

LIBERTY UNIVERSITY



MASTER OF ARTS Marriage and Family Therapy Residential Program

HANDBOOK

**School of Health Sciences
Center for Counseling and Family Studies**

2013-2014

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

Disclosure Statement

The Marriage and Family Therapy 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 regarding Marriage and Family Therapy for their particular state. To obtain your state's web address, view [State Licensure Boards](#).

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

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From the MA Marriage and Family Therapy Program Director

The Center for Counseling and Family Studies, a department in the School of Health Sciences, promotes the biblical requisites for competent Christian counseling. 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 the theory and practice of counseling is designed for those seeking career opportunities in mental health agencies, hospital programs, private practices, church-related counseling centers, and other public and private facilities.

Liberty has always sought to produce Christ-centered men and women with the values, knowledge, and skills required to impact tomorrow's world. Our academic programs will prepare professionals who will demonstrate the highest levels of competence and determination. Viewing their vocations as a calling to do the will of God and to demonstrate a godly sensitivity to the needs of others, these specialists explore all dimensions of counseling, including the ethical, moral, and clinical issues in church and culture.

We look forward to serving you.

Elias Moitinho, Ph.D., LPC, LPC-S, LMFT, BCPC
Director, M.A. in Marriage and Family Therapy Counseling Program
Director, M.A. Counseling Licensure Programs (LUO)
Director, Clinical Training (LUO)

LIBERTY UNIVERSITY

General Information

Founded

1971

History

For more than 35 years, Liberty University has produced graduates with the values, knowledge, and skills required to impact the world. Founded by Dr. Jerry Falwell in 1971, Liberty University is a private, coeducational, undergraduate and graduate institution. According to Chancellor Jerry Falwell, Jr., "Liberty now offers 315 unique programs of study. Liberty's more than 7,000-acre campus boasts millions of square feet of technologically advanced academic, residential and recreational space, the vast majority of which was constructed in the last 15 years." <http://www.liberty.edu/aboutliberty/>. Additionally, our student body is highly diverse with individuals from all 50 states and more than 80 nations.

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

Core Value

A core value of Liberty University is approaching academics from a biblical worldview. While Liberty University adheres to the inerrancy and inspiration of the Scriptures, we also recognize that both theology and social sciences are impacted from the perspective of the observer.

Type

Liberty University is a religiously-oriented, private, coeducational, comprehensive liberal arts institution.

Mission

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.

Accreditation

The University is approved by the State Council of Higher Education for Virginia, and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor, master, and doctoral degrees. Liberty is also a member of the Association of Christian Schools International. Liberty's M.A. in Marriage and Family Therapy is **not** currently accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) or Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). For further information on this

accreditation, consult the agencies websites at www.cacrep.org or <http://www.aamft.org/imis15/Content/COAMFTE/COAMFTE.aspx> .

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, 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

Overview

The Center for Counseling and Family Studies (CCFS) is a department of the School of Health 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.

Purpose

The University mission is to develop “Christ-centered men and women with the values, knowledge, and skills essential to impact the world.” This mission is achieved, in significant measure, through offering rigorous academic programs. Consistent with the mission of the institution, the Center for Counseling and Family Studies seeks to educate the whole person within a framework of a reasoned Christian worldview; developing knowledge, values, and skills necessary for effective professional service.

Commitment to Diversity

Liberty University is a school founded in the fundamentals of the Christian faith. As believers in Christ, we must demonstrate our commitment to loving others (cf. Matthew 22:34-40; Mark 12:28-34; Luke 10:25-28), no matter how difficult and challenging.

The CCFS at Liberty University also affirms its commitment to the challenge of loving each person and diversity in an academic community. Our mission states:

The mission of the Center for Counseling and Family Studies is to demonstrate our Christ-like nature by maintaining an organizational culture that values academic excellence, spiritual growth, and promotes achievement of excellence through diversity of ideas and people.

Furthermore, counseling is a profession that fosters human growth and development in the cognitive, emotional, behavioral, relational, and spiritual domains of life. Our Christian counseling approach also supports the worth, dignity, potential and uniqueness of others who are made in the image of Christ. 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 programs are comprised of persons that represent various national, ethnic, 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 maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences, which is fundamental to any counselor training program.

The CCFS provides an academic community for students, faculty, and staff to teach and learn from the experiences of others and to submit personal values and assumptions for reflection

and critical examination. Student learning, professional and personal growth occur in a climate that encourages a deepened appreciation of differences. Therefore, we do not discriminate in our educational and counselor training programs on the bases of: race, color, creed, religion, gender, age, national/ethnic origin, and physical or mental disability.

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

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

Admission Policies

1.1 Admission and Licensure

The 60 hour Marriage and Family Therapy degree is designed to lead to professional licensure as outlined by the Virginia Board of Counseling. Before enrolling in a licensure program at Liberty University, students intending to practice in a state other than Virginia after graduation should consult the rules and regulations regarding Marriage and Family Therapy for their particular state. More specifically, students should be aware of the following before enrolling in Liberty University's Marriage and Family Therapy program:

- State regulations regarding licensure opportunities if an applicant has a previous felony conviction.
- State regulations regarding the type and number of academic courses and practicum/internship hours.
- The state accreditation requirements for educational institutions.
- The state regulations and requirements for online graduate education programs.

To obtain your state's web address, go to: [State Licensure Boards](#).

1.2 Admission Requirements

To be admitted to the Marriage and Family Therapy degree program at Liberty, applicants to the must have:

- An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education.
- An undergraduate cumulative GPA of at least 3.0 (on a 4.0 scale). Applicants who do not meet the minimum GPA requirement may be admitted on Academic Caution with a GPA of 2.5 or higher but must maintain a GPA of 3.0 within the first semester of admission.
- Successfully completed a minimum of 6 semester hours of coursework in psychology or a closely related field of study (e.g., sociology, human services, social work) and 3 hours of statistics. Applicants who have not successfully completed those courses admitted with the provision that they must complete the undergraduate coursework within the first two semesters of study. Students will not be permitted to progress in the program if they have not met the undergraduate prerequisites within the first two semesters of enrollment.

1.3 Application Checklist & Procedure

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 is sent to us (by any party) 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.

Self-Certification Form (for individuals who have not completed a bachelor's degree).

If you are sending in a preliminary transcript for acceptance, you must be in your final semester and planning to start your Master's degree after the last date of class for your Bachelor's degree. In order to be considered for full acceptance, you must fill out a bachelor's self certification form. This form is available on-line at <http://www.luonline.com/media/9932/SelfCertificationFormBach.pdf>.

If you are going to be enrolled in your Bachelor's and Master's degree program at the same time, you must send in your application* and contact the Registrar's office to fill out a Dual Enrollment application. *Non-Liberty University undergraduate students do not need to send in an application. You must contact the Registrar directly to complete dual enrollment.

TOEFL Test Scores: The Test of English as a Foreign Language™ TOEFL® (international students only) TOEFL® is required for foreign students or students for whom English is a second language (minimum score of 600; 250 if computer-based; 100 Internet-based). An official TOEFL score report must be submitted to the University before an admission decision can be made. A score of 100 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 from: TOEFL services, The Educational Testing Service, P.O. Box 6151, Princeton, New Jersey, 08541 or online at www.toefl.org.

Applicants must submit each of the “items” listed above to the Office of Graduate Admission before being considered for acceptance to the program. Admission decisions are not made until all documentation has been received and evaluated.

The office of Graduate Admissions reserves the right to use professional judgment when conducting admission reviews and may request additional documentation to evaluate a candidate's record. In addition, if certain documentation is not available or does not meet admission standards, the Office of Admissions reserves the right to offer admission to students based on professional judgment.

Applicants who have not successfully completed the 6 hours of undergraduate psychology or related studies and the 3 hours of statistics may be admitted with the provision that they must complete the undergraduate coursework within the first two semesters of study. Applicants must have an undergraduate cumulative GPA of at least 3.0 (on 4.0 scale) and be in good standing. Applicants who hold a cumulative GPA below a 3.0 GPA may be admitted on academic caution as long as their GPA is higher than a 2.0. These students are evaluated based on their cumulative GPA after their first semester of enrollment. A student may take up to 12 credits per semester. However, we never recommend more than 6 credits per semester for probationary students. A Marriage and Family Therapy student who is admitted on academic probation/caution must have a cumulative GPA of 3.0 after their first semester to avoid academic warning. Applicants who hold a bachelor's degree from an unaccredited institution may be admitted on probation if they meet certain minimum criteria.

1.4 Special Student (Non-Degree) Status

Students who are not seeking degrees but who meet the necessary academic requirements for admission to the University may enroll in master's level courses as Special students. These students are

limited to 6 semester hours in their first enrollment period or semester, and may accumulate no more than 9 semester hours under this status. Special students are required to take Coun 667 from LU, even if they have completed this course from another university, before enrolling in internship.

Students admitted under “Special Status” may not begin practicum or internship until they have met the following requirements:

1. Practicum: Students must have completed the following prerequisite courses, either at LU or another regionally accredited university: COUN 500, COUN 501, 502, 504, 505, 510, and 646.
2. Internship: Students must have completed the following prerequisite courses, either at LU or another regionally accredited university: COUN 500, COUN 501, 502, 503, 504, 505, 510, 512, 521, 601, and 646.
2. Students must have a cumulative GPA of 3.0 or better.
3. Submitted an official transcript to the Coordinator of Internship. The student’s transcript will be evaluated for prerequisite coursework and the student will be notified of acceptance.

1.5 Notification of Admission to the program

Admission decisions normally are made within a few weeks 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.

Academic Policies

2.1 Program Intent

The Center for Counseling and Family Studies (CCFS) Masters of Arts in and Marriage and Family Therapy provides students with an integration of academic course work and applied learning experiences through practica and internships. Students are expected to master course work considered essential to the master's level professional preparation of licensed marriage and family therapists who seek to offer services consistent with a biblical worldview. Though students are encouraged to evaluate their own specific needs and to take advantage of available resources for personal and professional development, several learning outcomes are applicable to all students. Students will be able to:

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

2.2 M.A. Programs

The Center for Counseling and Family Studies offers three M.A. licensure programs that offer counseling student the opportunity to achieve licensure either as a Professional Counselor or a Marriage and Family Therapist.

The CCFS residential programs include the Master of Arts in Marriage and Family Therapy (60 hour) and Master of Arts in Professional Counseling (60 hour & 48 hour). For program specific information on the residential Professional Counseling programs, see the program handbook.

Master of Arts in Marriage and Family Therapy (60 hour program)

The Marriage & Family Therapy program consists of a minimum of 48 hours of course work from the Clinical Mental Health Counseling program, plus 4 additional Marriage and Family Therapy specialty courses. This degree program is appropriate for those seeking licensure as Marriage & Family Therapists (LMFT) for the Commonwealth of Virginia. For other states, it may provide electives which may be used to meet the requirements of the individual states. **Students are responsible for becoming familiar with licensure requirements of the state from whom they will seek future licensure before enrolling in a degree program.**

Students' internship experiences must consist of work with couples, families, and individuals from a systems perspective, with the majority of the direct service clock hours occurring with couples and family units.

This degree provides students with a thorough background in areas of integration of faith and practice; individual, group and family counseling theories and skills; clinical practice; ethical, professional, and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; work, leisure, and career development theories and interventions; appraisal and assessment issues in counseling; and the application of research methodology and statistics to understand mental health issues.

This program provides appropriate education for students seeking career opportunities in mental health agencies, private practices; ministry related counseling centers, and other public and private facilities.

2.3 Course Requirements

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

2.4 Transfer of Credits

Students may transfer 15 hours for the 60-hour Marriage and Family Therapy degree, leaving a minimum of 45 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 Master of Arts in Clinical Mental Health Counseling or another closely related graduate field.
3. The course(s) were completed within the previous 8 years.
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 bachelor's or master's degree are non-transferable.** Credit will not be awarded for life experience or continuing education workshops. The following courses are non-transferable: COUN 500, 501, 505, 506, 507, 512, 667, 598, 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.

2.5 Dual Degrees

Students seeking to change degree programs, or obtain a second degree thru Liberty, may do so. However, the number of credits allowed to be applied toward the second degree may not exceed the maximum amount of transfer credit allowed for that degree. In cases where two degrees share required

courses in excess of the maximum amount of transfer credit allowed for the second degree, the student must take additional courses and use them as substitutions for the shared courses.

2.6 Intensive Courses

Students in the 60-hour marriage and family program may take COUN 505, 512, 602, 610 and 667 as intensive course. These courses are offered several times each semester. These courses are semester long classes with one- week long intensive class on campus.

2.7 Independent Studies & Directed Studies

There may be times when state licensing boards require courses that we do not teach in our M.A. counseling. It is the policy of this department that independent studies and directed studies not be offered. Students who need specific course work unique to their state and not offered through our program are encouraged to seek these classes in their specific state.

2.8 Programs of Study

The following charts list the courses students should take and the order and times they should enroll in the courses. Students are notified that this curriculum guide is a planning document. It is not a substitute for regular consultation with their faculty advisor. This guide is subject to change. Use this guide for course planning and for discussions with your faculty/academic advisor each semester.

M. A. in Marriage and Family Therapy: Residential and Online - 60 hours

COURSE #	COURSE NAME	HOURS
COUN 500	Orientation to Counselor Professional Identity and Function	3
COUN 501	Ethical and Legal Issues in Counseling	3
COUN 502	Human Growth & Development	3
COUN 503	Research & Program Evaluation	3
COUN 504	Social and Cultural Foundations of Counseling	3
*COUN 505	Counseling Techniques & the Helping Relationship	3
COUN 506	Integration of Psychology & Theology	3
COUN 510	Theories of Counseling	3
*COUN 512	Group Process	3
COUN 521	Individual Appraisal	3
COUN 522	Career Development & Counseling	3
COUN 598	Counseling Practicum	3
COUN 601	Marriage & Family Counseling I	3
COUN 646	Psychopathology & Counseling	3
*COUN 667	Clinical Diagnosis & Treatment Planning	3
COUN 670	Comprehensive Exam - CPCE	0
COUN 671	Comprehensive Exam – Integration	0
COUN 699	Counseling Internship (may be repeated with approval from the Clinical Coordinator)	3
COUN 602 or	Marriage and Family Counseling II	3

COUN 611	Counseling Children and Their Families	
COUN 603	Pre-Marital Counseling	3
*COUN 610	Human Sexuality	3
COUN 620	Counseling Adolescents & Their Families	3
	Total	60

*** Residential intensive only**

2.9 Recommended Course Sequence

(Please note that the following plan is subject to change as we attempt to improve the curriculum and our scheduling sequence.)

Course Sequencing for MA in Marriage and Family Therapy 60 Hour LMFT Track Degree

Semester	Courses	Semester	Courses	Semester	Courses
1 st Semester	COUN 500 COUN 501 COUN 502	2 nd Semester	**COUN 505 COUN 510 COUN 646	3 rd Semester	COUN 504 COUN 506 COUN 598
4 th Semester	COUN 503 COUN 601 COUN 610	5 th Semester	COUN 512 COUN 521 COUN 522	6 th Semester	COUN 603 *COUN 602 or* 611 **COUN 667 COUN 670 COUN 671
7 th Semester	COUN 699 COUN 620				

Bold Print are courses unique to the LMFT in Virginia

*Electives for LMFT in VA. To complete the hour requirement select from either course. COUN 602 content is specific to VA LMFT, whereas COUN 620 & COUN 610 are required by Liberty's 60 hour Marriage and Family track. A total of 60 semester hours with a concentration in M/F therapy is required for VA's LMFT. (Requirements are subject to change by the Commonwealth of VA). **Students who are located in states that require 60 hours for licensure will need to research their state's requirements for necessary or required electives that are needed for their specific state.**

2.10 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
COUN 500	
COUN 501	
COUN 502	
COUN 503	MATH 201 (or PSYC 355), COUN 500, 501, 502, 505, 510, 598, 646
COUN 504	COUN 500
*COUN 505	COUN 500, 501, 502
COUN 506	
COUN 507	
COUN 510	COUN 500, All UG prereqs must be taken before student can progress from this point
*COUN 512	COUN 500, 501, 502, 505, 510, 598, 646
COUN 521	COUN 500, 501, 502, 505, 510, 598, 646
COUN 522	COUN 500, 501, 502, 505, 510, 598, 646

COUN 598	COUN 500, 501, 502, 505, 510, 646
COUN 601	COUN 500, 501, 502, 505, 510, 598, 646
COUN 602	COUN 500, 501, 502, 505, 510, 598, 601, 646
COUN 603	COUN 500, 501, 502, 505, 510, 598, 646
COUN 604	COUN 500, 501, 502, 505, 510, 598, 646
*COUN 610	COUN 500, 501, 502, 505, 510, 598, 646
COUN 611	COUN 500, 501, 502, 505, 510, 598, 646
COUN 620	COUN 500, 501, 502, 505, 510, 598, 646
COUN 646	COUN 500, 501, 502
*COUN 667	COUN 501, 502, 503, 505, 510, 521, 598, 646
COUN 670/671	COUN 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 522, 667
COUN 687	COUN 500, 501, 502, 505, 510, 598, 646
COUN 699	COUN 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 598, 601, 646, 667, 698**
COUN 711	COUN 500, 501, 502, 505, 510, 598, 646
COUN 747	COUN 500, 501, 502, 505, 510, 598, 646
Advanced Electives	The courses listed below are Ph.D. level classes that can be taken as electives for this degree track.
*COUN 712	COUN 500, 501, 502, 505, 510, 598, 646
*COUN 713	COUN 500, 501, 502, 505, 510, 598, 646
*COUN 716	COUN 500, 501, 502, 505, 510, 598, 646
COUN 714	By instructor permission only
*COUN 800	COUN 500, 501, 502, 503, 505, 510, 521, 522, 598, 646
*COUN 805	By instructor permission only
*COUN 806	By instructor permission only
*COUN 850	By instructor permission only
*COUN 797	By instructor permission only
Independent Study Only Courses	The courses listed below are taught only as an independent study and require the student to submit an appeal to the program director
COUN 625	COUN 500, 501, 502, 503, 510, 512, 598, 601
COUN 630	COUN 500, 501, 502, 504, 505, 510, 598, 646
COUN 691	COUN 501, 502, 503, 504, 505, 506, 510, 512, 521, 522, 601, 646, 647
COUN 695	

* Residential Electives

Important Note: Students who are located in states that require 60 hours for licensure will need to research their state's requirements for necessary or required electives that are needed for their specific state. Liberty University or the CCFS are not responsible to inform students of specific educational requirements for state licensure.

2.11 Faculty/Academic Advising

Residential Students:

Liberty's **residential students** in the MA Marriage and Family Therapy Program are assigned a residential faculty advisor, according to the first letter of the student's last name.

A – Br	Dr. Anita Knight	aknight7@liberty.edu
Bu – Cor	Dr. Denise Daniel	ddaniel@liberty.edu
Cos – Fo	Dr. Fernando Garzon	fgarzon@liberty.edu
Fr – Har	Dr. Mary Deacon	mmdeacon@liberty.edu
Has – Ka	Dr. Jeanne Brooks	jdbrooks6@liberty.edu
Ki – Mi	Dr. David Jenkins	djenkins@liberty.edu
Mo – Roi	Dr. Melvin Pride	mpride2@liberty.edu
Rom – Sto	Dr. Laurel Shaler	lshaler@liberty.edu
Str – Z	Dr. Elias Moitinho	emoitinho2@liberty.edu

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

2.12 Comprehensive Examination

All MA counseling students must satisfactorily complete a comprehensive (comp) examination as part of the requirements for graduation. The purpose of this exam is to test both the student's knowledge of completed courses and general knowledge of counseling. This exam also prepares students for state licensure by providing them with an introduction to a typical, multiple-choice, timed exam given by state licensure boards.

The Comprehensive examination is offered at the end of the Coun 667 intensives offered throughout the year, as well as, the third Saturday of February, July, and October. Students need to register with the Comprehensive Examination Coordinator at: counselingcompexam@liberty.edu at least four weeks prior to the date of the examination.

Liberty University Graduate Department of Counseling is utilizing the Counselor Preparation Comprehensive Examination® (CPCE®), published by the Center for Credentialing and Education, Inc., which is an affiliate of the National Board for Certified Counselors, Inc. (NBCC®), for the majority of the examination.

The CPCE® covers the eight common-core areas of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP®), as defined by their Standards for Preparation:

Human Growth and Development – studies that provide an understanding of the nature and needs of individuals at all developmental levels.

Social and Cultural Foundations – studies that provide an understanding of issues and trends in a multicultural and diverse society.

Helping Relationships – studies that provide an understanding of counseling and consultation processes.

Group Work – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

Career and Lifestyle Development – studies that provide an understanding of career development and related life factors.

Appraisal – studies that provide an understanding of individual and group approaches to assessment and evaluation.

Research and Program Evaluation – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

Professional Orientation and Ethics – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

The comprehensive examination given by Liberty University will include the CPCE®, consisting of 160 items with 20 items per CACREP® area. In addition each Liberty University Master of Arts in Counseling student will be required to answer an additional ninth area of:

Integration – studies that provide an understanding of the integration of theology and psychology.

You must complete at least 30 hours of graduate coursework, including the core areas above and coun 667, and must have an overall GPA of 3.0 before attempting to take the comprehensive examination.

Students must be aware that it takes about four hours to complete the CPCE® portion of the comprehensive examination which consists of the CPCE portion and the integration portion. Students will be registered for either the COUN 670 or COUN 671 and will have a class fee in the amount of \$45.00 charged to their student account. The fee pays for the CPCE examination, grading, and postage and handling. Students taking this exam at another location will need to contact the testing site for information regarding the fee. Additionally, the integration portion of the comp exam will not be offered when you sit for the CPCE exam at an off-site location. This portion will need to be administered by a proctor selected by you, but approved by the comprehensive examination coordinator. If you decide to take the integration portion of the exam off-site, you will need to notify the coordinator via email at counselingcompexam@liberty.edu.

Students are allowed three attempts to pass all sections of the comp exam. If after three tries a student has not been able to pass the comprehensive examination, the student will not qualify for a master's degree in the licensure tracks. At that point, students may choose to apply to the Human Services program degree for possible conferral of the MA in Human Services degree.

The best way to prepare for the comprehensive examination is to develop a study schedule (such as three months) that allows you to spend some time preparing in each of the different areas of study. Divide your study time so that you spend roughly equivalent time preparing for each area. Study

consistently. Do something relaxing and get a good night's rest the night before the examination.

Please allow two weeks for the exam results. Once these exams are processed, a notice will be sent to you immediately notifying you of the results.

Residential students must email counselingcompexam@liberty.edu to sign up. If you are will be taking the exam at another location, please notify advising or the comprehensive exam coordinator of the location and date when your register.

There is no official study guide for the CPCE®. Since the CPCE® and the National Counselor Examination for Licensure and Certification (NCE®) are based on the same eight knowledge areas, *any study materials* developed for the NCE® should be useful for the CPCE®. A good source to start with is a book called *Encyclopedia of Counseling* by H. Rosenthal.

As you prepare for the Integration part please refer to the following sources:

McMinn, M. R. (2011). *Psychology, theology, and spirituality in Christian counseling*. Carol Stream, IL: Tyndale House Publishers. ISBN: 0-8423-5252-X.

Entwistle, D. N. (2010). *Integrative approaches to psychology and Christianity* (2nd ed.). Eugene, OR: Wipf and Stock. ISBN 978-1-55635-944-6.

These books have been required for your COUN 506 course. Use the following study guide to prepare for the integration exam found at http://www.liberty.edu/media/1118/INTEGRATION_EXAM_STUDY_GUIDE_A.pdf.

2.13 Practicum and Internship

1. Practicum

- a. **Prerequisites:** *To be adequately prepared for this course, the student must have completed the following graduate-level credit hours in counseling with a grade C or above: COUN 500, 501, 502, 505, 510 and 646. Students must be in good standing with a 3.0 GPA or above with the University in order to be approved. ** The prerequisite courses are non-negotiable and must be completed prior to the start of the Practicum.*
- b. **Purpose:** The primary focus of the Practicum experience is to introduce students to the counseling environment and the development of counseling related skills, ethics, and professionalism based on observation and exposure to the counseling field.

The Practicum involves participation in a planned clinical experience in an approved agency or other setting under an approved supervisor. During the Practicum experience, students are actively engaged in the field of Clinical Mental Health Counseling and they contribute to the cooperating agency by assisting its staff in carrying out many of the daily clinical activities of that agency. The purpose of the counseling Practicum is to provide a supervised, field-based, work experience for students.

2. Internship

- a. **Prerequisites:** *To be adequately prepared for this course, the student must have completed the following graduate-level credit hours in counseling with a grade C or above: COUN 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 598, 601, 646, and 667. Students must be in good standing with a 3.0 GPA or above with the University in order to be approved. ** The prerequisite courses are non-negotiable and must be completed prior to the start of the Internship.*
- b. **Purpose:** The primary focus of the Internship experience is the application and continued development of counseling skills. During the practicum/internship experience, the student learns to integrate and synthesize theories and techniques learned in the classroom and apply them in a real work setting. Additionally, students develop personal qualities, characteristics and behaviors of a professional counselor, and transition from “trainee” to “professional practitioner.”

For students in the MA Marriage and Family Therapy program, the internship experiences must consist of work with couples, families, and individuals from a systems perspective, with the majority of the direct service clock hours occurring with couples and family units.

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 many 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.

**In order to begin practicum/internship the student's site and supervisor must be approved by the Practicum/Internship Department of the Center for Counseling & Family Studies. In order to be approved to register for the Practicum/Internship, all documents must be submitted by the posted application deadline on the Practicum or Internship websites. Students must receive approval from the Practicum/Internship Department in order to register for the course.*

If, during the practicum/internship, a student fails to successfully demonstrate any of the skills above, that student will be notified by their supervisor. The supervisor will also notify the leadership team for the Center for Counseling and Family Studies. The leadership team will then determine the nature and reason for the skills deficit. At that point, students may be placed on hold in the program in order to fulfill remediation procedures aimed to address and resolve the deficits. These remediation procedures can include such things as requiring the student to retake certain courses and/or seek personal counseling, etc. If, after remediation, the student is unable to correct the deficits, the leadership team will meet to decide the best course of action for the student up to and including removal from the program.

- 3. Preparation: Students are advised to become familiar with state(s) licensure requirements where they will be seeking future licensure.** Students intending to seek licensure other than Virginia after graduation will need to meet requirements in his/her fieldwork experience for whichever is greater - Liberty University or the state the student resides. Students are expected to be familiar with their requirements, supervisory requirements and their state requirements. Please see link for state licensing boards: <http://www.nbcc.org/directory/Default.aspx>. Students are also required to read over all the materials made available on the Practicum/Internship website: <http://www.liberty.edu/index.cfm?PID=6333>.
- 4. Complete background checks.** You need to know that state boards review an applicant's criminal history to determine if he/she is ineligible 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 the practicum and internship.
- 5. Finding a site:** Students are responsible for finding their practicum/internship site and their site supervisor. Students are advised to allow a minimum of three to four months for the process.
- 6. Getting Approval:** Students will submit an online application through the SharePoint submission portal by using a link posted on the practicum/internship webpage (<http://www.liberty.edu/index.cfm?PID=6333>). 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 COUN 598 practicum and the COUN 699 internship courses is three times each year in the A term of the fall, spring, and summer semesters.

7. Registration: Once a student's online application and attached approval documents have been approved, the practicum/internship office will automatically enroll the student in COUN 598 or 699.

8. Complete the Financial Check-in.

2.14 Break in Enrollment

Liberty Residential students who discontinue course work for a semester period (fall or spring semester) will break enrollment. However, enrollment in the summer semester is not considered discontinuation. For example, if students did not enroll in the spring semester of 2013, then they have to re-apply for the fall semester of 2013.

2.15 Statute of Limitations

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

2.16 Course Repeat Policy

In order to graduate from the Marriage and Family Therapy program, a student must maintain an overall GPA of 3.0 on a 4.0 scale. A course grade of "D" or "F" cannot be used to fulfill the requirements of the program. A maximum of two courses (6 hours) with a grade of "C" can count toward graduation if the student maintains a GPA of 3.0. There is a maximum of three course repeats (9 hours). **Students should be aware that some state licensure boards do not accept any course work with a grade below B-.**

2.17 Attendance & Interruption of Study

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

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

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

* Some topics that would constitute academic related questions:

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

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

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

2.18 American Psychological Association Format

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

2.19 Graduation

All degree completion requirements must be fulfilled before the university will confer the MA in Marriage and Family Therapy 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

3.1 Tuition and Fees

Information about tuition and fees for the Master of Arts in the Marriage & Family Therapy courses can be found at the following website: <http://www.liberty.edu/index.cfm?PID=14286>.

3.2 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

4.1 Professional Organizations

A significant arena in which counselors can make an impact is within the field through involvement with professional organizations. Students are encouraged to join the American Counseling Association (ACA) and associated divisions, the American Association for Marriage and Family Therapy (AAMFT), and/or the American Association of Christian Counselors (AACC). These organizations also have national, regional, state, and local divisions that allow students higher levels of involvement in more specific areas of interest. Most professional organizations and divisions offer reduced membership rates to students as well as the following benefits: receipt of professional publications (journals and newsletters); reduced registration fees for professional meetings (seminars, conventions, workshops) that are sponsored by the particular organization; eligibility for member services (library resource use, legal defense funds and services, group liability insurance); involvement in activities and issues which are directly or indirectly pertinent to the profession (legislation and professional credentialing including licensure, certification); affiliation with other professionals having interests and areas of expertise similar to one's own.

4.2 Academic Honesty & Plagiarism

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

4.3 Academic Appeal Policy

To appeal a grade or a decision regarding academic honesty, follow the policy & procedure outlined at the graduate student affairs website: <http://www.liberty.edu/index.cfm?PID=19155>.

4.4 Counseling Faculty-Student Interaction

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

student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.

4.5 Professional Development & Remediation

Ethical Conduct:

All students in the MA Marriage and Family Therapy program is responsible for behaving in an ethical manner throughout their training, as well as in clinical and professional settings. Violations of the Liberty Way or the ACA Code of Ethics and/or failure to take steps to rectify the violations are to be considered extremely serious and may result in termination from the program.

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

Professional Development:

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

1. Scholastic competency as evaluated through the comprehensive examination (see section 2.10 of handbook) given at the completion of core curriculum and by maintaining an overall GPA of 3.0.
2. Acquisition of, and ability to, apply counseling skills with a diverse population and to a standard generally acceptable by licensed professional counselors. This ability is evaluated primarily through faculty and consultants who teach the Counseling 505, 512 and 667 courses and in conjunction with the student's approved supervisor during practicum/internship.
3. 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 Graduate Student Code of Honor. 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.

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

Remediation:

If, during the course of a student's studies, a faculty, staff, administrator or supervisor believes a student lacks required skills to progress in the program, is impaired, or is deficient in professional identity and/or behavior as outlined above, that person will begin remediation procedures aimed to provide the student with information and actions to correct the impairment/deficiency. The faculty member will bring the issue to the Center for Counseling and Family Studies (CCFS) Leadership Team. A remediation plan will be formulated in conjunction with the CCFS leadership team, remediation team, and the student.

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. Remediation procedures can include such actions as repeating particular courses, obtaining personal counseling, completing additional assignments, review of the ethics code, or academic dismissal from the CCFS or Liberty University.

Once the student has fulfilled all stipulations of the remediation plan, the Leadership Team for the CCFS will meet to decide if the student is ready to continue. Students will have an opportunity to appeal. For more information on this procedure see the Graduate Student Affairs website at:

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

Remediation for Practicum and Internship:

If, during the practicum or internship, a student fails to successfully demonstrate the required skills in these courses and consequently receives failing evaluations or if a student is dismissed from a site, the supervisor will notify the student's professor. The professor will write an incident report and send it to the Practicum/Internship office of the Center for Counseling and Family Studies. The director of clinical training and the Leadership Team will examine the nature and reason for the skills deficit and/or dismissal. At that point, the student may receive a grade F for the course and be placed on hold in the program in order to fulfill remediation procedures aimed to address and resolve the verifiable deficits.

For behaviors that constitute a violation of the University's Honor Code and the student's professor will fill out an Honor Code Violation form, which will be investigated by the Director, LU Online and Graduate Student Affairs. Students are given an opportunity to appeal. For further information on the expectations for clinical courses and the remediation process for practicum and internships, see the Practicum Fieldwork Manual and/or the Internship Fieldwork Manual.

4.6 Sexual Harassment

Sexual harassment, like harassment on the basis of color, race, religion, or national origin has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. Such behavior does not befit a committed Christian. Accordingly, Liberty University strongly disapproves of sexual harassment and intimidation of its employees.

4.7 Personal Counseling

Students are strongly encouraged to seek group and individual counseling as a part of the educational experience. As Christians who are in training to become licensed marriage and family therapists, it is imperative that we deal with our own personal issues that may interfere with our ability to work with clients in competent and ethical ways. Moreover, experiences as a client will help the counselor better understand the client's experience in counseling.

General Information

5.1 Course Delivery Formats

Students enrolled in the residential program primarily complete their degree using the traditional 16 week semester classroom format on the Liberty University campus. Residential students may choose to meet some program requirements through intensives and online courses.

The Center for Counseling and Family Studies offer courses in multiple-delivery formats:

Format 1: Traditional Residential

Residential Courses are offered in the traditional 16 week semester classroom format during the fall and spring semesters on the Liberty University campus. Our courses are delivered as one class session per week for a minimum of 2.5 hours per class. These residential experiences occur in a variety of formats, including lecture-based and experiential learning.

Format 2: One-week Residential Intensive

Students often take elective courses in the intensive format. Offered in and throughout each semester and summer, one-week intensive courses involve five eight-hour class days. Students must enroll a minimum of 60 days in advance and complete the required pre-class assignments prior to beginning class. Students must read the required texts and complete all pre-class assignments prior to the beginning of class. Class is in session from 8:00 a.m. until 4:30 p.m. with an hour for lunch. Students may be expected to complete group assignments or homework during the evening hours after class.

Format 3: Online Format Blackboard®

All M.A. Counseling courses (except COUN 505, COUN 512, and COUN 667) are also available via distance learning. The University has adopted *Blackboard*®, an online software platform, as its primary online instructional delivery method. Students have interaction with other students taking the same course, utilize links to online resources, view supplemental streaming video clips, and receive direct feedback from their professors using this innovative means of delivery.

5.2 Graduate Assistantships

The Center for Counseling and Family Studies has a limited number of Graduate Assistantships (GA) positions to award on an annual basis. These assistantships are intended to support the instructional and administrative needs of the graduate programs. Some of the responsibilities include assisting faculty, and completing administrative duties associated with management of the Center for Counseling and Family Studies. To apply to a GSA position, students will need to contact the Graduate School.

5.3 Computer Needs

Each student at Liberty University is expected to demonstrate computer literacy prior to admission to the program. Each course in the M.A. Marriage and Family Therapy program requires the student to use computer programs, which function in the process of course completion. In order to successfully accomplish the requirements, students **must** have access to a computer that has the capacity to:

- Read and write in Microsoft Office® software (Microsoft Office® is available to Liberty University students for a small charge through the Liberty University Helpdesk or CCD)

- Access online sites including the Liberty University website
- Send and receive email via Liberty Webmail. ***The student is required to use Liberty Webmail in all correspondence with the University.***
- Operate SPSS software for computer data analysis

For information on recommended hardware, software, operating systems and student discounts on computers, see the Liberty Information Technology website at:
<http://www.liberty.edu/information/services/index.cfm?PID=20923>.

5.4 Email Account & Communication

Upon admission each student is assigned a computer account and an email address on Liberty University's system. **Correspondence from the campus, including the Center for Counseling and Family Studies Office, will be delivered via this email address. Students are strongly urged to check their Liberty University email accounts daily for communication from the university and counseling faculty.** Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as "flaming" or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind. Because students are responsible to behave in an ethical manner throughout the course of the program, continual unprofessional, discourteous communication cannot be tolerated and may result in remediation procedures up to and including dismissal from the program.

5.5 Dress Code

When on campus, students are expected to comply with the dress code outlined in the *Graduate School Code of Honor* found at the Graduate Student Affairs website: <http://www.liberty.edu/index.cfm?PID=19155>.

Appendices

- A. M.A. Course Descriptions
- B. Academic Planning Sheets
- C. Teaching Faculty

M.A. COURSE DESCRIPTIONS

COUN 500 Orientation to Counselor Professional identity and Function (3 hours): This course introduces students to concepts regarding the professional functioning of licensed professional counselors, marriage and family therapists, and human services workers, including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling and marriage and family therapy in a variety of professional settings are explored. Students are also introduced to program policies, graduate level writing and APA style.

COUN 501 Ethical and Legal Issues in Counseling (3 hours): This course introduces students to concepts regarding the professional functioning of counselors and marriage and family therapists including history, roles, professional organizations, ethics, legalities, standards, and credentialing. Current issues in therapeutic practice in a variety of professional settings are explored.

COUN 502 Human Growth and Development (3 hours): This course includes a survey of the organic, social, and psychological factors that influence the development of personality. It seeks to understand what makes a person distinctively different along with a critical evaluation of various theories of personality development, particularly as they relate to questions of values and religious commitment.

COUN 503 Research and Program Evaluation (3 hours): Prerequisite: MATH 201 or equivalent (or PSYC 355), COUN 500, 501, 502, 505, 510, 598, 646. Students learn the importance of scientific inquiry in the fields of 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.

COUN 504 Social and Cultural Foundations in Counseling (3 hours): Prerequisite: COUN 500. This course focuses on the contribution of ethnic background to family makeup and functioning. 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, 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.

COUN 505 Counseling Techniques & the Helping Relationship (3 hours): Prerequisites: COUN 500, 501, 502. This experiential and didactic course provides students an understanding of effective interventions from individual, relational and system perspectives. Students also examine personal characteristics and their effect on individual, couple, and family counseling using case discussion and analysis.

COUN 506 Integration of Psychology and Theology (3 hours): Students critically examine the implications of a Christian worldview for counseling and marriage and family practice. Ethical issues relevant to the use of spiritual and religious interventions with individuals, couples, and families are considered, along with current research related to spirituality and counseling.

COUN 507 Theology and Spirituality in Counseling (3 hours): An examination of the content, comprehensiveness, and validity of several counseling theories that have been developed by prominent Christian counselors.

COUN 510 Theories of Counseling (3 hours): Prerequisites: COUN 500. This course provides an intensive look at selected theories of counseling and psychotherapy. Theoretical and empirical foundations of individual, relational, and systemic approaches are examined. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families.

COUN 512 Group Process (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. This course enables students to understand the types of groups, their purpose, development and dynamics, counseling theories, and group counseling methods and skills. Ethical and legal considerations of group counseling are also explored. Students are required to participate in small groups for educational and self-assessment purposes.

COUN 521 Individual Appraisal (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. A survey of the appraisal methods in counseling, marriage and family therapy and education is given. Basic psychometric properties of these are also examined along with issues related to the use and interpretation of tests. Emphasis is on the use of tests by counselors, marriage and family therapists and educators.

COUN 522 Career Development and Counseling (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career development and career decision-making and such factors as God's calling, family, socio-economic status, leisure, individual interests and abilities, and other life roles.

COUN 598 Counseling Practicum (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 646. Students will complete a supervised counseling-related experience in a professional setting. The primary focus is on the introduction to the counseling environment and the development of counseling related skills, ethics, and professionalism based on observation and exposure to the counseling field.

COUN 601 Marriage and Family Counseling I (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding the 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 systematic interventions.

COUN 602 Marriage and Family Counseling II (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 601, 646. This course is an experiential exploration of selected, major treatment approaches utilized in premarital, marital and family counseling. Development of practical skills, interventions and techniques constitute the primary focus.

COUN 603 Premarital and Marital Counseling (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. This course introduces students to a variety of approaches that have been developed for

through premarital counseling. The course also teaches students a conceptual model of understanding the variety of ways marriages can become dysfunctional, and introduces them to short-term method that can be used when those kinds of problems develop.

COUN 604 Crisis Counseling and Brief Therapy (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. An examination of the theory and practice of crisis intervention and approaches to brief therapy.

COUN 605 Community and Agency Counseling (3 hours): Prerequisites: None. This course provides an overview of the theory and practice of counseling in human services agencies and other community settings. Emphasis is given to principles and practices of community outreach, intervention, education, consultation, and client advocacy in multicultural settings.

COUN 610 Human Sexuality (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. An analysis of the physiological, psychological, cultural, and religious aspects of a wide range of topics in the area of human sexuality. Emphasis is on the development of an understanding and appreciation of the role of sexuality in individuals, couples and families throughout the various phases of the life cycle.

COUN 611 Counseling Children and Their Families: Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. The developmental and psychological needs and problems of children are examined through the analysis of personality types and family structure. Counseling techniques (e.g. play therapy) for children are also examined.

COUN 620 Counseling Adolescents and Their Families (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. This course examines the transitions of adolescence emphasizing family, social, spiritual/moral, and physical issues. Counseling theories and practices for working with adolescents are explored. Opportunities for application of theory are provided.

COUN 625 Psychopharmacology and Counseling (3 hours): Prerequisites: COUN 501, 502, 503, 510, 512, and 601. This course is designed to teach the prospective counselor about the history and development of psychopharmacologic agents, the biochemical nature of the central nervous system and its relationship to psychopharmacology. The legitimate use of medications and their importance for treatment are also examined.

COUN 630 Gerontology and Counseling (3 hours): This course acquaints the counselor with the issues and problems unique to the elderly in American society. Topics such as suffering, societal attitude, and family structures are examined.

COUN 646 Psychopathology and Counseling (3 hours): Prerequisites: COUN 500, 501, 502. This course studies various forms of psychopathology, etiological factors, differential diagnoses, and current therapeutic approaches. Students are introduced to the DSM, with attention also given to relational and systemic considerations.

COUN 667 Clinical Diagnosis and Treatment Planning (3 hours): Prerequisites: COUN 501, 502, 503, 505, 510, 521, 598, 646. 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.

COUN 670 Comprehensive Exam – CPCE (0 hours): Prerequisites: COUN 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 522, 667 must be taken no earlier than completion of the prerequisite courses listed. The Comprehensive Exam-CPCE (Counselor Preparation Comprehensive Exam) must be successfully completed prior to degree conferral. *Exam fee of \$45 will be billed to the student's account, due to outside institution administrative fees.

COUN 671 Comprehensive Exam – Integration (0 hours): Prerequisites: COUN 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 522, 667 must be taken no earlier than completion of the prerequisite courses listed. The Comprehensive Exam-Integration must be successfully completed prior to degree conferral. There is no charge for the Integration part.

COUN 687 Counseling Women (3 hours): Prerequisite: COUN 500, 501, 502, 505, 510, 598, 646. This course examines the most common problems women bring to counseling, including developmental and situational crises. It explores biblical perspectives and the most effective treatments for these situations.

COUN 690 Thesis (3hours)

COUN 691 Substance Abuse: Diagnosis, Treatment, and Prevention (3hrs). Prerequisite: COUN 501, 502, 503, 504, 505, 506, 510, 512, 521, 522, 601, 646, 647. A course designed to introduce the student to current counseling treatment techniques for substance abuse. Emphasis is placed on etiological factors, physiological and psychological effects, and related behaviors.

COUN 695 Directed Research in Counseling (1 to 3 hours). Prerequisite: Offered to M.A. and Th.M. students or by permission of instructor and advisor: Designed for advanced students in good standing who have demonstrated an ability to work on their own. Students will work with the instructor in developing a proposal for guided research in a specified area of counseling.

COUN 697 Seminar in Counseling (3 hours): An intensive study of a specific subject in counseling. This course allows variation in the approach and content of the regular curriculum.

COUN 698 Practicum (3 hours*) Prerequisites: COUN 501, 502, 503, 505, 506, 507, 510, 512, 521, 601, 646, and 667. *This course may be repeated. Students will complete counseling and counseling-related experiences under supervision of an approved supervisor in a professional setting. The primary focus is the development of counseling skills. Student counseling performance is evaluated throughout the practicum.

COUN 699 Counseling Internship (3 hours*) Prerequisites: COUN 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 598, 601, 646, 667, 698. *This course may be repeated. This course requires student participation in a supervised counseling experience in an approved site. While gaining direct service experience with clients, students regularly meet with an approved onsite supervisor. Student counseling performance is evaluated throughout the internship.

COUN 711 Diagnosis and Treatment and Addictive Behaviors (3 hours) Prerequisites: Ph. D student or M.A. student who has completed COUN 500, 501, 502, 505, 510, 598, 646. The psychological and psychosocial effects of various drugs are examined, along with current information about the addictive patterns and behaviors of individuals, couples and families. Emphasis is placed on counseling skills and

techniques from individual, relational, and systemic perspectives in working with various types of addictive behaviors.

LIBERTY

UNIVERSITY

THE GRADUATE SCHOOL

Master of Arts in Marriage and Family Therapy (M.A.)

2013-2014 Degree Completion Plan

CORE COURSES (60 hours)¹		Hrs	Semester	Grade
COUN 500	Orient. to Counselor Profession Identity &	3	_____	_____
COUN 501	Ethical & Legal Issues in Counseling	3	_____	_____
COUN 502	Human Growth & Development	3	_____	_____
COUN 503	Research & Program Evaluation	3	_____	_____
COUN 504	Social & Cultural Foundations in Counseling	3	_____	_____
COUN 505	Counseling Techniques & the Helping	3	_____	_____
COUN 506	Integration of Psychology & Theology	3	_____	_____
COUN 510	Theories of Counseling	3	_____	_____
COUN 512	Group Process ²	3	_____	_____
COUN 521	Individual Appraisal	3	_____	_____
COUN 522	Career Development & Counseling	3	_____	_____
COUN 598	Counseling Practicum	3	_____	_____
COUN 601	Marriage & Family Counseling I	3	_____	_____
COUN 603	Pre-Marital & Marital Counseling	3	_____	_____
COUN 610	Human Sexuality ²	3	_____	_____
COUN 620	Counseling Adolescents & Their Families	3	_____	_____
COUN 646	Psychopathology & Counseling	3	_____	_____
COUN 667	Clinical Diagnosis & Treatment Planning ²	3	_____	_____
COUN 670	Comprehensive Exam-CPCE ³		Pass	_____
COUN 671	Comprehensive Exam-Integration ³		Pass	_____
COUN 699	Counseling Internship ⁴	3	_____	_____
<i>Choose one of the following courses:</i>				
COUN 602	Marriage & Family Counseling II ²	3	_____	_____
COUN 611	Counseling Children & Their Families	3	_____	_____
TOTAL HOURS		60		

Graduation Requirements

Complete 60 hours

A minimum of 45 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty

A maximum of 15 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree

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-)

Successful completion of Comprehensive Exam

Liberty University course work that is more than seven years old may not be applied towards this degree. Students are required to repeat the course if it has exceeded the age limit.

Degree must be completed within 7 years

All Resident students are required to enroll in and pass GRST 500 in their first semester

Submit Graduation Application at the beginning of the final semester

Notes

¹Students must successfully complete six hours of undergraduate coursework in psychology or related study and three hours in statistics. For those who did not complete these courses in their undergraduate programs, they may fulfill these prerequisite requirements during the first two semesters of the program.

²Course offered as an Intensive

³Counseling Comprehensive Exam prerequisites: COUN 501, 502, 503, 504, 505, 506, 510, 512, 521, 522 & 667.

⁴May be repeated

LIBERTY UNIVERSITY

Center for Counseling and Family Studies

Teaching Faculty

The following information summarizes the professional achievements and qualifications of the Clinical Mental Health Counseling faculty.

Edgar E. Barker, Ph.D. (University of Iowa) is Professor of Counseling in the Center for Counseling and Family Studies. He is a licensed School Counselor in the State of Virginia and has served as a High School Counselor and taught 7th, 8th and 9th grade English. He has also served in a number of capacities at the university level, including as a Dean of Students, Director of Counseling, University Counselor, and has taught a variety of courses, primarily in the Behavioral Sciences. He spent nearly 20 years in Sweden, where he served as Head of English instruction for two institutions, as well as being a Certified Cambridge Examiner in English and spoke in numerous European countries on Christian and education-related topics in churches and other institutions. At Liberty University he has served as Moderator of the Faculty Senate, Associate Professor and Professor of Psychology and Chair of the Psychology Department prior to moving to his present position. His areas of emphasis in Counseling include Crisis Intervention, Trauma, PTSD, Sexual Abuse and Assault, the Psychology of Criminal Behavior, counseling victims of violence, and negative coping behaviors. In addition to his Ph.D., he has a graduate degree from Oxford University in Jewish Studies, M.S. and Ed.S. degrees in Guidance and Counseling from Ft. Hays State University. He studied Theology at Regent University, is ABD in Comparative Religions at the University of Lund, and ABD for a Doctor of Ministry at Liberty Baptist Theological Seminary. He can be reached at ebarker@liberty.edu

Jeanne Brooks, Ph.D. (Northcentral University). Dr. Jeanne Brooks has a PhD in psychology working in the field for over twenty years. She had a private practice with the Samaritan Counseling Center of East Texas for over ten years. Her specialty areas are working with troubled adolescents, alcohol and drug addiction, as well as helping children and families adjust to divorce. Dr. Brooks has worked in schools providing programming for alcohol/drug abuse and violence prevention. She has worked closely with the local Juvenile Probation Office providing parenting, alcohol and drug abuse, and healthy coping groups. Finally, she worked closely with the Courts in her area and surrounding counties providing psychological assessments, referral, and treatment services for children and parents adjusting to divorce. Her passion clearly has been children and her professional and personal life is indicative of this. She is amazed at the person God has transformed her into. She has personal knowledge and understanding of the abundance of unhealthy choices adolescents and young adults can make. However, she knows God has great plans for all His children and He will go at whatever lengths He needs to get His children's attention. Dr. Brooks believes the counseling process can often be the conduit God uses to bring His lost children back to Him. Since that first gentle tug God continually opens and closes doors for His children. Dr. Brooks personally has experienced God's hand in both opening and closing doors. She has been blessed in recently fulfilling her lifelong goal of obtaining a Doctor of Philosophy in Psychology through Northcentral University. Although God opened that door for her another door/chapter was closed when Dr. Brooks was faced with the sudden loss of her husband. However, she

has felt God's comfort as doors to her old life have closed in the opening of new doors in her new position as a faculty member of the Counseling and Family Studies Department and her move to Virginia. She can be reached at jdbrooks6@liberty.edu.

Tim Clinton, Ed.D. (The College of William and Mary) is President of the 50,000-member American Association of Christian Counselors (AACC). He serves as Executive Director of the Center for Counseling and Family Studies at Liberty University and is Professor of Counseling and Pastoral Care. Licensed in Virginia as both a Professional Counselor (LPC) and Marriage and Family Therapist (LMFT), he is President of Light Counseling, Inc., in Lynchburg, VA. Dr. Clinton is author of *God Attachment: Why You Believe, Act, and Feel the Way You Do About God*, (Howard, 2010), *the Quick Reference Guide Series to Biblical Counseling* (Baker, 2009), *Marriage and Family Counseling* (Baker, 2009), *Sexuality and Relationship Counseling* (Baker, 2010), *Counseling Teenagers* (Baker, 2010) and *Counseling Women* (Baker, 2011). His other books include *Attachments: Why You Love, Feel, and Act the Way You Do* (Integrity, 2006), *Why You Do the Things You Do: The Secret to Healthy Relationships* (Thomas Nelson, 2009), *Loving Your Child Too Much: How to Stay Close Without Overindulging, Overcontrolling and Overprotecting* (Integrity, 2006), and *Turn Your Life Around: Break Free From Your Past to a New and Better You* (Faith Words, 2006). Tim is also the Executive Editor and co-author of *The Popular Encyclopedia for Christian Counseling* (Harvest House, 2011), *Caring for People God's Way: A New Guide to Christian Counseling* (Thomas Nelson, 2006), *Competent Christian Counseling: Foundations For Effective SoulCare* (WaterBrook, 2002), *The Bible for Hope* (Thomas Nelson, 2007); and *Trusted Friends* (Lifeway, 2007).

Denise Daniel, Ph.D., L.P.C., RN (Regent University) is currently the director of the licensure counseling programs and an Assistant Professor in the Counseling and Family Studies Department of Liberty University. Her job includes instruction, student advisement and research in both online and traditional classroom. Her most recent publication was titled, "The integration of technology into an online doctoral program in counselor education and supervision," which was co-authored with Martin Glass and Richard Mason and published in *The Journal of Technology in Counseling*. Her most recent presentation included a poster presentation on, "Group cohesion and universality in an online support group," that was co-presented with Dr. Agatha Parks-Savage at the Southern Association of Counselor Educators and Supervisors Conference in Orlando, Florida. She is also a founder of Carin Counseling and Educational, an intensive group therapy experience for women. Online support groups, online therapy, and women's issues and development continue to be her primary research interests. She is a member of the American Counseling Association and the Association for Counselor Education and Supervision. She can be reached at ddaniel@liberty.edu.

Mary M. Deacon, Ph.D. (University of Virginia) is an Assistant Professor in the Center for Counseling and Family Studies at Liberty University. Her professional experiences include providing career, mental health, and substance abuse counseling in university and community mental health settings. Her teaching and research interests include the areas of girls' and women's career development, enhancing supervision for counselor-trainees, social justice, gender equity, and multicultural competency. Dr. Deacon has written in the areas of increasing participation of females in science, technology, engineering, and math (STEM) and developmental/social learning theories of career. She has presented her findings at several national conferences, including the Association for Counselor Education and Supervision, Association for Assessment in Counseling and Education, National Career Development Association, and Association for Spiritual, Ethical, and Religious Values in Counseling, and American

Educational Research Association. Dr. Deacon is a licensed professional counselor (Virginia), nationally certified counselor, and an approved clinical supervisor. She can be reached at mmdeacon@liberty.edu.

Fernando Garzon, Psy.D. (Fuller Theological Seminary) is an Associate Professor in the Center for Counseling and Family Studies at Liberty University. His diverse professional experiences include practicing as a clinical psychologist, directing the provider services department of a managed care insurance company, being an associate pastor for a Latino church, and doing pastoral care ministry. His research interests focus on investigating Christian interventions in counseling and evaluating counselor education practices in spirituality. Dr. Garzon has written in the areas of forgiveness, Christian inner healing prayer, multicultural issues, and lay counseling models of ministry. He is the faculty advisor of the student chapter of the American Association of Christian Counselors (AACC) at Liberty University and a board member of the Eastern Regional division of the Christian Association for Psychological Studies (CAPS). He is a frequent presenter at both CAPS and AACC conventions. Dr. Garzon can be reached at fgarzon@liberty.edu

Ronald Hawkins, Ed.D., D.Min. (Virginia Polytechnic Institute and State University); D.Min. (Westminster Theological Seminary); is the Vice Provost of Distance Learning and Graduate Studies and a Professor of Counseling and Practical Theology in the Center for Counseling and Family Studies at Liberty University. He has varied professional experiences including directing a College Counseling Center, practicing as a Licensed Professional Counselor in a private practice setting, and serving as a President, Associate Provost, Academic dean and Professor in a Collegiate and Seminary setting. As a licensed professional counselor, he has over 20 years of experience in mental health counseling, counselor training and consulting. His teaching and research interests include applied theories, career counseling, spirituality and mental health, the integration of psychology, theology and spirituality. He has published in and speaks frequently on the areas of Spiritual Foundations and Marriage, Strengthening Marital Intimacy, Redeeming Male Sexuality, Anger Management and Using the Bible in Counseling. He has consulted extensively with Christian organizations on subjects like Violence and Divorce, Counseling Victims of Trauma, Stress and Ministry, Curriculum Development in Theological Education and Institutional Effectiveness. Ron serves as an Executive Board Member for the American Association of Christian Counselors and is a frequent presenter at Regional and National Conference presented by the AACC. He has been selected to Who's Who in American Education. He has taught abroad in countries like England, Russia, and Korea. Dr. Hawkins can be reached at rehawkins@liberty.edu

Scott Hawkins, Ph.D. (Liberty University) is the Associate Dean of the Division of Behavioral Sciences in the College of Arts and Sciences and Associate Professor of Counseling in the Center for Counseling and Family Studies. While at Liberty University, Dr. Hawkins has served as a faculty member in Psychology, Chair of the Sport Management Department, Director of the MA in Human Services, Chair of the Department of Family and Consumer Sciences, Chair of the Counseling Department, and Academic Director of the Center for Counseling and Family Studies prior to moving to his present position. Dr. Hawkins has over 20 years of experience in crisis, outpatient, intensive in-home and residential treatment settings in the public and private sectors and is certified in crisis intervention, mediation, adventure-based programming, and therapeutic restraint. He has consulted extensively with Christian and secular organizations on subjects like working with at-risk adolescents, counseling victims of trauma and abuse, marriage and family, and crisis intervention. Dr. Hawkins' teaching, publication, and research interests include the areas of childhood, adolescence, premarital, marriage and family, parenting, crisis intervention, and therapeutic outdoor recreation. Dr. Hawkins can be reached at: smhawkins@liberty.edu

Patricia A. Hinkley, Ed.D., LPC, LMFT (University of Sarasota) is the Online Administrative Chair and Associate Professor in the Center for Counseling and Family Studies. She has various past professional experiences in distance education and professional counseling. She has worked as a part time counselor for 19 years and has been a licensed professional counselor in the state of Virginia for 17 years, a licensed marriage and family therapist for 10 years, and a nationally certified counselor for 24 years. Her experience in distance education includes Academic Advising, Psychology Department Coordinator, Practicum & Internship Coordinator, Faculty Coordinator, Executive Director, Associate Dean as well as various teaching responsibilities over the past 25 years in both Psychology and Counseling. She received a “Liberty University Achievement Award” for her 4 year service as Executive Director for the distance learning program. Dr. Hinkley’s teaching and research interests include the helping relationship and skill development, counseling women, counseling theories, psychopathology, diagnosis and treatment planning, and interpersonal communication. Her email address is phinkley@liberty.edu

Victor Hinson, Ed.D. (Argosy University) is the Chair of the Center for Counseling and Family Studies, and Associate Professor of Counseling within the Center. He has varied professional experiences in pastoral care and counseling, professional counseling, student counseling, and mentoring young married couples. As a pastor, he has over 16 years experience as senior pastor of churches, disciplining and mentoring individuals, teaching groups and facilitating small group therapy in churches and the community. Dr. Hinson has worked in the private counseling agency arena along with extensive work with young married couples. His research interest includes clinical mental health counseling, group counseling, marriage and family counseling, and adult children of alcoholics. Due to Dr. Hinson’s background, training and passion, his primary teaching interest is in the areas of Christian integration and Marriage and Family Counseling. His e-mail address is vdhinson@liberty.edu

David E. Jenkins, Psy.D. (George Fox College) is Associate Professor of Counseling. As a licensed psychologist, Dr. Jenkins has over 20 years of clinical experience in a variety of settings both public and private, mainly in outpatient settings. He has worked primarily with adults and adolescents in individual, marital, and family therapy. Prior to joining the faculty of the Center, Dr. Jenkins has been active in leadership for several years with the American Association of Christian Counselors and presently serves as Director of the Christian Care Network, a national referral directory of state licensed Christian mental health professionals. He currently serves as one of the sponsors of the student AACC chapter at LU. He is also a member of the American Psychological Association and makes regular presentations at conferences, seminars, workshops, and retreats. Dr. Jenkins’ teaching and research interests include professional ethics, addiction, integration of Christian faith and clinical practice, and marital/identity/gender issues related to the image of God. His email address is: djenkins@liberty.edu

Anita Knight, Ph.D. (Regent University) is Assistant Professor in the Center of Counseling and Family Studies at Liberty University. Dr. Knight had a variety of experience in both clinical and educational settings before joining the Center of Counseling and Family Studies at Liberty University. While, at Regent University Dr. Knight studied effective techniques in counseling skills training with Dr. George Jefferson and presented research findings at local, state, national, and international conferences. Dr. Knight has also published articles in peer-reviewed journals, newsletters, and popular press venues. During this time Dr. Knight also worked for a counseling ministry called Sought Out (she worked with individuals struggling with relational and sexual issues). Dr. Knight coordinated The Women’s Center at a college campus, and provided supervision to counselor trainees, individual counseling, and group counseling for college students. Dr. Knight also worked on a National Science Foundation grant that allowed her to develop a program for helping students overcome Math Anxiety at three different

college campuses. The program involved psycho-educational therapy groups, workshops, and individual counseling sessions to help college students overcome Math Anxiety, which is an educational barrier for women studying engineering, math and the sciences. Dr. Knight is currently co-authoring an invited article and a book with Dr. Lucinda West that will serve as a guide for math instructors, and school and college counselors working with students who struggle with math anxiety. Dr. Knight has been an invited speaker at Virginia colleges and Universities on topics such as: Overcoming Math Anxiety, Studying Smarter Not Harder, Spiritual Growth and Development, and Emotional Intelligence. Dr. Knight also served as head counselor for a Christian Substance Abuse Rehabilitation program for adolescent boys. Dr. Knight is a member of the Southern Association for Counselor Educators and Supervisors (SACES), The Christian Association of Psychological Studies (CAPS), The American Psychological Association (APA), and Chi Sigma Iota (International Counseling honors society). Her email address is: Aknight7@liberty.edu

Elias Moitinho, Ph.D., LPC-S, LMFT (Southwestern Baptist Theological Seminary) currently serves as Associate Professor of Counseling; Director, MA Counseling Licensure Programs; Director, Clinical Training at the Center for Counseling and Family Studies. Dr. Moitinho holds a Master of Arts in Marriage and Family Counseling (MAMFC) and a Master of Arts in Religious Education (MARE) from Southwestern Baptist Theological Seminary (SWBTS). Dr. Moitinho is a Licensed Professional Counselor – Approved Supervisor (LPC-S) by the Texas State Board of Professional Counselors, a Licensed Marriage and Family Therapist (LMFT) by the Texas State Board of Marriage and Family Therapists, a Licensed Professional Counselor (LPC) by the Virginia Board of Counseling, and a Board Certified Professional Christian Counselor (BCPCC) by the Board of Christian Professional & Pastoral Counselors. Dr. Moitinho has many years of ministry and teaching experience having served in various roles such as pastor, counselor, seminary professor, and director of a Christian counseling center. Prior to joining Liberty he served as the Hope for the Heart Chair of Biblical counseling at SWBTS. Dr. Moitinho is interested in cross-cultural counseling focusing specifically on the Hispanic/Latino population, the use of Scriptures in counseling, marriage counseling, and family ministry. In addition to his ministry experience in his native country of Brazil, Dr. Moitinho has taught as a guest professor in seminaries in Mexico, Cuba, and Spain. He is a member of the American Association of Christian Counselors (AACC) and the American Counseling Association (ACA). His email address is: emoitinho2@liberty.edu.

Mark Myers, Ph.D. is a former pastor of 12 years, a veteran of the U.S. Navy and is currently one of the Administrative Chairs for the Center for Counseling and Family Studies. He holds a M.A. in religion (Counseling), a M.R.E. in Religious Education and Counseling and a PhD in Professional Counseling. He currently serves on the Elder board of directors of Point Harbor Community Church in Chesapeake Virginia. Including his pastoral counseling experience, Mr. Myers has clinical experience working with Virginia Baptist Hospital in-patient psychiatric center and with a local counseling agency doing court ordered adolescent counseling with at-risk youth. Mr. Myers has taught marital and pre-marital courses in both class and conference settings. He has taught at the high school level at Lynchburg Christian Academy. He is a certified Prepare and Enrich assessment administrator and recently completed training in Mindfulness at the University of Virginia Medical School. Mr. Myers has been on the faculty of Liberty University for three years and currently teaches Interpersonal Communication in the Human Services program. He is married to Ramona Myers (19 yrs) and has a daughter, Chandler and son, Collin.

Clay Peters, Ed.D., LPC, CFMHE, NCC (University of Sarasota) is the Director of the M.A. in Human Services programs, and an Associate professor in the Center for Counseling and Family Studies. He has worked in a variety of settings, including being a pastor for seven years, and teaching in a Christian high

school as a substitute and full-time Bible teacher. He has been an adjunct instructor at ECPI College of Computer Technology, teaching psychology and critical thinking. He was the Counseling Director in an alternative school setting for seven years with seriously emotionally disturbed kids, overseeing several counselors and masters-level interns, as well as doing all the tests and assessments required for their special education requirements. He has worked in both group and solo practices, primarily counseling children, adolescents, and adults. At LU he has been professor and Associate Chair in the Psychology department before coming to the Center. He is a Licensed Professional Counselor, a National Certified Counselor, a Nationally Certified Forensic Mental Health Evaluator, and completed training through the University of Virginia to perform competency to stand trial evaluations for juveniles for the Virginia court system. He performs numerous psychosocial evaluations for the Bedford Department of Social Services and the 24th Judicial Circuit Court of Virginia each year. His areas of teaching and interest are in personality disorders, criminal behavior, and research he is engaged in is doing psychosocial testing to determine if there are any outstanding personalities and/or traits of parents whose children are remanded into foster care. He has been married for 21 years to Catherine, and has one son, Nicholas (17yo). His email address is cpeters@liberty.edu.

Melvin E. Pride, Ph.D. (Loyola University Maryland) is currently an Associate Professor of Counseling for the Center of Counseling and Family Studies. Dr. Pride holds a Master of Arts in Christian Counseling and Discipleship (MACCD) from Capital Bible Seminary (CBS) as well, and served as a Professor of Counseling at CBS for over ten years. He is a licensed Clinician both in Maryland and in Virginia, and is a National Certified Counselor (NCC). Dr. Pride has over 15 years of counseling experience specializing in both marriage and family, and in individual counseling issues. Additionally, Dr. Pride has a passion for understanding differences among diverse people groups, and for bridging relational obstacles among them. He is an ordained minister certified in conflict resolution by the Lombard Mennonite Institute and has worked as a transitional interim Pastor for churches in conflict and transition. He has conducted many leadership training seminars as well as seminars targeting healthy relationships and conflict resolution. Dr. Pride is a member of the American Association of Christian Counselors (AACC), the American Counseling Association (ACA), and the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC). Dr. Pride may be contacted by email: mpride2@liberty.edu.

Laurel Shaler, Ph.D., LCSW, LISW-CP (Regent University) is an Assistant Professor in the Center for Counseling and Family Studies. After completing her undergraduate degree at the College of Charleston in South Carolina, Dr. Shaler earned her Masters Degree in Social Work from Florida State University and is a Licensed Social Worker. Her PhD is in Counselor Education and Supervision from Regent University where she completed her dissertation on The Correlates of Anger Among Operation Enduring Freedom and Operation Iraqi Freedom. Dr. Shaler has presented the results of her research at local, state, and national conferences. She is a former psychotherapist with the Department of Veterans Affairs (VA) where she became a Cognitive Processing Therapy (CPT) Provider for the treatment of Posttraumatic Stress Disorder, and has gone on to provide trainings on this topic for numerous counseling and social work organizations. While with the VA, she also trained in the treatment of military sexual trauma. Additionally, Dr. Shaler developed an Anger Management Group protocol, and has worked with clients with a variety of mental health, emotional, and relational issues. In addition to anger management, military/veteran issues, and trauma, professional interests include crisis management, emotional well-being of women, expressive therapy, marital enhancement, and suicidology. Her preferred method of intervention is through the use of Cognitive Behavioral Therapy (including CPT and Solution Focused Brief Therapy). Dr. Shaler is an active member of a number of professional organizations including the American Association of Christian Counselors (along with the division of Military Counseling Initiative and Crisis Pregnancy & Abortion Recovery Network), the American Counseling Association (along with

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Gary Sibcy, Ph.D. (The Union Institute and University, Cincinnati, OH.) is currently the Director of the PhD program in Professional Counseling. He is both a Licensed Clinical Psychologist and a Licensed Professional Counselor and has been in private clinical practice for the past decade. He currently practices at Piedmont Psychiatric Center, a private practice owned by Centra Health and Virginia Baptist Hospital. His practice includes treating children, adults, and families. He specializes in treating children with disruptive behavior disorders and anxiety disorders. In adults, he specializes in anxiety disorders, especially OCD, Panic Disorder, and Social Phobia, and Personality Disorders. He conducts an in-patient cognitive therapy group for Virginia Baptist Hospital and also co-leads a Dialectical Behavior Therapy (DBT) group for Borderline Personality Disorder. Dr. Sibcy also conducts a number of psychological evaluations for both children and adults. Dr. Sibcy's research has focused on attachment theory and its clinical application to childhood disorders, personality disorders, and family development. He has published numerous articles on a wide range of clinical issues in counseling, clinical psychology, and behavior medicine. He is currently conducting research on a new treatment protocol he has developed for treating disruptive behavior disorders in children (Attachment-Based Family Therapy for Oppositional Defiant Disorder), adult attachment using the adult attachment interview, and chronic depression. Dr. Sibcy conducts trainings in attachment theory and interpersonal neurobiology. His doctoral research focused on attachment and personality dysfunction in both outpatient and inpatient clinical populations and he has recently co-authored a book on attachment, published by Integrity Press. He has co-authored a book with Integrity Publishers on attachment interventions for angry defiant children. He is currently working on a book with Dr. Tim Clinton on the neurobiology of interpersonal relationships and spirituality and with Dr. Gary Habermas on assessing religious doubt. Other research projects include an outcome study on the effectiveness of DBT group therapy for patients with severe Borderline Personality Disorder and the development of clinician-friendly measures for attachment problems in children and families. His e-mail address is: gsibcy@liberty.edu

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John C. Thomas, Ph.D. (University of South Carolina), **Ph.D.** (Capella University) is an Associate Professor in the Center for Counseling and Family Studies. Prior to joining the faculty in 2004, he worked as an

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Fred Volk, Ph.D. (Wichita State University) is a professor who teaches courses in Introductory Psychology and both introductory and advanced Research Methods. He joined Liberty University in 2006. He received his B.S. in Psychology from Newman University in 1991. He earned his Master's in Community/Clinical Psychology, and his Ph.D. in Human Factors Psychology from Wichita State University. Prior to joining Liberty in 2006, Dr. Volk was an Adjunct Professor in Psychology at Georgetown University. Dr. Volk also conducted research and designed user interfaces in applied setting for over ten years in professional positions in advanced technology and engineering groups at Nortel, Sprint and SAS Institute. He has authored or co-authored papers in the Academic Exchange Quarterly, Applied Social Psychology and Perceptual Motor Skills and collaborated on publications presentations at numerous professional gatherings. Dr. Volk is actively involved in various research projects including, in 2005, the National Science Resource Center where he researched the prevalence of learning unit use and professional development, and, from 2005 to 2006, the Smithsonian Center for Environmental Research where he conducted evaluations of the Smithsonian biodiversity science in the classroom programs. His email address is: fvolk@liberty.edu