

**Department of
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 Counseling (MHS-COUN) 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 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).

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 Counseling (COUN). 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-COUN 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.lsuhscc.edu/>

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

I. GENERAL PROGRAM DESCRIPTION

The Master of Health Sciences in Counseling (MHS-COUN) 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 clinical mental health counseling focus. The program prepares counselors to assume the full range of professional responsibilities required in mental health agencies, counseling organizations, private, as well as publicly funded, 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 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:

<https://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 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 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/>

***After fall 2022 clinical rehabilitation specialty areas will not be offered by the department.

- 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, Registered Play Therapist Supervisor currently serves as the **Interim Dean in the School of Allied Health Professions**, the Associate Dean of Academic Affairs in the School of Allied Health Professions, holds Professor rank in Department of Counseling, and also serves as the Director of the LSUHSC Child & Family Counseling Clinic. Dr. Dugan earned her doctorate degree from the University of Mississippi in Counselor Education. 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.

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. Dr. Frazier has been awarded ACA Fellow Award, the most prestigious distinction given to a member of the organization. She has also been elected as the 71st president of the American Counseling Association, she is one of eight African-Americans to serve in this role for the organization.

George W. Hebert, Ph.D. is a Licensed Psychologist and an Assistant Professor-Clinical faculty member in both the Department of Counseling and in the Master of Physician Assistant Studies Program. He continues to be a faculty clinician in the LSUHSC Child and Family Counseling Clinic where has supervised graduate students from other sending universities for their completion of various types of practice and internships. 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 in the Human Development Center (HDC). 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. Previously, 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 stays active in various state and national professional organizations. His current research interests include equity issues for children and methodological issues related to the measurement of metabolic syndrome.

Adrienne Frischhertz, Ph.D. is a Licensed Professional Counselor-Supervisor and Registered Play Therapist Supervisor. Currently, she is a part-time Assistant Professor in the Department of Clinical Rehabilitation and Counseling in the School of Allied Health Professions at LSU Health New Orleans. Dr. Frischhertz has published and presented on both local and national levels to educate others about counseling and play therapy.

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She is a graduate of both the Louisiana Counseling Association and Association for Play Therapy Leadership Academies and serves on the Louisiana Association for Play Therapy and Association for Child and Adolescent Counseling (Louisiana chapter) boards. She serves on the editorial board of the Louisiana Counseling Association Journal. Clinically, she focuses on providing services to children ages 3-12 and their caregivers, as well as supervision to those seeking licensure as a professional counselor (LPC) and certification as a Registered Play Therapist.

Princess Lanclos, Ph.D, LPC, NCC, CRC is an Assistant Professor and the Practicum and Internship Coordinator in the Department of Counseling at the Louisiana State University Health Sciences Center- New Orleans (LSUHSC-NO). She received her master's in clinical mental health and rehabilitation counseling from LSUHSC-NO; and her doctorate in Counselor Education and Supervision from the University of Holy Cross New Orleans. Dr. Lanclos is licensed in the state of Louisiana as a Licensed Professional Counselor (LPC). She also holds national certifications as a Nationally Credentialed Counselor (NCC) and Certified Rehabilitation Counselor (CRC). Dr. Lanclos has presented at several local and national conferences on a variety of her research interests consisting of trauma focused treatment, multicultural approaches to mental health counseling and clinical supervision, counselor professional identity, and substance abuse treatment. She has been published in *Counseling Today*. Dr. Lanclos currently serves in various local and national counseling professional organizations; and is the President-Elect for the Louisiana Association of Counselor Education and Supervision Board (LACES). Clinically, Dr. Lanclos has experience in both private practice and agency settings, providing direct services and supervision to mental health professionals. She specializes in trauma focused treatment and is trained in Eye Movement Desensitization and Reprocessing (EMDR). Dr. Lanclos will be providing services to adolescents and adults in the LSUHSC Child & Family Counseling Clinic (CFCC).

Krystal Vaughn, Ph.D., LPC-S, NCC, Department Head is a Licensed Professional Counselor-Supervisor and Registered Play Therapy Supervisor specializing in children ages 2-12. Dr. Vaughn is Department Head of the Department of Counseling, and 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. Students can request to use the conference room through counseling@lsuhsc.edu

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 conflicts of interests.

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-COUNADMISSIONREQUIREMENTS

Applications for admission into the Counseling Program are available at <https://ahcas.liaisoncas.com/applicant-ux/#/login>

The following are the general requirements for admission to the MHS Program in 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
- Two letters of reference; one letter must be from an academician, 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 the School of Allied Health Professions and Counseling Department orientations which are 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 as outlined below 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. STUDENT EVALUATION, REMEDIATION, AND PROMOTION POLICIES

Masters students in the Department of Counseling (COUN) at Louisiana State University Health Sciences Center New Orleans (“LSUHSC”) will find that the expectations, requirements, and responsibilities of the clinical graduate program exceed those of undergraduate school. The following sections outline some of the students’ academic responsibilities, duties, and roles and the process by which students are evaluated, promoted, and remediated including the curricular objectives, which are carried out.

The Student Evaluation, Remediation, and Promotion Committee (“SERP”) is appointed by the department head and is a standing committee consisting of faculty from the department. The purpose of SERP is to develop, oversee, and coordinate possible supports needed for promotion and/or remediation of students in the program. SERP systematically evaluates the progress of counseling students throughout their time in the program with a formal evaluation conducted the spring semester before the students enter the fieldwork experience. SERP evaluation focuses on areas of growth and support related to academic performance, professional maturity, judgment, emotional stability, sensitivity to others, self-awareness, and other characteristics that affect each student’s ability to be an effective counselor.

Evaluation of Students

As trainers of student counselors, the faculty expect future counselors to be concerned about other people, stable and psychologically well-adjusted, effective in interpersonal relationships, and able to receive and give constructive feedback. In addition, the expectation is that students be committed to personal growth and professional development through opportunities such as those provided in course work, group labs, supervision, self-selected readings, personal counseling, and personal wellness activities. The faculty believes that counselors have an ethical responsibility to be willing to do in their own lives what they ask their clients to do. The Department of Counseling faculty acknowledge that a component of their responsibility to the student, the profession, and the eventual consumers of counseling services provided by the Department of Counseling graduates is the necessity to monitor not only academic progress but also the personal attitudes and conduct of students, which will affect their performance in the field. Student behavior and attitudes should be of a quality as to NOT interfere with the professionalism or helping capacity of the student. Examples of attitudes and conduct that are likely to impact performance in the field can be found in the Counselor Competency Scale-Revised (“CCS-R”) (2016). In addition, guidance regarding professional attitudes and conduct can be found in the American Counseling Code of Ethics and the Rehabilitation Counseling Code of Ethics.

Throughout the academic year students are evaluated, with a formal review every spring semester before the students begin their fieldwork experience. This on-going evaluation allows faculty members to identify problems students may be experiencing in the program early in their academic careers, thus assisting students in developing solutions before such problems lead to concerns that may merit formal remediation procedures. Evaluation of students is based on student professional and ethical behavior as outlined in this document and in the professional codes of ethics referenced, clinical performance and academic performance. If a student’s professional integrity, skill level, professional development, academic performance or conduct is found lacking, the faculty member who notes the concern will document those concerns using the Student Evaluation and Remediation Form (SERF) and the (CCS-R) (Lambie, Mullen, Swank, & Blount, 2016) all found in Tevera. Concerns may include but are not limited to: unresolved personal problems, lack of relationship building skills, questionable ethical behavior, inability to accept feedback, academic misconduct, failure to achieve student learning objectives, or other issues that interfere with a student’s ability to function effectively as a counselor.

Other issues as identified on the Individual Curriculum Plan (“ICP”) may be considered in the evaluation. Note: The CCS-R is required in specified courses throughout the program, however the scale is not necessarily an indication of problem behavior; the (SERF) is used exclusively to identify student behaviors that are in need of closer examination and possible remediation.

A copy of the CCS-R form, as well as the SERF will be housed on Tevera. Students should be aware that student progress is discussed by faculty during faculty meetings as an ongoing part of student evaluation. Student behaviors that persist and are not adequately addressed via the SERF form; will be forwarded to the SERP Committee for review and possible further action.

Personal Counseling

Department of Counseling students are encouraged to participate in personal counseling during their time in the program. The Campus Assistance Program (“CAP”) offers support and short-term counseling at no charge to students. SERP may recommend personal counseling as a stipulation of the student's remediation. The contact for the Campus Assistance Program is:

Human Development Center
411 S. Prieur St., Suite 233
New Orleans, LA 70112
Phone: (504) 568-8888
Email: cap@lsuhsc.edu

Committee Review Process

Successful completion of a program of study in the LSUHSC-NO Department of Counseling program is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The Department of Counseling faculty have a professional responsibility to evaluate the knowledge, skills, and disposition of students in their training programs on a regular basis. Faculty can raise questions regarding student behavior or performance during scheduled department program meetings. Faculty discussions regarding student performance and progress are confidential. Student reviews are conducted on *all students* using the CCS-R.

Purposes of Student Evaluation

SERP is responsible for the review and evaluation of students in their respective professional training programs. The purposes of student review are to:

- Determine students' appropriateness for continuation and promotion in the program.
- Provide evaluative feedback to students regarding their competence in providing professional services.
- Monitor and evaluate student efforts to achieve acceptable standards of practice.
- Recommend avenues of remediation to assist students to demonstrate acceptable standards of practice.
- Recommend dismissal of a student in the program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services.
- Recommend dismissal of a student in the program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program.

Committee Promotion and Remediation Options Following Student Review

In accordance with Counseling and Counseling Related Educational Programs (“CACREP”) standards students are reviewed and monitored by departmental faculty during their matriculation in the Counseling Program. Student evaluations also occur for students enrolled in the following courses: COUN 5601 Foundations in Counseling, COUN 6612 Counseling Techniques & Process, COUN 6640 Research Design and Methodology, COUN 5603 Multicultural & Psychosocial Aspects of Counseling, COUN 6641 Practicum in Counseling, COUN 6643 Internship in Counseling I, and COUN 6645 Internship in Counseling II using the CCS-R. Students can be referred by the faculty of record for the course for the aforementioned courses to the Student Evaluation and Promotion Committee for review when areas of growth and/or behaviors are discovered. A referral for committee review can also be made if the SERF form is completed by a faculty member regarding a concern about a student’s behavior observed in a course not covered by the CCS-R, at a clinical site, or during an activity sponsored by the LSUHSC-NO School of Allied Health Professions.

If in the professional judgement of SERP the student’s behavior and/or matriculation in the program is deemed developmentally appropriate during the program training (including coursework, practicum, and internships) the following actions will be recommended:

1. Promotion:

- If student CCS-R scores in corresponding courses are deemed developmentally, appropriate at that point in the program matriculation.
- If student has a cumulative grade point average of 3.0 or higher.
- If student has earned a C or better in the coursework taken at the point of evaluation.
- If the student has not earned more than six (6) credit hours of C grades to be counted towards a degree.
- If student has earned a “Satisfactory” or “Pass” grade in courses that designate only Satisfactory/Unsatisfactory or Pass/Fail grade.
- If the student has successfully completed any remediation plans and/or recommendations per the Student Evaluation, Remediation and Promotions Committee.

2. Promotion for Graduation:

In addition to the requirements listed for promotion for a student to receive promotion for graduation the additional requirements must be met:

- If student has successfully passed the departmental comprehensive examination.
- If student has satisfactorily completed all required departmental course work required for graduation in not more than six calendar years.

If, in the professional judgment of SERF a student’s behavior and/or matriculation in the program is deemed developmentally substandard, unethical, illegal, and/or professionally questionable at any time during training (including coursework, practicum, and internships), the following actions may be recommended:

3. Consultation with Faculty Member or Faculty Advisor:

A faculty member identifies an issue related to student performance; the faculty may initiate a (SERF) and consult with the student. If no corrective actions are required, the faculty will submit documentation of the consultation using the SERF via Tevera.

4. Referral to the Committee:

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If the student's professional integrity, skill level, professional development, academic performance or behavior comports is identified via the CSS-R and/or the SERF as not meeting program expectations and/or they have an ethical violation, the student will be referred to SERF for review. The committee will be charged with reviewing the SERF(s), CCS-R (s) and any other pertinent documentation (e.g. site supervisor feedback) to determine what further action and/or remediation should be taken. The committee may meet with the student, the faculty member, and other individuals who may have pertinent information. The committee will determine recommendations and/or actions warranted.

If SERF Determines a Remediation Plan is Needed:

The plan will: (a) behaviorally define the deficiencies to be addressed, (b) identify the expected outcomes of remediation, (c) identify possible methods that could be used to reach these goals, which could include personal counseling, group growth experiences, self-structured behavioral change, and/or additional academic course work or field experiences, or other appropriate methods, (d) define acceptable methods for demonstration of outcomes identified in (b) above, and (e) designate a date for goal attainment or reevaluation. The plan will be in writing and will be signed by both the student and the chair of SERF. A copy of the plan will be provided to the student and a copy will be placed in the student's departmental file.

Upon completion of the remediation plan or on expiration of the remediation plan deadline (whichever comes first), the student will be evaluated by SERP on their progress regarding areas of growth and/or concern. Evaluation of progress will take place in a formal meeting(s) between SERP and the student. During the meeting, the student will provide a report documenting the actions taken to address the remediation plan and SERP will evaluate progress based on the student report and any additional information provided by program faculty.

Remediation Plan Evaluation Process:

SERP will review progress made towards completing the remediation plan and will recommend one of the following options:

- a. *Continuation in the program and promotion (either promotion or promotion with graduation):* The specified concerns no longer present a significant problem; the recommendation will be for continuation in the program.
- b. *Continued remediation:* If progression is toward achieving the objectives is documented on the first evaluation but further remediation activities are warranted, an updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.
- c. *Administrative referral:* If a student refuses participation in the remediation, refuses continued remediation, or does not meet the requirements outlined in the remediation plan, the committee will forward an immediate administrative referral recommendation to the department head.
- d. *Voluntary resignation:* If satisfactory progress was not demonstrated and there is little or no expectation that the student can reasonably attain them in the near future, SERP may recommend that the student voluntarily withdraw from the program.
- e. *Dismissal from the program:* If the student has failed to attain the objectives and there is no expectation that he or she can reasonably attain them in the near future and the student does not voluntarily withdraw from the program, the department head will recommend dismissal from the

program to the Associate Dean of Academic Affairs and the Dean of the School of Allied Health Professions.

Should a recommendation for dismissal from the LSUHSC-NO be made to the Associate Dean of Academic Affairs and the Dean of the School of Allied Health Professions, the department will follow the LSUHSC-NO policy and procedures for enforced withdrawal from LSUHSC-NO outlined in the graduate catalog.

Other Types of Program Dismissals

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.

VII. SCHOLASTIC PROCEDURES

The following requirements apply to all students enrolled in the MHS-COUN program in the Department of 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.lsuhsu.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.lsuhscc.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 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.

I. Curriculum Plans of Study

The Master of Health Science degree program in Counseling offers a traditional, full-time curriculum plan of study (one track is offered) and a spring-entry alternative curriculum plan (which also offers one track but two specialty areas). Students will create an Individualized Curriculum Plan (ICP) with their assigned advisor.

VIII. CURRICULUM PLANS of STUDY

A. Curriculum Sequence for the Master of Health Sciences Degree in Clinical Mental Health

Specialty Area (CMH)

First Semester Fall

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

Second Semester Spring

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

Third Semester Summer

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

Fourth Semester Fall

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

Fifth Semester Spring

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

Total: 60 Credit Hours

B. 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

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

Second Semester Summer

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

Third Semester Fall

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

Fourth Semester Spring

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

Fifth Semester Summer

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

Sixth Semester Fall

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

Seventh Semester Spring

COUN 6645 Internship in Counseling II **6**
 COUN **** 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.)

COUN 5605 Counseling Special Populations 3
 COUN 5606 Child and Adolescent Psychopathology 3
 COUN 5607 Advanced Multicultural Counseling 3
 COUN 5608 Community Counseling 3
 COUN 5609 Counseling Children and Adolescent 3
 COUN 5610 Introduction to School Counseling 3
 COUN 5613 Advanced Play Therapy 3
 COUN 5616 Play Therapy Theory, Skills & Techniques 3
 COUN 5618 Filial Therapy 3
 COUN 5619 Group Play/Activity Therapy 3
 COUN 5620 Advanced Skills in Counseling 3
 COUN 5640 Family & Couples Counseling 3
 COUN 5645 Child-Parent Relationship Therapy 3
 COUN 5651 Supervised Project in Counseling 1-6
 COUN 5653 Human Behavior Management 3
 COUN 5658 Substance Abuse in Counseling 3
 COUN 5660 Contemporary Issues in Counseling 1-6
 COUN 5661 Introduction to Play Therapy 3
 COUN 5653 Grant Writing in Rehabilitation Counseling 1-3
 COUN 5665 Grant Writing in Counseling 1-3
 COUN 6650 Counseling Research Practicum 1-6

IX. COMPREHENSIVE EXAMINATIONS

Students are required to pass a comprehensive general examination before registering for COUN 6645 Internship II portion of their academic program. This examination will be a requirement in the Professional Practicum Course COUN 5614. This general examination is designed to assess students' proficiency in the eight common core areas highly relevant to the field of counseling. These common core areas include:

- **Human growth and development**
- **Assessment and testing**
- **Social and cultural diversity**
- **Career development**
- **Research and program evaluation**
- **Counseling and helping relationships**
- **Professional counseling orientation and ethical practice**
- **Group counseling and group work**

The Counselor Preparation Comprehensive Exam (CPCE) is used as to assess competence in these areas. It must be noted that there is a fee associated with this exam which is the responsibility of the student. Information can be found at <https://home.pearsonvue.com/cpce>.

In order to sit for the comprehensive examination, the student must have completed (or be currently enrolled in) these following courses:

COUN 5601 Foundations in Counseling
 COUN 5603 Multicultural and Psychosocial Aspects of Counseling
 COUN 5612 Development across the Life Span
 COUN 5650 Crisis Counseling Intervention
 COUN 5654 Mental Health Diagnosis and Treatment Planning
 COUN 6611 Counseling Theories and Practices
 COUN 6612 Counseling Techniques and Process
 COUN 6614 Group Process and Counseling
 COUN 6630 Vocational Counseling/ Career Development
 COUN 6632 Assessment in Counseling
 COUN 6634 Ethics in Counseling 3
 COUN 6640 Research Design and Methodology

For full-time students, the comprehensive examination will be administered in the semester prior to enrollment in COUN 6645: Internship in Counseling II.

Students who do not follow the standard program sequence but have met the course requirements to sit for the comprehensive examination, must schedule a meeting with their faculty advisor to schedule 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 the CPCE must meet with the Chair of the Comprehensive Exam (COMPs) Committee and/or the Department Head to decide on a date to sit for a second attempt of the comprehensive exam. This second attempt will consist of 200 multiple choice questions created by the faculty covering the eight common core areas previously outlined above.

Students who are not successful on the second examination must then enroll in COUN 5651: Supervised Project in Counseling in their very next semester of enrollment. The class hours for credit may range from 1-6 hours, based on the number of core areas deemed deficient based on the following table.

Number of Core Areas Deemed Deficient	Number of Hours to be Scheduled for COUN 5651
1-3	2
4-6	4
7-8	6

Students are not allowed to register for Internship II during this semester but may be approved for an elective. The Supervised Project in Counseling will be developed and offered by the faculty advisor after consultation from the Chair of the COMPs Committee and the Department Head. A third and final format of the comprehensive exam will consist of essay questions developed by the COMPs Committee. The date and time of this administration will be determined by the faculty advisor after consultation with the Chair of the COMPs Committee. This third attempt should be completed two weeks before the last day of the semester. If this third exam is not completed by the end of the semester, then exam only enrollment fees may be assessed for further matriculation in the program. Students who are not successful by the third attempt will be dismissed from the program.

Counseling Research Practicum and Counseling Research Project:

Students can participate in scholarly activity with a selected faculty member, upon the faculty member's permission. Students are 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 inaugural student cohort consisted of first year students from 5 Schools (Allied Health, Dentistry, Medicine, Nursing and Public Health). There were approximately 700 first-year students from nineteen academic health programs that convened in sixty-five teams on a monthly basis on a Monday from 4:00-6:00pm from September to April (excluding December) across both downtown and dental school campuses. In September 2018, Team Up™ was inclusive of all six Schools, with the addition of Graduate Studies.

In September 2019, the Team Up™ experience was modified to include 60 student teams, and 6 sessions for Year 1 and 6 sessions for Year 2. Team Up™ includes a rotating Monday afternoon schedule for both first and second year students.

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.lsuhsu.edu/crc/docs/Practicum_Internship_Handbook.pdf

Departmental Policies

Students in the 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 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.lsuhsu.edu/administration/cm/cm-56.pdf>

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

<http://www.lsuhsu.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.lsuhs.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.

Guidelines for individuals with disabilities may be found at:

<https://alliedhealth.lsuhs.edu/admin/studentswithdisabilities.aspx>

and

<https://www.lsuhs.edu/administration/academic/ods/>

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. See Appendix

Technical Standards

<http://alliedhealth.lsuhs.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 Counseling raises many complex ethical questions. To address and resolve these questions, please refer to the American Counseling Association Code of Ethics. Students in the MHS-COUN program are expected to be familiar with and abide by the ACA Code of Ethics.

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

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 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.

Survey	Send Date	Due Date	First Reminder Date	Final Reminder Date
<i>Alumni</i>	June 1	June 30	June 15	June 22

Department of Counseling Louisiana State University Health Sciences Center

<i>Survey</i>				
<i>Employer Survey</i>	June 1	June 30	June 15	June 22
<i>Faculty Department Evaluation Survey</i>	June 1	June 30	June 15	June 22
<i>Site Supervisor Annual Survey</i>	June 1	June 30	June 15	June 22
<i>Student Department Evaluation Survey</i>	Feb 15	March 15	March 1	March 8
	June 1	June 30	June 15	June 22
	Sept 15	Oct 15	Oct 1	Oct 8
<i>Student Exit Survey</i>	April 1	April 30	April 15	April 22

Alumni Survey – This survey is to be solicited from graduate alumni for completion by June 30th of every year. This survey provides the department feedback based on feedback on current professional endeavors, the eight CACREP domains, and other comments that may be offered.

Employer Survey - This survey is to be solicited from employers of our graduate alumni for completion by June 30th of every year. This survey will provide the department information on the eight CACREP domains and an opportunity for comments on the strengths and areas of growth for the program.

Faculty Department Evaluation Survey – This survey will be solicited from the departmental faculty for completion by June 30th of every year. This survey will provide the department feedback based on faculty feedback on current professional endeavors, the program, the eight CACREP domains, and other comments offered by the faculty.

Site Supervisor Annual Survey - This survey will be solicited from practicum/internship site supervisors who had a student placed at their site during the past calendar year for completion by June

30th of every year. . This survey will provide the department information on the eight CACREP domains and possible additional comments on the strengths and areas of growth for the practicum/internship program.

Student Department Annual Survey - This survey is to be solicited from current students for completion by March 15th, June 30th, and October 15th of every year. This survey will provide the department feedback based on feedback on current professional endeavors, the program, the eight CACREP domains, and possible comments offered by current students.

Student Exit Survey – This survey is to be solicited from graduating students for completion by April 30th of every year. This survey will provide the department feedback based on feedback on your future professional endeavors and the eight CACREP domains.

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 bi-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 and professional services. The Department of 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. <https://www.lsuhs.edu/orgs/campushealth/cap.aspx>

Student Organizations

<http://alliedhealth.lsuhs.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 Counseling. The primary Counseling professional organizations may be contacted, at the addresses below, for membership applications.

American Counseling Association (ACA)
6101 Stevenson Ave., Suite 600
Alexandria, VA 22304
(800) 347-6647 Ext. 222
www.counseling.org

Organizations under ACA
The International Association of Marriage and Family Counselors IAMFT
<https://www.iamfconline.org/public/-3.cfm>
Association for Counselor Education and Supervision ACES
<https://acesonline.net/about-aces/>
Southern Association for Counselor Education and Supervision SACES
<http://www.saces.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
<https://www.lacounseling.org/lca/default.asp>

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

Certification and Licensure

Upon completing the MHS-COUN 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 COUN 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.

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 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

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 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 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 counseling@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	504 568-2504	http://www.lsuhscc.edu/administrator/ae/hsb.aspx
Bulletin/Catalogue			http://www.lsuhscc.edu/catalog/
Associate Dean for Academic Affairs	Dr. Erin Dugan 411 S.Prieur Street	504-556-3403	E-mail: emart3@lsuhscc.edu
Office of Student Affairs	Ms. Yudi Delgado, Director	504-568-4253	Email: ydelga@lsuhscc.edu
CAP	2 nd floor HDC	504-568-8888	http://www.lsuhscc.edu/no/organizations/CampusHealth/ceap.htm
APRIL			http://www.lsuhscc.edu/administration/academic/
Registrar	Resource Center	504-568-4829	http://www.lsuhscc.edu/registrar/
Student Financial Aid	Resource Center	504-568-4820	http://www.lsuhscc.edu/alerts/
Student Health	2820 Napoleon	504-412-1366	https://www.lsuhscc.edu/orgs/studenthealth/
Student Housing	Residence Hall 2 nd fl.	504-568-6262	http://www.lsuhscc.edu/administration/ae/housing.aspx
AFTER HOURS		504- 412-1366	
AHEC	Louisiana Area Health Education	504- 56-4437	http://www.selahec.org/ https://lahealthcareers.com/

Wellness Center	Stanislaus Hall 3 rd Floor	504-568-3700	http://www.lsuhscc.edu/administration/wellness/
Parking Office	Clinical Sciences Research Bldg.	504-568-4884	http://www.lsuhscc.edu/administration/ae/parking.aspx
Human Resources	433 Bolivar St. 6th Floor		http://www.lsuhscc.edu/no/administration/hrm/
Library	Resource Center Bldg. 3 rd Floor	504-568-6100	http://www.lsuhscc.edu/library/
PAY PAW			http://www.lsuhscc.edu/administration/ae/paypaw.aspx
IT Help New Orleans Campus		504-556-3410	IT Support group email ahnopcsupport@lsuhscc.edu
NOPD	1300 Perdido St.	504-658-4000	http://www.nola.gov/GOVERNMENT/NOPD
EMERGENCY	University Police 425 S. Roman Street, Room 301	EMERGENCY 504-568-8999 Non-emergency 504-568-8270	http://www.lsuhscc.edu/alerts/ http://www.lsuhscc.edu/administration/vcacs/emergency.aspx
Medical Emergency		911	After being released by the 911 operator, call the University Police at 504-568-8999
Weather Emergency			http://www.lsuhscc.edu/alerts/ http://www.lsuhscc.edu/no/administration/cm/cm-

Department Faculty	Location	Telephone	Email
Dr. Erin Dugan	411 S. Prieur Room 411	504- 556- 3403	emart3@lsuhsc.edu
Dr. Kimberly Frazier	411 S. Prieur Room 313	504- 556- 7554	kfraz1@lsuhsc.edu
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APPENDICES

- A. Student Individualized Curriculum Planning (ICP) Form
- B. Counseling Curriculum and Course Descriptions
- C. Student Evaluation and Remediation Form (SERF)
- D. Counselor Competencies Scale-Revised (CCS-R)

Appendix A

Student Individualized Curriculum Planning (ICP) Forms



**Department of Counseling
LSUHSC—New Orleans**

Suggested Advisory Meetings Checklist

- Student notified and/or received copies of Student Handbook, Curriculum Sequence, and Individualized Curriculum Plan.
- Required Advisory Meetings
 - Initial Advisory Session Upon Entry into Program
 - Individual Curriculum Plan Meeting each semester student enrolling in upcoming coursework
 - Fieldwork Placement Meeting before pre-fieldwork is due
 - Practicum
 - Internship I
 - Internship II
 - Professional and/or Academic Support as needed
- Student and advisor reviewed resources and tools for student success.
 - Department: office hours, townhall meetings, advising
 - School/University: CAP, APRIL, PALs, Student Government
- Student and advisor reviewed student's academic status.
 - Provisional Acceptance: GRE Score Received
 - Semester GPA
 - Cumulative GPA
- Student and advisor reviewed student's Individualized Curriculum Plan.
 - Required courses discussed
 - Electives discussed
 - Prerequisites discussed
- Student and advisor sign the ICP and the student uploads the signed document to Tavera.
- Student and advisor discussed potential fieldwork sites for Practicum and Internship.
- Student and advisor discussed COMPS.
- Student and advisor discussed licensure requirements.
 - Licensure exam (NCE, NCMHCE, CRC)
 - State requirements
 - Resources for selecting a board approved supervisor
- Student and advisor discussed career outlook after graduation.



**Department of Clinical Rehabilitation and Counseling
CACREP Specialty Area(s) of Clinical Mental Health
Individual Curriculum Plan**

Student Name: _____ **Date of Initial ICP:** _____

Student Start Semester: _____

Student Status: **Full-Time** **Part-Time** **Alternative**

Student Anticipated Practicum Semester: _____

Student Anticipated Comprehensive Exams Semester: _____

Student Anticipated Graduation Semester: _____

Faculty Advisor: _____

Courses	Semester Planned	Semester/Year Taken	Grade Anticipated	Grade Received
COUN 5601 Foundations in Counseling 3				
COUN 5612 Development Across the Life Span 3				
COUN 5614 Professional Practicum in Counseling 1				
COUN 5650 Crisis Counseling Intervention 3				
COUN 6611 Counseling Theories and Practices 3				
COUN 5614 Professional Practicum in Counseling 1				
COUN 5654 Mental Health Diagnosis and Treatment Planning 3				
COUN 6612 Counseling Techniques and Process 3				
COUN 6630 Vocational Counseling/ Career Development 3				
COUN 6634 Ethics in Counseling 3				
COUN 5614 Professional Practicum in Counseling 1				
COUN 6614 Group Process and Counseling 3				
COUN 6641 Practicum in Counseling 3				
COUN 6640 Research Design and Methodology 3				
COUN 6632 Assessment in Counseling 3				
COUN 5603 Multicultural and Psychosocial Aspects of Counseling 3				
COUN 6643 Internship in Counseling I 6				
Additional Course: COUN _____				
COUN 6645 Internship in Counseling II 6				
Required Elective: COUN _____ (3)				
Additional Course: COUN _____				
Additional Course: COUN _____				
Comprehensive exams				

Appendix B

Counseling Curriculum and Course Description

Course Descriptions of Courses

REQUIRED COURSES

COUN 5601. Foundations in Counseling. 3 cr. (Course ID: 003868 2016-10-14) 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.

Components: Course Requirement

COUN 5602. Medical Aspects of Disability. 3 cr. (Course ID: 003869 2008-07-01) 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. Components: Course Requirement

COUN 5603. Multicultural and Psychosocial Aspects of Counseling. 3 cr. (Course ID: 002528 2016-10-14) 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. Components: Lecture

COUN 5612. Development across the Life Span. 3 cr. (Course ID: 008729 2016-10-25) 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.

Components: Course Requirement

COUN 5614. Professional Practicum 1cr. (Course ID: 009909 2016-10-14) 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. Components: Seminar

COUN 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.

COUN 5654. Mental Health Diagnosis and Treatment Planning. 3 cr. (Course ID: 003014 2016-10-17) 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. Components: Course Requirement

COUN 6611. Counseling Theories and Practices. 3 cr. (Course ID: 003017 2008-07-01) an examination of the generic model of the counseling process and a detailed critical review of several major counseling theories relevant to 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. Components: Course Requirement Same As Offering: COUN 6611

COUN 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: COUN 6611. Components: Course Requirement Group: COUN 6612 requires completion of COUN 6611

COUN 6614. Group Process and Counseling. 3 cr. (Course ID: 002535 2021-06-01) 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: COUN 6611, COUN 6612. Components: Course Requirement Group: COUN 6614 requires completion of 6611 and 6612

COUN 6630. Vocational Counseling/Career Development. 3 cr. (Course ID: 003876 2008-07-01) 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. Components: Course Requirement

COUN 6632. Assessment in Counseling. 3 cr. (Course ID: 003877 2016-10-17) 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: COUN 6640. Components: Course Requirement

COUN 6634. Ethics in Counseling. 3 cr. (Course ID:002537 2016-10-17) This course is designed to provide the graduate student with an overview of current legal, ethical, and professional issues related to the practice of 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 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. Components: Course Requirement.

COUN 6640. Research Methods & Techniques in Rehabilitation. 3 cr. (Course ID:002119 2008-07-01) This course will provide a learning experience for students so that by the end of the semester they will have attained a basic knowledge of research design, interpretation of research findings, and utilization of results. This course is a review of basic statistics and their application to behavioral sciences. Research design and methodology are presented, offering students the opportunity to develop individual research projects during the semester. Special attention will be made to facilitate the use of research design in problem solving. Components: Course Requirement

COUN 6641. Practicum in Counseling. 3 cr. (Course ID: 002538 2018-01-10) 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: COUN 6611, COUN 6612. Instructor Consent Required. Permission of Department Components: Course Requirement

COUN 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 COUN 6611, COUN 6612, COUN 6614, and COUN 6641) and have successfully passed the departmental comprehensive exam. Permission of department.

COUN 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 COUN 6611, COUN 6612, COUN 6614, COUN 6641, and COUN 6643) and have successfully passed the departmental comprehensive exam. Permission of department.

ELECTIVE COURSES

COUN 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.

COUN 5606. Child and Adolescent Psychopathology. 3cr. (Course ID: 009995 2016-10-17) 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). Components: Lecture

COUN 5607. Advanced Multicultural & Psychosocial Aspects of Counseling. 3cr. (Course ID:010004 2017-01-25) An advanced exploration of social and cultural issues, social change theory, oppression models, and advocacy action planning associated with client disabilities and the impact on their vocational rehabilitation, social perception and overall environment. Students will also examine how their own cultural heritage and racial identity development impacts their perceptions and attitudes towards future clients. Components: Lecture

COUN 5608. Community Counseling. 3cr. (Course ID: 009791 2014-03-06) 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. Components: Lecture

COUN 5609. Counseling Children & Adolescents. 3 cr. (Course ID: 009792 2016-10-14) 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. Components: Lecture

COUN 5610. Introduction to School Counseling. 3cr. (Course ID: 009793 2014-04-140) 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. Components: Lecture

COUN 5613. Advanced Play Therapy. 1-3 cr. (Course ID: 009945 2016-07-01) 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. Components: Lecture

COUN 5616. Play Therapy Theory, Skills & Techniques. 3cr. (Course ID:009946 2016-07-01) 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. Components: Lecture

COUN 5618. Filial Therapy & Child-Parent Relationship Therapy. 3cr. (Course ID: 009947 2016-07-01) 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. Components: Lecture

COUN 5619. Group Play/Activity Therapy. 3cr. (Course ID:009948 2016-07-01) 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. Components: Lecture

COUN 5620. Advanced Skills in Counseling. 3cr. (Course ID: 009794 2014-04-14) 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: COUN 6612. Components: Lecture

COUN 5640. Family and Couples Counseling. 3cr. (Course ID:009796 2014-04-14) 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. Components: Lecture

COUN 5645. Child-Parent Relationship Therapy. 3cr. (Course ID: 009797 2014-04-14) 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. Components: Lecture

COUN 5651. Supervised Project in Counseling. 1-6 cr. (Course ID: 003874 2016-10-17) 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. Components: Course Requirement

COUN 5653. Human Behavior Management. 3 cr. (Course ID: 003013 2012-06-01) 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. Components: Course Requirement

COUN 5658. Substance Abuse in Counseling. 3 cr. (Course ID: 003016 2016-10-25) 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. Components: Course Requirement

COUN 5660. Contemporary Issues in Counseling. 1-6 cr. (Course ID: 008806 2016-10-17) 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. Components: Course Requirement

COUN 5661. Introduction to Play Therapy. 3 cr. (Course ID: 008988 2008-07-01) 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. Components: Course Requirement

COUN 5664. Advanced Professional Communication. 1-3 cr. (Course ID: 009731 2013-09-23) 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. Components: Practicum

COUN 5665. Grant Writing in Counseling. 1-3 cr. (Course ID: 009739 2016-10-17) 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. Components: Practicum

COUN 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.

Appendix C

Student Evaluation and Remediation Form (SERF)

LSUHSC Department of Counseling
Student Evaluation and Remediation Form (SERF)

Student Name:

Date of Meeting:

Attendees of Meeting (select all that apply):

- Student
- Faculty Advisor
- Other _____

Reporter of Information (select all that apply):

- Student
- Faculty Advisor
- Other _____

Description and Evidence of Accolade:

Description and Evidence of Concern:

Suggested Recommendation(s)/Solution(s):

Follow-up Action Items:

Deadline for Completion of Action Items:

Faculty Signature: _____

Appendix D

Counselor Competencies Scale-Revised (CCS-R)

Counselor Competencies Scale - Revised (CCS-R) ©

(Lambie, Mullen, Swank, & Blount, 2016)

The *Counselor Competencies Scale-Revised (CCS-R)* assesses counselors' and trainees' skill developments and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselors or trainees counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the score column on the left.

CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k.*).
- Self-care strategies appropriate to the counselor role (Section II, *Standard 1.i.*).
- Multicultural counseling competencies (Section II, *Standard 2.c.*)
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h.*).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d.*).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f.*).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard 5.g.*).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard 5.h.*).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n.*).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard H.*).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, *Professional Practice*, p. 13).
 - a) Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
 - b) Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
 - c) Formative and summative evaluations of the students' counseling performance and ability to integrate and apply knowledge are conducted as part of the students' practicum.
 - d) Students must complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that is a minimum of 10 weeks.
 - e) Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
 - f) Practicum students have weekly interaction with supervisors that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement
 - g) Practicum students participate in an average of **1 1/2 hours per week of group supervision** on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
 - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard* b.).
- Marriage, Couple, and Family Counseling
 - Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard* c.).
- School Counseling
 - Techniques of personal/social counseling in school settings (3. Practice, *Standard* f.).

Part I: Counseling Skills & Therapeutic Conditions

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<p>1.A Nonverbal Skills Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (<i>attuned to the emotional state and cultural norms of the clients</i>)</p> <p><input type="checkbox"/> Not Observed</p>	<p>Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistency in his or her nonverbal communication skills.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited nonverbal communication skills.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.</p> <p><input type="checkbox"/> 1</p>
<p>1.B Encouragers Includes Minimal Encouragers & Door Openers such as 'Tell me more about...,' 'Himm'</p> <p><input type="checkbox"/> Not Observed</p>	<p>Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistency in his or her use of appropriate encouragers.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited ability to use appropriate encouragers.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.</p> <p><input type="checkbox"/> 1</p>
<p>1.C Questions Use of Appropriate Open & Closed Questioning (<i>e.g. avoidance of double questions</i>)</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited ability to use open-ended questions with restricted effectiveness.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.</p> <p><input type="checkbox"/> 1</p>
<p>1.D Reflecting - Paraphrasing Basic Reflection of Content - Paraphrasing (<i>With couples and families, paraphrasing multiple perspectives</i>)</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates appropriate use of paraphrasing for the majority of counseling sessions (70%).</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited proficiency in paraphrasing or is often inaccurate.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.</p> <p><input type="checkbox"/> 1</p>
<p>1.E Reflecting (b) Reflection of Feelings Reflection of Feelings (<i>With couples and families, reflection of each clients' feelings</i>)</p>	<p>Demonstrates appropriate use of reflection of feelings as a primary approach (85%).</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates reflection of feelings inconsistently & is not matching the client.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.</p> <p><input type="checkbox"/> 1</p>

<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
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Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)		Meets Expectations / Demonstrates Competencies (4)		Near Expectations / Developing towards Competencies (3)		Below Expectations / Unacceptable (2)		Harmful (1)	
	<p>1.F Reflecting (c) Summarizing Summarizing content, feelings, behaviors, & future plans (<i>With couples and families, summarizing relational patterns of interaction</i>)</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistent & inaccurate ability to use summarization.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.</p> <p><input type="checkbox"/> 1</p>				
<p>1.G Advanced Reflection (Meaning) Advanced Reflection of Meaning, Including Values and Core Beliefs (<i>taking counseling to a deeper level</i>)</p> <p><input type="checkbox"/> Not Observed</p>	<p>Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.</p> <p><input type="checkbox"/> 1</p>					
<p>1.H Confrontation Counselor challenges clients to recognize & evaluate inconsistencies.</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can be confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%).</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.</p> <p><input type="checkbox"/> 1</p>					
<p>1.1 Goal Setting Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (<i>With couples and families, goal setting supports clients in establishing common therapeutic goals</i>)</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.</p> <p><input type="checkbox"/> 1</p>					

<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
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Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)		Meets Expectations / Demonstrates Competencies (4)		Near Expectations / Developing towards Competencies (3)		Below Expectations / Unacceptable (2)		Harmful (1)	
1.J Focus of Counseling Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	<input type="checkbox"/> 5 Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	<input type="checkbox"/> 4 Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	<input type="checkbox"/> 3 Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	<input type="checkbox"/> 2 Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	<input type="checkbox"/> 1 Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals					
	<input type="checkbox"/> Not Observed.									
1.K Facilitate Therapeutic Environment(a): Empathy & Caring Expresses accurate empathy & care. Counselor is "present" and open to clients. (includes immediacy and concreteness)	<input type="checkbox"/> 5 Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	<input type="checkbox"/> 4 Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	<input type="checkbox"/> 3 Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	<input type="checkbox"/> 2 Demonstrates limited ability to be empathic &/or uses appropriate responses.	<input type="checkbox"/> 1 Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.					
	<input type="checkbox"/> Not Observed.									
1.L Facilitate Therapeutic Environment(b): Respect & Compassion Counselor expresses appropriate respect & compassion for clients	<input type="checkbox"/> 5 Demonstrates consistent ability to be respectful, & compassionate with clients (85%).	<input type="checkbox"/> 4 Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	<input type="checkbox"/> 3 Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	<input type="checkbox"/> 2 Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	<input type="checkbox"/> 1 Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.					
	<input type="checkbox"/> Not Observed.									

Total Score *(out of a possible 60 points)*

Part 2: Counseling Dispositions & Behaviors

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<p>2.A Professional Ethics Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates consistent ethical behavior & judgments.</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions.</p> <p><input type="checkbox"/> 1</p>
<p>2.B Professional Behavior Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.</p> <p><input type="checkbox"/> 1</p>
<p>2.C Professional & Personal Boundaries Maintains appropriate boundaries with supervisors, peers, & clients.</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates inappropriate boundaries with supervisors, peers, & clients.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.</p> <p><input type="checkbox"/> 1</p>
<p>2.D Knowledge & Adherence to Site and Course Policies Demonstrates an understanding & appreciation for <i>all</i> counseling site and</p>	<p>Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor /</p> <p><input type="checkbox"/> 1</p>

course policies & procedures.					instructor.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)		Meets Expectations / Demonstrates Competencies (4)		Near Expectations / Developing towards Competencies (3)		Below Expectations / Unacceptable (2)		Harmful (1)	
	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<p>2.E Record Keeping & Task Completion Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</p> <p><input type="checkbox"/> Not Observed</p>	<p>Completes <i>all</i> required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.</p> <p><input type="checkbox"/> 5</p>	<p>Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.</p> <p><input type="checkbox"/> 4</p>	<p>Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.</p> <p><input type="checkbox"/> 3</p>	<p>Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.</p> <p><input type="checkbox"/> 2</p>	<p>Failure to complete paperwork &/or tasks by specified deadline.</p> <p><input type="checkbox"/> 1</p>					
<p>2.F Multicultural Competence in Counseling Relationship Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.</p> <p><input type="checkbox"/> 1</p>					
<p>2.G Emotional Stability & Self-control Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactivity with clients.</p> <p><input type="checkbox"/> 1</p>					

<p>2.H Motivated to Learn & Grow / Initiative Demonstrates engagement in learning & development of his or her counseling competencies.</p>	<p>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates consistent engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates limited engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.</p>
<p><input type="checkbox"/> Not Observed.</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)		Meets Expectations / Demonstrates Competencies (4)		Near Expectations / Developing towards Competencies (3)		Below Expectations / Unacceptable (2)		Harmful (1)	
	5	4	3	2	1	2	3	4	5	
<p>2.I Openness to Feedback Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.</p> <p><input type="checkbox"/> 1</p>					
<p>2.J Flexibility & Adaptability Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.</p> <p><input type="checkbox"/> 1</p>					
<p>2.K Congruence & Genuineness Demonstrates ability to be present and 'be true to oneself'</p> <p><input type="checkbox"/> Not Observed.</p>	<p>Demonstrates consistent and strong ability to be genuine & accepting of self & others.</p> <p><input type="checkbox"/> 5</p>	<p>Demonstrates consistent ability to be genuine & accepting of self & others.</p> <p><input type="checkbox"/> 4</p>	<p>Demonstrates inconsistent ability to be genuine & accepting of self & others.</p> <p><input type="checkbox"/> 3</p>	<p>Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).</p> <p><input type="checkbox"/> 2</p>	<p>Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.</p> <p><input type="checkbox"/> 1</p>					

Total Score *(out of a possible 55 points)*

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Signatures

Who is the Evaluator?

- Student Self Evaluation
- Site Supervisor Evaluation
- Faculty Supervisor Evaluation
- Faculty - Clinical Interview Instructor Evaluation

Phase:

- Pre-Practicum
- Practicum
- Internship II
- Internship I
- Other:

Date CCS-R was reviewed with Counselor or Trainee:

Counselor's or Trainee's Name (print):
Counselor's or Trainee's Signature

Supervisor's Name (print):
Faculty Supervisor's Signature

* Note. If the supervising instructor / clinical supervisor is **concerned** about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.