

LIBERTY UNIVERSITY ONLINE



MASTER OF ARTS

Addiction Counseling

HANDBOOK

School of Behavioral Sciences

Department of Counselor Education and Family Studies

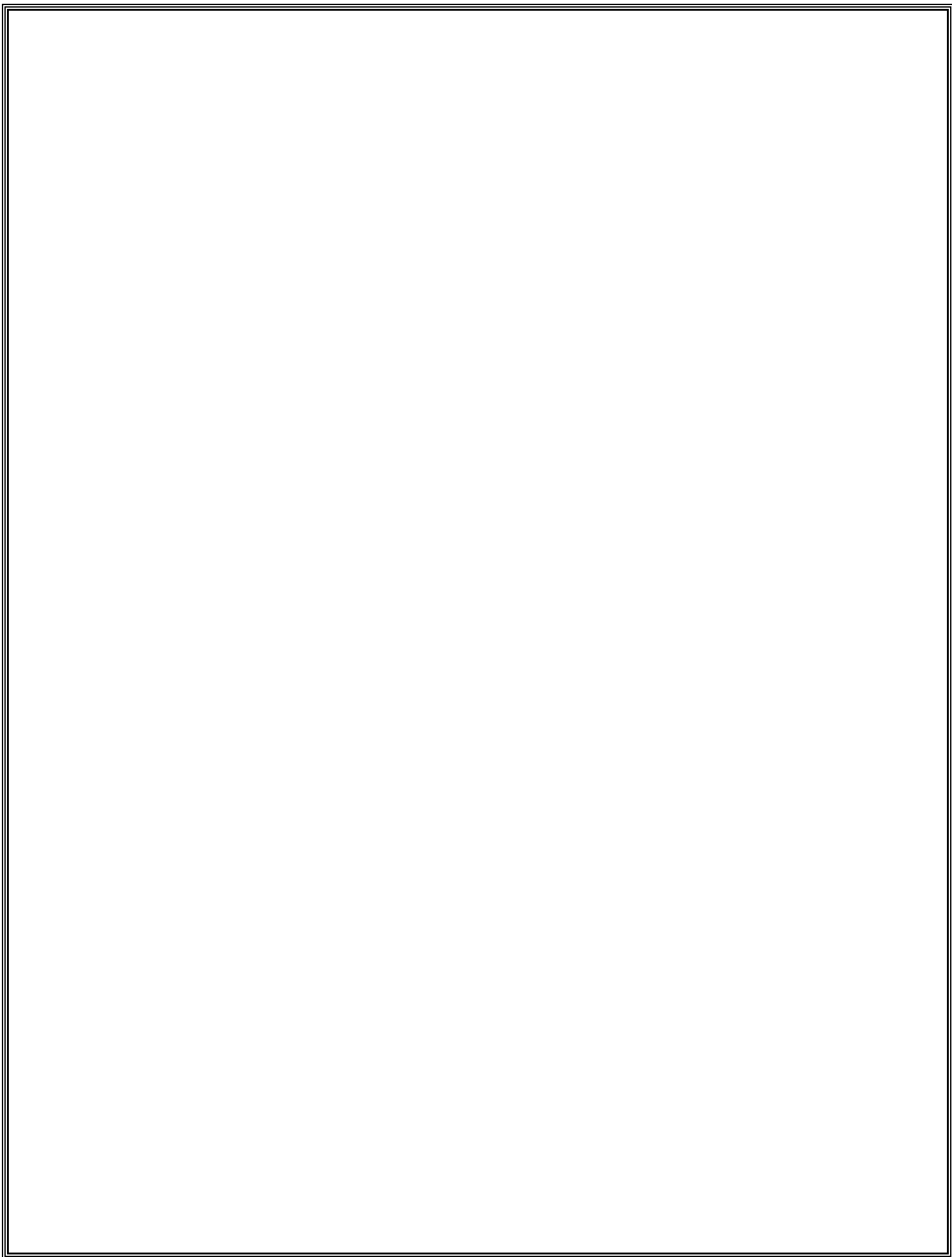
2021-2022

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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 specific to the Department of Counselor Education and Family Studies. The policies and procedures apply to current and newly accepted students. Students who are currently taking Master's courses in Addiction Counseling must adhere to these guidelines with the exception of any changes in the academic program.

Disclosure Statement

The Addiction Counseling degree is designed to lead to professional licensure as 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 for the particular state in which they intend to seek licensure after graduation. To obtain your state's web address, view [State Licensure Boards](#).

Enrollment in one of the M.Ed. or M.A. 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 the M.A. Addiction 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 Academic Advising. Then, if needed, contact Program Director Dr. Brad Imhoff at bimhoff@liberty.edu. For Internship, please contact internship@liberty.edu. If appealing a decision made by the Practicum or Internship office, please contact Dr. Steve Johnson at sgjohnson2@liberty.edu.

Program Contact Information

Department of Counselor Education and Family Studies Administration (For further information call 434-592-4049)		
Leadership	Email	Phone/Fax
Scott Hicks, Ph.D. Provost and Chief Academic Officer	Provost@liberty.edu	434-592-4030 Fax: 434-522-0442
Shawn Akers, M.A., J.D. Online Provost	OnlineProvost@liberty.edu	434-582-3400 Fax: 434-522-0442
Kevin Van Wynsberg, Ph.D. Online Dean, School of Behavioral Sciences	BehavioralSciences@liberty.edu	434-592-4049 Fax: 434-522-0447
Shawn George, Online Associate Dean School of Behavioral Sciences	BehavioralSciences@liberty.edu	434-592-4049 Fax: 434-522-0447
Brandi Chamberlin, Ph.D. Online Chair, Coordinator of Programs	counseling@liberty.edu	434-582-2639 Fax: 434-522-0477
Allen Meyer, Ph.D. Online Chair	admeyer@liberty.edu	434-592-5833 Fax: 434-522-0477

Addiction Counseling Leadership	Email	Phone
Brad Imhoff, Ph.D., LPC (OH) Director, Addiction Counseling Program	bimhoff@liberty.edu	434-582-3257 Fax: 434-522-0477
Steve Johnson, Ph.D. Clinical Director, Department of Counselor Education and Family Studies	sgjohnson2@liberty.edu	434-592-7154 Fax: 434-522-0477

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 online program. The faculty are honored that you have chosen to pursue your studies here at Liberty University!

This 2021-2022 M.A. in Addiction Counseling 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 2021. The faculty consider the handbook to be “required reading” for all M.A. Addiction Counseling students, and it should be read in its entirety. Although you have access to an academic advisor, it is ultimately your responsibility to know the information contained in this handbook. Your academic advisor will assist you in registration and course information. The program director will answer program-related questions. Review this handbook periodically, and if questions arise, contact the program director. 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 the program director and other professors, 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 2021-2022 Graduate Catalog.

We are glad you have chosen Liberty University! You are about to engage in the exciting process of becoming a professional counselor. As you will see in the following pages of this handbook, the process and experiences offered at Liberty are focused on ensuring 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.

Be well and take care,

Brad Imhoff, Ph.D., LPC (OH)
Program Director, Addiction Counseling

Liberty University General Information

1.1 Campus

Liberty University is a Christ-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 over 380 buildings that consist of over four and a half million square feet of technologically advanced academic, residential and recreational space, including 200+ classrooms. Additionally, our student body is highly diverse, with individuals from all 50 states and more than 80 nations. Liberty offers over 700 unique programs of study and enrolling 100,000 students, 30,000 of which are military.

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 and undergraduate programs where appropriate.
4. Promote the synthesis of academic knowledge and a 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 career-focused disciplines 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 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 purpose is to accomplish this mission by the professional development of the mental health counseling student across the following domains:

- 1) Attainment of scholastic competence 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's 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 practicum 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 (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 occurs in a climate that encourages a deepened appreciation of differences. Therefore, we do not discriminate in our educational and counselor training programs on the basis 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 the 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.

Students in the M.A. program must exhibit the American Counseling Association's standards and ethics of the counseling profession regarding sensitivity to and celebration of diversity.

Admission Policies

3.1 Admission and Licensure

The degree is designed to lead to professional licensure as outlined by the Virginia Board of Counseling. Before enrolling in the licensure program at Liberty University, students intending to practice in a state other than Virginia after graduation should consult the rules and regulations regarding licensure as a professional 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 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 M.A.in Addiction Counseling program at Liberty University is a selective process. Each applicant is carefully evaluated for his or her potential as a professional 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 based on 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 such as MATH 201, PSYC 354 (most applicable), or PSYC 355 are acceptable

Additional Documents

- For each of the following, describe in 200-250 words:
 - Why you desire to become a counselor and indicate the type of counselor certification you plan to seek after graduation.

- An occasion in which you have interacted with an individual or a group of individuals from another culture. Identify the cultural differences present in the situation, and how you demonstrated respect for those differences.
- Describe how you form effective interpersonal relationships with others in individual and group settings.
- Contact information for two recommenders from professional sources (i.e., not family/friends) able to address the applicant's character, maturity, and ability to become a counselor.
- Agreement to the Professional Counseling Mission Statement and Commitment to Diversity Statement: <https://www.liberty.edu/online/behavioral-sciences/masters/professional-counseling/admission-requirements/>.
- Submission of college transcripts.

Background Check

Students will complete a Criminal Background Check as a requirement for ADCN 512. 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 a professional counselor. The Department of Counselor Education and Family Studies is not responsible for a student's inability to complete the program, or 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 M.A. 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 their 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 international 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 and evaluated by the faculty. The Graduate Admissions and 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 deny admission to students based on professional judgment.

3.4 Notification of Admission to the Program

Admission decisions are typically 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 admission requirements to matriculate into the program, including completion of their undergraduate degree with a 2.7. 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.

Academic Policies

4.1 Program Learning Objectives

The Master 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 licensed counselors. To this end, the faculty developed the following learning outcomes applicable to all students.

Department of Counselor Education & Family Studies *M.A.in Addiction Counseling*

<i>M.A. Addiction Counseling PLOs</i>
<i>Cluster 1 2018-19</i>
<p>PLO 1: Apply Ethical/Legal Standards Apply the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity.</p>
<p>PLO 2: Apply Diverse Populations for Treatment Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner.</p>
<i>Cluster 2 2019-20</i>
<p>PLO 3: Assess Counseling Skills Assess the individual and group counseling skills necessary to establish and build a therapeutic relationship and will form a preliminary theoretical framework when counseling individuals at all developmental stages across the lifespan.</p>
<p>PLO 4: Use Developmentally Appropriate Assessments Use developmentally appropriate assessment relevant to the client's academic/education, career, personal, and social development and identify ethical, social, and cultural factors related to assessment.</p>
<i>Cluster 3 (Includes specialty PLO) 2020-21</i>
<p>PLO 5: Evaluate Research and Writing Skills Evaluate research and apply it to their counseling practice in accordance with best practices, and identify social and cultural implications for interpreting and reporting results.</p>
<p>PLO 6: Integrate Biblical Principles and Secular Theories Integrate faith and spirituality into counseling where appropriate in an ethically competent manner.</p>
<i>M.A. Addiction Counseling PLO</i>
<p>PLO 7: MECU-Synthesize Counseling Theories to Treat Clients Synthesize counseling theories into a comprehensive bio-psychosocial-spiritual theoretical approach that informs assessment, diagnosis, and treatment planning for diverse individual, group, and family client(s) with a broad array of presenting problems and mental disorders.</p>

<https://catalog.liberty.edu/graduate/colleges-schools/behavioral-sciences/counselor-education-family-studies/licensure-programs/clinical-mental-health-counseling-ma/>

4.2 Program 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.

4.3 Transfer of Credits

Students may be allowed to transfer up to 24 hours of graduate credits for the 48-hour Addiction Counseling degree, leaving a minimum of 24 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 is a regionally or nationally accredited institution approved through the Department of Education.
2. The course(s) were taken in another M.A. 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: CEFS 501 & 506, ADCN 505, 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. Questions related to transfer of credit may be directed to the [Registrar's Office \(registrar@liberty.edu\)](mailto:registrar@liberty.edu).

4.4 Independent Studies & Directed Studies

Students who need specific coursework 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.

4.5 Program of Study

The following chart lists the courses students will take and the order and times they should enroll in the courses. This curriculum guide is a planning document and is not a substitute for

regular consultation of their DCP or with the program director. This guide is subject to change. Use this guide for course planning and for discussions with the program director when you set up your course of study.

M.A. in Addiction Counseling

COURSE #	COURSE NAME	HOURS
CEFS 501	Ethical & Legal Issues in Counseling	3
CEFS 504	Multicultural Counseling	3
CEFS 506	Integration of Spirituality & Counseling	3
CEFS 510	Theories of Counseling	3
CEFS 515	Research & Program Evaluation	3
CEFS 521	Assessment Techniques in Counseling	3
CEFS 546	Psychopathology & Counseling	3
CEFS 601	Theories of Family Systems	3
CEFS 691	Substance Abuse: Diagnosis, Treatment, and Prevention	3
ADCN 505	Techniques in Addiction Counseling	3
ADCN 512	Group Dynamics	3
ADCN 605	Client, Family, & Community Education in Addiction Counseling	3
ADCN 607	Case Management & Relapse Prevention in Addiction Counseling	3
ADCN 667	Diagnosis & Treatment Planning of Addictive Disorders	3
ADCN 699*	Addiction Counseling Internship	3
Electives ADCN 606 ADCN 608 ADCN 699 CRIS 606	Pharmacology of Addiction & Recovery Diagnosis & Treatment of Behavioral Addictions Addiction Counseling Internship Acute Stress, Grief, & Trauma	3
	TOTAL	48

*May be taken twice for students whose state requires 600 internship hours

4.6 Recommended Course Sequence

Semester	Courses	Semester	Courses	Semester	Courses
1 st Semester	CEFS 501 CEFS 504 CEFS 506	2 nd Semester	ADCN 505 CEFS 510 CEFS 515	3 rd Semester	ADCN 512 CEFS 521 CEFS 546
4 th Semester	CEFS 691 CEFS 601 ADCN 605	5 th Semester	ADCN 667 ADCN 607	6 th Semester	ADCN 699* Elective

*May be taken twice for students whose state requires 600 internship hours

4.7 Course Prerequisites

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

Course Number	Prerequisites
Core Courses	
CEFS 501	None
CEFS 504	None
CEFS 506	None
CEFS 510	CEFS 501
CEFS 515	None
CEFS 521	CEFS 501, 504, 510, ADCN 505
CEFS 546	CEFS 501, 504, 510
CEFS 601	CEFS 501, 504, 510, ADCN 505
CEFS 691	CEFS 501, 504, 510, 521, 546, ADCN 505
Specialization Courses	
ADCN 505	CEFS 501
ADCN 512	CEFS 501, 504, 510, ADCN 505
ADCN 605	CEFS 501, 510, ADCN 505
ADCN 607	CEFS 501, 510, ADCN 505
ADCN 667	CEFS 501, 504, 510, 515, 521, 546, 691, ADCN 505, 512
ADCN 699	CEFS 501, 504, 510, 521, 546, 601, 691, ADCN 505, 512, 667
Elective Courses	
ADCN 606	CEFS 501, 510, 691, ADCN 505
ADCN 608	CEFS 501, 510, 691, ADCN 505
ADCN 699	CEFS 501, 504, 510, 521, 546, 601, 691, ADCN 505, 512, 667
CRIS 606	None

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 for informing students of their state's specific educational requirements for licensure.

4.8 Dual Degrees

Students seeking to obtain a second degree through Liberty may do so, but due to the extent of overlap between required courses in the CEFS Department programs, dual degrees will not be awarded within the department. However, students may elect to take additional courses for dual licensure. For most students it is recommended to pursue a Master of Education in School Counseling and take additional courses for their counseling state licensure.

For students pursuing a second degree outside of the CEFS department, 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.

4.9 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 course advising, such as registering for classes and adding/dropping courses. Online advisors can be contacted through <https://www.liberty.edu/online/academic-advisors/> or 1-800-424-9596 or luoadvising@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. Academic Advisors cannot advise on matters pertaining to the regulations of state licensure boards.

4.10 Internship

Internship: The student must have completed the following courses to be placed in Internship: CEFS 501, 504, 510, 515, 521, 546, 601, 691, ADCN 667. 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.

The Internship 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."

Succeeding in Internship

Since most, if not all, course work has been completed by the time of the internship experience, students contribute to the cooperating site by assisting staff in carrying

out various clinical activities. In order for students to successfully pass the internship course, the student must demonstrate the ability to:

- Establish rapport and effective working relationships with client(s).
- Conduct a psychosocial history that includes client background information, behavioral observations, current functioning, quality of relationships, and resources and challenges.
- Develop client case conceptualizations that lead to accurate diagnosis using the DSM.
- Develop treatment plans that will motivate clients through the use of evidence-based strategies for clients' identified problem(s).
- Present case studies in scheduled supervision sessions.
- Maintain an effective counseling process and relationship until the client(s)' problem(s) have been resolved.
- Utilize feedback, direction, and constructive criticism from supervision and consultation in order to enhance professionalism in counseling.
- Document clinical work in a way that meets the standards of the counseling site, insurance companies, and the state in which the student is working.
- Work cooperatively and effectively within an agency setting and initiate appropriate professional relationships with mental health professionals outside that agency as needed.

Approval Process

Students will submit an online application through the SharePoint submission portal by using a link posted on the Internship website located on the Degree Program Information website: <https://www.liberty.edu/behavioral-sciences/counselor-ed/degree-program-information/>. Students will attach their approval documents to the online application. Students will attach their approval documents to the online application. The online application with attached approval documents must be submitted by the application deadline that is displayed on the practicum/internship webpage. Blank copies of the approval documents are available for download on the practicum/internship webpage. Registration for the 699 internship course occurs three times each year: approximately mid-term during the fall, spring, and summer semesters.

*In order to begin internship, the student's site and supervisor must be approved by the CEFS Internship staff, under the direction of the Director of Clinical Training. Because students cannot register for the Internship until the approval process has been completed, all documents must be submitted by the posted application deadline. 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 links located

on the Master's Degree program website: <https://www.liberty.edu/behavioral-sciences/counselor-ed/masters/>.

Please carefully review the Internship Field Manual for additional information.

Complete Background Checks

Be aware that state boards review an applicant's criminal history to determine if he/she is eligible to hold a license. If you have a criminal history, you will need to contact your state board of counseling to determine if you are eligible for a counseling license in that state. Due to these varying licensure requirements, our programs require you, as a counselor in training, to complete background checks. Clearance of the background checks will be required for application to internship.

Finding a Site

Students are responsible for finding their internship site and their site supervisor. Students are advised to allow a minimum of three to four months for the process. The internship webpage provides some suggestions for potential clinical sites. The M.A. in Addiction Counseling program is specifically intended to prepare graduates for work in the addiction field. Therefore, the internship is focused on developing competence in addiction-related counseling activities. This means that your internship's site supervisor, activities, and the site must provide you with the opportunity to obtain the necessary supervised clinical experience.

State Licensure Requirements

Students intending to seek licensure in a state other than Virginia after graduation are required to know the licensure requirements in the state 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 and CA requires additional classes). More information about state licensure board regulations can be found at <http://www.nbcc.org/directory/Default.aspx>.

International Internship Policy

The Department of Counselor Education and Family Studies is aware of many challenges that students living abroad face regarding the completion of the internship requirements. Therefore, the Internship Office has created the following policy in order to help our students living abroad succeed in completing their internship experience.

Students who are seeking licensure in the United States are responsible for knowing and understanding the requirements of the state board for the state in which they wish to become licensed.

Specific states may require internships to be taken at a site location in the state where you plan to seek licensure. If this is the case, an international internship may not be eligible towards licensure. Before identifying an international internship site, please check with your state regarding any potential residency requirements pertaining to the actual physical location of

internship sites. You are solely responsible to find out this information. The Department of Counselor Education and Family Studies may not provide this or any other information pertaining to specific state licensure requirements.

In addition to the standard application process, students looking to complete an international internship must also meet the following criteria:

- Submit required documents
 - Informed consent
 - Treatment plans
 - Recordkeeping

International internship sites and supervisors must meet the following criteria for students seeking eventual licensure in the United States:

- **Site must be sponsored by an American organization**
- **Site must follow the general guidelines established by the counseling profession in the U.S.** (e.g., ACA, AAMFT Codes of Ethics; state board regulations; etc.).
- Supervisor must be licensed in the United States.
- Supervisor must hold a valid state license in counseling, marriage and family therapy, or clinical social work and have a master's degree in Counseling, Psychology, or Social Work and/or hold a PhD or EdD in Counseling, Psychology, or a closely related field from a regionally accredited university.
- The site and supervisor approval will be reviewed on a case-by-case basis at the discretion of the Practicum/Internship office.

Students not seeking licensure in the United States:

- **Must provide Practicum/Internship Office with a written statement of their intent to not pursue licensure in the United States.**

4.11 Break in Enrollment

A student breaks enrollment if he/she does not matriculate in a course at least once every academic year. Admission status is subject to the terms of any previous academic or disciplinary probation, suspension, or dismissal. Students may be required to provide official transcripts from all educational institutions attended since enrollment at Liberty. Admission decisions for re-applicants will be based on the current admission criteria of the respective degree program at the time the new application is submitted. Students who break enrollment and apply for readmission will be required to follow the current degree completion plan in effect at the time of re-entry to the University. Any military student wishing to be readmitted who broke enrollment due to deployment must contact the Office of Military Affairs.

4.12 Time Limit for Degree Completion

The time limit for completing the Master's 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 degree.

4.13 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 below cannot be used to fulfill the requirements of the program. A maximum of two courses (6 hours) with a grade of “C+/C/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-.**

Policies regarding repeatable and non-repeatable grades are outlined in the following link: <https://wiki.os.liberty.edu/display/IE/Policy+Directory+Home>

4.14 Administrative Dismissal

Students will be eligible for Administrative Dismissal from the M.A. 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 a 2.7 after completion of early core counseling courses.
3. They have three (3) grades or three (3) courses of C+/C/C- applying to their degree and they have applied the repeat policy for the maximum allowed nine (9) hours or three (3) courses, and they earn two (2) or more additional grades or courses of C+ or lower.
4. They earn two (2) grades of D+ or lower.

4.15 Attendance

Regular attendance in courses is expected throughout the length of the term/semester. The U.S. Department of Education requires that every university monitor the attendance of their candidates.

Attendance is defined for students as **any** submission to Canvas 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 Canvas the student will be marked as “attending” in the course roster.

Failure by Non-Attendance (FN): If a student stops making submissions to Canvas 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

4.16 American Psychological Association (APA) 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.

4.17 Graduation

All degree completion requirements must be fulfilled before the university will confer the M.A. 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.

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/index.cfm?PID=296>.

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 counselors can make an impact within the field is through involvement with professional organizations. Students are encouraged to join 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 pertain to the profession (legislation and professional credentialing, licensure, certification)
- 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. Furthermore, students are expected not to give nor receive assistance of any kind specifically regarding 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 procedures 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 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 students' 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, Student Support, & Administrative Review

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 ACA Code 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 ACA Code of Ethics, the Graduate Student Honor Code, and the Liberty Way as guides to their behavior throughout their program, reading these guidelines is just the beginning of understanding professional ethics. Being an ethical counselor-in-training involves understanding the underlying principles and values associated with professional Code 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. For behaviors that constitute a violation of the University's Honor Code, the candidate's professor will complete the Honor Code Violation form and send it to the faculty advising mentor, who will document the incident

in the candidate's record and inform the program director, then forward the form to the Associate Dean, who may involve Liberty University Online and Graduate Student Affairs. Students are given an opportunity to appeal.

Professional Development

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

1. Attainment of scholastic competency in all coursework as evaluated through the assessment of Addiction Counseling standards and 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 licensed professional counselors. This ability is evaluated by faculty using the Counseling Competency Scale (CCS) in the skills courses (COUC 505, 512, 667) and by the student's approved site and faculty supervisor using the CCS 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 the American Counseling Association's Code of Ethics and the Liberty University 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 in 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, as well as written communications.

Student Support and Development

Our department is committed to helping students be successful in their academic and professional endeavors. The student support and development committee serves to assist in

this process. This committee will support students in their professional development and serve as a secondary mentor in this process. The SSD committee will connect the student with appropriate referrals and resources as needed. A referral to this committee will be made, if a student is noted to have deficiencies in any of the following areas:

- Counseling Skill Development
- Academic Integrity
- Student Support and Care (prayer, encouragement, etc)
- Student Professional/Dispositional Development

This committee exists to come alongside students and assist in student development.

Administrative Review

In keeping with the American Counseling Association Code of Ethics (ACA, 2014), and Southern Association of Colleges and Schools (SACS) requirements, faculty in counselor education programs are required to assess the knowledge, skills, values, and dispositions of students in their programs. Faculty must take action if issues arise that could compromise the well-being of present or future clients. The following summarizes the School of Behavioral Sciences procedures for assessing these competencies.

Behavioral Concerns at Internship Sites

If during the Internship, a student fails to successfully demonstrate the required skills, professional behaviors, or personal or professional dispositions in this course and/or 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 Program Director, 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 site dismissal and recommend a course of action, which could include Administrative Review for Behavioral Intervention and/or referral to Remediation and/or the Office of Community Life. Administrative Review is appropriate when a student's behavior is so concerning and/or non-professional that prompt protective action is required (see below section, "Administrative Review for Behavioral Intervention").

Note: The steps within this section are specifically designed to address the unique aspects of internships, and certain steps in this section may overlap with those of other processes. For instance, the internship professor's submission of an incident report to the Program Director and Internship Office and their examination of the incident report will satisfy the early and secondary stages of the remediation process (i.e., remediation stages 1-3). Also note that remediation can be engaged at any step, as the School of Behavioral Sciences deems appropriate.

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 the Office of Community Life. 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 pending the outcome of any ongoing process(es) (e.g., Administrative Review, the remediation process, the disciplinary process, and/or grade appeals process).

For violations that do not result in dismissal from the program, the remediation process 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 dismissal 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: When necessary, the Department may immediately remove a student from the site upon notification of concerning behavior by the supervisor. During the remediation process, the student has an opportunity to appeal interim actions following Administrative Review, grades, honor code violations, and dismissals in accordance with the procedures outlined for the applicable process(es). See, for example, Appeals Policy (Section 6.3) and the appeal sections below for information on the appeal process. Please consult the Internship Field Manual for additional information.

Administrative Review for Behavioral Intervention

There may be times when the School of Behavioral Sciences faculty determines that a student’s behavior is so concerning and/or non-professional, regardless of whether the student is making satisfactory academic progress, that prompt protective action is required. This is especially true when students are interacting with clients in a clinical setting. In such situations, the program director will place the student on Administrative Review.

As part of Administrative Review, the program director will review all of the available and relevant evidence to determine an appropriate interim action to address the concerning behavior, which may include an interim suspension of the student from courses, internships, or clinical placements. The program director may, in his or her discretion, also apply a registration hold to prevent the student from registering for courses, internships, or clinical placements (and potentially, therefore, from progressing in the program) until the behavior at issue has been resolved. The interim action should be narrowly tailored to address the concerning behavior such that it places as few restrictions as possible on the student and only as determined necessary to address the concerning behavior. Interim actions should also balance the School of Behavioral Sciences’ gatekeeping function of protecting others with promoting the student’s best interest.

Administrative Review is protective, not disciplinary, in nature. Interim actions will remain in place until the program director (in consultation with the student and faculty) determines both that the concerning behavior has been resolved and that any pending processes to address the student’s behavior are complete (e.g., the remediation process or a disciplinary matter in the Office of Community Life or the Office of Equity and Compliance).

Within 48 hours of the program director's decision to initiate the Administrative Review, the program director will notify the student in writing, which may include email, of (1) the initiation of the Administrative Review, (2) the interim action(s) imposed, and (3) the reason(s) for the Administrative Review. The program director will also notify the Registrar's Office of the interim action(s), including any registration hold. The student will have an opportunity to review all of the evidence that formed the basis for the interim action(s) and to respond (including the opportunity to present any relevant evidence) to the program director. Once the program director has an opportunity to review all of the available and relevant evidence, the program director will either reverse the interim action(s) or keep the interim action(s) in place, pending the outcome of any other processes (e.g., remediation). The program director may refer the student to the Office of Community Life and/or the Remediation Committee. If the student's behavior cannot be remedied to a point such that the student is qualified to continue in the program, the student may ultimately be dismissed from the program. Should the student decide to appeal the interim action(s) imposed by the program director, the student must follow the appeal procedures below.

Appeal of Interim Action(s) Following Administrative Review

Students who disagree with the interim action(s) imposed by the program director following Administrative Review have an opportunity to appeal. Students must submit the appeal in writing to the Dean of the School of Behavioral Sciences within seven (7) days of receiving the notice of the program director's decision. The appeal should clearly state the reason(s) the student believes the interim action(s) should be reversed. Once received, the Dean of the School of Behavioral Sciences (or designee) will review all available and relevant evidence and, if determined necessary, speak with the student, the program director, and/or any other person with relevant information. The Dean of the School of Behavioral Sciences (or designee) will endeavor to make a determination within ten (10) days of receiving the appeal. The determination to uphold or reverse the interim action(s) will be sent to the student in writing, and the Dean of the School of Behavioral Sciences (or designee)'s determination concerning the interim action(s) will be final, pending the outcome of any other processes.

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 the 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 areas 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 the 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 an effective member of the 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 the 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. Please note that the remediation process is not always linear or sequential. Faculty reserve the right to initiate remediation at whatever stage they deem appropriate for the student.

Early Remediation Process (Stages 1 and 2)

- Faculty or program director meets with the student
- Determine an 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 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 rights under University policies and a fair process. In addition, we stress the importance of *engaging the student* in the remediation process. These principles are infused throughout the School of Behavioral Sciences program's response continuum. Once a remediation plan is initiated, 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. The description of the stages below does not necessarily reflect a sequential process. Instead, the faculty reserve the right to initiate remediation at any Stage 1, 2, 3, or 4-6, based on their assessment of the level of deficit and/or impairment.

Stage 1: Notification by Program Director. 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 problematic student behavior is brought to the attention of the department through other means (e.g., from another student, a report from university staff, evaluation from a supervisor, etc.), the program director will notify the student and discuss the concerns.

The student and the 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 the problem area. If the problem is resolved, no further action is needed. The program director will document the meeting, the remedial action plan, and the 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**, a meeting will then be scheduled with the 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 a 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 the 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 determines 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 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. 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 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 the program director. 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 the Remediation Committee determines that remediation is unsuccessful or that the student refuses to comply with the Remediation Plan, the Remediation Committee may recommend to the program director that the student be dismissed from the program.

Final Determination Following Recommendation of Dismissal: Based on the Remediation Committee's recommendation of dismissal, the program director will either dismiss the student from the program or allow the student to remain in the program until the concerning behavior has been fully addressed to the satisfaction of both the program director and the Remediation Committee. If the student is dismissed from the program, the program director will provide a notice of dismissal to the student in writing. If any interim action(s) were put into place following Administrative Review (e.g., interim suspension or registration hold), those interim action(s) will remain in place. If the program director allows the student to remain in the program, the student must continue to work with the Remediation Committee to address its concerns. Any interim action(s) from Administrative Review will remain in effect, and accordingly, the student should be aware that, if he or she does not re-enroll in courses within a certain period of time, he or she may break enrollment and need to re-apply to the program. In those situations, admission is not guaranteed. The student may appeal to the program director's final determination of dismissal. Should the student decide to appeal his or her dismissal, he or she must follow the appeal procedures outlined below.

Appeal of Dismissal: Students who disagree with the program director's final determination have an opportunity to appeal. The appeal must be submitted in writing to the Dean of the School of Behavioral Sciences within seven (7) days of notification of receiving the notice of the program director's decision. The appeal should clearly state the reason(s) the student believes the final determination should be overturned. Once received, the Dean of the School of Behavioral Sciences (or designee) will review all relevant evidence and, if necessary, speak with the student, the program director, and any others who have relevant information (e.g., members of the Remediation Committee). The Dean of the School of Behavioral Sciences (or designee) will endeavor to make a determination within ten (10) days of receiving the appeal. The determination to uphold or overturn the final determination will be sent to the student in writing, and the Dean of the School of Behavioral Sciences (or designee)'s determination concerning the interim action(s) will be final, pending the outcome of any separate processes. If the Dean of the School of Behavioral Sciences (or designee) overturns a dismissal, the student will have the option either to remain in the program and continue work with the Remediation Committee to fully address its concerns, or to withdraw from the program.

6.7 Harassment

Sexual harassment, or any 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. For additional information and up to date policy, please reference the Title IX information page <https://www.liberty.edu/titleix/index.cfm?PID=35152>

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 clinical mental health counselor, it is imperative that we deal with our own personal issues that may interfere with our ability to work with clients competently and ethically. 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. Students should reach out to a faculty member who can best speak to their academic and professional performance.

In addition to credentialing and employment, faculty members endorse students for 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 internship. In compliance with the ACA Code 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.

6.11 Student Record Keeping

Students should keep copies of all class syllabi and course schedules for future use. Students should also keep copies of all clinical and supervision hours accrued in 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 in a few formats (electronic, print, or backup) and in a secure location. It is difficult and sometimes 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.

General Information

7.1 Course Delivery Formats

M.A. Addiction Counseling courses are carefully designed to provide students with a full academic experience via distance learning. Students enrolled in the online program complete their degree using a 16-week online semester with 8-week courses offered 3 times throughout the semester.

Online Format Using Canvas®

The University currently uses *Canvas*®, an online software platform, as its primary online instructional delivery method. Students interact 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. The 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/informationsevice/index.cfm?PID=24600>)
- Internet that can access Canvas and Liberty University's website
- A computer that meets the hardware/software specifications to access Canvas

- Send and receive emails via their Liberty Webmail address.

For information on recommended hardware, software, operating systems and student discounts on computers, see the Liberty Information Technology website at <https://www.liberty.edu/informational/services/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 practice professionalism in email communications. We live in a fast-paced world with text messaging, which encourages short and abbreviated communication. However, since you are in a counseling program, you are encouraged and expected to use full sentences and good grammar when communicating with other students and faculty. It is also an expectation that your electronic communication is pleasing to God. Being courteous and polite to peers and professors demonstrates dignity and respect, "And as you wish that others would do to you, do so to them" (Luke 6:31, ESV).

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 Canvas that is more appropriate for an individual. Avoid offensive language of any kind. Because students are responsible for behaving 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 or in a class (in person or virtual), 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

M.A. Course Descriptions

Academic Planning Sheets

M.A. Course Descriptions

CEFS 501 *Ethical and Legal Issues in Counseling (3 hours)*: This course introduces students to concepts regarding ethical and legal issues encountered by licensed professional counselors and marriage and family therapists, 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 are explored.

CEFS 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, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

CEFS 506 *Integration of Spirituality and Counseling (3 hours)*: Students critically examine how a Christian worldview and a client's spirituality impact the assessment, diagnosis, and treatment planning process in counseling. Ethical, diagnostic, and assessment issues relevant to the use of Christian spiritual interventions with appropriately religious individuals, couples, and families are considered, along with current research related to spirituality and counseling.

CEFS 510 *Theories of Counseling (3 hours)*: Prerequisites: CEFS 501. This course provides in-depth exploration of selected theories of counseling and psychotherapy, 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.

CEFS 515 *Research and Program Evaluation (3 hours)*: Prerequisite: MATH 201 or PSYC 355. Students learn the importance of scientific inquiry in the fields of clinical mental health counseling and marriage and family therapy. 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 is also addressed.

CEFS 521 *Assessment Techniques in Counseling (3 hours)*: Prerequisites: CEFS 501, 504, 510, ADCN 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 are discussed. Identification of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling are evaluated.

CEFS 546 *Psychopathology (3 hours)*: Prerequisites: CEFS 501, 504, 510. This course studies psychological 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, decisions-making, and evidence-based therapeutic approaches are emphasized. Clinical and scientific research is integrated through the course with a biblical worldview so that students will have a robust biopsychosocialspiritual lens to understand and treat mental disorders.

CEFS 601 *Theories of Family Systems (3 hours)*: Prerequisites: CEFS 501, 504, 510, ADCN 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 an historical perspective are presented along with current developments within marriage and family systemic models. Students will engage in critical thinking regarding the application and integration of spirituality within marriage and family counseling.

CEFS 691 *Substance Abuse: Diagnosis, Treatment, and Prevention (3 hours)*: Prerequisites: CEFS 501, 504, 510, 521, 546, ADCN 505. This course is designed to introduce the student to current theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. The identification of standard screening and assessment instruments for substance use disorders and process addictions are practiced, as well as screening for aggression, and danger to self and/or others, as well as co-occurring mental disorders are reviewed. The course also describes appropriate counseling strategies when working with clients with addiction and co-occurring disorders in a multicultural society.

ADCN 505 *Techniques in Addiction Counseling (3 hours)*: Prerequisites: CEFS 501. This course provides students an understanding of effective addiction counseling 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.

ADCN 512 *Group Dynamics (3 hours)*: Prerequisites: CEFS 501, 504, 510, ADCN 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.

ADCN 605 Client, Family, and Community Education in Addiction Counseling (3 hours):

Prerequisites: CEFS 501, 510, ADCN 505. This course provides an overview of the process of providing clients, families, significant others, and community groups with information on risks related to psychoactive substance use, as well as available prevention, treatment and recovery resources. Cultural diversity is appreciated and highlighted. Factors that increase the likelihood for an individual, community, or group to be at-risk for, or resilient to, psychoactive substance use disorders are described, as well as health and behavior problems related to addiction including infectious diseases such as HIV/AIDS, TB, and STDs.

ADCN 607 Case Management and Relapse Prevention in Addiction Counseling (3 hours):

Prerequisites: CEFS 501, 510, ADCN 505. This course emphasizes the coordinated approach to the delivery of substance abuse and addiction services. Effective case management focuses on the whole person, addresses other client psychosocial problems, and is associated with treatment retention which leads to better outcomes. The role of effective documentation, referral, and relapse prevention are highlighted.

ADCN 667 Diagnosis and Treatment Planning of Addictive Disorders (3 hours): Prerequisites: CEFS 501, 504, 510, 515, 521, 546, 691, ADCN 505, 512. 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.

ADCN 699 Addiction Counseling Internship (3 hours) Prerequisites: CEFS 501, 504, 510, 521, 546, 601, 691, ADCN 505, 512, 667. 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 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.

M.A. Addiction Counseling Elective Courses

ADCN 606 Pharmacology of Addiction and Recovery (3 hours): Prerequisites: CEFS 501, 510, 691, ADCN 505. This course focuses on the pharmacological aspects of addiction and recovery and how addiction affects the physical, emotional, social, and spiritual aspects of the person. In addition to the addictive nature and properties of various substances and behaviors,

pharmacological treatment approaches to withdrawal, treatment, recovery, and relapse prevention are also reviewed.

ADCN 608 Diagnosis and Treatment of Behavioral Addictions (3 hours): Prerequisites: CEFS 501, 510, 691, ADCN 505. This course provides an overview of the history, theory, and current research perspectives in the etiology, assessment, diagnosis and treatment of behavioral addictions. Specific attention will be paid to examining the similarities and differences between substance addictions and behavioral addictions. Physiological, psychological, and sociocultural aspects will be explored.

CRIS 606 Diagnosis and Treatment Planning of Addictive Disorders (3 hours): This course will provide a foundation of the theoretical concepts associated with the impact and consequences of acute stress on victims, first responders, families, and community members, taking into account the process of grief and loss, complicated grief, dying, death, and bereavement, and the long-term consequences of unresolved trauma. Particular attention is paid to the treatment of the human stress response, effective counseling strategies, methods and techniques for immediate response, comorbidity, anxiety and depression, abuse, impact dynamics of crisis and trauma, survivor guilt, and cultural sensitivity.

For Additional Courses see:

- Counseling (COUC) in CMHC program:
<https://catalog.liberty.edu/graduate/courses/courses-graduate/couc/>
- Counseling (CEFS) courses in the MFT program can be found here:
<https://catalog.liberty.edu/graduate/courses/courses-graduate/cefs/>
- Addiction Counseling (ADCN)
<https://catalog.liberty.edu/graduate/courses/courses-graduate/adcn/>

LIBERTY

UNIVERSITY.

THE GRADUATE SCHOOL

Master of Arts in Addiction Counseling (M.A.)

2021-2022 Degree Completion Plan

<u>CORE COURSES (27 hours)</u>		<u>Hrs</u>	<u>Sem</u>	<u>Grade</u>
CEFS 501	Ethical & Legal Issues in Counseling	3	_____	_____
CEFS 504	Multicultural Counseling	3	_____	_____
CEFS 506	Integration of Spirituality & Counseling	3	_____	_____
CEFS 510	Theories of Counseling	3	_____	_____
CEFS 515	Research & Program Evaluation ¹	3	_____	_____
CEFS 521	Assessment Techniques in Counseling	3	_____	_____
CEFS 546	Psychopathology & Counseling	3	_____	_____
CEFS 601	Theories of Family Systems	3	_____	_____
CEFS 691	Substance Abuse: Diagnosis, Treatment & Prevention	3	_____	_____
<u>SPECIALIZATION COURSES (18 hours)</u>				
ADCN 505	Techniques in Addiction Counseling	3	_____	_____
ADCN 512	Group Dynamics ²	3	_____	_____
ADCN 605	Client, Family, & Community Education in Addiction Coun.	3	_____	_____
ADCN 607	Case Management & Relapse Prevention in Addiction Coun.	3	_____	_____
ADCN 667	Diagnosis & Treatment Planning of Addictive Disorders	3	_____	_____
ADCN 699	Addiction Counseling Internship ³	3	_____	_____
<u>ELECTIVE COURSES (3 hours)</u>				
<i>Choose one of the following courses:</i>				
ADCN 606	Pharmacology of Addiction & Recovery	3	_____	_____
ADCN 608	Diagnosis & Treatment of Behavioral Addictions	3	_____	_____
ADCN 699	Addiction Counseling Internship ³	3	_____	_____
CRIS 606	Acute Stress, Grief & Trauma	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 10 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 Degree Completion Application must be completed within the last semester of a student's anticipated graduation date

Offered in Online Format

Revised: 05.07.2021

Notes

All applicable prerequisites must be met

¹Students must successfully complete three hours of coursework in statistics prior to taking CEFS 515. For those who did not complete this course in their undergraduate programs, they may fulfill this prerequisite requirement during the first semester of the program

²A background check will be required

³May be repeated

Suggested Course Sequence on Second Page

Effective: Catalog Term 2021-40

SUGGESTED COURSE SEQUENCE

<u>First Semester</u>		<u>Second Semester</u>	
CEFS 501 (B Term)	3	ADCN 505	3
CEFS 504 (D Term)	3	CEFS 510	3
CEFS 506 (D Term)	<u>3</u>	CEFS 515 (D Term)	<u>3</u>
Total	9	Total	9
<u>Third Semester</u>		<u>Fourth Semester</u>	
ADCN 512 (B Term)	3	CEFS 691 (B Term)	3
CEFS 521 (D Term)	3	CEFS 601	3
CEFS 546 (D Term)	<u>3</u>	ADCN 605	<u>3</u>
Total	9	Total	9
<u>Fifth Semester</u>		<u>Sixth Semester</u>	
ADCN 667 (B Term)	3	ADCN 699 ¹	3
ADCN 607 (D Term)	<u>3</u>	Elective ²	<u>3</u>
Total	6	Total	6

Notes

¹Course may be repeated

²Choose from ADCN 606, 608, 699³, & CRIS 606