

LIBERTY UNIVERSITY ONLINE



**MASTER OF ARTS
Addiction Counseling
(Online)**

HANDBOOK

**School of Behavioral Sciences
Department of Counselor Education
and Family Studies
2018-2019**

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Authority of the Handbook

The policies and procedures described in this handbook supersede those described in previous handbooks and replace all other communications on issues addressed herein. Particular policies and procedures are Department of Counselor Education and Family Studies specific. The policies and procedures apply to current and newly accepted students. Students who are currently taking Master's courses in Addiction Counseling and must adhere to these guidelines with the exception of any changes in the academic program.

Disclosure Statement

The 48-hour Addiction Counseling degree is designed to lead to professional licensure or certification as an addiction counselor outlined by the Virginia Board of Counseling. All state boards have unique licensure requirements. Therefore, before enrolling in a licensure program at Liberty University, students should consult the rules and regulations regarding Addiction Counseling for the particular state that they intend to seek licensure after graduation. To obtain your state's web address, view [State Licensure Boards](#).

Enrollment in one of the MA licensure programs does not guarantee a degree from Liberty or qualification for professional licensure. Students are responsible for meeting all academic and professional requirements for graduation. Further information regarding these academic and professional requirements is outlined in this handbook. Students enrolled in a MA counseling licensure program are responsible for knowing the material outlined in this handbook. Further, **it is the sole responsibility of the student, not the program, to obtain information regarding prerequisites for licensure as outlined by their particular state board of counseling.**

For issues regarding the program, contact advising. Then, if needed, contact the Director, Dr. David Jenkins at djenkins@liberty.edu. For Internship, please contact the respective office MAAC699@liberty.edu. If appealing a decision made by the internship office, please contact Dr. Steve Johnson at sgjohnson2@liberty.edu.

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From the Addiction Counseling Program Director

On behalf of the faculty of the Department of Counselor Education and Family Studies (CEFS), we would like to welcome you to the M.A. in Addiction Counseling program. The faculty are honored that you have chosen to pursue your studies here at Liberty University!

This 2018-2019 M.A. in Addiction Counseling Program Handbook serves as a guide to help you better understand the program, courses, requirements, policies and procedures, and student rights and responsibilities as of Fall 2018. The faculty consider the handbook to be “required reading” for all M.A. in Addiction Counseling students, and it should be read in its entirety. It is ultimately your responsibility to know the information contained in this handbook. Review this handbook periodically, and if questions arise, contact your advisor. You can find the contact information for each faculty member listed in this handbook. Because program policies and requirements may change from one year to the next, it is essential that you always refer to the most current handbook as you plan your graduate program, enroll in classes, and arrange for field placements and graduation.

Although there is a lot of information contained in this handbook, it may not provide answers to all of your questions. This handbook is not intended to be a comprehensive listing of all Liberty University policies. Therefore, in addition to talking with your advisor and other faculty members, you can access the Liberty University Graduate Catalog at: <http://www.liberty.edu/academics/catalogs/>. For information about current University and departmental policies, please refer to the 2018-2019 Graduate Catalog.

We are glad you are here! You are about to engage in the exciting process of becoming an addiction counselor. As you will see in the following pages of this handbook, the process and experiences offered at Liberty University are planned to ensure a comprehensive personal and professional educational experience. As a faculty, we feel honored to accompany you on your journey. Please contact us if we can offer additional information.

We look forward to serving you.

In His service,

David Jenkins, Psy. D.
Director, M.A. in Addiction Counseling Program

LIBERTY UNIVERSITY

General Information

1.1 Campus

Liberty University is a religiously-oriented, private, coeducational, comprehensive liberal arts institution. Founded in 1971, Liberty now offers 315 unique programs of study. Liberty's more than 7,000-acre campus boasts 258 buildings that consist of over four and a half million square feet of technologically advanced academic, residential and recreational space, including 215 classrooms. Additionally, our student body is highly diverse with individuals from all 50 states and more than 80 nations.

Liberty University is nestled in the foothills of the beautiful Blue Ridge Mountains and located on the south bank of the historic James River, in a region rich in history, culture, and outdoor recreational opportunities. For more information on the history, mission, and doctrine of Liberty University visit our website at: <http://www.liberty.edu/aboutliberty>.

1.2 Liberty University Mission and Purpose

Maintaining the vision of the founder, Dr. Jerry Falwell, Liberty University develops Christ-centered men and women with the values, knowledge, and skills essential to impact the world. Through its residential and online programs, the University educates men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission.

Liberty University will:

1. Emphasize excellence in teaching and learning.
2. Foster university-level competencies in communication, critical thinking, information literacy, and mathematics in all undergraduate programs.
3. Ensure competency in scholarship, research, and professional communication in all graduate programs.
4. Promote the synthesis of academic knowledge and Christian worldview in order that there might be a maturing of spiritual, intellectual, social, and physical value-driven behavior.
5. Enable students to engage in a major field of study in a career-focused discipline built on a solid foundation in the liberal arts.
6. Promote an understanding of the Western tradition and the diverse elements of American cultural history, especially the importance of the individual in maintaining democratic and free market processes.
7. Contribute to a knowledge and understanding of other cultures and of international events.
8. Encourage a commitment to the Christian life, one of personal integrity, sensitivity to the needs of others, social responsibility, and active communication of the Christian faith, and, as it is lived out, a life that leads people to Jesus Christ as the Lord of the universe and their own personal Savior.

1.3 Accreditation

Liberty University is approved by the State Council of Higher Education for Virginia, and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor, master, and doctoral degrees. Liberty is also a member of the Association of Christian Schools International.

Liberty's M.A. in Addiction Counseling program is **not** accredited by the Council for Accreditation of Counseling & Related Educational Programs. Currently, ***the Liberty programs accredited by CACREP are the residential M.A. in Clinical Mental Health Counseling, the M.A. in Marriage and Family Counseling, the M.Ed. in School Counseling (LUO), and the Ph.D. in Counselor Education and Supervision*** programs. For further information on this accreditation, consult the agency website at www.cacrep.org.

Liberty University admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, sexual orientation, or handicap in administration of its educational policies, admission policies, scholarship and loan programs, or athletic and other school-administered programs.

The Graduate Counseling Program

2.1 Overview

The Department of Counselor Education and Family Studies (CEFS) is a department of the School of Behavioral Sciences. The Graduate Counseling program, launched in 1981, is committed to providing quality professional training for healing human hurts from a perspective permeated by Christian faith. Our training in theory and the practice of counseling is designed to prepare students to work as licensed counselors in a variety of settings. The M.A. program provides foundational studies that equip students for licensure, to pursue doctoral studies and careers in community mental health and human service agencies, educational institutions, private practice, government, and business and industrial settings.

2.2 Mission

The mission of the Department of Counselor Education and Family Studies is to produce ethically and spiritually aware mental health counselors who possess the knowledge, values, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations. The CEFS purposes to accomplish this mission by the professional development of the mental health counseling student across the following domains:

- 1) Attainment of scholastic competency in all coursework,
- 2) Acquisition of, and ability to, apply counseling skills with a diverse population to a standard acceptable by licensed professional counselors,
- 3) Demonstration of emotional and mental stability and maturity in interaction with others including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others and resolve interpersonal conflict
- 4) Adherence to the Professional Identity and Standards outlined by the American Counseling Association and NAADAC Code of Ethics and Liberty Graduate Student Code of Honor, and
- 5) Demonstration of the ability to integrate faith and spirituality into counseling where appropriate in an ethically competent manner

2.3 Purpose

Consistent with the University's mission to develop "Christ-centered men and women with the values, knowledge, and skills essential to impact the world," the Department of Counselor Education and Family Studies seeks to educate the whole person within a framework of grace and truth, which are core values exemplified in the life of Christ and necessary for professional service; developing the knowledge, values, skills, and personal disposition necessary for effective professional service. Our mission is achieved, in significant measure, through offering rigorous academic programs, dynamic interaction with mentors, faculty, and carefully structured practica and internships.

2.4 Commitment to Diversity

Liberty University is a school founded upon fundamental Christian values like grace, truth, and love for all persons. As believers in Christ, we must demonstrate our commitment to loving others (cf. Matthew 22:34-40; Mark 12:28-34; Luke 10:25-28).

We approach counseling as a profession that fosters holistic human growth and development in the cognitive, emotional, behavioral, relational, and spiritual domains of life. Our counseling approach also supports the worth, dignity, potential and uniqueness of others who are made in the image of God. This means for us that all persons possess dignity and worth because they are unique subjects of Divine Creation. Our vision is focused on nurturing an academic community of diverse people and ideas and assuring that diversity enhances academic excellence and individual growth.

Our faculty and students are comprised of persons that represent various national, ethnic, spiritual, and denominational backgrounds. Learning to be respectful and appreciate other cultures will add to each student's experience at Liberty. For that reason, we are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences.

The CEFS provides an academic community for students, faculty, and staff to teach and learn from the experiences of others and to submit personal values and assumptions for reflection and critical examination. Student learning, professional and personal growth occur in a climate that encourages a deepened appreciation of differences. Therefore, we do not discriminate in our educational and counselor training programs on the bases of: race, color, creed, religion, gender, age, national/ethnic origin, sexual orientation, and physical or mental disability.

While recognizing the importance of all dimensions of diversity as mentioned above, the CEFS adheres to the following initiatives:

- To increase, through recruitment and retention measures, the diverse representation of students, faculty, and staff;
- Promote full implementation of professional standards of practice and multicultural counseling competencies across the curriculum and in specialized courses;
- To include issues of diversity throughout the instructional programs and professional development activities;
- To develop graduate assistantships opportunities to serve diverse student groups;
- To provide departmental opportunities for students and faculty to engage in the exchange of ideas and information related to diversity; and
- To maintain ongoing educational opportunities and equality of access to our academic community.
- To equip students to ethically utilize spirituality as a force for healing when and where appropriate.

Admission Policies

3.1 Admission and Licensure

The 48-hour Addiction Counseling degree is designed to lead to professional licensure as a Licensed Substance Abuse Treatment Practitioner (LSATP) outlined by the Virginia Board of Counseling. Before enrolling in the licensure program at Liberty University, students intending to practice addiction counseling in a state other than Virginia after graduation should consult the rules and regulations regarding licensure and/or certification as an addiction counselor for their particular state. More specifically, these students should be aware of the following before enrolling in Liberty University's Addiction Counseling program:

- State regulations regarding licensure restrictions if an applicant has a previous felony conviction.
- State regulations on the type and number of academic courses and practicum/internship hours.
- State accreditation requirements for educational institutions.
- To obtain your state's web address, see: <http://www.aascb.org/aws/AASCB/pt/sp/stateboards>.

3.2 Admission Requirements

Admission to the Master of Arts in Addiction Counseling program at Liberty University is a selective process. Each applicant is carefully evaluated for his or her potential as an addiction counselor, compatibility with our program's goals and mission, and ability to contribute to the counseling profession. In the application review process, each candidate's academic, professional and personal experiences, motivation, ethics, and dispositions are considered in relation to the potential for successful graduate study. Admission requirements to the Addiction Counseling program are as follows:

Undergraduate Prerequisites

1. Regionally or nationally accredited bachelor's degree with at least a 2.7 GPA for good standing. Applicants who have earned a master's degree or at least 12 graduate credits from an accredited institution may be assessed on the basis of the masters-level degree work. NOTE – once accepted into the program, a 3.0 graduate GPA is needed to maintain good academic standing in the program.
2. Students without the following coursework on their undergraduate transcript will be required to complete the following upon admission to the program:
 - 3 credit hours in Statistics (can be MATH 201)

Additional Documents

- In a 1,000-1,200 word typed and double-spaced document, address your past and current helping experiences, your future goals in the field of Addiction Counseling, and your personal qualities that will enable you to be an effective counselor. Please also address how your interests and goals match the mission of Liberty University and the Master of Arts in Addiction Counseling degree program.

- Two letters of recommendation from professional sources (i.e., not friends or family) addressing the applicant's character, maturity, and ability to become an addiction counselor.

Background Check

During the first semester in the program, students complete a Criminal Background Check as a course requirement in MAAC 501. Students will not be dismissed from the program solely based on the results of the background check. However, students must be aware that they may be prohibited from completing fieldwork by their field placement site if a background investigation reveals certain criminal offenses, arrests, and/or convictions. A student who does not pass a criminal background check also may not be able to obtain licensure as an addiction counselor. The CEFS is not responsible for a student's inability to complete the program, obtain licensure or certification due to a failure to pass a criminal background check.

3.3 Application Checklist & Procedures

All requirements and procedures stated in the Admissions and Academic Information sections of the Liberty University Catalog will apply unless stated to exclude the M.A. in Addiction Counseling program. The instructions and forms that are needed are available online at <http://www.liberty.edu/admissions/index.cfm?PID=145>.

Official Transcripts

Applicants must submit an official transcript indicating successful completion of a baccalaureate degree, or individual courses, from an accredited institution. An "official" transcript is one that is received directly from the educational institutions attended or provided by the student within the original, sealed, university envelope. Official transcripts should be sent to the Office of Graduate Admissions. Former Liberty University students must personally request transcripts from the University Registrar. Students who are applying prior to degree conferral can submit an unofficial transcript for an admissions decision and enrollment into courses. However, students must have completed their degree before they can matriculate into the program. An official transcript must be submitted to the university by the end of the first semester.

Self-Certification Form (Completing a bachelor's degree).

Students can apply prior to having their degree conferred by sending in a preliminary transcript for acceptance. However, students must be in your final semester and planning to start their Master's degree after the last date of class for their Bachelor's degree. In order to have their application considered for full acceptance, students must fill out a bachelor's self-certification form. This form is available on-line at <http://www.liberty.edu/media/1158/SelfCertificationForm.pdf>.

TOEFL Test Scores: The Test of English as a Foreign Language™ TOEFL®

TOEFL® is required for foreign students or students for whom English is a second language (minimum score of 600; 250 if computer-based; 80 Internet-based). An official TOEFL score report must be submitted to the University before an admission decision can be made. A score of 80 is required for the internet-based test for all graduate degree programs. In addition, the Office of Graduate Admissions may require students whose native official language is not English to submit TOEFL scores, if such documentation is deemed necessary. Enrollment in

certain courses may be determined by the TOEFL score in conjunction with other diagnostic assessments administered after the student matriculates on campus. Information regarding the TOEFL may be obtained online at www.toefl.org.

Faculty Review and Admission Decisions

Applicants must submit all admission documents to the Office of Graduate Admission before being considered for acceptance to the Addiction Counseling program. Admission decisions are not made until all documentation has been received. The Graduate Admissions and the CEFS faculty reserve the right to use professional judgment when conducting admission reviews and may request additional documentation to evaluate an applicant's record. If certain documentation does not meet admission standards, the CEFS faculty reserves the right to offer admissions to students based on professional judgment.

3.4 Notification of Admission to the program

Admission decisions are normally made within 24 hours following the receipt of all of the student's documentation. Official notification of admission, and of any conditions attached to that admission, is sent by letter to the applicant by the Office of Graduate Admissions. Correspondence or notification from other sources does not constitute official notice of admission. The term for which the applicant is admitted is stated in the official admission letter from the Office of Graduate Admissions.

3.5 Matriculation Requirements

Students must meet all admissions requirements to matriculate into the program, including completion of their undergraduate degree with a 3.0. Therefore, students accepted into the program prior to degree conferral must complete their undergraduate degree before they can matriculate into the program (See 3.3 Self-Certification Form). We do not matriculate students under dual enrollment.

3.6 Special Student (Non-Degree) Status

The Department grants special admissions only under exceptional circumstances. The following must be met to be enrolled as a non-degree seeking student:

1. A student must be currently enrolled in or a graduate of a master's level addiction counseling, clinical mental health counseling, marriage & family counseling, or a closely-related program at a regionally accredited university in order to take MAAC courses as a special student.
2. Special students will not be allowed in the MAAC 505, 512, 667, or 699 courses. However, we will review cases for individuals who have graduated and are practicing clinicians who need additional coursework for licensure.

Academic Policies

4.1 Program Learning Objectives

The Masters of Arts in Addiction Counseling provides students with both academic course work and applied learning experiences in the classroom and at supervised internships. Students are expected to demonstrate the knowledge, skills, and dispositions considered essential to the professional preparation of addiction counselors. To this end, the faculty developed the following learning outcomes applicable to all students.

Students will be able to:

1. **Demonstrate appropriate knowledge in all core curricular areas of addiction counseling in preparation for taking licensure and certification exams, and in procuring employment in the addiction counseling field.**
2. **Demonstrate appropriate research and report writing skills including the use of APA format and computer technology.**
3. **Incorporate ethical and legal standards in the addiction counseling arena.**
4. **Integrate biblical principles and secular theories in a responsibly eclectic manner.**
5. **Assess, diagnose and treat clients with a broad array of presenting addiction problems and co-occurring mental disorders using multiple addiction counseling skills in established best practices.**
6. **The student will be able to evaluate diverse individual, group and family populations in order to effectively determine ethical and appropriate treatment of addiction for client(s).**

4.2 M.A. Programs (60-Hour Licensure Track)

In addition to the M.A. in Addiction Counseling (LUO), the Department offers three additional 60-hour M.A. licensure programs: *M.A. in Marriage and Family Therapy* (LUO), *M.A. in Marriage and Family Counseling* (Residential), and *M.A. in Clinical Mental Health Counseling* (Residential). For descriptions of these programs, see the Program Handbooks for each specific program.

Master of Arts in Addiction Counseling (48-hour program)

This 48-hour M.A. in Addiction Counseling program is designed to meet the licensure requirements for the Commonwealth of Virginia. **Students who intend to practice in a state other than Virginia after graduation are responsible for obtaining the current licensure requirements of that state before enrolling in a degree program.** You may use elective course work to meet any state licensure requirements that differ from Liberty's degree requirements.

The *M.A. in Addiction Counseling* degree provides students with a thorough background in areas of integration of faith and practice; individual and group counseling theories and skills; clinical practice; ethical, professional, and legal issues in counseling; social and cultural factors in counseling; appraisal and assessment issues in addiction counseling; and the application of research methodology and statistics to understand addiction and other mental health issues. This program provides appropriate education for students seeking career opportunities in

substance abuse treatment facilities, mental health agencies, private practices; faith based counseling centers; and a variety of other public and private facilities.

4.3 Course Requirements

A student must maintain a minimum of a 3.0 GPA to remain in the program. While all course grades are averaged into the GPA, course credit toward degree completion is not granted for a grade of D or F. A student may petition the registrar's office for permission to retake a course in which he or she received a grade of C or below. (See section 2.15 for more information)

4.4 Transfer of Credits

Students may transfer 24 hours of graduate credits for the 48-hour M.A. in Addiction Counseling degree, leaving a minimum of 30 hours to be earned through LU. For a transferred course to replace a Liberty University course, the following requirements must be met:

1. The institution at which the course(s) were completed must be appropriately accredited.
2. The course(s) were taken in another Master of Arts in Addiction Counseling or another closely related graduate field.
3. The course(s) were completed within the previous 10 years. The content must be comparable to the current best practice standards for that course.
4. The student earned a grade of B or better in the course(s).
5. The course(s) overlap one of Liberty's courses by at least 80%.
6. The course credit must be at least 3 semester hours or five quarter hours

Courses with a grade of "CR" or "P" will only be considered if the grade equals a B or higher.

Courses from a completed master's degree are non-transferable. Credit is not awarded for life experience or continuing education. The following courses are non-transferable: MAAC 501, 505, 506, 512, 667, and 699.

It is the responsibility of each applicant to supply transcripts along with a request to have the credit applied to the degree program. Students may be requested to submit the course syllabus for any course work being considered for transfer along with a rationale of why the student believes the course meets the program's requirements. The office of transcript evaluations will process the information.

4.5 Independent Studies & Directed Studies

Students who need specific course work unique to their state and not offered through our program are encouraged to seek these classes in their specific state. The departmental policy is that independent studies and directed studies are not offered for these circumstances.

4.6 Program of Study

The following chart list the courses students will take and the order and times they should enroll in the courses. Students are notified that this curriculum guide is a planning document. It is not a substitute for regular consultation with an advisor. This guide is subject to change. Use this guide for course planning and for discussions with your faculty/academic advisor when you set up your course of study.

M.A. in Addiction Counseling (LUO)

COURSE #	COURSE NAME	HOURS
MAAC 501	Ethical & Legal Issues in Counseling	3
MAAC 504	Multicultural Counseling	3
MAAC 505	Counseling Techniques & the Helping Relationship	3
MAAC 506	Integration of Spirituality & Counseling	3
MAAC 510	Theories of Counseling	3
MAAC 512	Group Counseling	3
MAAC 515	Research & Program Evaluation	3
MAAC 521	Assessment Techniques in Counseling	3
MAAC 601	Marriage & Family Counseling I	3
MAAC 646	Psychopathology & Counseling	3
MAAC 667	Clinical Diagnosis & Treatment Planning	3
MAAC 699	Counseling Internship	3
SUBS 505	Addiction & the Recovery Process	3
SUBS 606	Biological Aspects of Addiction & Recovery	3
SUBS 607	Treatment & the Recovery Process	3
Elective	(CRIS 606, SUBS 608, MAAC 699)	3
	Total Hours	48

4.7 Recommended Course Sequence

Course Sequencing for MA in Addiction Counseling (48 Hour)

First Semester

MAAC 501 (B-Term)1	3
MAAC 510 (D-Term)	3
SUBS 505	<u>3</u>
Total	9

Second Semester

MAAC 5052, 3	3
MAAC 504	3
MAAC 5122	<u>3</u>
Total	9

Third Semester

MAAC 515 (B-Term)	3
MAAC 521 (D-Term)	3
MAAC 646	<u>3</u>
Total	9

Fourth Semester

MAAC 506	3
MAAC 6672	3
SUBS 606	<u>3</u>
Total	9

Fifth Semester

MAAC 601	3
SUBS 607	<u>3</u>
Total	6

Sixth Semester

MAAC 699	3
Elective	<u>3</u>
Total	6

4.8 Course Prerequisites

The following are the courses that require prerequisite work. This should guide you in selecting the order of your courses.

Course	New Prerequisites
MAAC 501	None
MAAC 504	None
MAAC 505	MAAC 501
MAAC 506	None
MAAC 510	MAAC 501
	All undergraduate prerequisites must be completed to take the below courses:
MAAC 512	MAAC 501, 505, 510; SUBS 505
MAAC 515	MATH 201 (or PSYC 355); MAAC 501, 504, 505, 510; SUBS 505
MAAC 521	MAAC 501, 504, 505; 510; SUBS 505
MAAC 601	MAAC 501, 504, 505, 512, 515, 521, 646; SUBS 505
MAAC 646	MAAC 501, 504, 505, 510; SUBS 505
MAAC 667	MAAC 501, 504, 505, 510, 512, 515, 521, 646; SUBS 505
MAAC 699	MAAC 501, 504, 505, 506, 510, 512, 515, 521, 646; SUBS 505, 606, 607
SUBS 505	None
SUBS 606	SUBS 505
SUBS 607	SUBS 505
SUBS 608	SUBS 505
ELECTIVES	
CRIS 606	
SUBS 608	SUBS 505
MAAC 699	See above; elective only if a second semester is needed

Important Note: Students must research their state's requirements for required courses that they needed for licensure in their specific state. Liberty University and/or the CEFS are not responsible to inform students of state's specific educational requirements for licensure.

4.9 Dual Degrees

Students seeking to obtain a second degree thru Liberty may do so. The number of credits that can be applied toward the second degree may not exceed the maximum amount of transfer

credit allowed for that degree. If two degrees share required courses exceeding the maximum allowable transfer credit for the second degree, the student must take additional courses as substitutes for the shared courses.

If the second degree is a in another counseling program (e.g. School Counseling, Marriage and Family), they must meet the curricular requirements for each program as well as a minimum of a 600 clock hour internship for each program. The awarding of the degree(s) must occur simultaneously.

4.10 Academic Advising

LUO Academic Advising:

Liberty's **online students** also work with a team of Academic Advisors throughout their program. The academic advisors will guide students through the logistics of advising, such as registering for classes and adding/dropping courses. Online advisors can be contacted through:

www.luonline.com

1-800-424-9596 or

COUN@liberty.edu

It is always the responsibility of the student to be aware of University policies and regulations and state licensing requirements affecting his or her program. Advisors cannot advise on matters pertaining to the regulations of state licensure boards.

4.11 Internship

Internship

Prerequisites: The student must have completed the following courses to be placed in Internship: MAAC 501, 504, 505, 506, 510, 512, 515, 521, 601, 646 and SUBS 505, 606, 607. Students must be in good standing (with a 3.0 GPA or above; no more than 2 C's) in order to be approved. Note: All prerequisite courses are non-negotiable and must be completed prior to the start of the Internship.

Purpose: The Practicum experience provides students with a planned clinical experience in an approved clinical setting under an approved supervisor. During the Internship, students continue to apply knowledge to practice, develop advanced counseling skills, and personal qualities, characteristics and behaviors of a professional counselor as they transition from "trainee" to "professional practitioner."

Approval Process

In order to begin practicum or internship, the student's site and supervisor must be approved by the Department of Counselor Education and Family Studies Internship staff, under the direction of the Director of Clinical Training. Students cannot register for the Internship until

the approval process has been completed, all documents must be submitted by the posted application deadline on the MAAC 699: Internship website. Once the site and supervisor have been approved, the student will receive approval from the Internship Department to register for the course.

Preparation

Because of university and state requirements for placing students in internship courses, it is essential that students begin preparing for their internship early in their programs. Students are encouraged to read the Internship Manual which can be found on the Internship website <https://www.liberty.edu/academics/behavioralsciences/counseling/index.cfm?PID=33985>

Please carefully review the Internship Fieldwork Manual ([https://www.liberty.edu/media/1118/maac/MAAC 699 Fieldwork Manual.pdf](https://www.liberty.edu/media/1118/maac/MAAC_699_Fieldwork_Manual.pdf)) for additional information.

State Licensure Requirements

Students intending to seek licensure in a state other than Virginia after graduation **are required to know their state(s) licensure requirements where they will seek licensure** because a state's fieldwork course hours and supervisory requirements may differ from Virginia. When there is a difference, students must complete the greater amount: Liberty University or the state (e.g., Florida requires 1000 hours of fieldwork experience). More information about state licensure board regulations can be found at <http://www.nbcc.org/directory/Default.aspx>.

4.12 Break in Enrollment

For *Liberty Online students*, students who discontinue course work for a full fiscal year period (ends at the end of June) will break enrollment. This one year time period is measured from the date of the last course's original deadline date forward to the same date one year later. For example, students who ended their last class on or before June 30, 2017 and want to enroll in a class that begins on any date after July 1, 2018, they will need to re-apply before they can begin classes. However, these students would not need to reapply for any classes they want to start between July 1, 2017 and June 30, 2018. Students will be required to matriculate the most current graduate catalog.

4.13 Statute of Limitations

The time limit for completing the Master degree from the enrollment date of the first course taken is ten years. Any Addiction Counseling courses taken at Liberty, which are over ten years old will need to be repeated in order for a student to graduate with the Addiction Counseling or Marriage and Family Therapy degree.

4.14 Course Repeat Policy

In order to graduate from the Addiction Counseling program, a student must maintain an overall GPA of 3.0 on a 4.0 scale. A course grade of "D" or "F" cannot be used to fulfill the requirements of the program. A maximum of two courses (6 hours) with a grade of "C" can count toward graduation, but the student must maintain a GPA of 3.0. Students who receive a grade less than B- may repeat a course and replace the initial grade, however, students can only

replace a maximum of three courses (9 credits). Both grades will appear on their transcripts, but the replaced grade will not count towards their GPA. The grades of any courses repeated beyond the nine credits will apply to their GPA. **Students should be aware that some state licensure boards do not accept any course work with a grade below B-.**

4.15 Administrative Dismissal

Students will be eligible for Administrative Dismissal from the Master of Arts in Addiction Counseling if any of the following are true: 1) It will be mathematically impossible for them to raise their cumulative Graduate GPA to 3.00 with their remaining required courses; 2) They do not have a cumulative Graduate GPA of at least 3.00 at the time of applying for Internship.; 3) They have two (2) grades of C+/C/C- applying to their degree and they have applied the repeat policy for the maximum allowed nine (9) hours, and they earn two (2) or more additional grades of C+ or lower; or 4) They earn two (2) grades of D+ or lower.

4.16 Attendance & Interruption of Study

Attendance is defined for students as **any** submission to Blackboard within the enrollment dates of the course (such as examinations, written papers, projects, discussion board posts, etc.) or initiating **any** communication with their professors regarding the academic subject or course materials. Liberty University defines academically related email communication as any question regarding the course subject, course materials, related projects, discussion board, and/or assignments. This does not include where to purchase course materials, how to drop/withdraw from the course, or anything else unrelated to the course subject matter or operations of the course.

Roster Verifications: If a student initiates communication with the course **instructor regarding an academic subject or course content** during the first week of the course but does not make any submissions to Blackboard the student will be marked as “attending” in the course roster.

Failure by Non-Attendance (FN): If a student stops making submissions to Blackboard for a period of 21 days but is still communicating with the instructor regarding his/her course; the student will not be given an FN. Only after a period of 21 full days without course submissions or communication from a student will the student be assigned an FN.

* Some topics that would constitute academic related questions:

- Questions about test answers
- Questions regarding the topic of papers or content covered in tests or quizzes
- Questions requiring further clarification on a discussion board topic, etc.

*Some topics that would **not** constitute academic related questions:

- Emails planning on submitting assignments
- Emails asking for additional time to submit assignments
- Emails asking how or where to purchase course materials

4.17 American Psychological Association Format

The Graduate Counseling Program requires students to use the most current version of the APA writing style guide for all submitted coursework. The most recent edition of the Publication Manual of the American Psychological Association is required for every student. It is imperative that all graduate students become familiar with and use this writing format.

4.18 Graduation

All degree completion requirements must be fulfilled before the university will confer the MA in Addiction Counseling degree. Students who wish to participate in the yearly Spring Commencement program must file an Application for Graduation in accordance with the calendar deadlines listed on ASIST and posted by the Registrar on the Graduation Requirements webpage. Students are advised to submit their applications well in advance of the deadline date.

4.19 Student Record Keeping

Copies of all class syllabi and course schedules should be kept by students for future use. Students should also keep copies of all clinical and supervision hours accrued in practicum and internship classes. Examination boards for counseling licensure, insurance companies, and other organizations may require proof of course content and/or clinical work by evidence of the course syllabus, course schedule, or official clinical hours spreadsheets. Do not discard old syllabi and other academic records but save them (electronic, print, or both) in a secure location. It is difficult, and sometime impossible, for faculty or program administration to locate old syllabi. Keeping copies of your course syllabi, schedules, and clinical hours is the student's responsibility.

Financial Policies

5.1 Tuition and Fees

Information about tuition and fees for the M.A. in Addiction Counseling courses can be found at the following website: <https://www.liberty.edu/online/behavioral-sciences/masters/addiction-counseling/>

5.2 Financial Aid

For questions and resource information regarding financial aid see the following website: <http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=294>.

Student Expectations

6.1 Professional Organizations

A significant arena in which addiction counselors can make an impact is within the field through involvement with professional organizations. Students are encouraged to join NAADAC, the association for addiction professionals, the American Counseling Association (ACA) and ACA associated national, state and local divisions as well as the American Association of Christian Counselors (AACC). These organizations allow students higher levels of involvement in their areas of interest. Most professional organizations and divisions offer reduced membership rates to students as well as benefits such as access to their professional journals and newsletters; reduced registration fees for professional seminars, conferences, and workshops; eligibility for member services (ethics consultation, liability insurance); involvement in activities and issues which are directly or indirectly pertinent to the profession (legislation and professional credentialing, licensure, certification); and affiliation with other professionals having similar interests and areas of expertise.

6.2 Academic Honesty & Plagiarism

Liberty University holds its students to high standards of ethics. One significant area of integrity in academics is honesty. Students are expected to submit only their own work. Further, students are expected to neither give nor receive assistance of any kind not specifically permitted on assignments or examinations. For more information on the *Academic Code of Honor* and *Personal Code of Honor*, see the *Graduate Student Code of Honor* found at the Graduate Student Affairs website: <http://www.liberty.edu/index.cfm?PID=19155>.

6.3 Academic Appeal Policy

In circumstances where a student disagrees with either a course final grade or a sanction due to an Honor Code violation, students have the right to appeal the grade or sanction through the Office of Student Affairs. The procedure followed for academic misconduct, personal misconduct or grade appeals are outlined at the graduate student affairs website: <http://www.liberty.edu/index.cfm?PID=19155>.

6.4 Counseling Faculty-Student Interaction

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor relationship. Thus, faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

In the event of a student's disclosure, either verbally, or in writing, of either 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 take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the program director or department chair. The incident and action taken will become part of the student's permanent record.

6.5 Professional Development

Ethical Conduct:

All students in the M.A. in Addiction Counseling program are responsible for behaving in an ethical manner throughout their training, as well as in clinical and professional settings. Violations of the NAADAC and ACA Codes of Ethics, the Graduate Student Honor Code, or the Liberty Way and/or failure to take steps to rectify violations are considered extremely serious and may result in termination from the program.

Although students are expected to adhere to the NAADAC and ACA Code of Ethics, the Graduate Student Honor Code, and the Liberty Way as a guide to their behavior throughout their program, reading it is just the beginning of understanding professional ethics. Being an ethical counselor-in-training involves understanding the underlying principles and values associated with professional Codes of Ethics that are built upon a strong commitment to biblical principles, developing a set of beliefs that guide one's everyday practice, being able to discern potential as well as realized ethical problematic situations, and having the character to stand by these when faced with challenging situations. This is an essential component of your professional development.

Professional Development:

To successfully complete the Addiction Counseling program at Liberty University and be eligible for graduation, a student must be able demonstrate proficiency in four areas:

1. Attainment of scholastic competency in all coursework as evaluated through the assessment of Addiction Counseling standards and by maintaining an overall GPA of 3.0.
2. Acquisition of, and ability to, apply counseling skills with a diverse population and to a standard acceptable by addiction counselors. This ability is evaluated by faculty in the skills courses (MAAC 505, 512, 667) and by the student's approved site and faculty supervisor during internship.
3. Demonstration of emotional and mental stability and maturity in interaction with others, including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others, and resolve interpersonal conflict. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students and includes both verbal and written communications.
4. Adherence to the Professional Identity and Standards as outlined by NAADAC and the American Counseling Association Codes of Ethics and the Liberty Graduate Student Code of Honor. This proficiency is evaluated across the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students and includes both verbal and written communications.
5. Demonstration of the ability to integrate faith and spirituality into counseling where appropriate in an ethically competent manner

The counseling faculty will develop and evaluate students on the above areas of proficiency on an ongoing and consistent manner in all settings in which faculty and students interact. This interaction can include formal and informal settings such as classroom, online communication, advising and personal conversations.

6.6 Remediation

If, during the course of a student's studies, a faculty, staff, administrator or supervisor believes a student lacks required skills, professional behaviors and dispositions to progress in the program, that person will begin remediation procedures aimed to provide the student with information and actions to correct the impairment/deficiency. The purpose of the remediation plan is to assist the student in correcting any deficits in counseling knowledge and skills, as well as problematic personal, interpersonal, or ethical behaviors so the student may successfully continue in the program. As such, remedial instruction or interventions are closely linked to the students' developmental growth, recognizing the relationship between the alleviation of deficiencies and the development of new competencies.

We conceptualize remediation in terms of a response continuum based upon the type and severity of students' limitations, with the need to distinguish between deficient, lacks competence, and impaired:

- *Deficient*: Requires skill-based and/or academic approach
- *Lacks competence*: Requires additional ethical practice-based / conceptual approach
- *Impaired*: Requires additional intervention-based and/or therapeutic approach

The problematic behavior continuum can also be considered along lines of Academic, Clinical, and Personal, with Academic being more related to deficiencies and Personal more related to impairments. Clinical limitations may likely have both Academic and Personal involvement. Additionally, the program response can be considered along a continuum of education, formal remediation, and termination.

Deficient describes those behaviors, attitudes, or characteristics that need to be the focus of attention and change, but are not considered excessive or inappropriate. Rather, they may be important components of the student's learning experience. At this level, remediation likely involves instruction and feedback to address the deficit.

Lacks Competence describes a deficit in developmentally appropriate clinical competencies that are needed for ethical practice. These would include area such as performance of counseling skills and/or professional behaviors, attitudes, or characteristics, response to supervision, and/or ability application of ethics into practice. These behaviors are considered to be excessive or inappropriate, requiring remedial action beyond the course instructor or supervisor.

Impairment describes those behaviors that result in a significant negative impact on professional functioning. Impairment is demonstrated by one or more of the following behaviors: (a) an inability and/or unwillingness to acquire and integrate professional standards into their repertoire of professional behavior; (b) an inability to acquire professional skills to reach an acceptable level of competency; (c) an inability to control personal stress, psychological dysfunction and/or excessive emotional reactions that interfere with professional functioning.

The Type and Severity of Limitation are considered when determining the need, if any, for remediation.

Students Determined to be Deficient:

- Inadequate knowledge base commensurate with status in program
- Inadequate, but improving, counseling skills
- Rudimentary ethical processing
- Simplistic, narrow, or disjointed case conceptualization
- Insufficient interpersonal skills and awareness, but willingness to develop

Students Determined to Lack Competence:

- Lack of awareness of ethical principles and obligations
- Failure in responsibilities to site and/or supervisor
- Unwillingness/inability to be effective in basic counseling techniques
- Unwillingness/inability to complete appropriate documentation
- Failure to function as effective member of treatment team

Students Determined to be Impaired (not inclusive):

Four Themes:

- I. Interpersonal and Personal Problems
 1. Inappropriate interpersonal skills
 2. Lacks self-control (anger, impulse control) in relationships
 3. Inappropriate boundaries
 4. Misleads or exploits others
 5. Lacks awareness of the impact they have on others
 6. Unwilling to receive feedback in supervision
 7. Does not take responsibility for deficiencies and/or problems
- II. Professional Competence
 1. Lacks foundational counseling skills
 2. Inappropriate affect in response to clients
 3. Does not recognize limitations of expertise and competence
 4. Does not apply ethical and/or legal standards to practice
 5. Lacks awareness of how their beliefs and values influence practice
 6. Does not demonstrate a respect individual differences and culture
- III. Professional Behaviors
 1. Deficits in punctuality, professional appearance, attendance, dependability
 2. Does not complete appropriate paperwork and documentation
 3. Does not adhere to the department's or their clinical site's policies
- IV. Professional and Personal Integrity and Maturity
 1. Makes false, misleading or deceptive statements
 2. Displayed academic dishonesty
 3. Problems with alcohol/drug use or illegal activities
 4. Inappropriate sexual behavior
 5. Refused to consider personal counseling when recommended

Once the Type and Severity of Limitation are determined, there are several avenues that may be pursued when determining the need, if any, for remediation. Faculty are encouraged to consult with the program director, faculty remediation committee members, and other faculty when deciding the level of severity and which stage to engage the remediation process.

Early Remediation Process (Stages 1 and 2)

- Faculty meets with the student
- Determine action plan for addressing deficits
- Follow-up

Secondary Review Remediation Process (Stage 3)

- Notification of meeting with the director
- Assessment of problematic behavior
- Review and development of a plan
- Acceptance or appeal

Formal Remediation Process (Stages 4-6)

- Notification
- Assessment of Problematic Behavior
- Development of a Plan
- Acceptance or Appeal
- Provision if Unsuccessful

Possible Committee Recommendations for a Remediation Plan

- Personal Counseling
- Increased supervision
- Reduced practicum or internship
- Leave of absence
- Formal reprimand
- Formal probation
- Counseling out of the program
- Dismissal from the program

Immediate Interventions:

In the event of a student's disclosure, either verbally, or in writing, of either 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 take immediate action. This action may include, but is not limited to, immediate notification of Liberty University Police Department, appropriate state law enforcement, social services personnel, emergency contacts, and notification of the appropriate program chair or associate dean. The incident and action taken will become part of the student's permanent record.

Remediation Process for the M.A. in Addiction Counseling Program:

Note: The remediation plan is designed to protect the student's right to **Due Process**. In addition, we stress the importance of **engaging the student** in the remediation process. These principles are infused throughout the Addiction Counseling program's response continuum. Once a remediation plan is instituted, student response to remediation efforts is considered when deciding student status in the program. All phases of this remediation process will become a part of the student's record.

Stage 1: Notification by Advisor. When a determination is made by a faculty member that problematic behavior of an academic, clinical, or personal nature exists, and could not be resolved on an informal basis, the faculty member discusses this with the student and the program director. If student problematic behavior is brought to the attention of the department through other means (e.g., from another student, report from university staff, evaluation from supervisor, etc.), the student's program director will notify the student and discuss the concerns.

The student and her or his program director will meet to discuss the problem and collaboratively outline a **remedial action plan** to address the concerns. This interactive process should allow the student ample opportunity to react to the information presented regarding a problem area. If the problem is resolved, no further action is needed. The program director will document the meeting, the remedial action plan, and outcome into the student's personal record. The program director will follow up with the faculty to ensure that the agreed-to remedial action plan was completed and the behavioral issue was successfully resolved.

If the problem is not resolved at this stage because the student does not engage in the process, disagrees with the validity of the concerns, or does not agree with the **remedial action plan**, the faculty will notify the program director of the outcome of the meeting. A meeting will then be scheduled with the student's program director, the student, and the concerned faculty member as appropriate. This meeting will be considered a Phase 3 remediation.

Stage 2: Primary Assessment of Problematic Behavior: If the behaviors addressed by the program faculty and the program director persist, the program director will again meet with the student and outline, verbally and in writing, the continued nature and extent of problematic behavior. Informal (e.g., interview with student and faculty) and formal (e.g., instruments) may be utilized as part of the assessment process. This includes feedback from the student concerning the outcome of any remedial actions taken by the student in response to the concerns raised during the notification session. When it is apparent that the student is engaged in the process but has not met the goal of the initial remedial action, a collaborative approach involving student engagement will be used to evaluate and refine the **remedial action plan**. If the problem is successfully resolved, no further formal action is needed. The program director will document the meeting; outline the agreed adaptations to the remedial action plan; and the outcome. The program director will follow up with faculty to ensure that the behavioral issues were successfully resolved and all agreed-to remedial mandates were implemented.

Stage 3: Secondary Assessment of Problematic Behavior: If the program director or core faculty determine that the student's behaviors are at a level that requires a formal remediation process (Stage 4) or the student rejects or appeals a *remedial action plan*, a meeting will be held with the student, the program director, and referring faculty member (if appropriate). The meeting date will be set to allow the student the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to either 1) collaboratively re-assess the problem behavior and develop a *remedial action plan* or 2) determine that the problem needs to be addressed by the program core faculty through a remediation plan. The program director will document the meeting and outcome. The program director will report the meeting outcome to the faculty Remediation Committee.

Stage 4: Referral to the Remediation Committee: In cases when the outcome of the meeting of the student, advisor, and program director results in a decision that the situation should be brought to the Remediation Committee, a meeting of the committee will be scheduled. The student will be informed in advance of the time of this meeting and will have an opportunity to provide additional information or evidence in writing to the committee for consideration at the meeting. The student may request or be requested to be in attendance. Once all information has been presented, the Remediation Committee will decide the level and scope of remediation required to assist the student and develop a formal

Remediation Plan.

Stage 5: Development of a Remediation Plan: The Remediation Committee will review the presented information, examine the *remedial action plan* developed by the student and program director, evaluate the progress made towards remediating problem behaviors, and develop a formal Remediation Plan. The purpose of the remediation plan is to assist the student in correcting any deficits in counseling skills or personal, interpersonal, or ethical problems so that the student may successfully continue in the program. The elements of the plan will be congruent with the extent of the correction needed. Remediation Plans can include such actions as repeating particular courses, obtaining personal counseling, completing additional assignments, reviewing the ethics code, transferring to a non-licensure program, or academic dismissal from the CEFS or Liberty University.

The program director and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond in writing (and orally, if desired) to the recommendation. The committee will review the student's response to the action decided and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the decision of the committee will be considered as final. The program director and the student's advisor will notify the student in writing and orally of the outcome of the meeting.

Stage 6: Acceptance or Appeal: The student will be given the opportunity to accept the plan of correction or to appeal it. If accepted, the student will follow the plan as developed and regularly report progress to her or his advisor. If not fully resolved, additions, amendments, or extensions to the plan may be implemented. If the problematic behavior is corrected, no further action is needed. Four options are available to faculty when reevaluating the student:

(1) continuation in the program, (2) continued probation and remediation, (3) counsel the student out of the program, and (4) dismissal from the program.

Provision if Unsuccessful: If remediation is unsuccessful or the student refuses to comply with the Remediation Plan, the student will be dismissed from the Addiction Counseling program. Notice of dismissal from the program will be provided to the student in writing by the program director. Should the student decide to appeal, the student will follow appeal procedures as described in the university's Graduate Catalog and on the Graduate Student Affairs website at: <http://www.liberty.edu/academics/graduate/index.cfm?PID=19155>.

Remediation for Internship:

If, during the Internship, a student fails to successfully demonstrate the required skills, professional behaviors, or personal or professional dispositions in this course and consequently receives failing evaluations, is dismissed from the site, or is found practicing at a site without having received approval by the department for the site, the site supervisor will notify the student's professor. The professor will write an incident report and send it to the Program Director and the department's Internship office. The Director of Clinical Training and the Leadership Team will examine the nature and reason for the skills deficit, professional behaviors, or dispositions and/or dismissal and recommend a remediation course of action.

In addition, if a failing evaluation or dismissal from the site involves a violation of the University's Honor Code, the professor will fill out an Honor Code Violation form, which will be investigated by the Program Director and Graduate Student Affairs. At any point in this process, the student may receive a grade of "F" based on the skills deficit, professional behaviors, or personal or professional dispositions, dismissal from their site, and/or failure to follow approval policies. The student will be placed on hold in the program during the execution of the remediation procedures and/or grade appeals process.

For violations that do not result in dismissal from the program, remediation procedures can include requiring the student to retake certain courses, seek personal counseling, etc. If, after remediation, the student is unable to correct the deficits, the Remediation Committee will meet to decide the best course of action for the student, up to and including an "F" for the course and removal from the program. The final decision regarding whether the student is eligible to retake the Internship and disposition of the hours accrued during the Internship are at the discretion of the Leadership Team and based on a thorough evaluation of the incident. Note: The Department may immediately remove a student from the site upon notification of violations by the supervisor. During the remediation process, the student has an opportunity to appeal grades and honor code violations. See Appeals Policy (Section 6.3) for information on the appeal process. Please consult the Practicum Field Manual and Internship Field Manual for additional information.

6.7 Sexual Harassment

Sexual harassment, like harassment on the basis of color, race, religion, or national origin has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended.

Such behavior does not befit a committed Christian. Accordingly, Liberty University will not tolerate sexual harassment and intimidation of its employees.

6.8 Sexual Violence Consultation & Counseling Policy

Liberty University is committed to providing a safe place for learning. As such, Liberty adheres to the Title IX directive of not tolerating any form of sex -based discrimination, which can include: acts of sexual violence, sexual misconduct and disrespect for one another including non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, dating violence, domestic violence, childhood sexual abuse, and stalking. Additionally, Liberty University is committed to supporting and coming along-side students who may be victims of sexual discrimination and/or violence, currently, or in the past. Under Title IX, faculty are obligated to disclose to the university's Title IX office any student disclosure of current or past experience of sex-based discrimination, physical violence and/or sexual violence.

Thus, if a student discloses to a faculty member, verbally or in writing, that he/she has experienced sex-based discrimination, physical violence and/ or sexual violence, presently or in the past, then the faculty member will make a referral to the Title IX office. This process is in place so that the university can help ensure that students are offered both the support and resources needed to help them succeed in their educational endeavors. An employee from the Title IX Office will reach out to the student and offer support, resources, and information. Though faculty are required to report incidents of sex-based discrimination and/or violence to the Title IX office, students are not required to accept any offers of support, resources or information.

6.9 Personal Counseling

Students are strongly encouraged to seek group and individual counseling as a part of the educational experience. As counselor-trainees who are in the process of developing the skills, professional behaviors, and dispositions needed to become a licensed addiction counselor, it is imperative that we deal with our own personal issues that may interfere with our ability to work with clients in competent and ethical ways. Moreover, experiences as a client will help the counselor better understand the client's experience in counseling.

6.10 Faculty Endorsement

Upon successful completion of the program of studies and demonstration of the requisite competencies, faculty members endorse students for certification and licensure. Upon request, the faculty will write letters of recommendation for employment in the student's specified area of specialization or for advanced studies (e.g., Doctoral programs). Endorsement only occurs when faculty believe students are qualified to perform the duties associated with credentialing or employment.

In addition to credentialing and employment, faculty members endorse students for practicum and internship. Endorsement occurs only when students have successfully completed the prerequisite courses and if faculty members believe students are qualified to perform the duties associated with the practicum or internship. In compliance with the NAADAC and ACA

Codes of Ethics, regardless of academic qualifications, faculty do not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

General Information

7.1 Course Delivery Format

M.A. Addiction Counseling courses are carefully designed to provide students with a full academic experience via distance learning. The University adopted *Blackboard*[®], an online software platform, as its primary online instructional delivery method. Students have interaction with other students taking the same course, utilize links to online resources, view supplemental streaming video clips, and receive direct feedback from their professors using this innovative means of delivery.

7.2 Graduate Assistantships

Graduate Student Assistantships are available for residential and online students living in the Lynchburg area. These positions involve a stipend and tuition rebate. Application is separate from the admissions process. To apply to a GSA position, students will need to contact the Graduate School. Detailed information can also be found in the Graduate Student Assistant Webpage at <https://www.liberty.edu/academics/graduate/index.cfm?PID=30539>

7.3 Computer Needs

Each course in the M.A. Addiction Counseling program requires the student to have a reliable internet connection and computer software programs. Because these are essential for your interactions and completion of the course, students **must** have access to the following:

- Microsoft Office[®] (Note: Microsoft Office 365[®] is available for free to Liberty University students at <https://www.liberty.edu/informationsservices/index.cfm?PID=24600>)
- Internet that can access Blackboard and Liberty University's website
- Computer that meets the hardware/software specifications to access Blackboard
- Send and receive email via Liberty Webmail.

For information on recommended hardware, software, operating systems and student discounts on computers, see the Liberty Information Technology website at:

<https://www.liberty.edu/informationsservices/index.cfm?PID=30890>

7.4 Email Account and Communication

Upon admission, each student is assigned a Liberty University user name and email account (username@liberty.edu). **All correspondence from the university, counseling department, and your course instructor will be delivered via this email address. Students are strongly urged to check their Liberty University email accounts daily for communication from the university and counseling faculty.**

Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or employees of Liberty University. Because there is no accompanying tone of voice, facial expressions, or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind. Because students are responsible to behave in an ethical manner throughout the course of the program, continual unprofessional, discourteous communication cannot be tolerated and may result in remediation procedures up to and including dismissal from the program.

7.5 Dress Code

When on campus, students are expected to comply with the dress code outlined in the *Graduate School Code of Honor* found at the Graduate Student Affairs website:

<http://www.liberty.edu/index.cfm?PID=19155>.

Appendices

- A. M.A. Course Descriptions
- B. Academic Planning Sheets

M.A. in Addiction Counseling Course Descriptions

MAAC 501 *Ethical and Legal Issues in Counseling (3 hours)*: This course introduces students to concepts regarding ethical and legal issues encountered by professional counselors, including ethical principles, professional codes of ethics, identifying and resolving ethical dilemmas, ethical decision-making models, and legalities of the profession. Current issues in therapeutic practice in a variety of professional settings including addiction counseling are explored.

MAAC 504 *Multicultural Counseling (3 hours)*: This course focuses on the multiple dimensions related to competent multicultural counseling. Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, race, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. Theories of multicultural counseling, identity development, pluralistic trends, systems-oriented intervention strategies (couple, family, group and community), and the impact of addiction are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression and discrimination are emphasized.

MAAC 505 *Counseling Techniques & the Helping Relationship (3 hours)*: Prerequisites: MAAC 501. This experiential and didactic course provides students an understanding of effective interventions from individual, relational, and systems perspectives with unique emphasis on motivational interviewing. Students also examine personal characteristics and their effect on individual, couple and family counseling using case discussion and analysis.

MAAC 506 *Integration of Spirituality and Counseling (3 hours)*: Students critically examine how a Judeo-Christian worldview, biblical principles, and a client's spirituality collectively impact assessment, diagnosis, and treatment planning factors, as well as the change process in addiction and recovery counseling. Ethical, diagnostic, assessment, and treatment issues relevant to the use of Christian spiritual interventions are considered when working with religiously oriented individuals, couples, and families. Current research related to spirituality and counseling in addiction work is also examined.

MAAC 510 *Theories of Counseling (3 hours)*: Prerequisites: MAAC 501. This course provides in-depth exploration of selected theories of counseling and psychotherapy with unique application to addiction counseling, including empirically supported treatment modalities. Through this course, students learn about the nature and process of therapy, and begin to learn how to conceptualize client presentations and select appropriate interventions while considering issues of diversity. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families.

MAAC 512 Group Counseling (3 hours): Prerequisites: MAAC 501, 505, 510; SUBS 505. This course enables students to understand the types of groups, their purpose, development of dynamics, counseling theories, and group counseling methods and skills. Ethical and legal considerations are also explored. Group work specific to addiction counseling is highlighted. Students are required to participate in small groups for educational and self-assessment purposes.

MAAC 515 Research and Program Evaluation (3 hours): Prerequisite: MAAC 501, 504, 510, SUBS 505, and MATH 201 or PSYC 355. Students learn the importance of scientific inquiry in the field of clinical addictions counseling. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating, interpreting, and evaluating research and program evaluation articles that inform evidence-based practice. Ethical and cultural relevance as well as ethically appropriate integration is also addressed.

MAAC 521 Assessment Techniques in Counseling (3 hours): Prerequisites: MAAC 501, 504, 505, 510; SUBS 505. This course is designed to provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations, including those struggling with addiction, are discussed. Identifications of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling are evaluated.

MAAC 601 Marriage and Family Counseling I (3 hours): Prerequisites: MAAC 501, 504, 512, 515, 521, 646; SUBS 505. This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding family and other systems theories, the structure and function of marriage, various aspects of the marital relationship and family systems, and models of family and systemic interventions. Considerations from a historical perspective and the impact of addiction are presented along with current developments within marriage and family systemic models.

MAAC 646 Psychopathology and Counseling (3 hours): Prerequisites: MAAC 501, 504, 505, 510; SUBS 505. This course studies various psychological disorders with an emphasis on the impact of addictive disorders and normalcy across the lifespan. Students are prepared to responsibly and competently assess, diagnose, conceptualize, and counsel clients as defined by the Diagnostic Statistical Manual classification system. Concepts and constructs, assessment processes, etiology, cultural factors, differential diagnosis, decision-making, and evidence-based therapeutic approaches are emphasized. Clinical and scientific research is integrated through the course with a biblical worldview so that students have a robust biopsychosocialspiritual lens to understand and treat mental disorders.

MAAC 667 *Clinical Diagnosis and Treatment Planning (3 hours)*: Prerequisites: MAAC 501, 504, 505, 510, 512, 515, 521, 646; SUBS 505. Students become knowledgeable of the principles of clinical diagnosis and the development of treatment plans. The current edition of the Diagnostic and Statistical Manual is emphasized, with consideration also given to dimensional, relational, and systemic issues important in diagnosis and treatment planning. Substance related and addictive disorders are emphasized with special consideration given to co-occurrence with other disorders.

MAAC 699 *Counseling Internship (3 hours)*: Prerequisites: MAAC 501, 504, 505, 506, 510, 512, 515, 521, 646; SUBS 505, 606, 607. This course involves an intensely supervised experience in the student's designated program area at an approved site. Students are required to complete a total of 300 clock hours of addiction counseling and related services, 150 of which are direct client contact hours. While gaining direct service experience with clients, students regularly meet with an approved supervisor. Student counseling performance is evaluated throughout the Counseling Internship. The student's professional development along with the dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues are primary areas of focus.

SUBS 505 *Addictions and the Recovery Process (3 hours)*: This course includes a thorough examination of the theoretical models of addiction with an introduction to the neurobiology of addiction while exploring the addiction cycle, the evaluation and treatment of addictions, the trauma that occurs with addictions, and intervention planning. In addition, the student will learn about the pharmacology of drugs.

SUBS 606 *Biological Aspects of Addiction and Recovery (3 hours)*: Prerequisites: SUBS 505. Substance abuse and addictive behaviors have effects on the brain and the rest of the human body. This course focuses on biological aspects of addiction including brain anatomy, neurotransmitters and other brain chemicals, predisposing biological factors, and physiological effects. These biological aspects are reviewed for each of the primary classifications of drugs of abuse and key addictive behaviors. Biological aspects of medical approaches to treatment and recovery are also considered.

SUBS 607 *Treatment and the Recovery Process (3 hours)*: Prerequisites: SUBS 505. This course includes a thorough examination of the treatment models of addiction, recovery, and relapse. Students will explore the treatment outcome research, begin treatment planning, and gain a working understanding of the culture of addiction and recovery. This is in essence an experiential class, with a combination of reading, exercises, and hands on experience in the recovery area.

SUBS 608 *Diagnosis and Treatment of Sexual Addiction (3 hours)*: Prerequisites: SUBS 505. This course includes a thorough examination of sexual addiction including the definition, neurobiology, etiology, diagnosis and treatment. Both male and female sexual addiction will be explored. Topics related to sexual addiction including marital affairs, pornography, homosexuality and lesbianism will also be covered. A biblical understanding and approach to treatment will be integrated into the course.

CORE COURSES (45 hours)

	Hrs	Sem	Grade
MAAC 501 Ethical & Legal Issues in Counseling	3	_____	_____
MAAC 504 Multicultural Counseling	3	_____	_____
MAAC 505 Counseling Techniques & the Helping Relationship	3	_____	_____
MAAC 506 Integration of Spirituality & Counseling	3	_____	_____
MAAC 510 Theories of Counseling	3	_____	_____
MAAC 512 Group Counseling	3	_____	_____
MAAC 515 Research & Program Evaluation ¹	3	_____	_____
MAAC 521 Assessment Techniques in Counseling	3	_____	_____
MAAC 601 Marriage & Family Counseling I	3	_____	_____
MAAC 646 Psychopathology & Counseling	3	_____	_____
MAAC 667 Clinical Diagnosis & Treatment Planning	3	_____	_____
MAAC 699 Counseling Internship ²	3	_____	_____
SUBS 505 Addiction & the Recovery Process	3	_____	_____
SUBS 606 Biological Aspects of Addiction & Recovery	3	_____	_____
SUBS 607 Treatment & the Recovery Process	3	_____	_____

ELECTIVE COURSES (3 hours)

Choose one of the following courses:

CRIS 606 Acute Stress, Grief & Trauma	3	_____	_____
SUBS 608 Diagnosis & Treatment of Sexual Addiction	3	_____	_____
MAAC 699 Counseling Internship ²	3	_____	_____

TOTAL HOURS 48

Graduation Requirements:

Complete 48 hours

A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level

3.0 GPA

No more than two grades of C may be applied to the degree (includes grades of C+ & C-)

No grade of D or below may be applied to the degree (includes grades of D+ & D-) Liberty University course work that is more than seven years old may not be applied towards this degree. Students are required to repeat the course if it has exceeded the age limit

Degree must be completed within 7 years

Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date

Program Offered in Online Format

Notes

All applicable prerequisites must be met

¹Students must successfully complete three hours of coursework in statistics (PSYC 255 or equivalent) prior to taking MAAC 515

²May be repeated

Suggested Course Sequence on Second Page

SUGGESTED COURSE SEQUENCE

<u>First Semester</u>		<u>Second Semester</u>	
MAAC 501 (B-Term) ¹	3	MAAC 505 ^{2,3}	3
MAAC 510 (D-Term)	3	MAAC 504	3
SUBS 505	<u>3</u>	MAAC 512 ²	<u>3</u>
Total	9	Total	9
<u>Third Semester</u>		<u>Fourth Semester</u>	
MAAC 515 (B-Term)	3	MAAC 506	3
MAAC 521 (D-Term)	3	MAAC 667 ²	3
MAAC 646	<u>3</u>	SUBS 606	<u>3</u>
Total	9	Total	9
<u>Fifth Semester</u>		<u>Sixth Semester</u>	
MAAC 601	3	MAAC 699	3
SUBS 607	<u>3</u>	Elective ⁴	<u>3</u>
Total	6	Total	6

Notes

All applicable prerequisites must be met

¹MAAC 501 is a prerequisite for MAAC 510

²Course offered in Intensive format

³MAAC 505 is a prerequisite for MAAC 512

⁴Choose from CRIS 606, SUBS 608 or MAAC 699