signed by all required parties.
3. Students may not begin internship until all requirements for practicum have been completed.
4. The clinical site meets the criterion established by the program and is approved by the Clinical Coordinator prior to the start of practicum or internship.
5. The site supervisor meets the program's guidelines as a qualified counseling professional.
6. The site supervisor is willing to provide the level of supervision required by the program (i.e., at least one hour of face-to-face supervision per week).

Academic Probation

Academic probation occurs in compliance with the academic probation policy established by the School of Health Professions. Refer to the section entitled "Academic Probation", available at the following website:

<http://www.ttuhschool.edu/shp/current/policies.aspx>.

1. A student placed on Academic Probation due to low cumulative GPA (below 2.70) will remain on Academic Probation until the cumulative GPA is raised to 2.70 or higher. For a student to return to good academic standing and be removed from Academic Probation in this situation, he or she must raise his/her cumulative GPA to 2.70 or higher. The student may remain on Academic Probation for reasons of low cumulative GPA for no longer than two semesters.
2. A student placed on Academic Probation due to a grade of "D" or "F" will remain on Academic Probation until they have the opportunity to obtain a passing grade in the course by re-taking that course and receiving a passing grade of "C" or better. Students must enroll and receive a passing grade in the course in which the original unsatisfactory grade was awarded the next time that course is offered in the curriculum. For course work that is re-taken under such circumstances, both the original and re-taken course grades are used to calculate cumulative GPA and both grades will appear on the student transcript.
3. A student placed on Academic Probation due to a grade of "Fail" on any assessment of Professional Dispositions must comply with and successfully meet the conditions and timeframes established in the Remediation plan to be eligible for removal from Academic Probation.
4. A student placed on Academic Probation due to a grade of "Fail" on the departmental Comprehensive Examination must retake and achieve a "Pass" on the exam during the next scheduled administration.
5. A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency.

Failure by the student to meet the prior requirements for removal from Academic Probation typically result in a recommendation from the Program Director to the Department Chair that the student be dismissed from the program for reasons of academic deficiency. Refer to "Dismissal from Program" section for additional information.

Grade Appeal

Students who wish to appeal a grade are allowed the opportunity to do so. Student grade appeals occur in compliance with the grade appeal policy established by the School of Health Professions. Refer to the section entitled "Academic Grade Appeal", available at the following website: <http://www.ttuhschool.edu/shp/current/policies.aspx>.

Remediation

Students who are placed on probation will receive remediation from the MSMH program to ensure the greatest possibility of returning to good academic standing.

Remediation plans are individualized, dependent upon the situation resulting in probation, and will be developed with the student, advisor and program director. The remediation plan will be in writing and agreed to by student signature.

Failure to comply with the remediation plan will result in dismissal from the program.

The following list represents examples of items or activities that may be included in a remediation plan; however the list is not exhaustive:

1. Additional assigned coursework;
2. Independent study on a topic;
3. Additional non-credit coursework;
4. Student leave of absence;
5. Participation in counseling;
6. Restructuring or sequencing of degree plan;
7. Additional didactic learning;
8. Additional experiential activities;
9. Proscription of specific behaviors in counseling environments;
10. Intensified supervision by a faculty member;

Dismissal from Program

Dismissal procedures occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the section entitled “Academic Dismissal”, available at the following website: <http://www.ttuhs.edu/shp/current/policies.aspx>

A student enrolled in the MSMH program will be subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a. Failure to be released from Academic Probation within the time frame specified.
 - b. Failure to demonstrate minimally acceptable levels of competency in professional dispositions.
 - c. Failure to pass the Comprehensive Examination.
 - d. Academic deficiency.
2. Inadequate progress on degree plan:
 - a. Failure to complete (i.e., receive passing grades) at least 15 credit hours in an academic year, defined as consecutive Fall, Spring and Summer semesters.
 - b. Failure to follow degree plan procedures as outlined in the “Degree Plan” section in the CCMH Handbook.
3. Misconduct:
 - a. Violation of the ACA Code of Ethics.
 - b. Violation of relevant counseling specialty code of ethics.

- c. Violation of relevant state laws, rules or regulations governing counseling.
 - d. Violation of the TTUHSC Code of Professional conduct.
4. Inadequate progress in remediation:
- a. Refusal to participate in remediation planning.
 - b. Failure to complete remediation requirements within the time frame specified in the plan.
 - c. Violation of any remediation plan proscriptions.

Academic and Clinical Behavior: Department - Student Agreement

Department of Clinical Counseling and Mental Health, Texas Tech University Health Sciences Center

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited. This applies to all forms of electronic communication (e-mail, instant messaging, texting, etc.) for web-based examinations.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences and lack of participation in class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify that I have received a copy of the Department of Clinical Counseling and Mental Health Student Handbook for my personal use and reference.

I assume responsibility to read, review and thoroughly understand the rules, regulations, code of ethics and honor code as outlined in this Student Handbook. I agree to abide by all rules, regulations and codes while I am a student in the Department of Clinical Counseling and Mental Health at Texas Tech University Health Sciences Center.

Within one week after receipt of this handbook, I agree that I am responsible for writing an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring that I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

By entering a web-based course, you are signifying that you have read and agree to all applicable guidelines, policies, regulations and rules set forth in the TTUHSC School of Health Professions, Department of Clinical Counseling and Mental Health Student Handbook and the TTUHSC Information Technology Policy

X

Student Signature & Date

X

Department Representative Signature & Date

Master of Science in Clinical Rehabilitation Counseling

MSCR Program

This section of the Student Handbook describes academic policies and procedures that are specific to the MSCR program. Academic policies that are common to the School of Health Professions are provided at the following website address:

<https://hscweb.ttuhs.c.edu/health-professions/current/handbooks.aspx>

Mission and Philosophy

The mission of the Masters of Science Clinical Rehabilitation Counseling (MSCR) program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level clinical rehabilitation counselors to work competently and ethically through the mastery of evidence-based practices. Our focus centers on empowering people with disabilities to make informed choices, build viable careers, and live more independently within the community.

The goal of the program is to prepare students with the counseling and rehabilitation knowledge and skills to assist people with a wide range of physical and psychiatric disabilities, chronic conditions or diseases, and social disabilities in achieving their education and career goals. To accomplish this, the program provides educational and clinical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of knowledge, attitudes and skills necessary to practice as qualified rehabilitation counselors with a diverse population in a wide variety of contexts.
- Learning opportunities to support the ability to implement culturally responsive and ethically sound rehabilitation counseling practices throughout their careers, and to advocate for individuals with disabilities and the profession.
- Clinical training experiences focused on translating acquired knowledge, attitudes, and skills to evidence-based practice in a wide range of real-world environments.

The field of rehabilitation counseling and the discipline of rehabilitation counseling are

premised by a set of underlying values. Articulated by the Commission on Rehabilitation Counselor Certification (CRCC), these values provide an underpinning for the provision of services to persons with disabilities. These values include:

- Facilitation of independence, integration, and the inclusion of people with disabilities in employment and the community.
- Belief in the dignity and worth of all people.
- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
 1. interdisciplinary teamwork
 2. counseling to assist in maintaining a holistic perspective
 3. a commitment to considering individuals within the context of their family systems and community
- Recognition of the importance of focusing on the assets of the person
- Commitment to models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the consumer and the rehabilitation counselor.

The MSCR program is dedicated to the education of competent practitioners and leaders in Clinical Rehabilitation Counseling. The curriculum is designed to involve the learner as an active participant in the essential knowledge, skills and attitudes necessary for competent practice in the field. Program faculty are drawn from a variety of disciplines within the Department of Clinical Counseling and Mental Health in the TTUHSC School of Health Professions. The intent of the program is to reflect the truly interdisciplinary nature of rehabilitation counseling and to facilitate the sharing of knowledge across health professionals and counseling specialties.

The curriculum conforms to the stated requirements for the graduate education of rehabilitation counseling professionals as set forth by the accrediting body, the Council on Accreditation of Counseling and Related Educational Programs (CACREP). While ensuring conformity to the curricular and skill requirements as established by the accrediting bodies, it is the intent of the program to graduate students who are:

1. Ready to acknowledge the importance of rehabilitation counseling in ensuring dignity, independence, and wellness for persons with disabilities;
2. Dedicated to key values, standards, and codes of ethics involved in the practice of clinical rehabilitation counseling, as set forth by state and national licensing and certifying bodies;
3. Engaged in reflective, creative problem-solving;
4. Responsive to the needs of persons with disabilities;
5. Sensitive to the collaborative therapeutic/helping relationship;
6. Involved in leadership roles to develop and enhance the discipline of clinical rehabilitation counseling;

7. Aware of, and able to respond to, the needs of their communities;
8. Able to act as an advocate for quality of life issues for persons with disabilities.

The curriculum will provide the personal and professional development learning processes necessary for students to acquire both competence and leadership abilities.

Goals of Program

The goals of the MSCR program are to ensure that graduates have the knowledge, skills, knowledge and attitudes necessary to provide the highest quality clinical rehabilitation counseling services.

To achieve this goal, the MSCR program provides students with the opportunity to:

- Acquire an advanced education in clinical rehabilitation counseling.
- Enter the public and private clinical rehabilitation counseling fields with the knowledge, skills, and attitudes necessary to provide effective services to individuals with disabilities, including those with the most severe disabilities.
- Assist individuals with disabilities to identify and use resources to meet their developmental, vocational, independent living, and educational goals.
- Develop a life-long commitment to the profession of clinical rehabilitation counseling.
- Keep their skills updated through continuing education throughout their careers.
- Engage in ethical practice, and exercise their skills and competencies with personal integrity.
- Develop as lifelong learners and critical thinkers.
- Develop a commitment to the profession of counseling, and the rehabilitation counseling specialty.
- Facilitate the full integration of persons with disabilities into society, and the acceptance of persons with disabilities as valued and contributing members of society.
- Participate in the program without discrimination on the basis of race, color, religion, national origin, age, disability, or marital status.

The MSCR program will contribute to the development of practitioners, educators, and researchers through its program of academic instruction and clinical educational experiences.

Learning Objectives for MSCR Program

The MSCR program has identified the following ten learning outcomes for coursework and completion of the degree:

1. Students will develop a professional identity in the field of counseling, specifically clinical rehabilitation counseling, including knowledge of the history, philosophy, laws; counselor roles and responsibilities; advocacy; ethical standards; general and professional scopes of the field; individual, professional and institutional accreditation, licensure, and certification; and the principles of disability-related practice.

2. Students will be able to demonstrate an understanding of the social and cultural diversity issues in the field of clinical rehabilitation counseling including psychosocial, cultural, racial, gender, sexual orientation, family, and disability differences; sensitivity to social and cultural issues; multicultural counseling competencies; effects of discrimination and bias; and application of strategies for intervention, self-awareness, and self-development based on psychological and social theory.
3. Students will be able to demonstrate a working knowledge of human growth and development/lifespan theory including physical, emotional, cognitive, behavioral, moral, learning and normal/abnormal personality development; human sexuality and disability; spirituality; social and learning needs across life span including transition and ethical/legal issues.
4. Students will be able to demonstrate a working knowledge and integration of employment and career development theories including barrier reduction, occupational alternatives, job modification, job placement and retention, and follow-up procedures, as well as a functional knowledge of the various assessments, skills, and services needed to ethically practice.
5. Students will be able to demonstrate, in theory and practice, knowledge and integration of counseling and consultation skills and techniques required by the profession, including various counseling theories, practical experience, knowledge of the field, group work expertise, crisis intervention, trauma-informed, and community-based strategies, and the ability to work with clients to meet the various clinical rehabilitation counseling goals.
6. Students will be able to demonstrate, in theory, and practice, knowledge and integration of group/leadership skills required by the profession including group dynamics in counseling theory, characteristics and functions of group leaders, interdisciplinary teamwork, and evaluation methods.
7. Students will be able to demonstrate a working knowledge of assessment practices in the clinical rehabilitation field including measurement and statistical concepts; methodology; ethical selection, administration, and interpretation of assessment measures; and assistive devices.
8. Students will be able to demonstrate the ability to ethically apply research and program evaluation in both course work and practice through application of research literature to practice, research methodology, basic statistics, participation in research activities, use of data in literature development, and analysis of research articles.
9. The student will be able to demonstrate working knowledge of the medical, functional, and environmental aspects of disability in regard to rehabilitation including physical, psychiatric, developmental, cognitive, substance abuse, and emotional disabilities.
10. Students will be able to demonstrate the necessary knowledge of rehabilitation services and resources needed in the field of clinical rehabilitation counseling, including planning, case documentation, transition to work, substance abuse,

diagnosis, treatment planning, psychopharmacology, resource selection and other rehabilitation specific services.

Codes of Ethics

Students enrolled in the Master of Science in Clinical Rehabilitation Counseling program are expected to undertake all activities related to their program of study in accordance with the highest standards of professional and ethical conduct. The Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics and The American Counseling Association (ACA) Code of Ethics are in effect immediately when you become a clinical rehabilitation counseling student. The program faculty and students operate within the standards of ethical conduct as set forth by the CRCC and ACA codes of professional ethics. All clinical rehabilitation counseling students are responsible for knowing and following the CRCC and ACA Codes of Professional Ethics.

The Codes are available in the links below.

ACA Code of Ethics <https://www.counseling.org/knowledge-center/ethics> opens a new window.

CRCC Code of Professional Ethics <https://www.crc certification.com/> opens a new window.

Counseling Organizations

Students can maximize their professional potential by joining a professional organization. The American Counseling Association (ACA) represents the diverse field of counseling and includes specialty-focused divisions and regional/state chapters.

More information on ACA can be found here: <https://www.counseling.org/>

Students can join ACA and participate in their home state's ACA chapter as a way to meet and network with other local counseling professionals. Students can further advance their professional identities by joining a division of ACA, <https://www.counseling.org/about-us/divisions-regions-and-branches/divisions> opens a new window. ACA has a division focused on rehabilitation counseling, the American Rehabilitation Counseling Association, <http://www.arcaweb.org/> opens a new window.

Certification and Licensure

Upon completion of the MSCR program, graduates will possess the competencies and experiences necessary to pursue national certification or state licensure as a counselor. These credentials are essential to furthering the graduate's career. As with most professional credentials, these credentials are not automatically acquired by completion of the academic program. Rather, the completion of scholastic work and attainment of the Master of Science in Clinical

Rehabilitation Counseling makes the graduate eligible to apply for various national certifications and state licensure as a counselor.

National Certified Counselor (NCC): The NCC is offered by the National Board for Certified Counselors. Board certification demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. NCCs may also hold specialty certifications such as the Master Addictions Counselor (MAC), Certified Clinical Mental Health Counselor (CCMHC), and National Certified School Counselor (NCSC).

Further information is available about the NCC by contacting:
National Board for Certified Counselors (NBCC), Inc. and Affiliates
3 Terrace Way
Greensboro, NC 27403
336-547-0607
<http://www.nbcc.org/Certification/NCC>

State Licensure- Graduates of the MSCR program will also be eligible for licensure in many states. Various examples of professional counseling licenses that graduates may qualify for are: Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Professional Counselor (LCPC), depending upon the state. For more information about specific requirements and qualifications, please contact your respective state counselor licensure board. The following website provides helpful resources and links:
<https://www.counseling.org/knowledge-center/licensure-requirements>

National Certified Rehabilitation Counselor (CRC): The CRC is considered the leading national rehabilitation counseling certification. The certification is offered by the Commission on Rehabilitation Counselor Certification (CRCC)
<https://www.crc certification.com/> opens a new window.

Academic Progress Requirements

Students are required to successfully complete (i.e., pass with a grade of C or better) at least 15 curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Within the first semester of enrolling in the program, students must meet with their advisors to complete a degree plan. Any deviations from the degree plan requires the approval of the advisor. Students' professional dispositions for practice as a professional counselor are also routinely evaluated.

Academic Standards

1. Each student of the MSCR program must maintain a cumulative GPA of 2.70 or higher at the end of each semester, as well as receive grade of C or better in all courses taken.
2. Students must file a degree plan within the first semester of enrollment.
3. Students are required to meet course requirements for participation,

assignments, and testing.

4. Students are required to display satisfactory progress in terms of professional dispositions to practice professional counseling.
5. Students are required to obtain a score of Pass on the departmental Comprehensive Examination.

Professional Dispositions

The term “professional dispositions” describes the fundamental characteristics necessary for competent professional counseling practice.

Professional dispositions include: the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.

Supervised Practicum and Internship

Because of the nature of the MSCR distance education program, students are responsible for locating suitable practicum and internship opportunities within their communities. Degree-seeking students must complete 100 clock hours of Practicum, of which 40 hours must be direct client contact. The Practicum requirements prepare the students for the Internship experience. Students enrolled in Practicum must be supervised by a qualified counseling professional approved by the program. The supervisor must provide one-on-one weekly supervision to the student in a setting that meets program criteria.

The MSCR student is also required to complete 600 clock hours, with 240 hours of direct client contact, during Internship. Students enrolled in Internship must be supervised by a qualified counseling professional approved by the program. The supervisor must provide one-on-one weekly supervision to the student in a setting that meets program criteria.

Approval of Practicum and Internship:

1. The student is responsible for ensuring that the TTUHSC School of Health Professions Affiliation Agreement is completed, signed and returned to TTUHSC School of Health Professions.
2. Students may not accrue practicum or internship hours prior to having a completed Affiliation Agreement signed by all required parties.
3. Students may not begin internship until all requirements for practicum have been completed.
4. The clinical site meets the criterion established by the program and is approved by the Clinical Coordinator prior to the start of practicum or internship.
5. The site supervisor meets the program’s guidelines as a qualified counseling professional.
6. The site supervisor is willing to provide the level of supervision required by the program (i.e., at least one hour of face-to-face supervision per week).

Academic Probation

Academic probation occurs in compliance with the academic probation policy established by the School of Health Professions. Refer to the section entitled “Academic Probation”, available at the following website:

<http://www.ttuhschool.edu/shp/current/policies.aspx>.

1. A student placed on Academic Probation due to low cumulative GPA (below 2.70) will remain on Academic Probation until the cumulative GPA is raised to 2.70 or higher. For a student to return to good academic standing and be removed from Academic Probation in this situation, he or she must raise his/her cumulative GPA to 2.70 or higher. The student may remain on Academic Probation for reasons of low cumulative GPA for no longer than two semesters.
2. A student placed on Academic Probation due to a grade of “D” or “F” will remain on Academic Probation until they have the opportunity to obtain a passing grade in the course by re-taking that course and receiving a passing grade of “C” or better. Students must enroll and receive a passing grade in the course in which the original unsatisfactory grade was awarded the next time that course is offered in the curriculum. For course work that is re-taken under such circumstances, both the original and re-taken course grades are used to calculate cumulative GPA and both grades will appear on the student transcript.
3. A student placed on Academic Probation due to a grade of “Fail” on any assessment of Professional Dispositions must comply with and successfully meet the conditions and timeframes established in the Remediation plan to be eligible for removal from Academic Probation.
4. A student placed on Academic Probation due to a grade of “Fail” on the departmental Comprehensive Examination must retake and achieve a “Pass” on the exam during the next scheduled administration.
5. A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency.

Failure by the student to meet the prior requirements for removal from Academic Probation typically result in a recommendation from the Program Director to the Department Chair that the student be dismissed from the program for reasons of academic deficiency. Refer to “Dismissal from Program” section for additional information.

Grade Appeal

Students who wish to appeal a grade are allowed the opportunity to do so. Student grade appeals occur in compliance with the grade appeal policy established by the School of Health Professions. Refer to the section entitled “Academic Grade Appeal”, available at the following website: <http://www.ttuhschool.edu/shp/current/policies.aspx>.

Remediation

Students who are placed on probation will receive remediation from the MSCR program to ensure the greatest possibility of returning to good academic standing. Remediation plans are individualized, dependent upon the situation resulting in probation, and will be developed with the student, advisor and program director. The remediation plan will be in writing and agreed to by student signature.

Failure to comply with the remediation plan will result in dismissal from the program.

The following list represents examples of items or activities that may be included in a remediation plan; however the list is not exhaustive:

1. Additional assigned coursework;
2. Independent study on a topic;
3. Additional non-credit coursework;
4. Student leave of absence;
5. Participation in counseling;
6. Restructuring or sequencing of degree plan;
7. Additional didactic learning;
8. Additional experiential activities;
9. Proscription of specific behaviors in counseling environments;
10. Intensified supervision by a faculty member;

Dismissal from Program

Dismissal procedures occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the section entitled “Academic Dismissal”, available at the following website: <http://www.ttuhschool.edu/shp/current/policies.aspx>

A student enrolled in the MSCR program will be subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a. Failure to be released from Academic Probation within the time frame specified in the “Academic Probation” section.
 - b. Failure to demonstrate minimally acceptable levels of competency in professional dispositions.
 - c. Failure to pass the Comprehensive Examination.
 - d. Academic deficiency.
2. Inadequate progress on degree plan:
 - a. Failure to complete (i.e., receive passing grades) at least 15 credit hours

- in an academic year, defined as consecutive Fall, Spring and Summer semesters.
- b. Failure to follow degree plan procedures as outlined in the “Degree Plan” section in the CCMH Handbook.
3. Misconduct:
 - a. Violation of the ACA Code of Ethics.
 - b. Violation of relevant counseling specialty code of ethics.
 - c. Violation of relevant state laws, rules or regulations governing counseling.
 - d. Violation of the TTUHSC Code of Professional conduct.
 4. Inadequate progress in remediation:
 - a. Refusal to participate in remediation planning.
 - b. Failure to complete remediation requirements within the time frame specified in the plan.
 - c. Violation of any remediation plan proscriptions.

Academic and Clinical Behavior: Department - Student Agreement

Department of Clinical Counseling and Mental Health, Texas Tech University Health Sciences Center

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited. This applies to all forms of electronic communication (e-mail, instant messaging, texting, etc.) for web-based examinations.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences and lack of participation in class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify that I have received a copy of the Department of Clinical Counseling and Mental Health Student Handbook for my personal use and reference.

I assume responsibility to read, review and thoroughly understand the rules, regulations, code of ethics and honor code as outlined in this Student Handbook. I agree to abide by all rules, regulations and codes while I am a student in the Department of Clinical Counseling and Mental Health at Texas Tech University Health Sciences Center.

Within one week after receipt of this handbook, I agree that I am responsible for writing an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring that I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

By entering a web-based course, you are signifying that you have read and agree to all applicable guidelines, policies, regulations and rules set forth in the TTUHSC School of Health Professions, Department of Clinical Counseling and Mental Health Student Handbook and the TTUHSC Information Technology Policy

X

Student Signature & Date

X

Department Representative Signature & Date