



**Master of Health Sciences (MHS)
Degree Program
Student Handbook 2016-2017**

**Louisiana State University Health Sciences Center
Department of Clinical Rehabilitation & Counseling**

School of Allied Health Professions

**LSU Health Sciences Center – New Orleans
411 S. Prieur St.
New Orleans, LA 70112**

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INTRODUCTION

Welcome to the LSUHSC School of Allied Health Professions, Department of Clinical Rehabilitation and Counseling. We are proud of our 35+ year history of educating highly qualified rehabilitation counselors who strive to better the lives of people with disabilities.

The Master of Health Sciences in Clinical Rehabilitation and Counseling (MHS-CRC) program is a 60 credit hour program designed to prepare professional counselors for licensure /certification and . The program is accredited by the Council on Rehabilitation Education, Incorporated (CORE) and the Council for Accreditation of Counseling and Related Programs (CACREP). The program is designed to meet the needs of full-time as well as part-time students. It prepares students for professional practice after graduation and/or pursuit of a doctoral degree in counseling.

Students are eligible to sit for the Certified Rehabilitation Counselor (CRC) examination and/or NCE as early as their final semester in the program. They are also eligible, with additional post-graduate supervision, to apply to become a Licensed Professional Counselor (LPC) and a Licensed Rehabilitation Counselor (LRC). Additionally, students are eligible for additional licensures and certifications such as the Certified Clinical Mental Health Counselor (CCMHC), the Master Addictions Counselor (MAC) and the National Certified School Counselor (NCSC).

Students interested in a career in counseling that requires a doctoral degree will be presented with a variety of opportunities to engage in scholarly activities, under the supervision of a faculty member, often leading to publication in professional journals and/or presentations at national, state and local professional conferences. Such activities are highly valued by doctoral programs admissions committees.

Students are able to apply and practice what has been taught in the classroom in real-life clinical settings through the Practicum and Internship components of the program. Students will receive a separate Practicum and Internship Handbook. Because of this hands-on experience, our graduates are sought after by many prospective employers. In fact, some students are offered jobs before graduation.

The purpose of this *Student Handbook* is to provide information about the policies, procedures and objectives of the Department of Clinical Rehabilitation and Counseling (CRC). We've done our best to make this Handbook reflect current policies which, however, are always subject to change. This Student Handbook does not constitute a contract, and the Department reserves the right to amend it at any time. Future policies and changes will be added as necessary to update this Handbook. In addition to this Handbook, the Louisiana State University Health Sciences Center (LSUHSC) publishes a Catalog/Bulletin. All students are required to be familiar with and abide by the requirements in the Catalog/Bulletin. This Handbook contains information about the MHS-CRC program, including the fieldwork program requirements. Students are expected to know and comply with the information contained in this Handbook. You will find the SAHP Student Handbook and the LSUHSC-NO General Catalog/Bulletin to be the official source of student related policies and procedures. You can access this information at the following sites:

<http://alliedhealth.lsuhs.edu/Admin/docs/StudentHandbook051915.pdf>

<http://catalog.lsuhs.edu/>

ACCREDITATION

The Department of Clinical Rehabilitation and Counseling is a dually accredited program. The Department is accredited by both the Council on Rehabilitation Education (CORE) in its Rehabilitation Counseling and Clinical Rehabilitation Counseling programs and the Council for Accreditation of Counseling & Related Programs (CACREP) in its Clinical Mental Health Counseling program.

PROGRAM OUTCOME MEASURES

Each year, the Department of Clinical Rehabilitation and Counseling publishes a report for its program, faculty, students, graduates/alumni, supervisors, advisory board members, affiliates, community partners and prospective students. The report is available on the Department's website:

<http://alliedhealth.lsuhsu.edu/rc/performanceasures.aspx>

MISSION and OBJECTIVES of the CLINICAL REHABILITATION AND COUNSELING PROGRAM

Mission

The mission of the program for the Master of Health Sciences degree in Clinical Rehabilitation and Counseling is to provide professional education and clinical experience to master's level students who are committed to serving persons of all ages with various challenges related to physical, developmental, cognitive, and emotional disabilities or other life situations to achieve their academic, personal, career, social and independent-living goals in the most integrated settings possible. Professional preparation of master's level students will focus on equipping students with knowledge and skills to improve the quality of life for persons with disabilities. Master's level students will be prepared to assume the full range of professional responsibilities required in a variety of counseling settings and are motivated to contribute to scholarship and service locally and nationally. This mission is achieved through various academic, clinical, research and scholarly activities.

Program Objectives

The Master of Health Sciences degree in Clinical Rehabilitation and Counseling program seeks:

1. To educate counselors who demonstrate sound knowledge and strong skills in:
 - a. Foundations and orientation to the counseling profession;
 - b. Medical and psychosocial aspects of disability;
 - c. Counseling approaches and principles;
 - d. Counseling, prevention, and intervention;
 - e. Diversity, advocacy, and accommodation;
 - f. Assessment and diagnosis;
 - g. Human growth and development;
 - h. Research and evaluation;
 - i. Employment, career and vocational counseling;
 - j. Individual, group work and family counseling;
 - k. Case management and job placement;
 - l. Individual and systems advocacy.
2. To foster professionalism among students and faculty and facilitate their involvement in professional organizations and activities;
3. To foster an awareness of the needs and resources within our client communities, meaningful involvement of faculty and students in addressing these needs;
4. To offer and support opportunities for students and faculty to collaborate on research projects in the spirit of the

scientist-practitioner model;

5. To provide continuing education and consultation opportunities responsive to the needs of counseling and rehabilitation professionals.

FACULTY

Erin M. Dugan, Ph.D., LPC-S, NCC, Registered Play Therapist Supervisor (Associate Professor) is the Associate Dean of Academic Affairs in the School of Allied Health Professions, the Interim Department Head of the Department of Clinical Rehabilitation and Counseling, a faculty member in the Department of Clinical Rehabilitation and Counseling, and also serves as the Director of the LSUHSC Child & Family Counseling Clinic. The LSUHSC Child & Family Counseling Clinic is an outpatient mental health center designed to provide mental health related services to children, adolescents, and their families. Dr. Dugan earned her doctorate degree from the University of Mississippi. She serves on various committees, associations, and boards in the counseling profession. Dr. Dugan's scholarly activities include book chapters, publications, national presentations, and workshops. Her current research interests include intergenerational attachment patterns, play therapy and filial therapy research, and the development and enhancement of child-parent relationships.

George Hebert, Ph.D. is an Assistant Professor with the Human Development Center in the School of Allied Health Professions of the LSU Health Sciences Center. Dr. Hebert's primary responsibilities involve the coordination of the Louisiana School Psychology Internship Consortium (LAS*PIC). His current position has him involved with over eight school districts in Southeast Louisiana. He earned his doctoral degree in School Psychology from the Louisiana State University in Baton Rouge. Previously, Dr. Hebert served eight years providing psychological services and/or directing an outpatient mental health clinic for children and adolescents in Louisiana. Additionally, he served a total of six years as a school psychologist in both rural and urban settings in Louisiana. Dr. Hebert also taught as a part-time faculty member in the psychology department at the University of New Orleans for many years. Dr. Hebert is a former president of the Louisiana School Psychological Association (LSPA) and an active member of the National Association of School Psychologists (NASP). His primary research interests include the use of Curriculum Based Measurement (CBM) in a Response to Intervention (RtI) framework.

Krystal Vaughn, Ph.D. LPC-S, NCC is a Licensed Professional Counselor-Supervisor specializing in children ages 2-12. As an Assistant Professor at Louisiana State University Health Sciences Center – New Orleans she enjoys teaching as well as providing clinical services. Her research interests are supervision, play therapy, and mental health consultation. Dr. Vaughn has extensive experience providing mental health consultation in childcare centers, private schools, and local charter school systems. Dr. Vaughn also provides supervision to counselor interns seeking licensure as professional counselors. She received specialized training in the fields of infant and early childhood mental health and play therapy, which she presents on locally and nationally. Additionally, she serves on numerous boards and committees to promote professionalism in the fields of play therapy and clinical supervision.

ADJUNCT FACULTY

Kellie Giorgio Camelford, Ph.D. LPC-S, NCC is a Licensed Professional Counselor-Supervisor specializing in adolescent and women's issues. As an Assistant Professor-Part-Time at Louisiana State University Health Sciences Center – New Orleans she enjoys teaching and supervising students in Practicum and Internship. Her research interests are adolescent issues and interventions, school counseling, and ethical issues in counseling. Prior to teaching, Dr. Camelford was a professional school counselor at a local parochial high school in New Orleans, and a private practitioner specializing in adolescence. Dr. Camelford also provides supervision to provisional licensed professional counselors seeking licensure as professional counselors in Louisiana. She presents locally and nationally on topics including adolescent counseling, private practice, school counseling, and self-harm. Finally, Dr. Camelford promotes her profession through service on the LACES executive board, the Jefferson Parish Chamber of Commerce Young Professionals Steering Committee, and through active membership in related professional counseling organizations.

Scott Embley, LCSW is a Licensed Clinical social Worker and the Assistant Director of the LSUHSC Campus Assistance and Drug Testing Program. He has several years of experience in the mental health field and working in the field of Employee Assistance. Mr. Embley provides brief, short term counseling and/or crisis intervention to LSUHSC students, faculty, residents and employees. Mr. Embley enjoys working with professionals in recovery as well as professionals who have demonstrated disruptive behavior in the workplace. He has given presentations at national conferences on physician impairment and disruptive behavior and is the current president of the local Employee Assistance Professional Association of Greater New Orleans.

ACADEMIC STANDARDS

Graduate Professional Scholastic Requirements

1. A minimum cumulative GPA of 3.0 is required for graduation.
2. The minimum scholastic requirement for course work is a grade of C. However, no more than 6 credit hours of C grades may be counted toward a degree unless otherwise established by the department. In courses designated Pass/Fail or Satisfactory/Unsatisfactory, a grade of Pass or Satisfactory is required.

Provisions for Academic Progression

1. If an unacceptable grade is recorded in a non-prerequisite course, the student must satisfactorily complete the course when next regularly offered.
2. If an unacceptable grade is recorded in a course designated as a prerequisite course the student must satisfactorily complete the prerequisite course before continuing the program sequence.
3. Students may not participate in clinical, fieldwork or preceptorship courses until all prerequisite course work has been completed successfully.
4. Students who earn a grade of Unsatisfactory or Fail in clinical, fieldwork, or preceptorship courses will be placed on scholastic probation.
5. Students who fall from 1-10 quality points below a 3.0 cumulative GPA will be placed on scholastic probation.
6. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative GPA is achieved. Failure to meet this requirement will result in dismissal from the School.
7. A course, including those designated clinical, fieldwork, and preceptorship, may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.
8. Students who fail to attain a minimum 3.0 cumulative and/or semester professional GPA in two consecutive semesters can be dismissed from the School.
9. Students who fall more than 10 quality points below a 3.0 cumulative GPA will be dismissed from the School.
10. Students on scholastic probation are not eligible for graduation.
11. Students must complete the program in a specified period of time. (Time frame to be completed by each department)

12. Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.

13. Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

The academic standards for the university are linked below:

<http://alliedhealth.lsuhsu.edu/Admin/academicstandards.aspx>

CURRICULUM SEQUENCE FOR THE M.H.S. DEGREE IN CLINICAL REHABILITATION AND COUNSELING

First Semester (Fall '16)

REHAB 5601 Foundations of Clinical Rehabilitation & Counseling **3**
REHAB 5602 Medical Aspects of Disabilities **3**
REHAB 5612 Development across the Life Span **3**
REHAB 6611 Counseling Theories and Practices **3**
REHAB 6640 Research Methods and Techniques in Rehabilitation **3**
REHAB 5614 Professional Practicum **1**

Second Semester (Spring '17)

REHAB 5603 Psychosocial, Cultural & Ecological Aspects of Disability **3**
REHAB 6630 Vocational Counseling/Career Development **3**
REHAB ##### Elective* **3**
REHAB 6634 Ethics in Rehab Counseling **3**
REHAB 5614 Professional Practicum **1**
REHAB 6612 Counseling Techniques and Process **3**

Third Semester (Sum '17)

REHAB 5654 Psychiatric Rehabilitation **3**
REHAB 6614 Group Process and Counseling **3**
REHAB 5614 Professional Practicum **1**

Fourth Semester (Fall '17)

REHAB ##### Elective* **3**
REHAB 6632 Assessment in Rehabilitation **3**
REHAB 6641 Practicum in Rehabilitation **3**
REHAB 6643 Internship **12**

Fifth Semester (Spring '18)

REHAB 6643 Internship **12**

***ELECTIVES:** (9 credits are required; more may be taken. Other electives may be offered, if there is enough student interest.)

REHAB 5651 Supervised Project in Rehabilitation **1-3**
REHAB 5652 Supervised Project in Vocational Evaluation **1-3**
REHAB 5610 Introduction to School Counseling **3**
REHAB 5655 Benefits Counseling in Rehabilitation Counseling **1-3**
REHAB 5656 Case Management in Rehab Counseling **1-3**
REHAB 5658 Substance Abuse in Rehabilitation **3**
REHAB 5660 Contemporary Issues in Rehabilitation Counseling **1-6**

REHAB 5661 Introduction to Play Therapy **3**
REHAB 5662 Private Sector Rehabilitation Counseling **3**
REHAB 5664 Advanced Professional Communication **1-3**
REHAB 5665 Grant Writing in Rehabilitation Counseling **1-3**
REHAB 6650 Rehabilitation Counseling Research Practicum **1-3**
REHAB 5609 Child & Adolescent **3**
REHAB 5613 Advanced Play Therapy **3**
REHAB 5618 Filial Therapy & Child-Parent Relationship Therapy **3**
REHAB 5619 Group Play/Activity Therapy **3**
REHAB 5616 Play Therapy Theory, Skills & Techniques **3**
REHAB 5608 Community Counseling **3**
REHAB 5620 Advanced Skills in Counseling **3**
REHAB 5630 Multicultural Counseling **3**
REHAB 5640 Family & Couples Counseling **3**
REHAB 5645 Child-Parent Relationship Therapy **3**
REHAB 5650 Crisis Counseling Intervention **3**
REHAB 5653 Human Behavior Management **3**
REHAB 5659 Professional Communications **3**

Some elective options will be offered each semester by the Clinical Rehabilitation and Counseling Department and/or other departments in the School of Allied Health Professions. Prior permission of the instructor is required. Students are required to take six (6) credits of electives; additional electives may be taken. Students who wish to pursue specialty areas within the program, should consult with their advisor.

CLINICAL REHABILITATION AND COUNSELING COURSE DESCRIPTIONS

REQUIRED COURSES

REHAB 5601. Foundations of Clinical Rehabilitation and Counseling. 3 cr. Students learn the legislative, historical, and philosophical roots of rehabilitation and counseling. Topics covered include federal, State and local organizations for the rehabilitation of individuals with disabilities, independent living concepts, and the basic principles of human services and counseling practice. A comprehensive review of the variety of rehabilitation programs across the public, private non-profit, and proprietary settings is provided. Emphasis is placed on learning about ethical decision-making related to working with people who have disabilities and the development of a case-management approach to providing services. Students are provided opportunities to network with clients and practitioners in various rehabilitation and counseling settings for practical exposure to actual functioning of rehabilitation systems, counseling agencies, and the client groups they serve.

REHAB 5602. Medical Aspects of Disability. 3 cr. Technical knowledge and interpersonal understanding of the medical and functional implications of a wide variety of disabilities are acquired. Curriculum components include learning medical terminology and the use of medical information for facilitating the vocational rehabilitation and independent living of people with physical, sensory, emotional, and cognitive disabilities. The medical, vocational, and psychosocial issues as well as the individual and community resources typically associated with treating and managing these conditions are reviewed. Emphasis is placed on assessing, discussing, and resolving the personal, functional, and environmental challenges each disability presents.

REHAB 5603. Psychosocial and Cultural Aspects of Disability. 3 cr. Students acquire knowledge and understanding of the myriad psychosocial facets of the status and experience of disability. Curriculum components include identification and discussion of psychological, cultural, political, and sociological issues associated with disability and their impact on vocational rehabilitation, community living, and social perception. The focus of the course is analysis of the total situation of living with a disability, including: environmental and attitudinal barriers and resources; multicultural and other counseling process issues; personal reflection about one's attitudes and motivations as a helping professional; educational, vocational and socio-economic opportunities; adjustment to disability and

interpersonal interaction; influences of the family, popular culture, technology, and the consumer empowerment movement. Students design and carry out a semester-long project devoted to individual or systems advocacy.

REHAB 5612. Development across the Life Span. 3 cr. This course studies the processes underlying human growth and development across the lifespan from conception through childhood, adolescence, adulthood, and aging to death. The interaction of biological, cultural, and environmental factors will be considered in studying the physical, intellectual, social, emotional and moral development of a person. This course will present the normal range of responses, reactions and behaviors of age-related development.

REHAB 5654. Psychiatric Rehabilitation. 3 cr. Rehabilitation practice and the rehabilitation model of intervention in mental health settings are reviewed. Emphasis is placed on areas such as diagnosis, treatment options, increasing consumer skills and resource management, vocational strategies, community integration, and program evaluation.

REHAB 5659. Professional Communication. 3 cr. Professional-level oral and written communication skills germane to success as a rehabilitation counselor are further developed in this course. Learning resources, including student assignments, focus upon the organization, content, and style of professional writing and professional presentation activities across a spectrum of Clinical Rehabilitation and Counseling responsibilities and opportunities.

REHAB 6611. Counseling Theories and Practices. 3 cr. An examination of the generic model of the counseling process and a detailed critical review of several major counseling theories relevant to Clinical Rehabilitation and Counseling are conducted. Special attention is given to the counseling needs of diverse special populations and cultural groups. An ultimate goal of the course is to enable students to develop a theoretically-based personal approach to counseling.

REHAB 6612. Counseling Techniques and Process. 3 cr. Students are instructed in basic counseling and communication skills. This lab oriented class uses videotaped role plays to help students learn basic communication and counseling skills. Students receive individualized feedback from the faculty instructor as well as their peers. Prerequisite: **REHAB 6611. P/F Grading.**

REHAB 6614. Group Process and Counseling. 3 cr. The dynamics of group interactions are examined from both theoretical and practical perspectives. Topics addressed include types of groups (including peer, support, and problem/issue groups), marriage and family concerns, leadership styles, counselor roles, and models of problem resolution. The student acquires practical experience as both a member and a leader of groups. **Prerequisites: REHAB 6611, REHAB 6612.**

REHAB 6630. Vocational Counseling/Career Development. 3 cr. Vocational, career, and occupational resources and systems and how to access and utilize them are taught to students. This course includes a discussion of state of the art practices in areas such as supported employment, proprietary rehabilitation, and computerized vocational instruments. Students learn career development theories and how to apply them to counseling individuals with disabilities. Students make field site visits to identify community vocational resources and gain exposure to occupational classifications within local businesses and industries.

REHAB 6632. Assessment in Rehabilitation. 3 cr. Basic testing and measurement concepts, the practices of vocational (work) evaluation, and psychological assessment are explored. Students receive instruction in and practice using measurement techniques including: psychometric tests (such as intelligence, achievement, aptitude, interest, and personality tests), behavioral assessment, situational assessment, ecological assessment, and work samples. Students learn how to apply assessment data gathered to formulating service plans for people with disabilities. Issues related to test modification for people with severe disabilities are emphasized. **Prerequisite: REHAB 6640.**

REHAB 6634. Ethics in Clinical Rehabilitation and Counseling. 3 cr. This course is designed to provide the graduate student with an overview of current legal, ethical and professional issues related to the practice of Clinical Rehabilitation and Counseling. The course focuses on providing the students with a point of reference from which to define acceptable professional behavior based upon the Code of Professional Ethics for Rehabilitation Counselors, on

helping students understand the problems, issues and concerns confronting rehabilitation practitioners, and on developing an ethical awareness and problem solving mindedness that cuts across job functions and work settings.

REHAB 6640. Research Methods and Techniques in Rehabilitation. 3 cr. This course is designed to provide rehabilitation counselors with the knowledge and skills that will allow them to draw meaningful conclusions from research. A systematic investigation of factors and procedures relevant to rehabilitation counselors is conducted.

REHAB 6641. Practicum in Rehabilitation. 3 cr. Students acquire counseling experience and first-hand knowledge of the purpose, function, services and clientele of an agency. Students apply knowledge learned in didactic courses and achieve specific competencies in Clinical Rehabilitation and Counseling during the course of their on-site work (12 hours per week) in rehabilitation settings and in a weekly small-group supervision seminar. Ongoing supervision is provided by a professional in the agency and by the departmental faculty who are Certified Rehabilitation Counselors (CRCs). **Prerequisites: REHAB 6611, REHAB 6612. P/F Grading.**

REHAB 6643. Rehabilitation Internship. 6 cr. for each of two semesters half-time or 12 cr. in one semester full-time. Students are placed in a rehabilitation setting to work for a total of 600 hours. The student is expected to take on the full complement of duties expected of a rehabilitation counselor in that setting. These include, but will not be limited to, individual/group counseling, case management, utilization of community resources, advocacy, and client assessment. Supervision is provided by a professional in the facility or program and by the departmental faculty, who are Certified Rehabilitation Counselors (CRCs), on both counseling and case-management issues. This course includes a weekly group meeting with the faculty supervisor in which case management and counseling process issues are reviewed. **Prerequisites:** Students must have completed at least 42 of the 48 non-internship hours, **REHAB 6611, REHAB 6612, REHAB 6614, REHAB 6641**, and have successfully passed the departmental comprehensive exam. **P/F Grading.**

ELECTIVE COURSES

REHAB 5562. Advanced Play Therapy. 1-3 cr. This course is intended as an Advanced Play Therapy in counseling when working with children, adolescents and their caregivers. Students will be presented with an overview of play therapy, its varying models, principles, goals & objectives, as well as rationale for play therapy, and basic practice skills. Additionally, this course will provide students with an overview of integrating field knowledge of play, development, and theory into the advanced play therapist's knowledge base; working with difficult situations, such as limit-setting, aggression, and parents; addressing modern work concerns like measuring progress, data accountability, and treatment planning; differentiating play therapy practice in school and community settings; and addressing complicated skills, such as theme work, group play therapy, and supervision. **Introduction to Play Therapy is a prerequisite course. Permission by Department Head Required – Pass/Fail Grading.**

REHAB 5651. Supervised Project in Rehabilitation. 1-3 cr. Students participate in research, community activities, resource development and special projects requiring literature reviews, report preparation, skill demonstrations, and public education. Credit is assigned depending on the amount of time spent on the project per week. A contract is developed between the student and faculty member before the course starts. **Permission of Instructor Required - S/U Grading.**

REHAB 5652. Supervised Project in Vocational Evaluation. 1-3 cr. Students participate in an advanced practicum in vocational evaluation with emphasis on interview techniques, vocational plan development, measurement issues, and the coordination and use of various tests and work samples. The course emphasizes actual practice in determining current levels of client functioning in order for a student to gain a basic competency level in the area of diagnostic and prognostic procedures. **Permission of Instructor Required - S/U Grading.**

REHAB 5653. Human Behavior Management. 3 cr. Principles of human behavior and techniques for managing this behavior in a variety of rehabilitation settings are reviewed. Students learn to design and manage behavior change via application of applied behavior programming and behavior change techniques to rehabilitation settings and

clientele. Special emphasis is placed on the rehabilitation professional's role in the management of behavioral problems and the incorporation of behavior change in the rehabilitation process.

REHAB 5658. Substance Abuse in Rehabilitation. 3 cr. This course explores rehabilitation issues of a variety of substance abuse-related disabilities. Emphasis is placed on the 8-core competencies that rehabilitation counselors would practice in a substance abuse treatment setting. Each counseling core competency is highlighted with an examination of various theories and types of substance abuse counseling interventions. Other topics covered include the psychopharmacology of commonly abused drugs and issues accompanying a co-existing substance related disability and other disability. Lastly, policy issues pertaining to the services provided to individuals with substance abuse-related disabilities are examined.

REHAB 5660. Contemporary Issues in Rehabilitation Counseling. 1-6 cr. This course examines current issues and research in Rehabilitation Counseling. Emphasis is on interdisciplinary teamwork and facilitating models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the consumer and rehabilitation counselor. Topics include conflict resolution, problem solving, stress management, spirituality, substance abuse, death and dying, chronic pain, and program evaluation. Topics may vary from semester to semester.

REHAB 5661. Introduction to Play Therapy. 3 cr. This course is intended as an Introduction to Play Therapy in counseling when working with children. Students will be presented with the history of play therapy, its varying models, as well as rationale for play therapy, and basic practice skills.

REHAB 5662. Private Sector Rehabilitation Counseling. 3 cr. This course will provide an in-depth look into the private sector of the vocational rehabilitation field, including aspects of Workers' Compensation, third party litigation, Social Security hearings, and Life Care Planning with an emphasis on Licensure and Certification. This course will provide detailed information, resources and professional contacts in the industry, thereby preparing students for future career opportunities. This course will also prepare counselors to serve people with disabilities and assume a full range of responsibilities required in a variety of rehabilitation agencies and organizations, as well as contribute to scholarship and service in the rehabilitation community.

REHAB 5608. Community Counseling. 3cr. This course examines the relevant theoretical and practical information necessary for providing community and agency based counseling services. A variety of delivery methods, ethical considerations, agency and community based procedures, treatment considerations, and the importance of collaboration among mental health professionals will be explored.

REHAB 5609. Counseling Children & Adolescents. 3 cr. This course examines the relevant theories and techniques as they apply to counseling children and adolescents. Students are expected to develop a thorough understanding of mental health concerns and appropriate application of counseling interventions for children and adolescents, including those with physical disabilities.

REHAB 5610. Introduction to School Counseling. 3cr. This course provides an introduction to the historical, philosophical, psychological, and sociological bases of guidance and counseling in the schools. It is also an overview of the role and function of the school counselor as advocate, leader, counselor, collaborator, change agent, and researcher.

REHAB 5620. Advanced Skills in Counseling. 3cr. This course is designed to build on the counseling skills gained during the Techniques (6612) course. Supervised experiences in counseling through role-playing, recorded interviews, observation analysis, and evaluation of interviewing techniques will be demonstrated and performed. **Prerequisite: REHAB 6612.**

REHAB 5630. Multicultural Counseling. 3 cr. This course will explore a variety of multicultural issues and concerns related to the knowledge, beliefs/attitudes, and skills of counselors. Topics such as ethnicity, race, class, gender, and physical difference as they affect counselors, clients and the counseling relationship will be discussed. Students are expected to engage in the learning process from a personal as well as intellectual perspective.

REHAB 5640. Family and Couples Counseling. 3cr. The purpose of this course is to provide students with an introduction to family and couple counseling theory, perspectives of family therapy along with issues of diversity. The basic models of family therapy will be presented in order to assist students in their understanding of family and couple dynamics. Students will have an opportunity to apply these models in family therapy role-play. This course will also address issues relative to diversity in families and couples.

REHAB 5645. Child-Parent Relationship Therapy. 3cr. This course will teach students how to actively engage parents as partners in the therapeutic process in working with minors in a counseling setting. A variety of parenting approaches will be explored, with heavy emphasis on van Fleet's Filial Therapy and Landreth's 10-week filial therapy modality, entitled Child Parenting Relationship Enhancement training (CPR-T). Students will also get exposure to various parenting issues, including developmental concerns, DSM diagnoses, resistance, and external circumstances affecting the parent-child relationship.

REHAB 5655. Grant Writing in Rehabilitation Counseling. 1-3 cr. Grant writing skills, processes, resources, and opportunities in Rehabilitation Counseling are explored. Students receive instruction and practice in understanding and utilizing various grant writing templates, and understanding and applying pertinent concepts such as needs assessment, meta-analysis, knowledge translation, logic models, funding, evaluation, submission, and management. **Permission of Instructor Required – Pass/Fail Grading.**

REHAB 5656. Case Management in Rehabilitation Counseling. 1-3 cr. Basic theories, research, practices, knowledge, and skills pertinent to successful case management by rehabilitation counselors are further explored in this course. Best practices of case management knowledge and skills in a variety of rehabilitation counseling practice settings (e.g., forensic rehabilitation, life care planning, public rehabilitation, private rehabilitation) will be explored. **Prerequisite REHAB 5601. Permission by the Instructor – Pass/Fail Grading.**

REHAB 5650. Crisis Counseling and Intervention. 3cr. This course presents theories, strategies, and skills and an overall introduction to clinical crisis intervention. Models for assessing and responding to crises are presented. Topics such as medical and psychological traumas, post-traumatic stress disorder and professional burnout will be part of the curriculum. Theoretical and ethical implications will be addressed. Special emphasis is given to disaster psychology, natural disasters, terrorism, school violence, and suicidology.

REHAB 5664. Advanced Professional Communication. 1-3 cr. Professional-level oral and written communication skills germane to service as a rehabilitation counselor are further explored in this course. Students will participate in the writing of professional manuscripts to be submitted for publication and in the development and delivery of professional conference presentations. **Prerequisite REHAB 5659. Permission by Instructor – Pass/Fail Grading.**

REHAB 5665. Benefits Counseling in Rehabilitation Counseling. 1-3 cr. Basic tenets of benefits counseling in rehabilitation counseling will be further explored in this course. Students will gain knowledge and skills in working competently with the Social Security Administration Benefits/Work Incentives System (e.g., SSDI, SSI, PASS Plans, Trial Work Period, Ticket to Work, Extended Period of Eligibility), the Medicaid Waiver Program, Special Needs Trusts, and the Veterans Administration Pension/Benefits System. The ethical application of benefits counseling skills and resources in rehabilitation counseling serves as a core component of this course. **Prerequisite REHAB 5601. Permission by the Instructor – Pass/Fail Grading.**

REHAB 6650. Rehabilitation Counseling Research Practicum. 1-6 cr. The research practicum is a pass/fail course designed to involve students in a variety of research activities with a selected faculty member that include: design of the research project, background library research, data collection and analysis, presentation of findings, and publication of research articles. The specific nature of the student's activities will be determined in consultation with the faculty member who agrees to supervise the student. From 1 to 6 credits may be taken in any semester. A one-credit load requires at least 30 hours per semester of student activity. Students may complete 3 credits of research practicum as one of their two elective courses. **Permission of Instructor Required - S/U Grading.**

REHAB 5613. Advanced Play Therapy. 3cr. This course is intended as an Advanced Play Therapy in counseling when working with children, adolescents and their caregivers. Students will be presented with an overview of play therapy, its varying models, principles, goals & objectives, as well as rationale for play therapy, and basic practice skills. Additionally, this course will provide students with an overview of integrating field knowledge of play, development, and theory into the advanced play therapist's knowledge base; working with difficult situations, such as limit-setting, aggression, and parents; addressing modern work concerns like measuring progress, data accountability, and treatment planning; differentiating play therapy practice in school and community settings; and addressing complicated skills, such as theme work, group play therapy, and supervision.

REHAB 5618 Filial Therapy & Child-Parent Relationship Therapy. 3cr. This course will teach students how to actively engage parents as partners in the therapeutic process in working with minors in a counseling setting. A variety of parenting approaches will be explored, with heavy emphasis on van Fleet's Filial Therapy and Landreth's 10-week filial therapy modality, entitled Child Parenting Relationship Enhancement training (CPR-T). Students will also get exposure to various parenting issues, including developmental concerns, DSM diagnoses, resistance, and external circumstances affecting the parent-child relationship.

REHAB 5619 Group Play/Activity Therapy. 3cr. This course is designed to assist those who work with children in understanding a philosophy and rationale for group work with children and preadolescents. The course will focus on the goals of group play/activity therapy, the role of the play therapist, screening and selection of group members, the developmentally responsive use of play and other expressive/creative arts and activities with children and preadolescents, planning and structuring of sessions with emphasis on principles as well as application of methods and skills. Adaptation of the use of play/activity therapy with adolescents and families will also be explored.

REHAB 5616 Play Therapy Theory, Skills & Techniques. 3cr. This purpose of this lecture-experiential course is to teach play therapy theory, techniques, and practice to graduate students who have completed the required course prerequisites. Students will learn about the rationale behind the use of play therapy, various theoretical approaches to play therapy, and the techniques used for effective child-centered play therapy.

STUDENT AFFAIRS

The Office of Students Affairs is located at the following website:

<http://alliedhealth.lsuhsu.edu/Admin/studentaffairs.aspx>

STUDENT ADVISEMENT

Students must take all required coursework offered by the Department. After enrolling in the program, coursework offered by another institution may not be taken as a substitute for LSUHSC courses. Students who wish to augment their program of study by taking for credit an elective course that is not offered by the Department may petition the Department Head for permission. Students who choose to do so are responsible for all expenses associated with such courses. A grade of B or higher must be obtained in order for any such elective course to be accepted for credit toward graduation.

Each student is informed during New Student Orientation which faculty member is her/his assigned advisor. The advisor will assist the student with tasks such as developing a plan for completing the curriculum sequence, pre-registration, and consultation regarding other academic training and professional issues. The student shall routinely meet with his/her advisor during the pre-registration period of each semester and may also contact the advisor at any other time as necessary.

The assignment of a faculty advisor is generally permanent; however, a change can be initiated either by the student or the advisor. Any change must be approved by the Department Head. During the student's first

semester, the student shall initiate a meeting with his/her advisor to develop a comprehensive plan of study which meets program requirements and the particular needs of the student. The Student's Individualized Curriculum Plan (ICP) must be renewed each semester, signed by the student, and approved by advisor. Program requirements are described in this Manual, and the included Curriculum Planning Form will serve as the student's copy of the plan of study that has been arranged with the advisor.

FIELDWORK

Students will receive an additional, separate, handbook once they have completed the requirements to apply for Practicum. The handbook is available:

http://alliedhealth.lsuhs.edu/rc/docs/Practicum_Internship_Handbook_1_4_15_ALF.pdf

PROGRAM EVALUATION

In accordance with the CORE-CACREP standards, the Louisiana State University Health Sciences Center - New Orleans, Department of Clinical Rehabilitation and Counseling program is dedicated to the process of continuous and systematic program evaluation. The program is evaluated annually through a combination of internal and external reviews, as noted below:

1. Review by program faculty of program, curricular offerings, and characteristics of program applicants.
2. Formal follow-up studies of program alumni to assess the graduate perceptions and evaluations of major aspects of the program.
3. Formal studies of site supervisors and employers of program graduates that assess their perceptions and evaluations of major aspects of the program.
4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.

TRANSFER CREDIT

For students who have completed some graduate work prior to enrolling at LSUHSC, any courses may be considered for transfer credit, except for Practicum 6641 and Internship 6643, which may not be transferred.

As many as 24 credit hours may be accepted for credit toward graduation from students who transfer from another university's CORE- accredited program in Clinical Rehabilitation and Counseling.

Applicants from non-CORE accredited programs may receive up to 12 hours of course work as transfer credit. In such cases the Department Head will meet with the applicant/student and conduct a review of the transcript and course descriptions to determine which courses are acceptable for transfer.

As many as 12 credit hours may be accepted from students who completed the LSUHSC- SAHP undergraduate program in Rehabilitation Services.

In all cases, the following apply:

1. Documentation in the form of a syllabus or course catalog description must be provided.
2. Transfer credit will be accepted only for courses in which a grade of B or higher was recorded.
3. Transfer credit must meet the approval of the Department Head and Dean.

COMPUTER COMPETENCY

Students are expected to be skilled in using a computer to write reports, access on-line resources, and complete related academic assignments. However, there is no specific computer competency required for admission to or graduation from the MHS-CRC program. The School of Allied Health Professions has an Office of Technology Services. Students

are free to utilize these services as needed. The Department has a computer lab dedicated to student use that is open 24 hours every day.

COURSE WAIVER POLICY and PROCEDURE

Students with 5 or more years of experience working in a rehabilitation setting may have up to 9 credit hours of coursework waived on recommendation of the student's advisor and approval of the Department Head.

The following conditions must be met:

- 1) Students must show evidence that they have expertise in the subject area (e.g., past job description, letter from a work supervisor, etc.)
- 2) The instructor who teaches the course will evaluate the student's requisite knowledge/competence and will inform the student's advisor of the outcome of that evaluation.
- 3) REHAB 6641 Practicum and REHAB 6643 Internship may not be waived under any circumstances.

COURSE and INSTRUCTOR EVALUATIONS

As part of ongoing efforts to promote instructional effectiveness and professional growth, evaluations of each course and its instructor(s) are conducted each semester. A standardized set of questions about each course and its instructor(s) has been developed by the SAHP Course Evaluation Committee and is administered on-line by the SAHP administration. The questions include ratings of several specific aspects or outcomes of the course and characteristics or behaviors of the instructor(s). In addition, the survey invites students to provide open-ended comments on the strengths of the course and of the instructor, as well as separate suggestions on ways that each can be improved. Toward the end of each semester, students receive an email with instructions of when to access the survey and how to complete it on-line. The compiled results for each professor's courses are sent to the Dean, the Department Head, and the respective professor. These evaluations are used by the instructor to make needed modifications and to help promote instructional effectiveness and professional growth. These evaluations are also incorporated into the faculty member's dossier and used as part of the criteria by which the instructor is evaluated for promotion or termination recommendations by the Department Head and the SAHP Promotion and Tenure Committee.

The Department must show evidence to the accrediting body (CORE) that students participate in the evaluation of the content and design of the MHS-CRC curriculum. Therefore, students are expected to evaluate all courses at the end of every semester. Course evaluation responses are anonymous.

EXIT SURVEY

Each year, students who are graduating will complete the Department's exit survey. This survey will be provided to students at the end of their final semester nearing graduation.

FINANCIAL AID

The LSUHSC student Financial Aid Office is available to students interested in receiving financial assistance. For further information, contact: finaid@lsuhsc.edu (504) 568-4820

DEPARTMENTAL POLICIES

Students in the Clinical Rehabilitation and Counseling Program are expected to meet the standards and abide by the regulations and pronouncements of the LSU Health Sciences Center, the School of Allied Health Professions, and the Department of Clinical Rehabilitation and Counseling.

PROFESSIONAL DEVELOPMENT

Throughout the year, the Department conducts training activities for students, faculty and clinical affiliates. Attendance at these training activities is mandatory. Students unable to attend a training activity for legitimate reasons such as accident, illness, or death in the family must meet with the Department Head to agree upon an alternative assignment which is the equivalent of the missed opportunity. These activities include, but are not limited to, the following:

- a. The Department's Partner Day
- b. Fieldwork Site Presentations
- c. Events organized by the Dean and Associate Dean and announced as required;
- d. Professional conferences and seminars announced as required;
- e. Professional Development Series;
- f. And Professional Practicum.

PROFESSIONAL CONDUCT

<https://www.lsuhs.edu/administration/cm/cm-56.pdf>

<http://alliedhealth.lsuhs.edu/Admin/studentconduct.aspx>

<http://www.lsuhs.edu/administration/academic/policies.aspx>

Students are expected to demonstrate behavior inside and outside of the classroom that is consistent with professional standards of accountability, dedication, discipline, and respect. For example, students are expected to check their LSUHSC e-mail account daily to ensure that they are in regular communication to receive announcements or instructions from the faculty and school. Cell phones should be turned off during all Departmental classes, meetings, and events. Any activity should be avoided or postponed that distracts a student or fellow participants from attending to the speaker and purpose of a class or other Department-sponsored event.

Unprofessional conduct of any kind, including cheating on an examination, plagiarism (e.g., copying entire sentences or paragraphs from another author's work without referencing it), or unprofessional conduct in classes, laboratories, or in a clinical setting, will subject the offending student to disciplinary action. This action may include dishonorable dismissal. For the full policy go to:

<http://alliedhealth.lsuhs.edu/AcademicAffairs/professionalconduct.pdf>

POLICY on PROVIDING ACCOMMODATIONS for STUDENTS with DISABILITIES

Students who require disability-related academic accommodations must comply with LSUHSC School of Allied Health Professions Policy for Students with Disabilities. See

<http://alliedhealth.lsuhs.edu/AcademicAffairs/ADAPolicy.pdf>

It is the responsibility of the student to inform the faculty if the student believes that he or she has a disability which requires accommodation for each particular class. Students requesting accommodations (classroom or otherwise) are required to provide the appropriate documentation verifying their disability, in order to assist in determining the necessity and appropriate type of accommodation. Requests for accommodations should be made well in advance in order to allow time for: 1) documentation of the disability, 2) determination of appropriate accommodation, if needed, and 3) implementation of the accommodation. Examples of accommodations that are available to students include, but are not limited to, alternate application process, approval of reduced course load, classroom and examination accommodations (e.g., padded chair, extended time), and use of auxiliary learning aids. Students may contact Dr. Erin Dugan for information on accommodations. Finally, accommodation is based upon student need and specific impact of their disability.

TECHNICAL STANDARDS

<http://alliedhealth.lsuhs.edu/Admin/academicstandards.aspxCourses/Cour>

SCHOLASTIC REQUIREMENTS

The following requirements apply to all students enrolled in the MHS-CRC program in the Department of Clinical Rehabilitation and Counseling. These requirements are in addition to those appearing in the LSUHSC Catalog/Bulletin, which is available only online at: <http://www.lsuhs.edu/no/catalog/>

1. Maintain a grade point average which is consistent with the graduate scholastic standards of the School of Allied Health Professions. A minimum cumulative GPA of 3.0 is required for graduation.
2. The minimum scholastic requirement for course work is a grade of "C." However, no more than 6 credit hours of C grades may be counted toward a degree unless otherwise established by the Department. In courses designated Pass/Fail or Satisfactory/Unsatisfactory, a grade of Pass or Satisfactory is required.
3. The grade of "I" (Incomplete) indicates that the student has not completed the course for some unavoidable reason which has been approved by the faculty. A grade of "I" will be converted to "F" unless it is removed prior to the deadline for adding courses for credit for the next semester as published in the School calendar. Extensions may be granted in special circumstances with the approval of the Associate Dean for Graduate Studies.*** insert information regarding I grading and contracts, information about I dates, changing of grades and impact on overall GPA and semester GPA.

SCHOLASTIC STANDARDS

- 1) If an unacceptable grade is recorded in a required course, the student must satisfactorily complete the course when next regularly offered.
- 2) If any unacceptable grade is recorded in a course designated as a pre-requisite course, then the student must satisfactorily complete this prerequisite course before continuing the program sequence.
- 3) Students may not participate in Practicum or Internship courses until all prerequisite courses have been completed successfully.
- 4) Students who earn a grade of F (Fail) in Practicum or Internship will be placed on scholastic probation.
- 5) Students who fall from 1-10 quality points below a 3.0 cumulative GPA will be placed on scholastic probation.
- 6) Students placed on scholastic probation must repeat the course(s) in which an unacceptable grade was earned when the course(s) are next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative GPA is achieved. Failure to meet this requirement will result in dismissal from the School.
- 7) A course, including those designated clinical or fieldwork courses, may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.
- 8) Students who fall more than 10 quality points below a 3.0 cumulative GPA will be dismissed from the School.
- 9) Students on scholastic probation are not eligible for graduation.
- 10) Students must complete the program in not more than six calendar years.
- 11) Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.
- 12) Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

PROGRESSION POLICIES & PROCEDURES

Students must meet with their academic advisor on a regular basis. Students MUST meet with their academic advisor prior to registration each semester so that they can submit and discuss their Individualized Curriculum Plan (ICP) of

Study. This plan, ICP is developed by the student based on the Curriculum Sequence outlined in the student handbook. This plan needs to be signed off by both the student and his/her advisor each semester at the very least.

COMPREHENSIVE EXAMINATION

Students are required to pass a comprehensive examination before entering the internship portion of their academic program. This examination is designed to assess students' proficiency in all the foundation areas of Clinical Rehabilitation and Counseling. The test will be administered in two parts over the course of one day. Three hours will be allowed for each of the morning and afternoon sessions. Questions will cover the core body of knowledge and practice of Clinical Rehabilitation and Counseling. In order to sit for the comprehensive examination, the student must have completed (or be currently enrolled in) the following courses: REHAB 5601, 5602, 5603, 5612, 5654, 6611, 6612, 6614, 6630, 6632, 6634, and 6640.

For full-time students, the comprehensive examination will be administered in the fourth semester (Fall) of their program. Students who do not follow the standard program sequence, but have met the course requirements to sit for the comprehensive examination, must make arrangements with their faculty advisor to schedule an examination date. Grading is on a Pass or Fail basis. Students who do not receive a passing grade will be given a second opportunity to pass the exam, approximately two weeks after the administration of the first examination. Students who do not pass the second examination will be given a third and final opportunity to pass the examination. The final opportunity will be scheduled at the discretion of the faculty. Students who do not pass on the third attempt will be dismissed from the program.

The examination is based on the content of the Department's courses related to the following knowledge domains in Clinical Rehabilitation and Counseling established by CORE:

1. Professional Identity and Ethical Behavior
2. Psychosocial Aspects of Disability and Cultural Diversity
3. Human Growth and Development
4. Employment and Career Development
5. Counseling Approaches and Principles
6. Group Work and Family Dynamics
7. Assessment
8. Research and Program Evaluation
9. Medical, Functional and Environmental Aspects of Disability
10. Rehabilitation Services, Case Management, and Related Services

I GRADES

A grade of temporary significance which may be issued by a department but which is not recorded on the student's permanent record is Incomplete. A grade of I (Incomplete) is assigned when, for reasons beyond the student's control or because of some acceptable circumstance, the student has been unable to complete the course requirements in the usual time or manner. This grade does not imply a deficiency on the part of the student. On completion of the required course work, the grade of I will be changed to an appropriate grade as described above.

Students with Incomplete status in a course must finish all required work in a manner specified by the department involved. In general, this should be done in a reasonably short period of time after the regular termination date of the course. The department may allow a longer period of time for reasons which are considered appropriate. A student cannot be promoted until all incomplete grades have been removed. Unless there is an acceptable reason for further delay, an Incomplete grade which is not removed by the date for registration for the next school year will be recorded on the record as F.

PROBATION

See Academic and Technical Standards.

ATTENDANCE POLICY

Attendance at all classes is mandatory. Any absence must be remediated. Arrangements for remediation will be made with the course instructor. In addition, attendance at pre-commencement and commencement activities is mandatory. Students must receive permission from the Department Head and the Dean to be excused from any of these activities.

STUDENT EMPLOYMENT

Fulfillment of the requirements for the MHS degree in Clinical Rehabilitation and Counseling requires a serious commitment of time and effort. Therefore, employment is discouraged, especially full-time. Students are encouraged to carefully weigh and manage their responsibilities at home, school, work, etc. while in the program.

CODE of PROFESSIONAL ETHICS

Ethics are the principles of conduct governing a profession. The practice of the profession of Clinical Rehabilitation and Counseling raises many complex ethical questions. To address and resolve these questions, much effort has gone into developing the unified Code of Professional Ethics for Rehabilitation Counselors. Students in the MHS-CRC program are expected to be familiar with and abide by that code.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
<http://www.crccertification.com/filebin/pdf/CRCCCodeOfEthics.pdf>

STUDENT DRESS CODE

It is incumbent upon each student to maintain awareness of the need for a professional appearance and manner that is in keeping with the standards of a health professions school. The following guidelines have been approved by the LSUHSC School of Allied Health Professions Student Government Association with the approval of the Dean. Students who are in the Allied Health Buildings and the Medical Education Building during regular working hours (8am-5pm) will not wear tank tops, halter tops, short pants, clothing with holes, cut-offs or “short” shorts, flip-flop sandals.

Jeans are permitted but should not have holes, patches, or ragged, frayed bottom edges. Mini-skirts are **not** permitted. If tennis shoes are worn, they need to be clean and without holes.

Whenever a student has direct contact with clients, his or her appearance should be that of a professional. Therefore, in addition to the guidelines above, those having client contact should observe the following:

Men must wear sports/dress shirts and all shirts should have collars.

Women must wear dresses (not “cocktail” dresses) or pants and blouses.

COMPUTER USE

Information about the use of computers on campus is given at the SAHP’s Orientation for new students. For further information go to: CM42-<http://www.lsuhs.edu/no/administration/cm/cm-42.aspx> Handout-Student Orientation – <http://alliedhealth.lsuhs.edu/studentOrientation2010.pdf>

KITCHEN USE

Students may use the Department kitchen facilities (refrigerator, sink, etc.). Use of this facility is a privilege which will be suspended for those who abuse the privilege. During the hurricane season (June 1st to November 30th) ALL items (food, water, soda, juice, condiments, etc.) must be removed from the refrigerator by Friday of every week. All items

in the refrigerator must display the owner's name. Items that are not labeled will be discarded. Coffee service is for faculty, staff, and clinic interns only. The small refrigerator in the kitchen is for student use.

UNIVERSITY POLICIES

The following LSUHSC policies are essential for students to read and observe. They are posted on the LSUHSC website, accessed from the links listed below for the respective policy.

Chancellor's Memorandum (CM-51): Policy on Weather-Related Emergency Procedures
<http://www.lsuhs.edu/no/administration/cm/cm-51.aspx>

Chancellor's Memorandum (CM-56): Student Responsibilities and Rights
<http://www.lsuhs.edu/no/administration/cm/cm-56.aspx>

STUDENT SERVICES for HEALTH, WELLNESS, COUNSELING and SUPPORT

Confidential counseling and other supportive and health-related services are available to students free of charge. For information about these services, contact your faculty advisor, the Campus Assistance Program (CAP) at (504) 568-8888, or Student Health Services at (504) 525-4839. For appointments, there are two off-campus health clinics. Their telephone numbers are 412-1366 and 412-1705. The Wellness Center (504-568-3700) offers free programs and exercise facilities.

STUDENT ORGANIZATIONS

<http://alliedhealth.lsuhs.edu/Admin/docs/PoliciesProceduresFormStudentOrganizations.pdf>

TEXT MESSAGING ALERT SYSTEM

In the event of an emergency, LSUHSC can alert students via text messaging. Go to <http://www.lsuhs.edu/alerts/> for further information as well as instructions as to how to sign up for this service.

COMPLIANCE

As part of your enrollment at LSUHSC-NO, you are required to complete Continuing Compliance Education training in accordance with federal and state laws and regulations.

HIPAA

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) (P. L. 104-191) is an amendment to the Social Security Act. Its primary purpose is to place restrictions on what can be categorized as pre-existing conditions when an employee moves from one job to another. However, Title II of the Act, entitled Administrative Simplification, sets new requirements for healthcare providers, payers and clearinghouses in the areas of privacy, information security, and electronic data interchange.

FERPA

What is FERPA? The Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as the Buckley Amendment) is a Federal law that protects the privacy of a student's education records. The Act applies to LSUHSC-NO as the institution is a recipient of federal funds.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
- The right to request the amendment of the student's education records that the student believes is inaccurate.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Louisiana State University Health Sciences Center to comply with the requirements of FERPA.

HONOR SOCIETY

Chi Sigma Iota: Counseling, Academic and Professional Honor Society International - Rho Chi Chapter is an international honor society that values academic and professional excellence in counseling. The mission of CSI is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. The LSUHSC Rho Chi Chapter is one of 270 active chapters. Each year deserving students are invited to submit a proposal to join and become initiated into the society. Additional information about membership may be obtained by contacting a faculty member.

Membership Requirements:

1. Students must have completed at least one semester of full-time graduate coursework in a counselor education degree program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership in CSI by the chapter. Criteria include capacity to represent the best about professional counseling, appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to working to advocate for wellness and human dignity for all.
2. Faculty and alumni of the program shall have met the overall G.P.A. requirement as graduates of a counselor education program and be recommended to CSI by the chapter.
3. The primary identity of these persons shall be as professional counselors including evidence of a state or national credential as a professional counselor.
4. Students, who have obtained an average of 3.5 or better on a 4.0 system, will be invited to submit a proposal documenting their interests in developing a project for the upcoming semester(s) to be participated in by all members.

MEMBERSHIP in PROFESSIONAL ORGANIZATIONS

Affiliation with national professional organizations provides many opportunities for professional growth. In addition to evidencing support for your profession, organizational membership brings the student in contact with current literature in the organizations' journals provided to members; with national, regional, state, and local issues and news; and, through conferences and seminars, with the leaders of the profession. Most professional organizations offer student memberships at a greatly reduced rate. Membership in various professional organizations enhances the individual student's specific career interests, as well as lends general support to the student's chosen profession of Clinical Rehabilitation and Counseling. The primary Clinical Rehabilitation and Counseling professional organizations may be contacted, at the addresses below, for membership applications.

American Counseling Association (ACA)
5999 Stevenson Avenue
Alexandria, VA 22304-3300
(800) 347-6647 Ext. 222
www.counseling.org

American Rehabilitation Counseling Association (ARCA)
www.arcaweb.org

International Association of Rehabilitation Professionals (IARP)
3540 Soquel Avenue, Suite A
Santa Cruz, CA 95062
831-464-4892 or 800-240-9059
www.rehabpro.org

National Rehabilitation Association (NRA)
633 South Washington St.
Alexandria, VA 22314-4109
(888) 258-4295 or (703) 836-0850
www.nationalrehab.org

National Rehabilitation Counseling Association (NCRA)
Post Office Box 4480
Manassas, VA 20108
(703) 361-2077
info@ncra-net.org

Louisiana Counseling Association
353 Leo Avenue Shreveport, Louisiana, 71105
Phone: 318 861-0657
Fax: 318 868-3341
Email: lca_austin@bellsouth.net

CERTIFICATION and LICENSURE

Upon completing the MHS-CRC program, it is recommended that students apply for one or more professional certification and licensure options. The choice of which option(s) to pursue depends on the interests of each student. Many of the certifications and licenses stipulate work experience after obtaining the Master's degree as a requirement for eligibility. Some of the possible options are listed below. Contact the specific organization of interest for further information on their stipulations. Except for the CRC certification, the Department's curriculum and graduation requirements do not guarantee eligibility for any credential. It is the student's responsibility to become informed and proactive about planning for desired certification and licensure options.

Certified Rehabilitation Counselor (CRC)
Commission on Rehabilitation Counselor Certification
300 N. Martingale Road, Suite 460
Schaumburg, Illinois 60173
847-944-1325 www.crc certification.com

Council for Accreditation of Counseling & Related Educational Programs (CACREP)
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
phone (703) 535-5990
fax (703) 739-6209
www.cacrep.org

Licensed Rehabilitation Counselor (LRC)
Louisiana Licensed Professional Vocational Rehabilitation Counselors Board of Examiners
P.O. Box 41594

Baton Rouge, LA 70835-1594
(225) 922-1435/(225) 922-1352 Fax
www.lrcboard.org

Licensed Professional Counselor (LPC)
Louisiana Licensed Professional Counselors Board of Examiners
8631 Summa Avenue, Suite A
Baton Rouge, LA 70809
(225) 765-2515
www.lpcboard.org

Licensed Addiction Counselor (LAC) and Certified Addiction Counselor (CAC)
Louisiana Association of Substance Abuse Counselors and Trainers
P.O. Box 80235
Baton Rouge, LA 70898-0235
Phone: 225-766-2992/Fax 225-766-8552
www.lasact.org

Certified Vocational Evaluator (CVE)
Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES)
300 N. Martingale Road, Suite 460
Schaumburg, IL 60173
Phone: (847)944-1340/Fax: (847)944-1346
www.CCWAVES.org

National Certified Counselor (NCC)
National Board for Certified Counselors
PO Box 77699
Greensboro, North Carolina 27417-7699
(336) 547-0017
www.nbcc.org

DEPARTMENT CLINICAL OPERATIONS

CHILD & FAMILY COUNSELING CLINIC (CFCC)

The LSUHSC Child & Family Counseling Clinic is an outpatient mental health clinic designed to provide mental health services to children, adolescents, and their families. It is affiliated with the Louisiana State University Health Sciences Center and is housed in the School of Allied Health Professions in the Department of Clinical Rehabilitation and Counseling as a teaching, training and research facility.

The clinic provides testing/assessment, individual, group, and family therapy including play therapy, filial therapy, and child-parent relationship therapy. In addition, the clinic provides consultation services to caregivers and professional training to students and post-graduates seeking to earn continuing education hours toward licensure and certification.

Students are to maintain professionalism in the Child and Family Counseling Clinic and while in contact with clients.

Student's Informed Consent of Adherence:

I, _____, have read through and consent to comply with all policies and procedures as outlined in this *Student Handbook*. I understand that it is my responsibility to seek advising from my assigned advisor, should an issue or question arise with regard to my ability or commitment to comply with the policies and procedures stated herein.

Signature

Printed Name

Date

HELPFUL WEBSITES & CONTACT INFORMATION

Site	Location	Phone	Website/Email
Bookstore	433 Bolivar Street, New Orleans, LA	504-568-2504	http://www.auxent.lsuhsu.edu/hsb/
Bulletin/Catalog			http://www.lsuhsu.edu/catalog/
Associate Dean for Academic Affairs	Dr. Erin Dugan, 411 S. Prieur Street, Room 411, HDC Bldg	504-556-3403	emart3@lsuhsc.edu
Office of Student Affairs	Mrs. Yudi Cazanias, Director	504-568-4253	ydelga@lsuhsc.edu
CAP	8th Floor of the Clinical Education Building, Office 866, 1542 Tulane Avenue, New Orleans, LA 70112	504-568-8888	http://www.lsuhsu.edu/no/organizations/CampusHealth/ceap.htm
APRIL			http://www.lsuhsu.edu/administration/academic/
Student Housing	Residence Hall 2 nd fl. Rm. 210	504-568-6262	http://www.auxent.lsuhsu.edu/reshall/default.aspx
Registrar	Resource Center Bldg. Room 401C	504-568-4829	http://www.lsuhsu.edu/no/students/
Student Financial Aid	Resource Center Bldg. suite 215	504-568-4820	http://www.lsuhsu.edu/alerts/
Student Health	2820 Napoleon Ave Suite 890	504-412-1366	http://www.lsuhsu.edu/no/organizations/campushealth/studenthealth/
AHEC	Louisiana Area Health Education Center	504-568-4437	http://www.selahec.org/ http://www.lahealthcareers.com/ http://www.swlahec.com/
Wellness Center	Stanislaus Hall 3 rd Floor	504-568-3700	http://www.lsuhsu.edu/no/administration/wellness/
Parking Office	433 Bolivar St., 1st floor, New Orleans, LA 70112	504-568-4884	http://www.auxent.lsuhsu.edu/parking/
Human Resources	433 Bolivar Street, 6th Floor, New Orleans, LA 70112.		http://www.lsuhsu.edu/no/administration/hrm/
Library	Resource Center Bldg. 3 rd Floor	504-568-6100	http://www.lsuhsu.edu/no/library/
Pay Paw			http://www.auxent.lsuhsu.edu/paypaw/
IT Help		504-568-HELP	ahnopcsupport@lsuhsc.edu
NOPD	1300 Perdido St, New Orleans, 70112	504-658-4000	http://www.nola.gov/GOVERNMENT/NOPD
Emergency	University Police 425 S. Roman Street, Room 301 New Orleans, La. 70112	504-568-8999	http://www.lsuhsu.edu/alerts/ http://www.is.lsuhsu.edu/police/
Medical Emergency		911	After being released by the 911 operator, call the University Police at 568-8999 http://www.lsuhsu.edu/alerts/ http://www.lsuhsu.edu/no/administration/cm/cm-51.aspx
Weather Emergency			
Mrs. Emily Lahman	411 S. Prieur St., Room 320	504-556-3453	eearn@lsuhsc.edu
Dr. Kellie Camelford	411 S. Prieur St., Room 319	504-556-7546	kcamel@lsuhsc.edu
Dr. George Hebert	411 S. Prieur St., Room 315	504-556-7566	gheber@lsuhsc.edu
Dr. Krystal Vaughn	411 S. Prieur St., Room 317	504-556-7547	kvaugh@lsuhsc.edu
Ms. Diana Valeary/CFCC	411 S. Prieur St., Room 307	504-556-3451	cfcc@lsuhsc.edu