

Graduate Counseling Program Handbook

for the



**Master of Science in
Clinical Mental Health Counseling**

2025-2026

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TABLE OF CONTENTS

I. MISSION STATEMENT & PROGRAM OBJECTIVES	2
II. OVERVIEW OF GRADUATE PROGRAMS	2
III. ADMISSION CRITERIA	3
IV. COMPREHENSIVE EXAMINATION	4
V. DISABILITY ACCOMMODATIONS	5
VI. UNIVERSITY CODE OF CONDUCT	6
A. Student Rights and Obligations	6
B. Academic Rules and Procedures	7
C. Grade Grievance and Appeals	8
D. Non-Academic Disciplinary Rules and Procedures	11
VII. STATEMENT OF PROFESSIONAL BEHAVIOR	12
A. Student Evaluation	13
B. Counseling Student Performance Evaluation (CSPE)	14
C. Retention, Remediation, Dismissal	19
D. Review and Remediation Process	20
E. Dismissal	22
VIII. MASTER SCHEDULE	25
IX. PLAN OF STUDY	26
X. TRANSFER OF ACADEMIC CREDIT	27
XI. PRACTICUM AND INTERNSHIP	27
XII. COURSE DESCRIPTION	32
A. Counseling (COUN)	32
B. Psychology (PSY)	35
XIII. LICENSURE INFORMATION	36
XIV. PROFESSIONAL ASSOCIATIONS	37
XV. FREQUENTLY ASKED QUESTIONS	38
XVI. FACULTY PROFILES	42

The 2025-2026 Handbook of Clinical Mental Health Counseling reflects the program requirements of the current Texas A&M University-Texarkana catalog. Students enrolling in the program prior to Fall 2025 may meet the graduation requirements listed in the catalog governing the first semester in which they enrolled as degree-seeking students.

I. MISSION STATEMENT & PROGRAM OBJECTIVES

MISSION STATEMENT

The Texas A&M University-Texarkana Counseling Program, through high-quality instruction and educational opportunities, develops talented counselors, life-long learners, and leaders in our field. Graduates of our program serve the mental health and educational needs of the diverse residents of Texas, border states, throughout the country, and around the world. Graduates are expected to serve as actively engaged agents of change in providing care for diverse populations. Through ethical practice and professional conduct, our graduates are expected to advocate for the field, serve their clients, and meet the needs of an ever-changing world.

PROGRAM OBJECTIVES

The objectives of the program adhere to the standards of practice deemed necessary for counseling programs by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and state Counselor Licensing Boards.

Our program has aligned curricular activities, course learning, and professional practice to adhere to CACREP standards to provide all students the opportunity to develop their knowledge, skills, and attributes befitting the counseling profession.

At the completion of the counseling program, students will be able to:

- Articulate and practice within a clear and well-conceptualized professional counselor identity.
- Demonstrate effective and professional ethical conduct and ethical decision-making.
- Exhibit professional practices with diverse clients.
- Show understanding and skill in working with clients at various and varied stages along the lifespan.
- Identify and utilize current approaches to working with clients with needs regarding career counseling, career information, and career decision making.
- Utilize and demonstrate proficiency in establishing and maintaining a therapeutic alliance with clients.
- Show competence and understanding of the processes and procedures for effective group leadership and facilitation.
- Accurately and professionally demonstrate knowledge and skills in the process of clinical assessment, understanding data, and relaying assessment results to clients.
- Demonstrate the use of data and statistical methods to understand counseling-related issues through rigorous and thorough research.

II. OVERVIEW OF GRADUATE PROGRAM

Texas A & M University – Texarkana’s Graduate Counseling program enables students to meet the academic requirements to sit for the licensing exam for the position of Licensed Professional Counselor (LPC).

A&M-Texarkana offers several graduate elective courses, such as Introduction to Trauma Counseling, Counseling Children and Adolescents, Play Therapy, and Sexual Behavior. Clinicians may also utilize these courses to satisfy continuing education requirements.

Clinical Mental Health Counseling

The Master of Science in Clinical Mental Health Counseling program consists of 60 credit hours. The program is CACREP-accredited. The Counseling and Psychology faculty are committed to developing effective professional mental health counselors. After completing most coursework, students will translate coursework into practicum and internship field experiences. Students are required to take 9 semester credit hours of field experiences at approved mental health counseling agencies.

III. ADMISSION CRITERIA

NOTE: DEGREE-SEEKING STUDENTS MAY NOT ENROLL IN COUNSELING COURSES BEFORE BEING OFFICIALLY ACCEPTED INTO THE COUNSELING PROGRAM.

To be eligible to be interviewed for the program, applicants must have all paperwork, documents, and letters submitted by the following dates:

- June 15 - For Fall semester registration
- October 15 - For Spring semester registration
- Considerations for late applications will not be accepted beyond two weeks before the start of the semester. All late considerations are contingent upon availability.

- A baccalaureate degree from a regionally accredited institution
 - For those applicants who already hold a bachelor's degree, transcripts for ALL work As well as complete forms must be sent to the Graduate Office.
 - For those applicants who are completing their last semester of undergraduate studies, the "Admissions Informed Consent" must be signed and returned to the Graduate Office. Applicants must have official transcripts sent to the Graduate Office after successfully completing the final semester of undergraduate work.
 - Minimum of a cumulative 3.00 GPA
 - Three current (within the last 6 months) letters of support from faculty, professional mentors, and/or employers. Must be dated and signed with contact information.
 - Letter of Intent: Adhering to Current APA Guidelines; 3 Pages: Why Clinical Mental Health Counseling speaks to me: my journey to choosing this path
 - Resume
 - Successful in-person interview with program faculty

- Applicants who have met the criteria identified above before the due dates will be invited to campus for a 30-minute interview. This interview will include meetings with core faculty to discuss the program, the goals of the applicant, and the potential fit between the applicant and the program.

- International Students.

Must be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by one of the following:

(A) Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States; or

(B) verification of minimum scaled scores on the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing; or

(C) If an undergraduate or graduate degree was earned at an institution of higher education in a country outside of the United States, listed in the figure provided in this subparagraph. Figure: 19 TAC §230.11(b)(5)(C)

IV. COMPREHENSIVE EXAMINATION

All students seeking a Master's Degree in Clinical Mental Health Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE), before receiving their degree. The comprehensive examination is designed as a summative evaluation of relevant knowledge obtained by students during their counselor preparation program. Students are eligible to take the examination once all core courses are completed or have entered the first internship, whichever comes first. The examination is offered once each semester and once during the summer. Students must be actively enrolled in the counseling program to be eligible to take the Comprehensive Examination.

Accommodations are available for the comprehensive exam. Students must have an accommodation approved through the university. Accommodations requests may be made with the Student Affairs Disability Services, <https://catalog.tamut.edu/student-affairs/disability-accommodations/>

The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

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

There are 160 multiple-choice questions on the comprehensive exam, with 136 scored test items. The exam is divided into 8 subsets covering the CACREP core curriculum areas. The passing score for the CPCE is calculated after each administration. To pass the examination, students must obtain a score that is equal to or greater than 1 standard deviation below the national mean score. Students may take the exam a maximum of two times. Any request to take the exam a third time will require a remediation meeting with program faculty and successful completion of the remediation plan. Students who are permitted to take the exam a third time will schedule and pay for the exam through Pearson at the Center for Credentialing and Education (CCE) website. Please see the CPCE handbook for exam information, registration, accommodations, test, and retest policies at <https://www.cce-global.org/assets/exams/handbooks/CPCE.pdf>

Any student failing to pass the comprehensive examination a third time will not be awarded a Master's Degree in Clinical Mental Health Counseling.

V. DISABILITY ACCOMMODATIONS

Students who need assistance with disability accommodation are encouraged to email accommodations@tamut.edu.

Students who have a request for accommodations should:

- Contact the A&M-Texarkana Student Life Office to request appropriate accommodations.
- Students will have to complete a release and provide documentation of a disability to the A&M-Texarkana Student Life Office.
- Documentation must be from a professional qualified to diagnose the disability and should be less than 5 years old.
- Accommodation requests are addressed on a case-by-case basis.
- The Student Life Office will issue a letter to students that notifies the professors in the affected classes about the student's approved accommodations.
- It is the student's responsibility to inform the class instructor of accommodations in a timely manner.
- **It is the responsibility of the student** to ensure all requirements of the class are completed, including scheduling alternative test locations or other out-of-class accommodations.
- Accommodations that include the use of scribes or other alternative methods of completing assignments will be coordinated through the Student Life Office.
- Contact the Student Life Office if you have any questions or concerns.

The Student Life Office is located in room 125 of the University Center or you can call 903-223-1351 for additional information.

VI. UNIVERSITY CODE OF CONDUCT

Student Rights and Obligations

Students have rights that are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules and procedures of Texas A&M-Texarkana (A&M-Texarkana) or policies and procedures of The Texas A&M University System, and conditions that allow the best use of time and talents toward educational objectives. No officer or student, regardless of position or rank, shall violate those rights; no custom, tradition or regulation in conflict will be allowed to prevail. At all times students are expected to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of time toward the completion of an education.

The Code of Conduct (The Code) is designed neither to be exhaustive nor to encompass all possible relationships between students and the institution. The Code is not rigid or unchangeable. As the relationship between students and the University grows, it may be necessary to modify The Code. It is incumbent upon students to be aware of University rules and procedures. Ignorance of these rules and procedures does not excuse students from adherence to them. Staff and University officials should endeavor to inform students of university rules and procedures, whenever the circumstance is applicable.

<https://tamut.edu/student-affairs/student-conduct/index.html>

Disciplinary Rules and Procedures

Students may be accountable to both civil and criminal authorities and to the University for acts that constitute violation of law and of this Code. Those charged with violations are subject to University disciplinary proceedings even if criminal proceedings are pending and may not challenge university proceedings on the grounds that criminal charges for the same incident have been dismissed, reduced, or are not yet adjudicated. Students and recognized student organizations are cautioned that any material posted on the internet, including social networking sites and Internet blogs, is not private or protected information. Students may be held accountable for content posted in this manner and information obtained from this source may be considered in cases of misconduct.

University officers may investigate or seek out information about conduct in any case involving an alleged violation of the law or University rules and procedures. Students are required to comply with the directives of University officials in the performance of their duties. Failure to do so may result in disciplinary action. If a student does not appear for a meeting or hearing, or chooses not to answer question during a disciplinary hearing the adjudication process will continue. Pending action on charges, the status of students should not be altered, nor their rights to be present on campus and to attend classes suspended, except for reasons relating to the health, welfare, and safety of the community.

Freedom from Discrimination

All students shall be free from discrimination based on race, color, sex, religion, national origin, age,

disability, genetic information, veteran status, sexual orientation or gender identity.

Academic Rules and Procedures

A. The Classroom

The instructor is responsible for determining course content, course syllabus, choice of reading materials, type and size of assignments, and classroom attendance rules. Evaluation of academic achievement of students in a course is the responsibility of the professor. In order to maintain an atmosphere conducive to learning, the professor may take reasonable disciplinary measures judged.

B. Expectations of the Student

While students are free to take reasonable exception to data or views offered in any course of study and to reserve judgment about matters of opinion, they are responsible for learning the content of any course in which they are enrolled. Students have protection through procedures against prejudiced or capricious academic evaluation.

C. Class Attendance

Classroom participation is essential to the educational process. When requirements of attendance are delineated in the syllabus, the instructor may lower a student's final grade because of absences. Students are responsible for material disseminated in class and/or on-line and are not released from this responsibility because they cease to attend. It is the student's responsibility to be aware of the calendar deadline for officially withdrawing from a course. If a student does not officially withdraw prior to this deadline, and fails to successfully complete the required course work, a failing grade will be recorded.

D. Educational Environment Disruption Rule

If an instructor determines that a student is disrupting the learning environment, he/she shall address such behavior and meet with the student within five (5) business days from the date of the incident to discuss the behavior. If disruptions persist in spite of an instructor's best efforts, the instructor may dismiss a student immediately from the classroom until a final resolution of the matter occurs through the process outlined in the code of conduct. Students who fail to leave the classroom may face removal by University Police, possible legal action, and charges under this Code.

If an instructor determines that an unsafe situation occurs due to the actions, behavior, or threats from a student, University Police shall be notified and the student shall be removed immediately. In such cases (or in cases of multiple disruptions), the student may face interim suspension from the class or University until the discipline process is completed. Following any meeting between the instructor and a student for disruptive behavior, the instructor shall submit an incident report to the Academic Dean, Assistant Vice President of Student Affairs and the accused student describing the incident, the student's behavior, and any action taken, including, but not limited to; a verbal warning, a written warning, or temporary removal from class. This rule does not preclude the Assistant Vice President of Student Affairs from adjudicating and sanctioning a student for violations under this Code. Any student dissatisfied with an instructor's decision may appeal the decision in writing to the Academic Dean within five (5) business days after receipt of the instructor's action.

E. Grounds for Disruptive Behavior Appeals:

An appeal must meet one or more of the following grounds to be considered:

1. A meeting was not afforded within the stated timeframe, including notice of the alleged violation, and an opportunity to present evidence and other information;

2. A sanction was not appropriate to the violation;
3. Significant information is shown on appeal that was not available at the time of the meeting, could not have been obtained for the presentation during the meeting by the student's exercise of reasonable diligence, and materially affects the finding of a violation or the impression of consequences.

F. Disruptive Behavior Appeal Process

The Academic Dean or his/her designee shall meet with the student within five (5) business days after receipt of the appeal. The Academic Dean will consider written reports from the incident along with the appeal letter from the student and will notify the student of his/her decision in writing within five (5) business days of the meeting with the student unless further investigation is necessary. The Academic Dean will forward a copy of the written decision to the instructor and the Assistant Vice President of Student Affairs and will retain a copy in the department files. In classroom-related disciplinary appeals, the Academic Dean's decision shall be final

Grade Grievance and Appeals Process

Faculty members are responsible for developing appropriate methods of evaluating student learning, for evaluating student performance fairly, for upholding academic standards, and for enforcing rules concerning academic dishonesty. Decisions made by faculty members regarding the quality of student work are given deference.

Faculty are responsible for outlining the objectives and setting standards for each course and for making clear the means of evaluation for purposes of grading students. Students are responsible for participating in and out of class, for learning the content of any course of study, and for maintaining standards of academic performance established for each course in which they are enrolled.

Students shall have protection through orderly procedures against prejudices or arbitrary academic evaluation. A student who believes that his/her **final grade** reflects academic evaluation, which is arbitrary, prejudiced, or inappropriate in view of the standards and procedures outlined in the class syllabus, may appeal the grade given for the course.

The burden of proof is on the student to demonstrate the appropriateness of the appeal and a preponderance of the information standard of proof will be used. A preponderance of the information is defined as a standard of proof that indicates that the information provided leads the hearing body to the conclusion that "more likely than not" a violation did or did not occur.

Each college will be responsible for maintaining records of all grade appeals, including collecting and storing files associated with individual appeals. These records must be retained for a period consistent with the Texas A&M System Records Retention Schedule.

A student appealing a final grade must demonstrate through documentation (course syllabus, graded homework, etc.) that the instructor assessed on a basis other than performance; used standards different from those applied to other students in the same course section; or made a substantial, unreasonable, and/or unannounced departure from previously articulated standards on the syllabus.

Informal Resolution (Grievance)

2.1 Students who believe their **final grade** to be unfair must first discuss the matter with the instructor. The student must contact the instructor within ten (10) business days following the beginning of the next regular semester, following the semester in which the disputed grade was earned. If the next semester is a summer term and the instructor is not available, the student may wait and contact the instructor within ten (ten) business days following the beginning of the fall semester. An instructor should make every effort to accommodate the student's schedule if a grade appeal meeting is requested.

2.2 If the student believes the matter is not satisfactorily resolved at the student-instructor level, within ten (10) business days, the student should then discuss the complaint with the instructor's coordinator/department head. The coordinator/department head will subsequently meet, if necessary, with the instructor in an attempt to resolve the issue.

If successful, or not, the coordinator/department head will issue a written statement of the findings to the student, instructor, and Associate Dean/Dean.

2.3 If the instructor in the case is the coordinator/department head, the role of this officer will be assumed by the Associate Dean/Dean.

Formal Resolution

If the student remains dissatisfied after meeting with the instructor, he/she may file a formal, written appeal with the appropriate College Dean within ten (10) business days following the meeting with the instructor. The student must utilize the Grade Appeal Petition Form found in the Appendix of this procedure in the code of conduct document <https://tamut.edu/student-affairs/student-conduct/index.html>

Cheating and Plagiarism

1. Standards of Academic Conduct and Integrity and Consequences for Their Violation.

A course instructor who has sufficient information to believe that a student has violated this section of the Student Code of Conduct shall notify immediately the Assistant Vice President of Student Affairs to record the incident. Within five (5) business days from the date of discovery, the instructor shall contact the student to arrange a meeting with the student to discuss the alleged academic dishonesty matter. The instructor shall use two of the following methods to inform the student of the meeting request: in person, by university email account (Acemail), Blackboard messaging, phone call, and US Postal Service. Students have five (5) business days to respond to the meeting notification request. If a student does not respond to the meeting request or appear for the meeting, the adjudication process will continue. If grades must be turned in during the period, the instructor shall give the student a grade of incomplete until the alleged academic dishonesty matter is resolved.

The course instructor shall determine if a violation has occurred after providing the student with an opportunity to be heard. If no violation has occurred, the matter is closed, and the Assistant Vice President of Student Affairs is notified of the outcome. If a violation has occurred, the course instructor shall consult with the College Dean before a sanction is imposed. Notice of violations, sanctions, and the appeals process will be provided to the student within five (5) business days of the meeting. All sanctions will be reported to the College Dean and Assistant Vice President of Student

Affairs.

For the first violation, any one or a combination of the following sanctions may be imposed:

- a. Faculty imposed sanction(s) as outlined in the course syllabus;
- b. An oral admonition or reprimand;
- c. A written admonition or reprimand;
- d. A reduction in the grade or a grade of "F" in the course, examination, or assignment;
- e. Removal from the course.

For egregious or multiple violations, suspension or expulsion from the University may be warranted. These cases shall be referred to the Assistant Vice President of Student Affairs for disposition.

2. Appeals

If the student wishes to contest the sanction, the student may appeal in writing to the College Dean within five (5) business days of receipt of the sanction notification.

The appeal must meet one or more of the following grounds to be considered:

- a. An administrative meeting was not afforded, reasonable notice of the alleged violation was not presented, or an opportunity to present evidence and other information was not provided;
- b. A sanction was not appropriate to the violation, and/or
- c. Significant information is shown on appeal that was not available at the time of the administrative meeting; could not have been obtained for the presentation during the meeting by the student's exercise of reasonable diligence; and materially affects the finding of a violation or the impression of consequences.

An appeal is not a rehearing of the original case, but a review of the official record and the written statement of appeal provided by the student. If the appeal is not submitted in the time allotted, the instructor's action shall be final and binding.

Upon a timely appeal, the instructor will forward all written documents and evidence to the College Dean. The Dean will review the documents and will notify the student of his/her decision in writing within five (5) business days of receiving the documents from the instructor. The College Dean will forward a copy of the written decision to the student, instructor, the Assistant Vice President of Student Affairs and will retain a copy in the department files. Except in cases of suspension or expulsion, the College Dean's decision shall be final and binding.

If the sanction is suspension or expulsion, the student may file an appeal with the Provost and Vice President for Academic Affairs limited to the question of suspension or expulsion. The appeal must be in writing and must be submitted within three (3) business days of the student's receipt of the decision of the College Dean. The College Dean will forward the entire file to the Provost's office at the time the appeal is made. The Provost will review the appeal within three (3) business days of receipt of the file and determine whether to uphold the recommended sanction or to recommend a lesser sanction. The Provost will notify the student, College Dean, and Assistant Vice President of Student Affairs of his/her decision in writing.

Non-Academic Disciplinary Rules and Procedures

Prohibited conduct such as prohibition on hazing, alcohol and other drugs, sexual misconduct, domestic and dating violence, stalking, is subject to disciplinary action. If a student, faculty member, or staff member has knowledge of a person(s) violating The Code or University Rules, he/she should submit knowledge of this alleged action in writing by completing an Incident Report form, which is available online <https://cm.maxient.com/reportingform.php?TAMUTexarkana> or at the Office of Student Life, UC Room 125.

Sexual Misconduct

The University will not tolerate such offenses that may not only cause physical harm but also emotional harm.

The University is committed to treating all parties with dignity and respect. Hearing proceedings will strive to accommodate the needs of individuals while collecting information and hearing from any potential witnesses. All members of the University community are asked to report violations of this policy to appropriate authorities by calling the Assistant Vice President of Student Affairs Office at 903-223-3062, the University Police at 903-334-6611 or by filling out an incident report form on the Student Life website at https://cm.maxient.com/reportingform.php?TAMUTexarkana&layout_id=7

It is the commitment of the University to maintain an academic and work environment free of sexual violence for students, faculty, and staff. Sexual harassment violates the University's long-standing policy against discrimination on the basis of sex and is also illegal. It is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972. A complaint under this policy may be brought by a student based on the conduct of any university community member.

For more information concerning non-academic disciplinary rules and procedures, including prohibition on hazing, alcohol and other drugs, sexual misconduct, domestic and dating violence, stalking, accommodations, and other procedures pertaining to student records, please review the Student Code of Conduct

Student Records and Accommodations

For more information about accommodations, and other procedures pertaining to student records, please review the Student Code of Conduct <https://tamut.edu/student-affairs/student-conduct/index.html>

VII. STATEMENT OF PROFESSIONAL BEHAVIOR

Counseling is a profession that demands not only mastery of knowledge and clinical skills but also adherence to high standards of behavior and attitudes. In addition to meeting academic requirements, students must exhibit attitudes, personal traits, and behaviors aligned with the professional conduct standards established at Texas A&M University–Texarkana, as well as those defined by the ACA 2014 and 2023 NBCC ethical standards for counselors.

Throughout the Counseling curriculum, students are continuously evaluated on their demonstration of these characteristics, which are integral to their success in both academic and personal endeavors. Student progress in the program will be monitored across all activities, including email interactions and compliance with instructions. Failure to exhibit professional behavior may result in dismissal from the program.

The following personal and professional dispositions are among those observed and evaluated:

1. *Integrity*: Demonstrates honesty in all situations and interactions; maintains confidentiality of sensitive information.
2. *Tolerance*: Shows ability to accept people and situations; acknowledges biases without allowing them to impact client care or lead to threatening or harassing interactions.
3. *Interpersonal Relationships*: Provides support and empathy in interactions with peers, clients, and families; effectively interacts with challenging individuals; respects and collaborates with other professionals.
4. *Initiative*: Independently identifies tasks and ensures their completion; performs duties promptly and efficiently; willingly takes on additional responsibilities and seeks guidance when needed.
5. *Dependability*: Completes tasks in a timely and satisfactory manner; arrives punctually for clinical and didactic activities; follows through on commitments and is reliable.
6. *Attitudes*: Demonstrates active concern for others; maintains a positive outlook toward tasks and individuals; acknowledges and learns from mistakes; seeks and incorporates feedback for improvement.
7. *Functioning Under Stress*: Maintains composure and exercises good judgment in stressful situations; identifies and addresses unprofessional conduct while upholding professional behavior despite others' actions.
8. *Appearance*: Presents an appropriate and professional appearance; maintains proper grooming standards.

Student Evaluation

The 2014 American Counseling Association *Code of Ethics*, Section F.5-9, states that all faculty members are responsible for the dismissal of students who display unethical behavior and an inability to provide competent counseling services. The Council of Accredited Counseling and Rehabilitation Education Programs, 2024 Standards in Section 4.H adds to this responsibility by requiring counseling programs to develop and implement systematic evaluation of students for remediation, retention, and dismissal.

Formal Review Process

Students are regularly and systematically reviewed using nine Key Performance Indicators (KPI) such as assignments, exams, and counseling skills assessments for the eight core areas outlined in the CACREP standards. Students are also reviewed by the Counseling Student Performance Evaluation (CPCE) in Pre-Practicum, Practicum, and Internship, or at other times as needed throughout the program.

Students will receive feedback after any formal evaluation. If a student shows a lack of adequate progress, the student will be afforded support through advising, peer mentoring, and individual student-faculty meetings before progressing to remediation or possible dismissal by the counseling program and peer review board.

Informal Review Process

Faculty members will assess student professional conduct on an ongoing basis. Admission into the program does not guarantee fitness for the counseling profession or the counseling degree program. Faculty evaluate student professional conduct through observations of academic performance, interpersonal interactions in and outside of class, student performance in mock counseling sessions and clinical practice, supervisors' evaluations of student performance in clinical situations, and adherence to the discipline-specific code of ethics.

A student performance (CSPE) review may be initiated by faculty, staff, course instructors, program advisor, and site supervisor when the following behaviors are observed:

- Participation in illegal and unethical activities
- Deception, manipulation, and intentional false statements or complaints
- Any threat to the well-being of others
- Violations of the handbook, code of conduct, and university policies
- Professional Impairment
 - Inability to improve professional skills at an acceptable level
 - Unreceptive to feedback or change
 - Violation of professional standards and ethical codes
 - Unprofessionalism in the school and at practicum/internship sites
 - Habitual tardiness and unacceptable delays in client record-keeping or noncompliance with supervisor requirements
 - Inability to exercise sound clinical judgment, pervasive interpersonal problems, unwillingness to resolve conflicts in a professional manner
 - Non-compliance, such as unwillingness to answer emails, phone calls, or meet with a faculty member when requested.

Counseling Student Performance Evaluation (CSPE)

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics), CACREP Standards, and Texas A&M University procedure to assess students' potential for meeting expectations in the field of professional counseling. The competencies outlined in this form are specific to the field of professional counseling and are in *addition* to academic requirements. The

The department may suspend any student from the program who is judged as incapable of meeting these expectations. Procedures regarding potential dismissal from the counseling program are outlined in this Counseling Program Handbook.

The CSPE form may be used by any faculty member and with any student enrolled in any graduate counseling course. The form is utilized to provide the student with feedback regarding their potential to meet the expectations of the field of professional counseling. Completion of this form is required for COUN 516, COUN 525, COUN 526, and COUN 527. Each CSPE must be placed in the student's file along with any remediation plan developed by the faculty in conference with the student.

The CSPE on the next page measures professional behaviors, such as Integrity, Tolerance, Interpersonal Relationships, Initiative, Dependability, Attitudes, Function Under Stress, and Appearance.

Counseling Student Performance Evaluation (CSPE)

Graduate Clinical Mental Health Program

College of Education and Liberal Arts

Texas A&M University-Texarkana

Student: _____

Today's Date: _____

Faculty Member: _____

Course Number: _____

The department of counseling is obligated by professional ethics (see ACA Code of Ethics), CACREP Standards, and Texas A & M University procedure to assess students' potential for meeting expectations in the field of professional counseling. The competencies outlined below are specific to the field of professional counseling and are in *addition* to academic requirements. The department may suspend any students from the program who is judged as incapable of meeting these expectations. Procedures regarding potential dismissal from the counseling program are outlined in the Handbook of Graduate Programs in Counseling.

This form may be used by any faculty member and with any student enrolled in any graduate counseling course. The form is utilized to provide the student with feedback regarding their potential for meet expectations of the field of professional counseling. Completion of this form is required for COUN 516, COUN 525, 526, and 527. Each CSPE must be placed in the student's file along with any remediation plan developed by the faculty in conference with the student.

Based on your observations of the student, select the relevant items then circle the number that corresponds to the level of concern.

N= No opportunity to observe

1= Concerned

0= No concern

2= Highly Concerned

Integrity

1. The student conducts themselves in an ethical manner to promote confidence within the counseling profession.	N	0	1	2
2. The student refrains from making false, misleading, or deceptive statements.	N	0	1	2
3. The student demonstrates honesty, fairness and respect for others.	N	0	1	2
4. The student respects individuals' rights to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5. The student demonstrates sensitivity to real and ascribed differences in the power between themselves and others and does not exploit or mislead other people during or after professional relationships.	N	0	1	2

Tolerance

1. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
2. The student respects cultural, individual, and role differences including but not limited to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief system, values, needs, and limitations and the effect these have on his/her own work.	N	0	1	2

Interpersonal Relationships

1. The student demonstrates the ability to establish relationships in a manner that working alliances can be formed.	N	0	1	2
2. The student utilizes appropriate self-disclosure skillfully and carefully.	N	0	1	2
3. The student avoids improper and potentially harmful dual relationships.	N	0	1	2

4. The student demonstrates adequate interpersonal skills, exhibiting a genuine interest and appreciation from others, respect for others, and the ability to interact with others in a professional manner.	N	0	1	2
5. The student understands, accepts, and demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	N	0	1	2

Initiative

1. The student provides only those services and applies only those techniques for which he/she is qualified by education, training, and experience.	N	0	1	2
2. The student takes responsibility for assuring client welfare when faced with situations outside of his/her area of expertise.	N	0	1	2
3. The student is willing to increase knowledge (and implement) of effective counseling strategies.	N	0	1	2
4. The student takes responsibility for compensating for his/her deficiencies.	N	0	1	2

Dependability

1. The student regularly attends class, is on time for class, and stays for the full class meeting time.	N	0	1	2
2. In field placements, the student establishes and maintains a regular schedule of attendance and service for the entire semester.	N	0	1	2
3. The student demonstrates the ability to follow directions and complies fully with the directives of the faculty and site supervisors.	N	0	1	2
4. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.	N	0	1	2
5. The student adheres to the professional standards as outlined by the ACA Code of Ethics (2005).	N	0	1	2

Attitudes

1. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.	N	0	1	2
2. The student exhibits appropriate levels of self-assurance, confidence, and trust in their abilities.	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of his/her expertise.	N	0	1	2
4. The student demonstrates a respectful attitude toward peers, professors, supervisors, and others.	N	0	1	2
5. The student contributes appropriately to classroom and supervisory discussion and is not disruptive in the classroom, field placement, or supervisory settings.	N	0	1	2

Function Under Stress

1. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
2. The student demonstrates the ability to work effectively with distressful emotions (her/his own emotions and the emotions of others).	N	0	1	2
3. The student demonstrates appropriate self-control in relationships with faculty, peers, and others.	N	0	1	2

4. The student demonstrates a capacity for understanding the influence others have on his/her development and are willing to explore his/her own emotions, behavior, and cognitions in order to enhance self-awareness and knowledge.	N	0	1	2
5. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2

Appearance

1. The student presents a professional image and demeanor at field placement sites.	N	0	1	2
2. The student demonstrates oral and written language skills consistent with graduate level education.	N	0	1	2
3. The student appropriately represents the field of counseling and the university.	N	0	1	2

COMMENTS:

Student Signature

Date

Faculty Signature

Date

Remediation Plan

(To accompany the Counseling Student Performance Evaluation if necessary.)

Student: _____

Date: _____

Remediation Plan:

Follow-up appointment: _____

Faculty Signature

Retention, Remediation, and Dismissal Policy

Retention

Students must attain a course grade of “B” or better in all courses for the degree. Students who earn a “C” in any course must retake the course the next time it is offered at A&M-Texarkana; the student will be placed on academic probation until a “B” or better is earned. Failure to maintain the university’s required cumulative grade point average of 3.00 during any semester of enrollment at Texas A&M-Texarkana will result in the student being placed on academic probation the following semester. If the student earns the required grade of “B” or better and meets the cumulative grade point average of 3.00 at the end of the probationary period, the student will be removed from academic probation. Failure to meet the required grade of “B” or better or the cumulative grade point average of 3.00 in the following semester (including summer terms) will result in the student being suspended from the graduate program. Students who have more than 1 “C” will be dismissed from the program.

If a student is admitted to the graduate program provisionally or on academic probation, the student must maintain at least a cumulative grade point average of 3.00 for the first 12 semester hours of graduate work, which must include COUN 516 during the fall or spring semesters (whichever comes first). Students who are provisionally admitted will not be allowed to take more than 6 hours per semester and 12 hours combined prior to the review period. If the probationary student falls below a cumulative grade point average of 3.00 in the first 12 hours of coursework, the student will be dismissed from the graduate program. Probationary students who meet or exceed the cumulative grade point average of 3.00 after 12 hours of graduate coursework will be reviewed by faculty for removal from academic probation and potential full admission into the program.

Retention Criteria

Students must remain in good standing with

- Academic Performance: Maintain a minimum cumulative GPA of 3.0 in all coursework.
- Professional Conduct: Demonstrate professionalism, ethical behavior, and adherence to the American Counseling Association (ACA) Code of Ethics.
- Practicum/Internship Performance: Successfully complete all practicum and internship requirements, including satisfactory evaluations from site supervisors.

Re-Admission Policy

Following a suspension period of six months, a student may request readmission into the graduate program. Each re-admission decision is made on an individual basis. If a student is readmitted to the graduate program after suspension, the student must maintain a “B” or better in each course; failure to do so will result in dismissal.

Evaluation of Student Performance

Through professional judgment, faculty members continuously evaluate students’ performance and fitness for the profession. Students receive feedback about their performance from faculty members, advisors, and supervisors. Faculty complete the *Counseling Student Performance Evaluation* to provide feedback or remediation to the student at the end of Pre-Practicum, Practicum, and Internship. However, faculty may also use this form for any class where the student does not meet performance criteria in their counseling knowledge, skills, and/or professional disposition.

Review and Remediation Process

1. *Initiation of Review:* A review may be initiated by a faculty member or the core counseling faculty based on formative and summative evaluations, observation of student attitudes and behaviors, or reports of pervasive and repetitive unprofessionalism

2. *Individual Review by Faculty:* An informal review by an individual faculty member with a student may be conducted in-person or by web conference for remediation of minor issues in student performance in class, such as tardiness, late assignment submissions, lack of preparation and participation, or student interpersonal interactions in question. *Students must respond within 5 business days to any requests to meet, or an immediate review by the counseling program faculty will be initiated.*

3. *Counseling Program Faculty Review:* A review by the core counseling program faculty may be required for lack of improvement in student performance or significant deficiencies in knowledge, skills, and dispositions, or when initiated by anyone responsible for student development in the program and clinical practice.

4. *Peer Review Board:* A review board of faculty from other programs, licensed counselors, and students from other programs will be initiated if the student appeals the counseling program faculty's decision for remediation or dismissal from the program.

5. *Student Appeals:* Students will have 7 days to appeal any decision by the counseling program faculty and review board. Additional steps in the process may be taken based on university policies and procedures.

6. *University Policy & Procedures:* If the student issue is not resolved at the program or departmental level, the student has the option to move forward to formal proceedings through the appropriate office for student affairs.

Note: All proceedings and documentation in regard to student review, remediation, and dismissal are to be kept confidential by administrators, counseling program faculty, and peer review board members.

Counseling Faculty Student Review

Graduate students will be regularly assessed for counseling knowledge, skills, and dispositions. If a faculty member identifies concerns about a student's performance, they will discuss these concerns privately and in person with the student. If the student is not receptive to feedback or does not improve after working on mutually agreeable objectives by a specified time, the faculty member may request a review by the counseling program faculty.

If the majority of the counseling program faculty agree that the student is not meeting standards, the counseling program faculty will provide a written statement detailing the issues. The student will be asked to meet with the counseling program faculty to discuss their concerns. The student must respond within 7 days. After the meeting, the counseling program will develop a remediation plan with a specific deadline for meeting the requirements of the remediation plan. However, if the student's behavior is egregious or the student shows serious deficiencies in academic performance, counseling skills, professional dispositions, or ethics, the counseling program faculty may recommend dismissal

from the program.

The student will have 7 days to appeal the decision in writing to the Program Coordinator and Department Chair, which will require a Peer Review Board to investigate the problem and make a recommendation. The investigation will require documentation and interviews of all parties involved. The Peer Review Board will send its recommendation to the Program Coordinator and Department Chair within 14 working days.

The Department Chair will meet with the counseling program faculty and send a written notice to the student within 7 days.

Final Appeal

A final appeal by the student must be submitted in writing within 7 working days to the Department Chair. The Department Chair will set up a meeting with the student to discuss the decision and possible next steps in the appeal process based on university guidelines.

Note: Lack of response by a student after 7 working days on any correspondence will result in agreement to the decision of the program faculty or peer review board.

Peer Review Board

The Peer Review Board members will consist of the following individuals:

- *One Counseling Faculty Member:* A counseling program faculty member from the counseling program who is not directly involved with the complaint about or by the student. The counseling faculty member acts as an advisor on rules, policies, procedures, and ethical codes and does not weigh in on the decision of the board.
- *Peer Review Board Chair:* One of the faculty members from another program.
- *One Outside Faculty Member:* Faculty from other graduate programs at the university.
- *One Licensed Counselor:* Practicing counselors who hold a valid counseling license and have at least three years of experience in the counseling profession.
- *Two Students in the University:* Current students from a graduate-level program with field practice, such as nursing, social work, and education, who have completed at least one year of study, are in good academic standing, and are known to be trustworthy, impartial, and professional.

Counseling Program Faculty and students are not allowed to talk to the Peer Review Board members or the student under review during the review process unless asked to be interviewed.

Remediation

The following are possible remediation measures taken by the program faculty or peer review board. This list is not exhaustive and may include other measures deemed necessary:

- Formal reprimand and suggested corrective action
- Retake of the course for a low grade or unsatisfactory performance
- Reduced practicum/Internship case load
- Encouragement to seek personal counseling
- Leave of absence or suspension
- Additional coursework and skills practice in the Practicum and Internship
- Increased supervision - more supervisors, increased frequency in supervision, additional video

- or audio recordings for supervision
- Formal probation
- Encouragement to withdraw from the program
- Formal dismissal from the program

Dismissal

MS Counseling Program students may be dismissed for the following reasons:

- Academic Deficiency: Failure to maintain the minimum cumulative GPA of 3.0 after a probationary period.
- Unprofessional Conduct: Violations of the ACA Code of Ethics or university policies, including academic dishonesty, unprofessional behavior, or student misconduct.
- Unsatisfactory Practicum/Internship Performance: Repeated unsatisfactory evaluations from site supervisors or inability to meet practicum/internship requirements.
- Release from Practicum/Internship Site: Dismissal from or release by a practicum or internship site due to issues related to counseling competence, professional behavior, or ethical concerns.

Counseling Faculty-Student Interaction

Counseling program faculty interact with students in a supervisory and advisory role. For this reason, faculty provide students with information about ethical guidelines, professional dispositions, and counseling best practices. Faculty also provide advice in relation to the context of the intern-client setting and interpersonal interactions with students, faculty, and supervisors. According to the ACA Code of Ethics 2014, faculty are to avoid dual relationships with students and may not enter into a student-counselor relationship. Faculty do not provide personal counseling addressing students' personal problems. If a faculty member perceives that a student is in need of professional counseling, the faculty member will recommend that the student pursue professional counseling from TAMUT Counseling Center and from counselors in the community. A list of available professional counselors is listed in Appendix XVI.

If a student discloses a threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly, or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will immediately notify appropriate emergency services, state law enforcement, or social services. The incident will be reported to the program coordinator and department chair and noted in the student's permanent counseling program record.

COUNSELING SERVICES

*Offering reduced counseling services for students in TAMUT Counseling program.

TAMUT Counseling Center (Free On-Campus)

Office: Central Plant

Office Phone: (903) 334-6613

After Hours: (903) 276-8276

Email: counseling.services@tamut.edu

<https://tamut.edu/counseling/index.html>

***Olive Tree Counseling**

300 N State Line Ave,

Texarkana, AR 71854

(903) 336-3484

***Grace Counseling**

6500 Summerhill Rd.

Texarkana, TX 75503

(844) 564-0736

***ACE Counseling Services LLC**

Elizabeth Penick elizabeth@aceCounselingServicesLLC.com

(903) 578-8498

Michelle Davis, LPC 903-949-4895

mrgdavis@yahoo.com

***Jeff Sikes**, LPC (501) 351-5606

Sikes.jeff@gmail.com

***Patricia Hinojos**, LAC (618) 658-0970

Hinojos@aol.com

Charles Perry, LPC (903) 791-1051

Dr. Donna Schuyler (903) 794-7736 or (903) 792-8397

Elizabeth McCulley, LPC (903) 255-0307 or (903) 824-5548

Community Healthcare (Texarkana Agency)

2435 College Drive

Texarkana, Texas 75501

(903) 831-7585

<http://communityhealthcore.com>

EMERGENCY INFORMATION

University Police Department: (903) 223-6611

AVAIL Crisis Hotline: (800) 832-1009

National Suicide Prevention Lifeline: 1-800-273-TALK (8225)

<https://988lifeline.org>

CRISIS Text Line: Text "HELLO" to 741741

Other Mental Health Sources:

[Substance Abuse and Mental Health Services Administration](#)

[Alcoholics Anonymous](#)

[Narcotics Anonymous](#)

VIII. MASTER SCHEDULE

Counseling program students must meet with their faculty advisor each semester. Regular advisement ensures student course schedules meet graduation requirements and avoids delays in academic progress. New students and Practicum/Internship students must attend orientation before registering. The chart below shows the typical time when courses are offered (Course offerings are subject to change.)

COURSES	SEMESTER		
	Fall	Spring	Summer
Required			
COUN 510 Counseling Theories	X		
COUN 511 Introduction to Counseling Services	X		
COUN 512 Career Development and Information	X		
COUN 516 Pre-Practicum		X	
COUN 520 Counseling Diverse Populations			X
COUN 525 Practicum	X	X	
COUN 526 Internship I	X	X	
COUN 527 Internship II	X	X	
COUN 528 Group Procedures in Counseling	X		
COUN 541 Substance Abuse Counseling			X
COUN 585 Crisis Intervention: Theory and Practice	X		
COUN 503 Psychology of Behavior Disorders			X
PSY 540 Research Literature and Techniques		X	
PSY 543 Human Growth and Development		X	
COUN 560 Clinical Assessment		X	
COUN 575 Ethics in Counseling and Psychology		X	
COUN 578 Marriage and Family Therapy		X	
COUN 579 Psychopharmacology for Counselors	X		
Elective Courses			
COUN 540 Introduction to Play Therapy			Even
COUN 536 Introduction to Trauma Counseling			Even
COUN 534 Child & Adolescent Counseling			Odd
COUN 597 Special Topics: Technology Assisted Counseling			X
PSY 545 Human Sexual Behavior	X		
COUN 542 Assessment and Treatment of Addictive Disorders	TBD	TBD	TBD
COUN 543 Core Functions and Competencies of Addiction Counseling	TBD	TBD	TBD

IX. PLAN OF STUDY

Clinical Mental Health – Three-Year Degree Plan

Students should be aware that most courses are offered once per calendar year. However, counseling skills courses, such as practicum and internship, are available every fall and spring semester.

PLAN OF STUDY

Degree Program Courses	Credit Hours	Semester/Year
Major Courses		
*COUN 503 Psychology of Behavior Disorders	3	
*COUN 510 Counseling Theories	3	
*COUN 511 Introduction to Counseling Services	3	
*COUN 516 Pre-Practicum	3	
*COUN 520 Counseling Diverse Populations	3	
*COUN 575 Ethics in Counseling and Psychology	3	
*COUN 528 Group Procedures in Counseling	3	
*PSY 543 Human Growth and Development	3	
**COUN 525 Practicum	3	
**COUN 560 Clinical Assessment	3	
**COUN 512 Career Development and Information	3	
COUN 526 Internship I	3	
COUN 527 Internship II	3	
PSY 540 Research Literature and Techniques	3	
COUN 541 Substance Abuse Counseling	3	
COUN 585 Crisis Intervention: Theory and Practice	3	
COUN 578 Marriage and Family Therapy	3	
COUN 579 Psychopharmacology for Counselors	3	
Elective Course 1 (Refer to handbook)	3	
Elective Course 2 (Refer to handbook)	3	
Minimum Hours for Degree	60	

X. TRANSFER OF ACADEMIC CREDIT

Prospective and Current Students

Students may transfer up to 12 semester hours for credit throughout their enrollment in the graduate program. Coursework completed more than 5 years ago will not be accepted. Should the student request some of their coursework to be carried over for course credit, program faculty will review it after acceptance to the program. At this time, faculty will determine if the coursework meets the standards and criteria for acceptance. Prospective students should be aware that admission to the program does not guarantee that prior coursework will be accepted.

Students who are accepted to the clinical mental health counseling program must gain approval from the counseling program faculty prior to enrollment in a course at another institution to gain credit for the course. Clinical mental health students should note that coursework from CACREP-accredited institutions is preferred over non-CACREP courses as suitable substitutions for our courses. However, each case is different. For this reason, program faculty will review the syllabi and the university program in which it was earned, as well as when it was earned. Experiential skills courses, such as pre-practicum, practicum, and internship, must be taken from TAMUT's counseling program.

Continuing Education Credit

The clinical mental health counseling program faculty at A&M-Texarkana welcomes students interested in taking post-master's degree coursework. To enroll, students must complete a non-degree-seeking application through the Graduate Studies office. Also, they must submit a copy of their academic transcript from the completed master's degree and/or any relevant professional license or certification.

XI. PRACTICUM AND INTERNSHIP

Please see the Practicum & Internship Handbook for more in-depth details. The Practicum and Internship courses provide community-based counseling experiences in which students have direct supervision in individual and group counseling and a variety of experiences to prepare the student for the chosen area of practice. These courses are the capstone courses for the Counseling degree and prepare students for counseling in the workplace.

Students must earn a B or better in all prerequisite courses to take COUN 525.

Students must complete an application for admission to COUN 525, COUN 526, and COUN 527 and submit the application to the Practicum/Internship Coordinator. For admission to the fall semester, the application must be completed and turned in by March 1st. For admission to the spring semester, the application must be completed and turned in by October 1st. A copy of the application is in the back of the handbook or can be requested from the Practicum & Internship Coordinator. Additionally, it can be located in the Canvas Guide Map Course.

Practicum and Internship Course Requirements

Practicum (COUN 525): Experience in applying counseling skills and techniques under supervision in placement settings. Students who are working a full-time job should only register for two other courses when taking Practicum due to the intensive workload involved with this course.

Prerequisites: COUN 503, COUN 510, COUN 511, COUN 516, COUN 528, PSY 543, and COUN 575 all with a grade of B or better.

Internship I (COUN 526): Advanced field experience in applying counseling skills and techniques under supervision in placement settings. Students who are working a full-time job should consider registering for no more than one other course when taking the Internship due to the intensive workload involved with this course.

Prerequisites: COUN 512, COUN 525, and COUN 560. Students enrolling in an internship must have the consent of the program faculty. (Students may take COUN 512 or COUN 560 concurrently if lacking one of them, with approval of the advisor and clinical coordinator.)

Internship II (COUN 527): Advanced field experience in applying counseling skills and techniques under supervision in placement settings. Students who are working a full-time job should consider registering for no more than one other course when taking the Internship due to the intensive workload involved with this course.

Prerequisites: COUN 526. Students enrolling in an internship must have the consent of the program faculty.

PRIOR APPROVAL

To enroll in COUN 525 (Practicum), COUN 526 (Internship I), or COUN 527 (Internship II), students must submit a separate application for each course to the Clinical Coordinator. If students wish to change their field placement site for the following semester, they must submit a new application indicating the desired change. Students who maintain the same field placement throughout all semesters do not need to submit additional applications. See the practicum and internship manual for specific details.

The deadlines for submitting the practicum/internship applications are March 1 for fall semesters and October 1 for spring semesters. After transcripts are reviewed to ensure all prerequisites are met and eligibility is confirmed, students will:

- a.) Meet with the Clinical Coordinator, who will assist in finding an appropriate placement if needed.
- b.) Interview at the internship site to finalize placement.
- c.) Complete required background checks and orientation in coordination with the placement site.

LIABILITY INSURANCE

For Practicum and Internship courses, students are required to obtain liability insurance. This insurance must be purchased through the Health Care Providers Service Organization (HPSO) via either the Texas Counseling Association (TCA) or the American Counseling Association (ACA).

- TCA Members: Student membership costs and liability insurance is available for an additional cost. <https://www.txca.org/>
- ACA Members: Student membership costs include free liability insurance coverage. <https://www.counseling.org/>

Students must have liability insurance before beginning client work. Liability insurance is not provided by A&M-Texarkana. Proof of insurance must be submitted to the instructor at the start of the term. Failure to provide proof of insurance may result in withdrawal from the course.

PRACTICUM & INTERNSHIP HOURS

Practicum – Total: 100 clock hours (including 40 hours of direct client contact) over one semester.

Breakdown:

- 48 hours of classroom instruction (group supervision).
- 100 hours of onsite experience (averaging 7 hours per week for 15 weeks).
- Direct Hours (40%) and Indirect Hours (60%)

Internship – Total: 600 clock hours (including 240 hours of direct client contact) over two semesters.

Breakdown:

- 48 hours of classroom instruction (group supervision) per semester.
- 600 hours of direct/indirect supervised experience
 - Internship I: 300 hours of direct/indirect supervised experience (averaging 20 hrs. per weeks for 15 weeks).
 - Internship II: 300 hours of direct/indirect supervised experience (averaging 20 hrs. per weeks for 15 weeks).
 - Direct Hours (40%) and Indirect Hours (60%)
- Students must complete two separate semesters of internship, averaging 300 hours per semester. Internship cannot be taken concurrently with Practicum.

SETTINGS FOR THE PRACTICUM & INTERNSHIP

1. Bowie County Women's Recovery Center
2. Bowie County Adult Probation
3. Haven Homes for Men (male counselors)
4. Haven Homes for Women (female counselors)
5. Genesis Prime Care
6. Day Springs Treatment Center
7. Methodist Counseling Center of Magnolia
8. Arkansas Counseling and Psychodiagnostics
9. Cornerstone Counseling Services
10. Pediatric Family Counseling
11. Olive Tree Counseling
12. Grace Counseling Associates (Mt. Pleasant)
13. Grace Counseling Center (Texarkana)
14. Riverview Behavioral Health
15. Community Healthcore
16. Southwest Arkansas Counseling and Mental Health Center
17. Other settings in which a licensed mental health professional can supervise the intern. The supervisor must meet CACREP standards. The placement site must be approved by the counseling program.

APPLICATION FOR PRACTICUM/INTERNSHIP

Counseling 525, 526, or 527

Application for Admission to Practicum/Change of Site

Date: _____

Deadline for Fall: March 1

Deadline for Spring: October 1

Student Name: _____

Telephone: _____

Mailing Address: _____

_____ Zip Code: _____

Email address: _____

1. What semester and year would you like to begin practicum?

Fall _____ (year) _____ or Spring _____ (year) _____

2. In which state(s) do you plan on pursuing licensure?

3. Texas Arkansas Other: _____

4. Will you need assistance in locating a practicum site or do you already have a site in mind?

If you need assistance, what population type do you want to work with (children, adolescents, adults, substance abuse, criminal offenders, etc.)? _ _ _ _ _

5. Have you completed the prerequisite courses required for COUN 525? See below.

COUN 503, 510, 511, 516, 528, 575, and PSY 543

The following courses may be taken concurrently COUN 541, and PSY 560 & 585 may be taken concurrently with COUN 525.

I have completed all the required prerequisite courses: Yes or No

If no, I will complete the required courses prior to the semester I am requesting to begin COUN 525 or 526: Yes or No

XII. COURSE DESCRIPTIONS

COUNSELING (COUN)

- 503. Psychology of Behavior Disorders.** Prepares students to diagnose psychological disorders using the current diagnostic manual. Videotape cases will be used to illustrate the various types of disorders. Attention will also be given to gathering relevant information from the clinical interview, psychometrics, and other sources to assist in the diagnostic process.
- 510. Counseling Theories.** Surveys the major theories of counseling and psychotherapy with emphasis on the application of these theories to counseling situations.
- 511. Introduction to Counseling Services.** Introduces students to the scope and purposes of the counseling profession. Standards of preparation, codes of ethics, professional organizations, licensure and certification requirements will be studied. The importance of the essential characteristics of effective therapists will be examined.
- 512. Career Development and Information.** Combines the use of current career information and career development theories in career counseling. Provides an overview of evaluating educational, occupational, and personal-social information for career development. The course will cover the nature of work, the dynamics of vocational choice and development, psychological and sociological factors in job selection, manpower trends, occupational surveys, job analysis, and recent publications dealing with these topics. May be taken concurrently with COUN 525 for Elementary School emphasis.
- 516. Pre-Practicum.** Supervised experience in individual counseling will be provided in a laboratory setting. Demonstration of professional standards, counseling, skills and personal characteristics appropriate to the counseling relationship is expected. This course must be taken in the first 12 hours of coursework.
- 517. Assessment in Counseling.** Integrates theory and practice related to the use of standardized aptitude, achievement, and interest tests. The utilization of appraisal data for educational and vocational advising, placement and follow-up will be covered. Experience will be gained in the administration and interpretation of selected aptitude, achievement and interest assessments.
- 520. Counseling Diverse Populations.** Focuses on the multicultural issues that may arise within the context of counseling clients. The course is designed to raise students' awareness of their own values and their clients' values, how these values may differ in the areas of race, gender, sexual orientation, religion, and socio-economic class, and how these differences may impact the therapeutic relationship.
- 523. School Counseling.** Provides an overview of school and vocational counseling programs. An in-depth study of the functions of school counselors will be provided which includes counseling, consulting, coordinating and assessment services. Students will learn how to develop a

comprehensive school counseling program, working with and serving students, teachers, staff, and administration.

- 525. Practicum.** Experience in applying counseling skills and techniques under supervision in placement settings. Graded on a (S) satisfactory or (U) unsatisfactory basis. Students must earn a grade of “B” or better on prerequisite courses to be considered for admission to this class. Prerequisites: COUN 503, 510, 511, 516, 528, 575, and PSY 543. COUN 528 may be taken concurrently with Practicum with prior approval. Offered Fall and Spring semesters. Must have prior approval from the program faculty.
- 526. Internship I.** Advanced field experience in applying counseling skills and techniques under supervision in placement settings. Prerequisite: Consent of instructor. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite for CLINICAL MENTAL HEALTH: COUN 512, 560, 525.
- 527. Internship II.** Advanced field experience in applying counseling skills and techniques under supervision in placement settings. Prerequisite: Consent of instructor. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite for CLINICAL MENTAL HEALTH Option: COUN 512, 525, 526.
- 528. Group Procedures in Counseling.** Examines the dynamics of group process and practice with emphasis on theory and techniques of group leadership. Research paper on theory, procedure or issues in group counseling is required. Prerequisite: COUN 511, 516 and permission of the instructor.
- 530. Bereavement Counseling.** An in-depth study in counseling individuals who are coping with significant losses, dying and death. Counseling theories and approaches, which assist people through the grief process, will be highlighted. Prerequisite: COUN 516.
- 534. Counseling Children and Adolescents.** This course is a didactic and experiential course that prepares students to work with the special needs of children and adolescents. This course will focus on developmental needs, specific therapeutic interventions, and common emotional issues of children and adolescents. Group and individual counseling techniques will be practiced, and treatment options will be covered. Prerequisite: COUN 516.
- 536. Introduction to Trauma Counseling.** This course provides an introduction to working with populations who have experienced trauma. The focus of the course is assisting counselors in training to become familiar with the symptoms, evaluation, and treatment processes associated with trauma. The course requires basic knowledge of crisis intervention, assessment, and counseling skills.
- 540. Introduction to Play Therapy.** This course is designed to (1) assist those who work with children in understanding the fundamental tenets of play therapy, (2) help participants develop an effective philosophy of and approach to play therapy, (3) increase participants understanding of the inner world and behavior of children, (4) help students connect with children on a feeling level, (5) promote self-awareness and self-understanding, (6) increase

participants' understanding of child development, particularly with children ages three to nine, (7) enhance participants' sensitivity to and acceptance of others, and (8) equip students with beginning level play therapy skills. Prerequisite: COUN 516.

- 541. Substance Abuse Counseling.** This course is based on the fundamental assumption that substance abusers and their families are a heterogeneous group and must be treated from an individualized perspective. Clients dealing with substance abuse issues vary in their behavior patterns, the physical effects of drugs on them, and the life consequences of their drinking or other drug use, their personality, their social environment, gender, culture, and other life-span variables. Counseling strategies need to fit the goals and needs of the individual client. The counselor must develop the skills needed to work either as a substance abuse specialist or as a generalist who must sometimes address substance abuse problems/issues. Each student will be able to describe the history and scope of drug use in the United States, developmental correlates, and cultural differences affecting drug and substance abuse. Students will be able to document their understanding of drugs and addictions, recovery, and social problems with citations from current research. Prerequisite: COUN 511.
- 542. Assessment and Treatment of Addictive Disorders.** Prerequisite: COUN 541. This is an advanced course in addictions treatment with emphasis on the practical application of knowledge of addictions to help develop skills and attitudes expected of addiction professionals. Emphasis will be placed on the core functions of addiction counselors and the competencies modes of addiction.
- 560. Clinical Assessment.** This course provides students with historical perspective concerning the nature and meaning of assessment. It addresses basic concepts of standardized and non-standardized methods of clinical assessment for a variety of clinical settings. Also addressed are the statistical and psychometric concepts of reliability and validity. The student will learn how the Mental Status Exam, Clinical Interview and MMPI-2 are used in clinical settings and how to perform these assessments complete to report writing. The student will learn how to evaluate the quality of testing instruments. Issues of diversity and ethical strategies for selecting, administering and interpreting assessment and evaluation instruments is addressed).
- 575. Ethics in Counseling and Psychology.** Explores the range of ethical issues that professionals may encounter within the field of psychology. Through lecture, discussion, reading, and role-plays, students will explore such issues as ethical codes and ethical decision-making, boundaries of competence, confidentiality, dual relationships, insurance/third party payments, advertising, assessment, teaching, therapy and research.
- 578. Marriage and Family Therapy.** An examination of the application of relationship counseling theory to the study of marital systems and the application of family systems theory to the study of family dynamics. The focus will be on structural, strategic and system approaches. A

combination of didactic and experiential methods is employed. Students are expected to be involved in role-playing and strategic exercises.

- 579. Psychopharmacology for Counselors.** The course is a basic introduction to psychopharmacology non-medical counselors. Basic neuropsychological principles will be discussed and applied to relevant diagnostic groups involving various classes of psychopharmacological medications. The course will help counselors to understand client issues that pertain to psychopharmacology. It will equip the counselor-in-training to better understand psychopharmacology and to interact with medical personnel who prescribe psychotherapeutic medications. This training will allow counselors to understand how medications are used and how the application of various psychopharmacological medications can affect the counseling process.
- 585. Crisis Intervention: Theory and Practice.** This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations. Prerequisite: COUN 516.
- 589. Independent Study.** Individual instruction. May be repeated when topics vary.
- 597. Special Topics.** Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest.

PSYCHOLOGY (PSY)

- 543. Human Growth and Development.** Examines physical, cognitive and psychosexual development across the human life span. Emphasis is given to the complex process that grows out of the interactions between a changing person and a changing world that continues throughout the entire life span.
- 516. Psychological Theories of Learning.** Surveys the various theories of learning from classical and operant conditioning to cognitive developmental models and information processing. Emphasizes application of appropriate theories to real life situations.
- 540. Research Literature and Techniques.** Review and research studies produced by investigators in student's major field with emphasis on investigative and verification techniques employed. Demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem. (Replaces IS 595 for Counseling Psychology majors.)
- 545. Human Sexual Behavior.** Examines biological capabilities, psychological characteristics and social and cultural influences on human sexual behavior. The course emphasizes the diversity of sexual learning, attitudes and values. Students who have already completed PSY 445 are not eligible for this course. (Cross-listed with PSY 445.)

589. Individual Study. Individual instruction. May be repeated when topics vary.

597. Special Topics. Organized class. May be repeated when topics vary. Special courses designed to cover areas of specific interest.

XIII. LICENSURE INFORMATION

It is recommended that students seek information from the professional licensing or credentialing board or authority relevant to their chosen field to guide their planning for completion of all necessary steps toward becoming a licensed counselor. State board information

Texas State Board of Examiners of Professional Counselors, Texas Behavioral Health Executive Council, 1801 Congress Ave., Ste. 7.300 | Austin, Texas 78701. 512-305-7700 Or 800-821-3205. <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

Arkansas Board of Examiners in Counseling, 101 E. Capitol Ave #202, Little Rock, AR 72201, 501-683-5800. <https://healthy.arkansas.gov/boards-commissions/boards/examiners-in-counseling-arkansas-state-board/>

Louisiana State Board of Licensed Professional Counselors, 11410 Lake Sherwood Ave North, Suite A, Baton Rouge, LA 70816, 225-295-8444, <https://www.lpcboard.org/>

Oklahoma Board of Behavioral Health Licensure, 3815 N Santa Fe, Ste 110, Oklahoma City, OK 73118, (405) 522-3696 <https://oklahoma.gov/behavioralhealth.html>

Recommendations

Upon graduation and after achieving a passing score on the National Counselor Examination (NCE), students are eligible to apply for professional licensure. Students must ensure that a score verification report for the NCE is sent to the university as part of the licensure application process. Faculty may assist with the application process, including endorsing students for credentials and completing paperwork verifying the completion of Practicum/Internship experiences required for eligibility.

Additionally, faculty may be asked to write letters of recommendation for applications to other degree programs (e.g., doctoral degrees) or for job opportunities. However, students should be aware that faculty are not obligated to endorse all graduates from the clinical mental health counseling program. To increase the likelihood of receiving recommendations, students should maintain high standards of academic and professional behavior throughout their time in the graduate program.

XIV. PROFESSIONAL ASSOCIATIONS

The Clinical Mental Health Counseling program encourages students to obtain membership in professional organizations, especially before the practicum stage of their educational journey. This membership supports the development of students' professional counseling identity, enhances their counseling knowledge and skills, and promotes ethical practices in the counseling profession.

Chi Sigma Iota (CSI) is the international honor society of professional counseling. CSI was created for students in counseling, counselor educators, and professional counselors who are dedicated to elevating the counseling profession through research and service. CSI's mission is to promote scholarship, research, professionalism, leadership, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. TAMUT's chapter to CSI is Delta Gamma Sigma. Counseling students are eligible for membership once they have completed 9 semester hours of study in Counseling and have earned a 3.5 GPA or better and have been nominated by their peers and counseling faculty. For more information, go to the following website: <http://www.csi-net.org>

Professional Organizations and National Board Certification

American Counseling Association P.O. Box 31110 Alexandria, VA 22310-9110 800-347-6647 https://www.counseling.org	National Board of Certified Counselors 3 Terrace Way Greensboro, North Carolina 27403 336-547-0607 https://www.nbcc.org
Texas Counseling Association 1210 San Antonio St #200 Austin, TX 78701 512-472-3403 www.txca.org	Arkansas Counseling Association PO Box 1321 Arkadelphia, AR 71923 1-870-345-9308 https://www.arcounseling.org
The Louisiana Counseling Association 353 Leo Avenue Shreveport Louisiana, 71105 Phone: 318 861-0657 Fax: 318 868-3580 https://www.lacounseling.org/lca/default.asp	Oklahoma Counseling Association https://oklahomacounseling.org

XV. FREQUENTLY ASKED QUESTIONS

What is CACREP?

The Council for Accreditation of Counseling & Related Educational Programs (CACREP) is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's and doctoral programs in counseling-related fields. CACREP programs demonstrate a commitment to meeting the highest academic standards. For information pertaining to the advantages of attending a CACREP program, please visit <https://www.cacrep.org>.

Does the student need to find their own practicum and internship site?

Yes. However, a list of sites is supplied in the program handbook and the P&I handbook. The clinical coordinator will assist the student intern in the process.

Is there a way to visit several sites before choosing one for practicum and internship?

Yes, graduate students should visit several internship sites prior to choosing one. After speaking with TAMUT counseling faculty and clinical coordinator, it is recommended that graduate students set an appointment to speak with possible practicum/internship site supervisors.

Is the internship at the same site as the practicum, or can it be at a different site?

Yes. Graduate students may intern at the same site. However, graduate students should consider taking a practicum and an internship at different placement sites or areas within the agency to expand their level of counseling skills with differing client populations.

What is the best way to prepare and study for the Comprehensive Exam?

The best way to prepare for the comprehensive exam is to study the material covered in core counseling coursework and CPCE practice exams. Some students have found it helpful to include the latest edition of Rosenthal's Encyclopedia of Counseling. It is recommended that students begin preparing for the comprehensive exam at the beginning of their graduate studies.

What is the minimum GPA requirement to stay in the program?

Students must attain a course grade of "B" or better in all courses for the degree. Students who earn a "C" in any course must retake the course the next time it is offered at A&M-Texarkana. Students must maintain the university's required cumulative grade point average of 3.00 every semester while enrolled in the Clinical Mental Health Program at TAMUT. For additional information, current and prospective students should refer to the Retention/Dismissal Policy in the Counseling Student Handbook.

What grade must I have for each class to satisfy licensure requirements?

Licensing boards often require a grade of "B" or better on all required courses for licensure. Check the state licensing board where you intend to apply for licensure.

How many credit hours can be transferred from another university?

Students can transfer up to 12 graduate hours from another university. However, all hours transferred must be approved by the program faculty. The program reserves the right to reject graduate credit hours from other universities. Before registering for a course offered at another university, the student should meet with his/her faculty advisor.

How long will this program take me if I only take two courses per semester?

As of July 1, 2013, CACREP requires graduates to receive 60 semester hours. By taking 2 courses a semester, the student will attend approximately 10 semesters, given that program standards and grade point average standards are met. As a result, students who register for courses each semester (including summer) can graduate in approximately three years.

When should I plan to do a practicum and an internship?

Practicum may be taken after core courses and prerequisites have been completed. Graduate students should schedule a meeting with their faculty advisor to develop a plan of study and determine which semester practicum should be taken. Students should plan to take Practicum, Internship I & II during the last 3 semesters of their graduate studies.

Where do I take the comprehensive exam?

The comprehensive exam is offered on campus once during the Fall, Spring, and Summer semesters. The department will notify students of the information pertaining to the date, time, and location.

What are the recommended classes for CACREP accreditation?

CACREP requires coursework in the following areas: 1) Professional Orientation and Ethical Practice, 2) Social and Cultural Diversity, 3) Human Growth and Development, 4) Career Development, 5) Helping Relationships, 6) Group Work, 7) Assessment, and 8) Research and Program Evaluation. Students should refer to the Counseling Program Handbook for the list of courses offered and meet with their faculty advisor prior to registering.

Is there a recommended order in which classes should be taken?

Yes, there are prerequisites for specific courses. Students should refer to the graduate handbook for the list of prerequisites, recommended order of courses, and speak with their faculty advisor prior to registering.

What other requirements are there to practice counseling in addition to coursework, a comprehensive exam, and a licensure exam?

Different licensing boards have different requirements. Students should refer to the state licensing board website where they plan to apply for licensure.

Is there a difference between an internship and a practicum? Can they be taken in the same semester? Yes, there is a difference between practicum and internship hours and the requirements. No, these courses cannot be taken simultaneously.

What will I need to score on the Comprehensive exam to pass?

To pass the comprehensive exam, students must score equal to or above 1 standard deviation of the national average on the CPCE. Students may take the exam a maximum of 2 times. If failed a second time, the student may request a 3rd exam and be placed on a remediation study plan.

How do I get the insurance I need for practicum and internship?

Through membership in the Texas Counseling Association (TCA), American Counseling Association (ACA), and Chi Sigma Iota (CSI). As a student member, you are eligible to obtain free or reduced insurance through the Healthcare Providers Service Organization (HPSO).

 **Does TAMUT have a program to assist me with finding a job after graduation?**

TAMUT provides career fairs throughout the year. However, many graduates have made contacts within the mental health field as a result of the graduate program and internship experiences.

Licensure Q&A

 **Will I be able to use this program for licensure in any state?**

Yes, you will be able to use coursework completed at TAMUT toward licensure within any state in the United States. However, on occasion, some states have additional requirements that go beyond courses in the degree plan. The student/graduate should refer to the state's licensure requirements for the state in which they intend to practice.

 **Should I have a specific area of focus?**

Students are encouraged to take electives and additional courses in a specific area of interest in their graduate studies. Though not a requirement for all coursework, graduates with specific areas of focus can enhance their skills and stand out in the field of mental health.

 **After graduation, when can I take the test to become licensed/certified?**

Check state counseling board requirements. Information regarding registration and taking the NCE can be found at <http://www.nbcc.org/nce>.

 **When is the NCE given?**

The NCE is given several times throughout the year. For more information, go to <http://www.nbcc.org/nce>.

 **What do I have to do to keep my license renewed? How much does it cost every year?**

Each state requires a minimum number of continuing education hours for renewal. Information regarding licensure renewal can be found on the state's counseling board website, where licensure is held. Initial and renewal costs vary from state to state.

 **How do I find someone to supervise my 3000 hours after I graduate?**


Graduates can find a board-approved supervisor by going to the state licensing board website and viewing current supervisors in good standing. Because of the nature of this professional relationship, graduates are encouraged to interview several supervisors to ensure a good fit, much like a client would interview a counselor.

 **Is the ratio of supervision per worked hours different in Texas and Arkansas?**


You will need to check the state counseling board requirements, as they change rules from time to time. However, the requirement for average weekly supervision is similar.

 **How much should I expect to pay someone to supervise me?**


Because counselor supervisors take professional responsibility for counseling interns, they set their own fee for supervision. The cost of supervision varies in accordance with location. Some counseling agencies will pay for supervision.

 **Does the Clinical Mental Health Program Faculty assist in finding placement for the required 3000 hours for licensure?**

Graduates are responsible for finding their own counseling position and agency to accrue the required 3000 hours. However, program faculty may provide suggestions. Furthermore, many graduates of TAMUT have made contacts within the mental health field as a result of the graduate program and internship experiences.

 **Who do I contact to determine if a class can be transferred from another university to count toward Arkansas or Texas licensure?**

In efforts to determine if a class can be transferred from another university to count toward Arkansas or Texas licensure, students should refer to the licensing board for that state. Because other universities must submit paperwork and be granted approval prior to the course being taken, it is recommended that students check with state boards prior to meeting with their advisor and registering for courses at universities other than TAMUT.

 **When I graduate, how many different tests do I have to take from the time of graduation to licensure?** Graduates will take the National Counselor Examination (NCE) and may be required to take additional exams, such as an oral exam and/or jurisprudence exam. Graduates must refer to the licensing board's current website for additional information.



 **How do I study for the licensing exam?**

Graduates can find resources to assist them in preparing for the NCE on the NBCC website: <http://www.nbcc.org/nce>. In addition, graduates have also found success studying the latest edition of Rosenthal's Encyclopedia of Counseling. Also known as the "purple book."

XVI. FACULTY PROFILES

CORE COUNSELING FACULTY

Angela McCoy Harless, Ph.D., LPC-S, TA-S

Program Coordinator & Clinical Coordinator
Associate Professor of Counselor Education
Primary Advisor Chi Sigma Iota – Delta Gamma Sigma

Angela.harless@tamut.edu

University of Arkansas, Ph.D. Counselor Education and Supervision
Texas A&M University-Texarkana, M.S. Counseling
Southern Arkansas University, B.M.E. Music Education – Major Voice, Minor Piano

Dr. Harless earned her Ph.D. in Counselor Education and Supervision at the University of Arkansas. She is a Licensed Professional Counselor and Supervisor (LPC-S) with certification in Technology Assisted Counseling (TA-S). She has been a licensed counselor since 2010. She is an active clinician with a private practice, counseling clients of all ages with a wide variety of issues and disorders and supervises newly licensed counselors. Dr. Harless uses a theoretical integrative approach to counseling with a foundation in person-centered and humanistic theories, which includes creative arts therapy, play therapy, and narrative therapies with her clients.

Dr. Harless is committed to research and scholarship pertaining to alternative medicine and holistic interventions for mental health and well-being, the effects of music on emotions and memory, and child and adolescent counseling in impoverished areas and schools. She is the primary author of “Writing and Presenting Research” in the *Handbook of Counseling and Counselor Education*.

Dr. Harless is an active member of the American Counseling Association, the Arkansas Counseling Association, the Association for Counselor Education and Supervision, and the Arkansas Association for Counselor Education and Supervision (former President). She was honored by the Arkansas Counseling Association with the Emerging Leadership Award (2014) and the Roger Herring Research Award (2020).

Molly Stehn, Ph.D., LPC, LPCC, BC-TMH

Associate Professor of Counselor Education
Co-Advisor Chi Sigma Iota - Delta Gamma Sigma

Molly.stehn@tamut.edu

University of Cincinnati, D.Ed. Counselor Education & Supervision
University of Cincinnati, M.A. Mental Health Counseling
Manhattan School of Music, M.S. Vocal Performance
University of Northern Iowa, B.M. Vocal Performance

Dr. Molly Stehn is an associate professor of counseling in the Department of Social and Behavioral Sciences. She is a Licensed Professional Counselor (LPC) in Missouri and is a Licensed Professional Clinical Counselor (LPCC) in Ohio. She is board-certified in providing telemental health (BC-TMH). Dr. Stehn teaches graduate courses across the CACREP core curriculum, including foundations of counseling, crisis intervention, trauma counseling, and theories courses.

Dr. Stehn began her academic career as an assistant professor of counseling at Webster University in St. Louis and was eventually promoted to associate professor. In addition to her academic work, Dr. Stehn is the owner of Inner Harmony Counseling in Kirkwood, Missouri, and has previously worked as a therapist at the Portland DBT Institute (PDBTI) in Portland, Oregon, and St. Louis DBT in St. Louis, Missouri.

Dr. Stehn completed her Master of Arts in Counseling and her Doctor of Education in Counselor Education and Supervision at the University of Cincinnati. She was intensively trained in dialectical behavior therapy (DBT) from Behavioral Tech and DBT adherence training with Melanie Harned. She received intensive training in DBT-PE with Dr. Melanie Harned and in consultation with Annie Hall. Prior to going into counseling, she trained as a classical singer, having earned a Master of Music at the Manhattan School of Music and a Bachelor of Music at the University of Northern Iowa.

Dr. Stehn frequently presents at national, regional, and state professional counseling conferences and particularly enjoys supporting students in professional presentations. Her research interests include DBT, ecological counseling, relational-cultural theory, the scholarship of teaching and learning, assessment of student learning, and creative approaches to counselor education, research, and clinical practice.

Lisa Whitehead, PhD, LPC-S, LMFT, LCDC, RPT

Assistant Professor of Counselor Education

Lisa.whitehead@tamut.edu

University of the Cumberland, Ph.D. Counselor Education & Supervision
Sam Houston State University, M.A. Clinical Mental Health Counseling
Trinity Evangelical Divinity School, M.A. Religion
Sam Houston State University, B.A. Radio, Television, & Film

Lisa Whitehead is a Licensed Professional Counselor (TX) Texas Board Approved Supervisor, Licensed Marriage and Family Therapist (TX), Licensed Chemical Dependency Counselor (TX) as well as a Registered Play Therapist. She is an EMDRIA EMDR Certified Therapist and Consultant-in-Training with specific training in integrating EMDR with Ego States, Parts Work, and IFS. She specializes in survivors of childhood sexual abuse. Lisa also focuses on couples work with specific training in Emotionally Focused Couples Therapy with special focuses on attachment issues, inner-child work, distressed relationships, anxiety, anger, grief and addiction.

Lisa holds a PhD in Counselor Education and Supervision from the University of the Cumberland. She is the Co-Chair of the International Association of Resiliency and Trauma Counseling (IARTC) Marketing and Communications Committee. She has several scholarly publications as well as has been a regional and national conference presenter. Research interests are the integration of

spirituality in counseling, trauma treatment in BIPOC communities, and the assessment and treatment of dissociative disorders

SUPPORTING FACULTY

David Yells, Ph.D.

Division Chair

Professor of Psychology

David.yells@tamut.edu

University of Nebraska, Ph.D. Developmental Psychobiology

University of Nebraska at Omaha, M.A. Physiological Psychology

Bellevue University, B.A. Psychology

Dr. Yells is a behavioral neuroscientist who earned his PhD in Developmental Psychology from the University of Nebraska in 1994. He completed a postdoctoral fellowship in psychiatry at the University of Nebraska Medical Center. He served as a faculty member, department chair, and Dean at Utah Valley University beginning in 1999. He joined TAMUT as the Provost and Vice President for Academic Affairs in 2017. He returned to full-time faculty status in 2020.

Dr. Yells' current research interests include the neurobiology of mental illness, with a particular emphasis on Substance Use Disorder. His earlier research focused on reproductive neuroendocrinology and human memory performance. His teaching philosophy is based on Vygotsky's Zone of Proximal Development, in which meeting students at their current level is critical in helping them move forward.

ADJUNCT FACULTY

Toni Hagins, M.S., LPC

Adjunct Faculty (Part-time)

Counselor Education

toni.hagins@tamut.edu

Walden University – Ph.D. Candidate Developmental Psychology

Texas A&M University – Texarkana, M.S. Counseling

Texas A&M University – Texarkana, B.S. Psychology

Toni Hagins is a Licensed Professional Counselor (TX, AR) and Texas Board-Approved Supervisor. She is a Registered Integrative Sandtray Therapist, EMDR certified, AutPlay certified, and Theraplay level two certified. She specializes in attachment work, trauma, neurodivergence, and life stage issues across the lifespan.

Toni is a doctoral candidate at Walden University in Developmental Psychology. Her dissertation focuses on the lived experience of spouses of firefighters through the lens of

vicarious trauma. Toni is an active clinician with a private practice, counseling clients of all ages, and supervising new counselors. Toni uses an integrative approach to counseling with Adlerian, providing the theoretical foundation.

Toni has worked extensively with the foster/adopt population and provided parenting classes to parents seeking reunification with their children. She is trained in completing SAFE home studies for potential foster/adopt parents as well.

Toni is committed to providing support to students and new counselors as they grow into competent, confident, and authentic professionals.

Shane Roach, M.S., LPC

Adjunct Faculty (Part-time)

Counselor Education /Psychology

johnathan.roach@tamut.edu

Texas A&M University – Texarkana, M.S. Counseling – Clinical Mental Health

Henderson State University, M.S. Education

William Woods University, M.Ed. Education

Texas A&M University – Texarkana, B.A. History

Shane Roach is a native of Texarkana, AR. Shane has a Bachelor's degree in History from Texas A & M University – Texarkana (2001), a Master of Arts in Teaching from Henderson State University, a Master of Education from William Woods University, and a Master of Science in Clinical and Mental Health Counseling from Texas A&M University – Texarkana.

Shane is a licensed professor counselor who works as a full-time mental health therapist with Texarkana Children's Advocacy Center. His theoretical approach to counseling centers around Eye Movement Desensitization Reprocessing (EMDR), and Internal Family Systems (IFS), and SandTray. Shane has over 20 years of experience as an educator and currently teaches for the Counseling and Psychology his alma mater, Texas A&M University – Texarkana. He often teaches classes such as COUN 503 Psychology of Behavior Disorders and PSY 466 Cognitive Psychology.

In his spare time, Shane enjoys spending time with his dogs, Monty and Ryder.



Graduate Programs of Clinical Mental Health Counseling Statement of Understanding

I, _____ (student name), have received and read the Handbook of Graduate Programs in Counseling for Clinical Mental Health Counseling. I understand the policies and procedures as stated in the handbook, including the Retention/Remediation/Dismissal policy and procedures. I agree to fulfill the requirements as stated and to abide by the policies set forth and comply with all applicable state and federal laws and policies, rules, regulations, and procedures of the Texas A&M University System and Texas A&M University-Texarkana.

I understand that graduate programs in counseling involve activities and learning experiences that require a certain amount of self-disclosure and personal reflection that may cause some personal discomfort. I also recognize that I am obligated to treat self-disclosure of others with respect and maintain the confidentiality of peers and clients in practicum experiences.

Additionally, I understand I must follow the American Counseling Association's Code of Ethics and the Health Insurance Portability and Accountability Act (HIPAA) with client records.

Furthermore, I acknowledge that as a graduate student enrolled in the Clinical Mental Health Counseling program, I am expected to acquire the knowledge, skills, and professional dispositions outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and develop the cultural competencies to meet the needs of all clients.

I understand that part of my evaluation in the program includes passing the Counselor Preparation Comprehensive Examination (CPCE). TAMUT will provide two opportunities to pass the exam. I understand that if I do not pass a second time, I will be required to request approval from program faculty for a third attempt and successfully complete a remediation study plan.

I agree that the faculty of the Counseling Program at Texas A&M University-Texarkana has the right and responsibility to monitor my progress concerning academic knowledge, counseling skills, and professional dispositions related to the counseling profession.

Student's Name (Printed)

Date

Student's Signature