

Department of Clinical Rehabilitation & Counseling

Student Handbook

School of Allied Health Professions Louisiana State

University Health Sciences Center

New Orleans

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INTRODUCTION

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 and certification. The program is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP) in the specialized areas of Clinical Rehabilitation Counseling and Clinical Mental Health Counseling. 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 the National Counseling Examination (NCE) as early as their final semester in the program. They are also eligible, with additional post-graduate supervision, to apply to become a Provisionally Licensed Professional Counselor (PLPC) and a Licensed Rehabilitation Counselor (LRC). Additionally, students are eligible for additional licensures and certifications, such as, but not limited to, 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 can 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 have done our best to make this handbook reflect current policies; however, policies 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://catalog.lsuhsu.edu/>

<http://alliedhealth.lsuhsu.edu/Admin/docs/StudentHandbook.pdf?version1.8817>

I. GENERAL PROGRAM DESCRIPTION

The Master of Health Sciences in Clinical Rehabilitation and Counseling (MHS-CRC) program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is a 60-credit hour graduate program with a strong counseling focus. The program prepares counselors to assume the full range of professional responsibilities required in community rehabilitation agencies, mental health agencies, and counseling organizations, private, as well as publicly funded and non-profit, and to contribute to scholarship and service locally and nationally.

Counselors assist diverse populations in a professional and effective manner - assisting children, families, and adults to attain physical, mental, and psychological well-being. A career in counseling is extremely flexible, allowing graduates to select employment that best suits their personality, skills, and interests. Counselors find work in a variety of work settings including community, private practice, vocational, hospital, and school settings. Counselors engage in individual counseling, group counseling and family counseling, evaluation/assessment, advocacy, and case management.

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/crc/performanceasures.aspx>

II. MISSION STATEMENT AND PROGRAM OBJECTIVES

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, including diverse backgrounds, that have challenges related to mental, physical, developmental, cognitive, and emotional disabilities. Professional preparation of master's level students will focus on equipping students with knowledge and skills to provide clinical services. 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. Professional counseling orientation and ethical practice
 - b. Social and cultural diversity

- c. Human growth and development
- d. Career Development
- e. Counseling and helping relationships
- f. Group counseling and group work
- g. Assessment and testing
- h. Research and program evaluation
- i. Additional areas covered in courses will include:

<https://www.cacrep.org/section-5-entry-level-specialty-areas-clinical-mental-health-counseling/>

<https://www.cacrep.org/section-5-entry-level-specialty-areas-clinical-rehabilitation-counseling/>

- 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 other mental health professionals.

Faculty

Erin M. Dugan, Ph.D., LPC-S, NCC, Registered Play Therapist Supervisor (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. Dr. Dugan currently serves at the Chair Elect for the Association for Play Therapy Board of Directors.

Kimberly N. Frazier, Ph.D., LPC, LMFT, NCC is an Associate Professor in the Department of Clinical Rehabilitation & Counseling at the Louisiana State University Health Sciences Center-New Orleans (LSUHSC-NO). She received her doctorate in Counselor Education from the University of New Orleans. She holds licensure in the state of Louisiana as licensed professional counselor, licensed marriage and family therapist, and certification as a nationally certified counselor. Dr. Frazier has published articles on cultured centered counselling with pediatric populations and families, the use of culturally based counselling with children and families experiencing trauma and crisis. Her research published works on these topics counseling pediatric populations, cultured centered counseling interventions and training, systemic oppression

and trauma can be found in the *Journal of Multicultural Counseling and Development*, the *Journal of Counseling and Professional Psychology*, as well as other national journals and book chapters. Dr. Frazier has participated in several podcasts and webinars state-wide and internationally. Dr. Frazier has served on the editorial board of the *Journal of Multicultural Counseling and Development*, served as the Association of Multicultural Counseling and Development Representative on the American Counseling Association Governing Council and the chair of the Association of Multicultural Counseling and Development Mentoring Program. Most recently Dr. Frazier served as president for the Association of Multicultural Counseling and Development for the 2016-2017 year. She is most proud of the work she does mentoring students at the masters and doctoral level.

George W. Hebert, Ph.D. is a Licensed Psychologist and a faculty member in both the Department of Clinical Rehabilitation and Counseling and the Master of Physician Assistant Studies Program. Prior to these faculty appointments, Dr. Hebert served as the training director for the Louisiana School Psychology Internship Consortium (LAS*PIC) here at the LSU Health Sciences Center. 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 is currently active in various state and national professional organizations. His current research interests include equity issues for children and issues involving allostatic load.

Kellie Giorgio Camelford, Ph.D., LPC-S, NCC, NCSC, PMH-C, Registered Play Therapist, PCIT Therapist is a Licensed Professional Counselor-Supervisor specializing in parenting, women's issues, children and adolescents. She received specialized training in the fields of play therapy, school counseling, parenting, and perinatal mood disorders. As an Assistant Professor at Louisiana State University Health Sciences Center – New Orleans she enjoys teaching and supervising students, as well as providing clinical and community services. Based on her teaching efforts, she was awarded the *Dr. Allen A. Copping Award for Excellence in Teaching* in 2019. Her research interests include ethical issues in counseling and supervision. Prior to teaching, Dr. Camelford was a professional school counselor at a local parochial high school in New Orleans, and a private practitioner. Furthermore, she serves on various boards and committees within the University, profession, and larger community to promote professionalism in the fields of counseling and supervision.

Krystal Vaughn, PhD LPC-S, NCC is a Licensed Professional Counselor-Supervisor and Registered Play Therapy Supervisor specializing in children ages 2-12. As an Associate 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.

III. GENERAL DEPARTMENT POLICIES

All department faculty must adhere to the LSUHSC policies and procedures on such matters as promotion, tenure, and renewal of contract as described in the LSUHSC Faculty Handbook. In addition, the School of Allied Health professions has policies relating to peer review, faculty goal setting and mid and year-end reviews, as described in the School of Allied Health Professions Faculty Handbook. Certain other policies are departmental and are listed below:

Class Meeting Policy - All scheduled classes during the semester should be held. If a class cannot be held due to extenuating circumstances a substitute activity should be arranged. Classes should meet through the end of the semester, unless otherwise noted in the course syllabi. Assignments, examinations, and other course requirements will be outlined in each course syllabus respectively.

Use of Departmental Conference Room - The departmental conference room (room 301) is available for use during business hours, 8-5, Monday – Friday for faculty only unless otherwise notified by university guidelines.

Use of Department Student Resource/Library Room - The departmental resource room is available for use during business hours, 8-5, Monday – Friday for students, faculty, and staff unless otherwise notified by university guidelines.

Employment - Fulfillment of the requirement for the MHS degree requires a serious commitment of time and effort. Students are encouraged to carefully weigh their options of home, school, work, and pleasure while in the program. Students who are employed in a mental health related agency should fully disclose to the program their employment in order to prevent any conflict of interest.

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.

IV. MHS-CRC ADMISSION REQUIREMENTS

The following are the general requirements for admission to the MHS Program in Clinical Rehabilitation and Counseling.

- Bachelor's degree from an accredited college or university.
- An Undergraduate grade point average of 2.5 (in a 4.0 system).
- A Graduate Record Examination score within the last 5 years
- References from at least one academician is required; additional letters of recommendation can be from other professors or employers familiar with your work and character.
- Background in behavioral science or social services preferred, but not required
- Personal statement
- Interview with faculty

The department is interested in admitting a committed, qualified, and diverse group of students for each cohort. The admissions committee will consider all three General Test sections of the GRE (Verbal, Quantitative, and Analytical Writing), as each section provides insight into a different aspect of the prospective student. The department will continue to require the GRE and utilize other applicant admission materials, to determine admissions decisions.

Admissions Procedures - School of Allied Health Professions Policy

Any student meeting all requirements of admissions, upon acceptance by the admissions committee is granted unconditional acceptance. Applicants who fail to meet all qualifications, but who show promise for successful graduate work, may be considered for conditional admission on the merits of individual cases. Conditional –admission status is reviewed each semester and must be removed at least two semesters prior to graduation. Applications who want to take courses without being admitted to the formal degree program may enroll as special students.

**All students are required to attend an orientation which will be held prior to the beginning of their first semester.*

V. STUDENT ADVISEMENT POLICIES

Each student will be assigned to a faculty that will serve as their advisor during their time in the program. The advisor will assist the student with tasks such as developing a plan of study, pre-registration, and consultation regarding other academic training and professional issues. The student will 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. Prior to each semester, the student initiates a meeting with their faculty advisor to review and discuss their plan of study for the upcoming semester. Program requirements are described in this manual, and the Individualized Curriculum Planning (ICP) form will serve as the student's copy of the plan of study that has been arranged with the advisor.

Students are required to take all required coursework offered by the department. Online and other coursework offered by another institution may not be substituted for LSUHSC courses. Students who wish to augment their program of study by taking a course that is not offered by the department may petition the department head for permission to do so. Students who choose to do so are responsible for all expenses associated with such courses. Only courses in which a grade of A or B was assigned will be accepted for credit toward graduation.

Transfer Credit

As many as 12 credit hours may be accepted for credit toward graduation from students who transfer from a CACREP accredited institution (excluding Practicum 6641, Internship I 6643, and Internship II 6645).

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

Note: All students who transfer credit any number of credit hours from another institution **MUST** pass the department's comprehensive examination based on the course(s) taught at LSUHSC.

Technological Competence

Students should possess basic knowledge of Microsoft Office, internet usage as well as Zoom for remote learning and the potential for clinical experience purposes. Additionally, students will be required to record mock and clinical sessions in classes as well as their fieldwork sites. Students will need access to technologies with recording capabilities for these sessions. Students will use Moodle for their academic courses which houses course documents, discussion forums, and examinations. The School of Allied Health Professions has an Office of Technology Services. LSUHSC uses Zoom for remote learning needs. Further information can be found on the LSUHSC home webpage under IT. Students may contact the IT office at (504) 556-3410. Students are free to utilize these services as needed.

VI. SCHOLASTIC PROCEDURES

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 School of Allied Health Professions Student Handbook and the LSUHSC Catalog/Bulletin.

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.
4. Satisfactorily complete all required departmental course work required for graduation in not more than six calendar years.
5. For a student to be eligible for placement in practicum, the student must have satisfactorily completed all preceding coursework (refer to the Student Handbook for "Statement of satisfactory academic progress."):

http://alliedhealth.lsuhscc.edu/crc/docs/Practicum_Internship_Handbook.pdf
6. For a student to be eligible for placement in internship, the student must have satisfactorily completed 42 of the 46 non-internship credit hours (refer to page 17 of the Student Handbook for "Statement of satisfactory academic progress."). In addition, the student must have successfully passed the department's comprehensive exam.
7. All fieldwork experiences MUST be sites where you are not currently working and/or have previously been employed.
8. Students who wish to take a leave of absence for any reason, at any point during their semester of study or program, must apply to do so with the department head. The department head will give final approval/denial to such situations.
9. Students who choose to seek approval for a leave of absence for more than one semester, must reapply to the program.

Probation

A student who has a cumulative grade-point average below 3.0 will be placed on probation. Those students

who are on probation for two consecutive semesters may be subject to dismissal. Continuation in the program in a second probationary semester must be approved by the department head. Please find the SAHP Graduate Professional Academic Standards in the *SAHP Student Handbook*:

<https://alliedhealth.lsuhsu.edu/Admin/docs/StudentHandbook.pdf?Spr20>

Attendance

Attendance at all classes is mandatory. Absences may be requested to be remediated at the discretion of the course instructor, (see course attendance policies for each course found in the respective course syllabus). Arrangements for remediation will be made with the course instructor. In clinical courses three or more absences results in a grade of "F" or "U".

Degree Requirements

The Clinical Rehabilitation and Counseling curriculum requires a minimum of 60 semester hours. This includes Practicum and Internship hours. Students must also pass a comprehensive examination in order to progress and graduate in the program.

VII. CURRICULUM PLANS of STUDY

The Master of Health Science degree program in Clinical Rehabilitation and Counseling offers a traditional, full-time curriculum plan of study (2 separate curriculum tracks are offered) and a spring-entry alternative curriculum plan (which also houses 2 separate curriculum tracks). Students will create an Individualized Curriculum Plan (ICP) with their assigned advisor.

A. Curriculum Sequence for the Master of Health Sciences Degree in Clinical Rehabilitation & Counseling –Clinical Mental Health Track (CMH)

First Semester Fall

REHAB 5601 Foundations in Counseling 3
 REHAB 5612 Development Across the Lifespan 3
 REHAB 5650 Crisis Counseling Intervention 3
 REHAB 6611 Counseling Theories & Practice 3
 REHAB 5614 Professional Practicum 1

Second Semester Spring

REHAB 5654 Mental Health Diagnosis and Treatment Planning 3
 REHAB 6612 Counseling Techniques and Process 3
 REHAB 6630 Vocational/ Career Development 3
 REHAB 5614 Professional Practicum 1
 REHAB 6634 Ethics in Counseling 3
 REHAB **** Elective Course 3

Third Semester Summer

REHAB 6614 Group Process and Counseling 3
 REHAB 6641 Practicum in Counseling 3
 REHAB 5614 Professional Practicum 1
 REHAB 6640 Research Design and Methodology 3
 REHAB **** Elective Course 3

Fourth Semester Fall

REHAB 6632 Assessment in Counseling 3
 REHAB 5603 Multicultural and Psychosocial Aspects of Counseling 3
 REHAB 6643 Internship in Counseling I 6
 REHAB **** Elective Course 3

Fifth Semester Spring

REHAB 6645 Internship in Counseling II 6
 REHAB **** Elective Course 3

Total: 60 Credit Hours

B. Curriculum Sequence for the Master of Health Sciences Degree in Clinical Rehabilitation & Counseling –Clinical Rehabilitation Counseling Track (CRC)

First Semester Fall

REHAB 5601 Foundations in Counseling 3 REHAB 5612
Development across the Life Span 3
REHAB 5602 Medical Aspects of Disability 3
REHAB 6611 Counseling Theories and Practices 3
REHAB 5614 Professional Practicum 1

Second Semester Spring

REHAB 5654 Mental Health Diagnosis and Treatment Planning 3
REHAB 6612 Counseling Techniques and Process 3
REHAB 6630 Vocational Counseling/ Career Development 3
REHAB 5614 Professional Practicum 1
REHAB 6634 Ethics in Counseling 3
REHAB **** Elective Course 3

Third Semester Summer

REHAB 6614 Group Process and Counseling 3 REHAB 6641
Practicum in Counseling 3
REHAB 5614 Professional Practicum 1
REHAB 6640 Research Design and Methodology 3
REHAB **** Elective Course 3

Fourth Semester Fall

REHAB 6632 Assessment in Counseling 3
REHAB 5603 Multicultural and Psychosocial Aspects of Counseling 3
REHAB 6643 Internship in Counseling I 6
REHAB **** Elective Course 3

Fifth Semester Spring

REHAB 6645 Internship in Counseling II 6
REHAB **** Elective Course 3

Total: 60 Credit Hours

**C. Curriculum Sequence for the Master of Health Sciences Degree in
Clinical Rehabilitation & Counseling – *Alternative Curriculum
Plan Clinical Mental Health Counseling Track (CMH)***

First Semester Spring

REHAB 5654 Mental Health Diagnosis and Treatment Planning **3**
 REHAB 6630 Vocational Counseling/ Career Development **3**
 REHAB 6634 Ethics in Counseling **3**
 REHAB 5614 Professional Practicum **1**

Second Semester Summer

REHAB 6640 Research Design and Methodology **3**
 REHAB **** Elective Course **3**
 REHAB 5614 Professional Practicum **1**

Third Semester Fall

REHAB 5601 Foundations in Counseling **3**
 REHAB 5650 Crisis Counseling Intervention **3**
 REHAB 5612 Development across the Life Span **3**
 REHAB 6611 Counseling Theories and Practices **3**
 REHAB 5614 Professional Practicum **1**

Fourth Semester Spring

REHAB 6612 Counseling Techniques and Process **3**
 REHAB **** Elective Course **3**
 REHAB **** Elective Course **3**

Fifth Semester Summer

REHAB 6641 Practicum in Counseling **3**
 REHAB 6614 Group Process and Counseling **3**
 REHAB **** Elective Course **3**

Sixth Semester Fall

REHAB 6643 Internship in Counseling **6**
 REHAB 6632 Assessment in Counseling **3**
 REHAB 5603 Multicultural and Psychosocial Aspects of Counseling **3**

Seventh Semester Spring

REHAB 6645 Internship in Counseling II **6**
 REHAB **** Elective **3**
Total: 60 Credit Hours

**D. Curriculum Sequence for the Master of Health Sciences
Degree in Clinical Rehabilitation & Counseling – *Alternative
Curriculum Plan Clinical Rehabilitation & Counseling Track (CRC)***

First Semester Spring

REHAB 5654 Mental Health Diagnosis and Treatment Planning **3**
 REHAB 6630 Vocational Counseling/ Career Development **3**
 REHAB 6634 Ethics in Counseling **3**
 REHAB 5614 Professional Practicum **1**

Second Semester Summer

REHAB 6640 Research Design and Methodology **3**
 REHAB **** Elective Course **3**
 REHAB 5614 Professional Practicum **1**

Third Semester Fall

REHAB 5601 Foundations in Counseling **3**
 REHAB 5602 Medical Aspects of Disability **3**
 REHAB 5612 Development across the Life Span **3**
 REHAB 6611 Counseling Theories and Practices **3**
 REHAB 5614 Professional Practicum **1**

Fourth Semester Spring

REHAB 6612 Counseling Techniques and Process **3**
 REHAB **** Elective Course **3**
 REHAB **** Elective Course **3**

Fifth Semester Summer

REHAB 6641 Practicum in Counseling **3**
 REHAB 6614 Group Process and Counseling **3**
 REHAB **** Elective Course **3**

Sixth Semester Fall

REHAB 6643 Internship in Counseling **6**
 REHAB 6632 Assessment in Counseling **3**
 REHAB 5603 Multicultural and Psychosocial Aspects of Counseling **3**

Seventh Semester Spring

REHAB 6645 Internship in Counseling II **6**
 REHAB **** Elective **3**
Total: 60 Credit Hours

ELECTIVES: (6 credits are required; more may be taken. Other electives may be offered, if there is enough student interest.)

REHAB 5605 Counseling Special Populations 3
 REHAB 5606 Child and Adolescent Psychopathology 3
 REHAB 5607 Advanced Multicultural Counseling 3
 REHAB 5608 Community Counseling 3
 REHAB 5609 Counseling Children and Adolescent 3
 REHAB 5610 Introduction to School Counseling 3
 REHAB 5613 Advanced Play Therapy 3
 REHAB 5616 Play Therapy Theory, Skills & Techniques 3
 REHAB 5618 Filial Therapy 3
 REHAB 5619 Group Play/Activity Therapy 3
 REHAB 5620 Advanced Skills in Counseling 3
 REHAB 5640 Family & Couples Counseling 3
 REHAB 5645 Child-Parent Relationship Therapy 3
 REHAB 5651 Supervised Project in Counseling 1-6
 REHAB 5653 Human Behavior Management 3
 REHAB 5658 Substance Abuse in Counseling 3
 REHAB 5659 Professional Communications 3
 REHAB 5660 Contemporary Issues in Counseling 1-6
 REHAB 5661 Introduction to Play Therapy 3
 REHAB 5664 Advanced Professional Communication 1-3
 REHAB 5665 Grant Writing in Counseling 1-3
 REHAB 6650 Counseling Research Practicum 1-6
 REHAB 5652 Supervised Project in Vocational Evaluation 1-3
 REHAB 5655 Benefits Counseling in Rehabilitation Counseling 1-3
 REHAB 5656 Case Management in Rehab Counseling 1-3
 REHAB 5662 Private Sector Rehabilitation Counseling 3

III. COMPREHENSIVE EXAMINATIONS

Students are required to pass a comprehensive examination before entering the Internship II portion of their academic program. This examination is designed to assess students' proficiency in all the foundation areas (13 sections: REHAB 5601, 5602 or 5650 (dependent on selected track CMH or CRC), 5603, 5612, 5614, 5654, 6611, 6612, 6614, 6630, 6632, 6634, and 6640. The test will be administered on one day. 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 or 5650 (dependent on selected track CMH or CRC), 5603, 5612, 5614, 5654, 6611, 6612, 6614, 6630, 6632, 6634, 6640, 6641, and 6643.

For full-time students, the comprehensive examination will be administered in the semester prior to enrollment in Internship II REHAB 6645. Students who do not follow the standard program sequence but have met the course requirements to sit for the comprehensive examination, must decide with their faculty advisor to schedule a meeting to discuss scheduling their examination. The faculty advisor will discuss with the departmental faculty the request and an examination date will be provided, upon approval from the department head. Grading is on a Pass or Fail basis. Students who do not receive a passing grade on each of the twelve sections, 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 Counseling and Clinical Mental Health Counseling established by CACREP. Below is a listing of specific courses the department teachers that you will be required to take COMPS:

1. Foundations
2. Professional Identity and Ethical Behavior
3. Medical Aspects of Disability or Crisis Intervention (dependent on chosen track)
- *students who wish to pursue both tracks, will be required to take both course sections for COMPS
4. Human Growth and Development
5. Employment and Career Development
6. Counseling Approaches and Principles
7. Group Work and Family Dynamics
8. Assessment
9. Diagnosis
10. Research and Program Evaluation
11. Multicultural and Psychosocial Aspects of Counseling
12. Theories in Counseling

INDEPENDENT STUDY/RESEARCH ELECTIVE

Students can participate in scholarly activity with a selected faculty member, upon the faculty member's permission. student is encouraged to participate in faculty directed research activities. Faculty assumes responsibility for ensuring that the conditions of the student's scholarship experience are met. There are strict limitations on the type of activities in which student scholars may engage. Appropriate activities might include conceptualization of a research project, library research concerning a research topic, stimulus material design, data collection, data entry, data analysis, and writing tasks relevant to the research. Faculty members will make every effort to make sure the scholars' tasks and activities are meaningful. In addition, faculty should include the student scholar as a participant in any product (e.g., convention presentation or published paper) that their joint activities have produced. The nature of student credit will of course be based on the amount of their contribution to a project.

Appropriate activities do not include: any type of general clerical work, or work stimulated by the faculty member's teaching responsibilities. Prohibited activities would include grading papers, teaching, research to prepare a class lecture, or any activity associated with the faculty member's teaching responsibilities.

Team Up

Team Up™, a two-year longitudinal interprofessional education experience integrated within the curriculum of all six LSU Health Sciences Center Schools for first and second-year students, was established in September 2017.

The focus of Team Up™ Year 1 is for students to build their interprofessional team, developing effective communication and collaboration skills. First-year students apply their teamwork skills through the Health Partner Project. Each student team engages with an individual in the community to learn about the Health Partner's healthcare lived experiences and their health goals. Through active listening and communicating across all team members, students provide a community resource list to the Health Partner. The resource list is related to opportunities the Health Partner may consider as he/she works towards reaching health goals.

https://www.lsuhscc.edu/administration/academic/cipecp/team_up_overview.aspx

Fieldwork

The Practicum and Internship handbook is available online and students are encouraged to review the handbook prior to enrollment into fieldwork regarding related requirements for fieldwork:

http://alliedhealth.lsuhscc.edu/crc/docs/Practicum_Internship_Handbook.pdf

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. SAHP Research Day
- b. Department Research Day
- c. Family Day
- d. Events organized by the Department Head and/or Dean and announced as required.
- e. Professional conferences and seminars announced as required.

Professional Conduct

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

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

<http://www.lsuhscc.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, ethical decision making, 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.lsuhsu.edu/Admin/docs/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.

<http://alliedhealth.lsuhsu.edu/Admin/docs/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 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. Finally, accommodation is based upon student need and specific impact of their disability.

Individualized Curriculum Plan of Study (ICP)

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 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.

Technical Standards

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

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 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.

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 students' education records. The Act applies to LSUHSC-NO as the institution is a recipient of federal funds. FERPA affords students certain rights with respect to their educational records.

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 and the American Counseling Association Code of Ethics. Students in the MHS-CRC program are expected to be familiar with and abide by both codes.

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

<http://www.crc certification.com/filebin/pdf/CRCCodeOfEthics.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. Miniskirts 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:

Sports/dress shirts and all shirts should have collars, dresses (not “cocktail” dresses) or pants and blouses.

IX. Departmental Systematic Evaluation Procedures

The Department of Clinical Rehabilitation and Counseling engages in a few systematic evaluation procedures to ensure that the department is meeting its mission and objectives. These procedures, as outlined below, are designed to provide feedback which allows modifications in curriculum, policies, services, and research initiatives, as well as in the department’s mission and objectives themselves. This plan was approved by the department’s advisory board. While components of this plan may

occur more frequently, the overall evaluation will be conducted every four years.

Student Evaluations:

- **Student Evaluation of Course and Instructor** – At the end of each semester, the School of Allied Health Professions will provide students the opportunity to evaluate each course and instructor through Moodle. Instructors will encourage and remind students to complete the anonymous evaluation; however, they will not have access to the evaluation results until after grades are submitted and the semester is completed. These evaluations are reviewed by individual instructors with the department head. These evaluations will be used by the instructor to make needed modifications in course content, and to help the department to evaluate curriculum offerings.
- **Student Evaluation of Practicum and Internship Sites** – At the end of the Practicum and Internship experiences, students evaluate their experience using the Final Student Evaluation of Site and Site Supervisor as a requirement for final paperwork of the practicum and internship courses.
- **Graduate Evaluation of Curriculum** – Upon graduation of the program, graduates complete an evaluation of all aspects of the completed curriculum. This evaluation will be used to make modifications and additions to the departmental curriculum
- **Student Feedback Survey from the Department Head** – Each semester the department head will send an electronic communication with 1st and 2nd year students to review their progress and to provide an opportunity for feedback regarding the department, the program, and the curriculum.
- **Alumni Update** - Each year, the alumni will be sent an electronic communication requesting updated information for the Department files. This form will provide alumni with an opportunity to send the Department feedback on its program as well as enhance our resource databank for community contacts

Other Department Evaluations:

- **Faculty Review of Curriculum** – Faculty will review components of the department curriculum each semester and academic school year to assess appropriateness and timeliness. In addition, all new courses proposed for the curriculum must be approved by the faculty.
- **Annual Faculty Performance Review** – Every year all untenured faculty and all tenured

faculty, will follow the peer-review procedures outlined in the School of Allied Health Professions Faculty Handbook to complete a performance review. This review covers teaching, service, and research, and culminates in Faculty and Department Head recommendations for each faculty member's professional growth and development.

- **Advisory Board Review** – The Department is committed to using the talents and resources of our Advisory Board by holding an annual, in-person meetings and engaging in ongoing networking to strengthen its mutually beneficial relationship with these partners from the community. Part of each meeting's agenda is to obtain their formative evaluation and recommendations for program improvement. Additionally, the Advisory Board will evaluate the program's mission and objectives, content and design of the curriculum, student's practicum/internship experiences and evaluation procedures, recruitment/retention procedures, program recognition, support and resources, and lastly, faculty composition, qualifications, performance and expertise. The collective members of the Advisory Board have enormous experience, both personally and professionally, with a variety of counseling services. The Department of Clinical Rehabilitation and Counseling makes every effort to ensure that the Advisory Board members are certified and licensed professionals.
- **Employer Review** – Supervisors in organizations that employ our graduates are periodically surveyed for their evaluation of and recommendations for improvement of our program, based on their experience with our graduates' performance in their setting.
- **Program Recognition, Support, and Resources Review** - Department faculty serve on appropriate policy-setting and program review bodies of the School of Allied Health Professions (SAHP) and communicate pertinent decisions and actions of these respective bodies to the entire department faculty. The Department Head participates on the Executive Committee of the SAHP and, through this committee, communicates support service needs of faculty and students, including reasonable access to financial resources, facilities, and necessary technology.

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.lsuhsu.edu/Admin/docs/PoliciesProceduresFormStudentOrganizations.pdf>

Honor Society

Chi Sigma Iota (CSI): 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 (NRCA)

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.crccertification.com

Council for Accreditation of Counseling & Related Educational
 Programs 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

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

LSUHSC 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.

Department Professional Trainings

The LSUHSC Clinical Rehabilitation and Counseling is currently a provider of continuing education. In addition, the department and clinic both offer workshop opportunities year around for students, postgraduates, and professionals. Questions and additional inquiries about the workshops can be emailed to the department at crc@lsuhsc.edu or the Child & Family Counseling Clinic at cfcc@lsuhsc.edu.

The Child and Family Clinic offers workshops in provides testing/assessment, individual, group, and family therapy including play therapy, filial therapy, and child-parent relationship therapy to provide training to students and practicing clinicians seeking to earn continuing education hours towards licensure and certification.

The department offers the Tigers and Stripes Workshop Series that offers continuing education towards licensure and certification for mental health professionals interested in training on topics that are focused on rehabilitation counseling and clinical mental health counseling.

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 regarding my ability or commitment to comply with the policies and procedures stated herein.

Signature

Printed Name

Date

HELPFUL WEBSITES & CONTACT INFORMATION

| Site | Location | Telephone | Website |
|-------------------------------------|--|------------------------------|---|
| Bookstore | 433 Bolivar Street | Phone: (504) 568-2504 | http://www.lsuhs.edu/administrator/ae/hsb.aspx |
| Bulletin/Catalogue | | | http://www.lsuhs.edu/catalog/ |
| Associate Dean for Academic Affairs | Dr. Erin Dugan 411 S. Prieur Street | 504-556-3403 | E-mail: emart3@lsuhs.edu |
| Office of Student Affairs | Ms. Yudi Delgado, Director | 504-568-4253 | Email: ydelga@lsuhs.edu |
| CAP | 2nd floor of HDC building | 504-568-8888 | http://www.lsuhs.edu/no/organizations/CampusHealth/ceap.htm |
| APRIL | | | http://www.lsuhs.edu/administration/academic/ |
| Student Housing | Residence Hall 2nd fl. | 504-568-6262 | http://www.lsuhs.edu/administration/ae/housing.aspx |

| | | | |
|-----------------------|--------------------------------|--------------|---|
| Registrar | Resource Center Bldg. Room | 504-568-4829 | http://www.lsuhs.edu/registrar/ |
| Student Financial Aid | Resource Center Bldg. suite | 504-568-4820 | http://www.lsuhs.edu/alerts/ |
| Student Health | 2820 Napoleon | 504-412-1366 | http://www.lsuhs.edu/no/organizations/campushealth/studenthealth/ |

| | | | |
|-----------------|--|---|---|
| | | AFTER HOURS: 504-412-1366 | _____ |
| AHEC | Louisiana Area Health Education Center | 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.lsuhs.edu/administration/wellness/ |
| Parking Office | Clinical Sciences Research Bldg. Room 365 | 504-568-4884 | http://www.lsuhs.edu/administration/ae/parking.aspx |
| Human Resources | 433 Bolivar Street, 6th Floor, New Orleans, LA | | http://www.lsuhs.edu/no/administration/hrm/ |
| Library | Resource Center Bldg. 3 rd Floor | 504-568-6100 | http://www.lsuhs.edu/library/ |
| PAY PAW | | | http://www.lsuhs.edu/administration/ae/pavpaw.aspx |
| IT Help | | New Orleans Campus Helpdesk: (504) 568- | IT Support group email ahnopcsupport@lsuhs.edu |
| NOPD | 1300 Perdido St, New Orleans 70112 | Phone (504) 658-4000 | http://www.nola.gov/GOVERNMENT/NOPD _____ |

| | | | |
|----------------------|--|---|---|
| EMERGENCY | University Police 425 S. Roman Street, Room 301 New Orleans, La. | EMERGENCY 568-8999 (Downtown Campus) | http://www.lsuhscc.edu/alerts/ http://www.lsuhscc.edu/administration/vcacs/a/emergency.aspx Non-emergency (504) 568-8270 |
| Medical Emergency | | 911 | After being released by the 911 operator, call the University Police at 568-8999 |
| Weather Emergency | | | http://www.lsuhscc.edu/alerts/ http://www.lsuhscc.edu/no/administration/cm/cm- |

| | | | |
|----------------------|---------------------------------|----------------|--|
| Dr. Erin Dugan | 411 S. Prieur Street, Room 411 | (504) 556-3403 | Emart3@lsuhsc.edu |
| Dr. Kellie Camelford | 411 S. Prieur Street, Room 310 | (504) 556-7546 | kcamel@lsuhsc.edu |
| Dr. Kimberly Frazier | 411 S. Prieur Street, Room | (504) 556-7554 | Kfraz1@lsuhsc.edu |
| Dr. George Hebert | 411 S. Prieur Street, Room | (504) 556-7566 | gheber@lsuhsc.edu |
| Dr. Krystal Vaughn | 411 S. Prieur Street, Room 218 | (504) 556-7547 | kvaugh@lsuhsc.edu |
| Ms. Eisha Mouhiuddin | 411, S. Prieur Street, Room 307 | (504) 556-3451 | cfcc@lsuhsc.edu |
| Ms. Jeri Brumfield | 411 S Prieur Street, room 208 | 504-556-3453 | Jbrum1@lsuhsc.edu crc@lsuhsc.edu |

APPENDICES

A. Student Individualized Curriculum Planning (ICP) Form

B. Clinical Rehabilitation and Counseling Curriculum and Course Descriptions

Appendix A

Student Individualized Curriculum Planning (ICP) Forms

Individualized Curriculum Plan (ICP)

| | | | |
|------------------------|-------------------------------|------------------------|-------------------------------------|
| Student's Name: | Semester/Year Started: | Advisor's Name: | Anticipated Graduation Date: |
|------------------------|-------------------------------|------------------------|-------------------------------------|

| Course Name/# | Semester/Year Taken | Grade Received |
|--|----------------------------|-----------------------|
| REHAB 5601 Foundations in Counseling 3 | | |
| REHAB 5602 Medical Aspects of a Disability 3 | | |
| REHAB 5603 Multicultural & Psychosocial Aspects of Counseling 3 | | |
| REHAB 5612 Development Across the Lifespan 3 | | |
| REHAB 5614 Professional Practicum 1 | | |
| REHAB 5614 Professional Practicum 1 | | |
| REHAB 5614 Professional Practicum 1 | | |
| REHAB 5650 Crisis Counseling Intervention 3 | | |
| REHAB 5654 Mental Health Diagnosis and Treatment Planning 3 | | |
| REHAB 6611 Counseling Theories & Practice 3 | | |
| REHAB 6612 Counseling Techniques and Process 3 | | |
| REHAB 6614 Group Process and Counseling 3 | | |
| REHAB 6630 Vocational Counseling/Career Development 3 | | |
| REHAB 6632 Assessment in Counseling 3 | | |
| REHAB 6634 Ethics in Counseling 3 | | |
| REHAB 6640 Research Design and Methodology 3 | | |
| REHAB 6641 Practicum in Counseling 3 | | |
| REHAB 6643 Internship I in Counseling 6 | | |
| REHAB 6645 Internship II in Counseling 6 | | |
| REHAB ##### Elective 3 | | |
| REHAB ##### Elective 3 | | |

_____ **Promoted to Practicum (6611, 6612, 6634, 5614 (3 cr. Hours total); 27 of 33 required hours).**

_____ **COMPS (6641, 5601, 5602, 5603, 5612, 5654, 6611, 6612, 6614, 6630, 6632,**

6634, 6640.)

_____ Promoted to internship (6641, Successful completion of COMPS; 45 credit hours earned)

_____ Other

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Comments:

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Comments:

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Comments:

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Comments:

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Comments:

Appendix B

CRC Curriculum and Course Description

Course Descriptions of Courses

REQUIRED COURSES

REHAB 5601. Foundations in Counseling. 3 cr. This course provides a comprehensive introduction to the field of counseling, with a focus on the specialty areas of clinical rehabilitation counseling and clinical mental health counseling. The course includes an exploration of the history, philosophy, trends, and practices of mental health counseling; the roles and functions of mental health counselors across practice settings; methods and models of clinical supervision; professional organizations, preparation standards, and credentials; and other related professional issues.

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. Multicultural and Psychosocial Aspects of Counseling. 3 cr. This course will explore a variety of multicultural and psychosocial issues related to the knowledge, skills, and attitudes of counselors. Topics such as ethnicity, race, class, gender, and physical difference as they affect counselors, clients, and the counseling relationship will be discussed. The psychological, cultural, political, and sociological issues associated with disability and their impact on vocational rehabilitation, community living, and social perception will also be introduced. The course will analyze the living with a disability, including environmental and attitudinal barriers and resources.

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 along with interdisciplinary opportunities of treatment planning.

REHAB 5614. Professional Practicum 1cr. Students acquire experience and first-hand knowledge of the purposes, functions, services and clientele of numerous agencies and community services. Additionally, students will gain experiences of the scientific community by participating in research projects and attending professional meetings and/or conferences. Ongoing supervision is provided by various members of the faculty.

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 5654. Mental Health Diagnosis and Treatment Planning. 3 cr. This course provides instruction for appropriate procedures for the diagnosis of mental conditions which lead to meaningful treatment plans. Models of assessment and intervention in mental health settings are reviewed. Emphasis is placed on various diagnostic techniques, treatment options, increasing skills and resource management, natural supports and community integration.

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. A 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.

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 Counseling. 3 cr. This course covers basic testing and measurement concepts, construct evaluation, and assessment strategies 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 formulate reports and service plans for people with varying disabilities. Issues related to diversity for assessment purposes are emphasized. Prerequisite: REHAB 6640.

REHAB 6634. Ethics in Counseling. 3 cr. This class is a graduate level introductory course designed to provide an overview of the ethical and legal practices in the field of clinical mental health counseling and clinical rehabilitation counseling, with a specific focus upon the professional issues of practice. An overview of the Louisiana statutes that govern the practice of counseling will also be provided. Finally, importance will be placed on the need for balance between one's professional and private life as this is crucial in maintaining a healthy helping style. This knowledge will allow the individual to help others more effectively, as well as have a personally fulfilling career in counseling. The goal of this course is to get students thinking about major issues related to the professional practice of counseling while challenging them to formulate positions on such issues. The course combines the use of lectures, discussion, experiential exercises, readings, journaling, guest speakers, and videos to advance students' knowledge and skills.

REHAB 6640. Research Design and Methodology. 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 Counseling. 3 cr. Students acquire field counseling experience and firsthand knowledge of the purpose, function, services, and clientele of an agency. Students apply knowledge learned in didactic courses and achieve specific competencies in counseling during the course of their off-site placement in a rehabilitation or mental health setting. Supervision is provided by a professional in the facility or program, and by the departmental faculty. Prerequisites: REHAB 6611, REHAB 6612. Permission of Department Head.

REHAB 6643. Internship in Counseling I. 6 cr. A part-time placement in a rehabilitation or mental health setting is provided. Students are placed in a setting that is related to their career goals. The student is expected to take on the full complement of duties expected by a professional counselor in that setting. These include, but will not be limited to, individual counseling, case management, and utilization of community resources, advocacy, and client assessment. Supervision is provided by a professional in the facility or program and by the departmental faculty on both counseling and case conceptualization. This course includes a weekly group meeting with the faculty supervisor in which case conceptualization and counseling process issues are reviewed. Prerequisites: Students must have completed at least 42 of the 48 non-internship hours (including REHAB 6611, REHAB 6612, REHAB 6614, and REHAB 6641) and have successfully passed the departmental comprehensive exam. Permission of department.

REHAB 6645. Internship in Counseling II. 6 cr. A part-time placement in a rehabilitation or mental health setting is provided. Students are placed in a setting that is related to their career goals. The student is expected to take on the full complement of duties expected by a professional counselor in that setting. These include, but will not be limited to, individual counseling, case management, and utilization of community resources, advocacy, and client assessment. Supervision is provided by a professional in the facility or program and by the departmental faculty on both counseling and case conceptualization. This course includes a weekly group meeting with the faculty supervisor in which case conceptualization and counseling process issues are reviewed. Prerequisites: Students must have completed at least 42 of the 48 non-internship hours (including REHAB 6611, REHAB 6612, REHAB 6614, REHAB 6641, and REHAB 6643) and have successfully passed the departmental comprehensive exam. Permission of department.

ELECTIVE COURSES

REHAB 5605. Counseling Special Populations. 3cr. Seminar course focusing on issues encountered by school and counseling mental health counselors. Issues include, but are not limited to, substance abuse, sexuality, single parent and blended families, bilingual children, and clients with physical or mental disabilities.

REHAB 5606. Child and Adolescent Psychopathology. 3cr. This course covers the history and treatment of childhood disorders including learning, behavioral, and emotional problems. Psychopathology is presented using an integrative approach including the biological, psychological, social, cultural, familial, and political forces that currently define abnormal behavior. Utilizes an eclectic approach to the study of causes and diagnoses of childhood psychopathology. Definitions, concepts and theories of childhood psychopathology are covered. Emphasis will be on the current Diagnostic and Statistical Manual (DSM).

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 is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for K-12 students and the national model and standards for school counseling programs. This course will examine the role and function of school counselors. Emphasis will be placed on understanding the historical, philosophical, psychological and sociological context in which school counselors' practice. Students will be introduced to the skills necessary to be an effective advocate and counselor who is a leader in educational reform that focuses upon raising the achievement level of all K-12 students, including working with diverse populations and transitional students. Students will gain information through lecture, guest speakers, visits to community agencies, class discussion, readings, internet-based instruction and assignments, and application-based projects.

REHAB 5613. 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 the course director is required.

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.

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 pre-adolescents, 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 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 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 5651. Supervised Project in Counseling. 1-6 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.

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. .

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 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.

REHAB 5658. Substance Abuse in Counseling. 3 cr. This course explores issues of a variety of substance abuse-related disabilities. Emphasis is placed on the 8-core competencies that 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 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 5660. Contemporary Issues in Counseling. 1-6 cr. This course examines current issues and research in the field of counseling. Emphasis is on interdisciplinary collaborative practice and facilitating models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the client and counselor. Topics may include problem solving, 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 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.

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, and 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.

REHAB 5665. Grant Writing in Counseling. 1-3 cr. Grant writing skills, processes, resources, and opportunities in the mental health field 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.

REHAB 6650. Counseling Research Practicum. 1-6 cr. The research practicum is designed to involve students with ongoing research in counseling. Students are involved in a variety of research activities with a designated faculty member that include: conceptualization of a research project, library research concerning a research topic, stimulus material design, data collection, data entry, data analysis, writing tasks relevant to the research, presentation of findings, and publication of research articles. Students are assigned to a faculty member. The specific nature of the student's activities will be determined in consultation with the faculty member and formalized in a research practicum contract signed by both the student and faculty member. Credits may be taken in increments of 1 to 6 credits in any semester. A one-credit load is the equivalent of

three hours per week of student activity. Students must accumulate a minimum of 3 credits of research practicum. Although students may take research practicum hours in addition to the 3 required, any such additional hours cannot be used to take the place of a program elective or special topics course. Permission of instructor is required.