



School of Allied Health Professions
Department of Counseling

Student Handbook

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INTRODUCTION

The Master of Health Sciences in Clinical Mental Health Counseling (MHS) program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is a 60-credit hour graduate program, on campus instruction classroom environment, with some courses offered with remote learning, as approved by CACREP. The program prepares counselors to assume the full range of professional responsibilities required in community counseling organizations, private as well as publicly funded and non-profit, and to contribute to scholarship and service locally and nationally. Courses are offered in person, on campus, during the day (generally 9:00am to 4:30pm) and remotely in the evening (generally 5:00 pm to 8:00 pm).

Students are eligible to sit for the National Counseling Examination (NCE) as early as their final semester of study in the program. (Graduates can then apply to become a Provisionally Licensed Professional Counselor (PLPC)).

Students 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:

<https://alliedhealth.lsuhscc.edu/admin/admincurrentstudents.aspx>

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

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. Counselor work in a wide-range of 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.lsuohsc.edu/crc/performanceasures.aspx>

II. MISSION STATEMENT AND PROGRAM OBJECTIVES

Mission

The mission of the program for the Master of Health Sciences 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 backgrounds that have challenges related to mental, physical, developmental, cognitive, and emotional disabilities. Professional preparation of master's level students will focus on equipping students with knowledge and skills to provide clinical services. Master's level students will be prepared to assume the full range of professional responsibilities required in a variety of counseling settings and are motivated to contribute to scholarship and service locally and nationally. This mission is achieved through various academic, clinical, research, and scholarly activities."

Program Objectives

The Master of Health Sciences degree in Clinical Mental Health Counseling wishes to produce students that can demonstrate competency related to:

- Professional counseling orientation and ethical practice.
- Varied social and cultural perspectives.
- Human growth and development.
- Vocational counseling.
- Counseling and helping relationships.

Group counseling and group work.
Assessment and testing.
Research and program evaluation.
Clinical mental health counseling.
Professional dispositions.

Faculty

Deborah Allsbrook, PhD, LPC-S, NCC

Dr. Deborah Allsbrook is a Licensed Professional Counselor Supervisor and National Certified Counselor who earned a MHS in Rehabilitation Counseling at LSU Health Sciences Center New Orleans in May of 2007 and a Ph.D. in Counselor Education from the University of New Orleans in May of 2024. For her dissertation, she conducted a qualitative research study focused on moral injury and combat Veterans of the Gulf War and OIF/OEF eras. Dr. Allsbrook maintained a private practice in Harahan from 2011 until 2025 where she provided individual counseling to adults 18 and older facing a variety of concerns, including depression, anxiety, grief, trauma, and alcohol misuse. From 2007 to 2013 she was the lead therapist responsible for facilitating group counseling sessions for the Adult Psychiatric Partial Hospitalization and Intensive Outpatient Programs at River Oaks Hospital. It was at River Oaks where she first obtained experience working with Veterans and active-duty Military. She has additional clinical experience providing treatment services on the inpatient Adult Psychiatric Unit at River Oaks to patients experiencing acute symptoms, working as a mobile crisis counselor conducting assessments in the emergency rooms of several hospitals on the Northshore, and providing substance abuse counseling in an agency contracted with the Federal Bureau of Prisons.

Dr. Allsbrook has been a workshop presenter in the mental health community on topics that include mental health treatment, suicide prevention, grief, the use of technology in counseling / supervision, combat-related trauma and moral injury. Prior to joining the faculty at LSU Health Sciences Center New Orleans, she held adjunct faculty positions with NYU Steinhardt, the Chicago School of Professional Psychology, and the University of New Orleans. Dr. Allsbrook also has experience lecturing internationally at the University of Malta, Valletta Campus. She is a member of the American Counseling Association, Louisiana Counseling Association, Louisiana Association for Counselor Education and Supervision, and has held leadership positions in the Louisiana Military and Government Counseling Association (treasurer 2023-2025, president 2026-2028) and Chi Sigma Iota (Alpha Eta chapter President 2017-2018).

Erin M. Dugan, Ph.D., LPC-S, Registered Play Therapist Supervisor currently serves as the Dean in the School of Allied Health Professions; holds the rank of Professor 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.

Adrienne Frischhertz, Ph.D. is the Department Head, a Licensed Professional Counselor-Supervisor, and Registered Play Therapist Supervisor. Currently, she is an Assistant Professor in the Department

of 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. 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.

Kaitlyn Hay, PhD, LPC-S, NCC, CCTP-II

Dr. Hay is a Licensed Professional Counselor Supervisor and National Certified Counselor also has a credential as a Certified Clinical Trauma Professional, Level 2. She earned a Ph.D. in Counselor Education with a specialization in School Counseling from the University of Holy Cross in 2024 with her dissertation entitled *The Lived Experience of Counselors Who Work with Survivors of Sex Trafficking*. While in her doctoral program, she earned two scholarships: The Jay and Rose Grilletta Ditta Memorial Scholarship, Awarded April 2019; and the Almar Foundation Grant, Awarded August 2018. Additionally, during this time she was honored with being named Outstanding Graduate Student in School Counseling in May 2018.

Dr. Hay most recently served as the School Counselor at a local parochial school and also maintained a private practice in counseling.

Kelli McFarland, Ph.D., LPC, NCC

Dr. McFarland is a Licensed Professional Counselor and National Certified Counselor who earned a MHS in Clinical Mental Health and Rehabilitation Counseling at LSU Health Sciences Center New Orleans in May of 2020 before earning her Ph.D. in Counselor Education and Supervision from the University of New Orleans in May of 2026. During her doctoral studies, she was honored with receiving Future Professional Award in 2025 by the Louisiana Counseling Association and the Outstanding Doctoral Student Award in 2026.

Professionally, Dr. McFarland's clinical experiences include working as a mental health counselor in a substance abuse facility; serving as a outpatient mental health therapy for adults as an independent mental health provider, and served as a campus mental health therapist in New Orleans at a local university.

George W. Hebert, Ph.D.

Dr. Hebert is a Licensed Psychologist; and an Associate 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 practicum 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 early identification of educational disabilities in children.

Holly Walters Ph.D., LPC-S, CRC holds a Ph.D. in Counselor Education from Oregon State University. She is a Licensed Professional Counselor Supervisor (LPC-S) and a Certified Rehabilitation Counselor (CRC). Currently, she is an Assistant Professor at LSUHSC New Orleans. She is an alum of the program graduating with a Master of Health Sciences in Rehabilitation Counseling. She earned her Bachelor of Science in Psychology from the University of New Orleans. Dr. Walters has worked in outpatient mental health settings with the state for over 10 years as a clinician and a mental health program director. Her research interests include suicide prevention, risk reduction, and the use of popular culture in therapy.

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.

Designated Study Spaces in the Human Development Center - These spaces provide quiet and collaborative environments to support your academic needs. Below is the list of study rooms available on each floor:

1. **1st Floor:** Room 128 (Conference Room)
2. **2nd Floor:** Room 232 (Interact Room)
3. **3rd Floor:** Room 334 (Interact Room)
4. **4th Floor:** Room 401 (Student Study Space) and Room 436 (Interact Room)

Additionally, the departmental conference room (HDC 301) is available for use during business hours, 8-5, Monday – Friday. Students can request to use the conference room, if available, through counseling@lsuhsc.edu.

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 must fully disclose to the program their employment 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. <https://911.lsuhs.edu/report/lushield.aspx>

IV. MHS-COUNADMISSIONREQUIREMENTS

The Department of Counseling accepts applications on a rolling basis.

Online application

<https://ahcas.liaisoncas.com/applicant-ux/#/login>

A hard copy application may also be secured by contacting the department directly or the Office of Student Affairs at 504-568-4253 or email sahpsa@lsuhsc.edu.

Timeline for application

Department of Counseling Rolling Application Cycle	Application Due
Spring Semester Start (January)	October 15
Fall Semester Start (August)	June 1

MHS-COUN Admission Requirements

- Bachelor's degree from an accredited college or university.
 - (A background in behavioral science and/or social services is preferred.)
- Minimum Undergraduate grade point average of 2.5 (in a 4.0 system).
- Two letters of recommendation (one preferably from an academic source)
- Typed Essay

Letters of Recommendation

All applicants must seek two letters of recommendation. (At least one from an academic source is preferred.) The academic letter should address the applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences. If the second letter of recommendation is not from an academic source, the letter should address the applicant's (1) relevance of career goals, (2) potential success in forming effective counseling relationships, and (3) respect for different backgrounds.

Typed Essay Instructions

All applicants seeking admission to the LSU Health New Orleans, MHS-COUN program must submit a typed, personal essay. Applicants must respond to the following:

1. Relevance of career goals;
2. Aptitude for graduate-level study;
3. Potential success in forming effective counseling relationships; and
4. Respect for cultural differences.

The department is interested in admitting committed and qualified students for each class. For example, a favorable recommendation letter may be used to offset a lower GPA.

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 by the end of their first semester. Applicants 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 member that will serve as their academic 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 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.

Transfer Credit

Please be aware that only twelve (12) graduate credit hours may be accepted as transfer credits toward graduation from students who transfer from an accredited institution (excluding Practicum, Internship

I, and Internship II. Only courses in which a grade of A or B was assigned will be accepted for credit toward graduation.

Please provide the following after you have accepted your admission into the program:

1. The University Name, Course Name, and Numbers that you wish to be transferred.
2. The LSUHSC Course Name(s) & numbers(s) that you would like to be credited.
3. An official final transcript with your final grade from each course; and
4. The syllabus from each successfully passed course from your former institution that you would like transferred.

When applying for admissions you must send all official transcripts to:

AHCAS Transcript Processing Center
P.O. Box 9127
Watertown, MA 02471

Not submitting the transcripts via the AHCAS system will delay receipt of your transcript. Please send other information to the department by email (counseling@lsuhsc.edu). The transfer process may take up to six weeks to complete.

Note: All students who are granted transfer credits from another institution must still pass the department's comprehensive exam requirements for those courses covered. Additionally, students must still complete the Key Performance Indicators (KPIs) that appear on departmental syllabi for those classes that received transfer credit. The ICP should address the transfer credits, how they apply to the comprehensive exam, and a strategy for the KPIs to be completed.

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 only on platforms as instructed. 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, but must use their LSUHSC email address for all official communications; as well as their LSUHSC Zoom account to further ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPA).

VI. STUDENT PROGRESSION AND REMEDIATION

Counselor education programs have and follow a written policy for student retention, remediation, and dismissal from the program consistent with institutional policies and procedures, the counseling

profession's ethical codes, and standards of practice. Students are regularly evaluated throughout the program by faculty, advisors, and site/university supervisors to determine academic matriculation or the need for remediation. To that end, the department has a Student Progression and Remediation Committee whose chair is appointed by the department head with ad hoc members serving as needed. The chair of this committee facilitates the systematic evaluation of both the efficacy of the counseling curriculum and the counseling students throughout their time in the program.

The evaluation process occurs at the end of each semester and includes the following:

1. Analysis of the results of Student Learning Rubrics for each standard addressed in each class;
2. Analysis of the results of the Key Performance Indicators (KPIs) addressed in each class; and
3. Analysis of the results of the Clinical Mental Health Counseling Evaluation for Practicum, Internship I, and Internship II.

Students should be aware that student progress is discussed regularly during faculty meetings as an ongoing part of student evaluation. Faculty will keep student information confidential unless harm to self or others is indicated, or evidence of unethical behavior at sites has been reported.

Expectations for Students

Students are expected to be concerned about client welfare, peers and faculty, stable and psychologically well-adjusted, effective in interpersonal relationships, and able to receive and give constructive feedback.

In addition, students are expected to 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.

Examples of Professional Dispositions and Behaviors That May Merit Formal Referral

The following examples are intended to clarify professional expectations and are not exhaustive. A formal referral may be warranted when a behavior is serious, poses a risk to others, violates ethical or legal standards, or reflects a pattern that continues despite feedback and opportunities for improvement. Faculty will consider the context, frequency, severity, developmental level, and any approved accommodations when determining an appropriate response.

Engagement and Professional Responsibility

- Repeatedly arriving late, leaving early, missing class or required activities, or submitting assignments after deadlines without timely communication
- Failing to notify faculty or supervisors as soon as reasonably possible of an anticipated absence, lateness, or inability to meet a responsibility
- Demonstrating repeated disengagement during class, supervision, meetings, or clinical activities, including sleeping or participating in unrelated activities
- Using phones, laptops, artificial intelligence tools, social media, or other technology in ways that disrupt learning, violate course expectations, or interfere with professional responsibilities
- Failing to prepare for or participate meaningfully in class, supervision, group projects, or clinical experiences

- Failing to contribute reliably and equitably to collaborative work
- Repeatedly failing to follow through on commitments, instructions, corrective actions, or required administrative and compliance tasks
- Failing to monitor or respond to official university, faculty, supervisor, or clinical-site communications within two business days, unless a different timeframe is specified
- Attending class, meetings, or telehealth activities from an environment that is unsafe, distracting, inappropriate, or insufficiently private
- Recording, photographing, screenshotting, or distributing class, supervision, or clinical content without authorization

Self-Awareness and Professional Maturity

- Defensive, hostile, or dismissive responses to feedback
- Difficulty managing emotions or behavior in professional settings
- Disrespect toward classmates, faculty, staff, supervisors, clients, or patients
- Failure to accept responsibility or recognize the impact of one's behavior
- Limited awareness of personal biases, boundaries, limitations, or need for support
- Failure to demonstrate improvement after feedback and opportunities for remediation

Clinical Judgment and Ethical Conduct

- Failure to maintain confidentiality or protect client information
- Students must ensure that all submitted work reflects their understanding and personal effort. Unauthorized use of AI tools to generate assignments or assessments constitutes academic misconduct and will be addressed in accordance with LSUHSC-NO relevant disciplinary procedures. Where given explicit permission to engage in use of AI tools, students must disclose their use, including the specific tool used and the extent of its contribution to the assignment.
- Ethical violations involving boundaries, competence, documentation, treatment planning, or self-disclosure
- Poor judgment regarding client safety, mandated reporting, or scope of practice
- Limited compassion, empathy, cultural humility, or respect for individual differences
- Failure to follow supervisory direction, clinical-site protocols, or compliance requirements
- Misrepresentation of attendance, clinical hours, documentation, credentials, or completed work

*This is not an exhaustive list, and other concerns can be listed as needed.

Referring to the Student Progress and Remediation Committee

Faculty members are encouraged, when possible, to identify student concerns as early as possible, thus assisting students in developing solutions before concerns might merit formal remediation procedures. However, faculty are also encouraged to refer for formal remediation, when appropriate, to maximize student success in the program. Referral to the committee can also be made by the department head for other academic or behavioral concerns that merit formal referral.

An official referral to the committee requires the use of the Formal Student Referral for Remediation (See Appendix C). Once the formal referral is received by the committee chair, the chair will request the department head to appoint an ad hoc member to the committee. Then the chair will call a meeting of the committee with the student and either make a referral back to the Department Head for administrative referral consideration or to create a remediation plan.

If a plan is created, the plan will:

1. List behaviorally the specific concerns;
2. List behaviorally the specific goals matched to each concern;
3. List objectives for each goal to indicate the threshold of success for each goal which are specific, measurable, attainable, relevant, and time-bound;
4. Include responsibilities only for the individuals participating in the development of the plan;
5. List the future dates/times for progress monitoring to objectively rate the success of the plan components;
6. Be in writing, signed by the student and the members of the committee; and
7. Be provided to the student, placed in the student's departmental file, along with the updates from the future progress monitoring meetings.

Additional activities such as personal counseling, group growth experiences, self-structured behavioral change, or additional academic course or work/field experiences may be recommended.

Continuation, Completion or Expiration of the Remediation Plan

The Student Progress and Remediation Committee will review the objective success of the plan and report the progress in regularly scheduled faculty meetings. The outcomes can always be shared or escalated to with the Department Head earlier, if deemed appropriate by the committee chair.

Ultimately, the chair of the Student Progress and Remediation Committee will recommend one of the following to the department head:

1. *Successful Remediation and Continuation in the Program:* The committee agrees that remediation has occurred as outlined in the plan and that the specified concerns no longer present a significant problem; the recommendation to the department head will be for continuation in the program. The department head can accept or reject this recommendation.
2. *Continued remediation:* If progression toward achieving the objectives is documented but further remediation activities are warranted, then a recommendation to the department head can be made to create an updated behavioral plan with future dates for progress monitoring with the committee. The department head can accept or reject this recommendation.
3. *Voluntary resignation:* Students are permitted to withdraw from the program at any time. If they wish to be considered for readmission, they must file an application for readmission with the Office of Student Affairs and be evaluated by the promotions committee of the year in the curriculum from which the student withdrew. The recommendation from the committee chair to the department head may be to accept the resignation of the student from the department.
4. *Referral to the Department Head for Administrative Referral Consideration:* If a student refuses participation in the remediation, refuses continued remediation or does not meet the requirements outlined in the remediation plan, the committee chair can recommend to the department head an administrative referral to the Campus Assistance Program. (CAP) and

possible continuation of the remediation plan. If the department head determines that an administrative referral to the Campus Assistance Program (CAP) is not appropriate; or the results obtained after an administrative referral has been made to the CAP with possible continuation of the remediation plan do not place the student back in good standing, a referral to associate dean for academic affairs (ADAA) shall take place within five days of this determination for academic misconduct.

5. *Referral to the Associate Dean for Academic Affairs (ADAA).* If a student refuses participation in the remediation, refuses continued remediation or does not meet the requirements outlined in the remediation plan, the committee chair can recommend to the department head a referral to the Associate Dean for Academic Affairs to so that the policies and procedures from the SAHP student handbook can be followed that may lead to involuntary separation from the program and school.

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.

<https://alliedhealth.lsuhs.edu/admin/docs/studenthandbook5.22.24.pdf>
[Louisiana State University Health Sciences Center at New Orleans - Acalog ACMS™](#)
[\(lsuhsc.edu\)](#)

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 set by the university.
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.lsuhs.edu/crc/docs/Practicum_Internship_Handbook.pdf

6. For a student to be eligible for placement in Internship II, the student must have satisfactorily completed Internship I and the department's comprehensive exam.
7. 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.
8. 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.lsuhsac.edu/Admin/docs/StudentHandbook.pdf?Spr20>

Attendance

Attendance at all classes is required. 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).

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.

VIII. CURRICULUM PLANS of STUDY

The Master of Health Science in Counseling offers both full-time and part-time curriculum plans of study. Students will create an Individualized Curriculum Plan (ICP) with their assigned academic advisor to best plan the matriculation plan toward graduation. The initial ICP should tentatively outline the entire sequence to maximize chances of identifying scheduling inconsistencies. ICP meetings should occur every semester to properly plan for the next semester and can be amended at other times to best facilitate successful completion of the program. The student is responsible for requesting these meetings with their advisor.

Traditional Fall Semester Start

First Semester Fall

COUN 5601 Foundations in Counseling **3**
COUN 5612 Human Growth and Development Across the Lifespan **3**
COUN 5650 Crisis Counseling Intervention **3**
COUN 6611 Counseling Theories & Practices **3**
COUN 5614 Professional Practicum in Counseling **1**

Second Semester Spring

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**

Third Semester Summer

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

Fourth Semester Fall

COUN 6632 Assessment in Counseling **3**
COUN 5603 Cultural Competence and Psychosocial Aspects in Counseling **3**
COUN 6643 Internship in Counseling **I 3**
COUN **** Elective Course **3**
COUN **** Elective Course **3**

Fifth Semester Spring

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

COUN **** Elective Course **3**

Total: 60 Credit Hours

Traditional Spring Semester Start

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**

Second Semester Summer

COUN 6614 Group Process and Counseling **3**
COUN 6640 Research Methods and Design in Counseling **3**

Third Semester Fall

COUN 5601 Foundations in Counseling **3**
COUN 5612 Human Growth and Development Across the Life Span **3**
COUN 6611 Counseling Theories and Practices **3**
COUN 5614 Professional Practicum in Counseling **1**

Fourth Semester Spring

COUN 6612 Counseling Techniques and Process **3**
COUN 5614 Professional Practicum in Counseling **1**
COUN **** Elective Course **3**
(COUN **** Elective Course **3**; if needed for full time)*

Fifth Semester Summer

COUN 6641 Practicum in Counseling **3**
COUN **** Elective Course **3**
COUN 5614 Professional Practicum in Counseling **1**

Sixth Semester Fall

COUN 5650 Crisis Counseling Intervention **3**
COUN 6632 Assessment in Counseling **3**
COUN 5603 Cultural Competence and Psychosocial Aspects in Counseling **3**
COUN 6643 Internship in Counseling I **3**

Seventh Semester Spring

COUN 6645 Internship in Counseling II **3**

Total: 60 Credit Hours (63 Credit Hours if an extra elective is taken for full time status.)*

IX. COMPREHENSIVE EXAMINATIONS

Students are required to pass the comprehensive general examination requirements before registering for COUN 6645 Internship II. 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:

(CACREP common core areas)

- **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 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>.

To sit for the comprehensive examination, the student typically must have completed, received transfer credit for, or be currently enrolled in these following courses:

- COUN 5601 Foundations in Counseling
- COUN 5603 Cultural Competence and Psychosocial Aspects in Counseling
- COUN 5612 Human Growth and 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 Methods and Design in Counseling

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 multiple choice questions created by the faculty covering the common core areas that were not passed satisfactorily.

If a student is not successful with the second attempt, 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 at least 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 activities 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., conference 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 Compassion, Communication, Collaboration® (TEAM UP™) is a required component of COUN 5641 Professional Practicum. Students must pass TEAM UP™ to successfully complete this course. Please see the TEAM UP™ Moodle page and OneNote for more information. TEAM UP™ is the institution's primary interprofessional education (IPE) curriculum. IPE occurs "when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes" (World Health Organization, 2010). IPE is a required accreditation standard for most of the programs at LSU Health New Orleans. IPE and associated competencies cannot occur in silo with one profession or via lecture.

https://www.lsuhsoc.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.lsuhsoc.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 often required. 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. Counseling Department Research Symposium
- b. SAHP Research Day
- c. Family Day

Professional Conduct

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

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

<http://www.lsuhschool.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. (E-responses should be made within 48 business hours for both faculty and students.) 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:

<https://alliedhealth.lsuhschool.edu/admin/studentconduct.aspx>

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.lsuhschool.edu/admin/studentswithdisabilities.aspx>
<https://www.lsuhschool.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 needs and the specific impact of their disability.

Individualized Curriculum Plan of Study (ICP)

Students must meet with their academic advisor at least once per semester. 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 A.)

Technical Standards

<http://alliedhealth.lsuhschool.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 letter grade. 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 brief period 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 changed by the date set by the university will change on the record to an 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.

<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-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-flops/sandals.

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

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

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

X. Departmental Systematic Evaluation Procedures

As a part of the School of Allied Health Professions, the Counseling Department must follow the accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). Therefore, our Departmental Systematic Evaluation Procedures are designed to align with both SACS-COC and CACREP requirements for assessing program objectives and student learning throughout the student’s course of study and after they have graduated. Therefore, the program faculty engages in an annual sequence of assessment procedures to systematically evaluate the program objectives, including student learning. To that end, the Counseling Department utilizes multiple empirical indicators to accomplish this goal.

Data Collected: Aggregate Student Assessment Data of Knowledge Skills, and Professional Dispositions; Demographics on Applicants, Students, and Graduates; and Systematic Studies of Graduates, Site Supervisors, and Employers.

Regarding the primary evaluation of program objectives, six different surveys are used: the Student Department Evaluation Survey; the Student Exit Survey; the Alumni Survey; the Faculty Survey; the Site Supervisor Annual Survey; and the Employer Survey. Each survey includes items directly assessing each of the five program objectives. (It should be reiterated that the first objective consists of nine sub-objectives relating to the core instructional areas.) Each of these surveys are a Likert rating scale which is administered one time each academic year, except for the Student Department Evaluation Survey, which is administered three times each academic year .

Secondly, student learning/performance is systematically assessed with the identification of key performance indicators (KPIs) in each of the eight core areas; the area of clinical mental health

counseling and for the student's professional dispositions. These measurements of student learning are conducted via multiple measures; over multiple points in time, and these data are analyzed by the faculty.

Finally, while the Counselor Preparation Comprehensive Examination (CPCE) (and/or the department created comprehensive exam - if needed) are primarily used to assess student learning, the results of these exams are also reviewed by the Department Chair to identify core areas where the program may wish to target improvements. Regarding student learning, a passing score on the CPCE or department created comprehensive exam is required for students before they can enter their second and final semester of internship (i.e., Internship II).

Procedural Review of Documented Plan

This documented plan of the Departmental Systematic Evaluation Procedures is annually reviewed and approved by the department's faculty and advisory board. It should be noted that a grand analysis based on the available data sets is to occur every year for programmatic changes and improvements in this documented empirically based plan for systematically evaluating the program objectives, including student learning.

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

Data Collection Procedure

The following outlines the procedure for how and when each data component is collected. The components that systematically evaluate the program objectives are assessed with surveys are each described below:

The Student Department Evaluation Survey is sent to all current students via Survey Monkey three times each year: February 15; June 1; and September 15; with due dates of March 15; June 30, and October 15; respectively.

The Student Exit Survey is sent each year only to the graduating students via Survey Monkey on April 1, with a due date of April 30th.

The Alumni Survey is sent each year to any graduate of the program that has thier email address on file via Survey Monkey on June 1, with a due date of June 30th.

The Faculty Department Evaluation Survey is sent each year to all members of the faculty via Survey Monkey on June 1, with a due date of June 30th.

The Site Supervisor Annual Survey is sent each year to any practicum or internship supervisor that served during the past academic year via Survey Monkey on June 1, with a due date of June 30th.

The Employer Survey is sent to known employers of our graduate alumni on June 1, with a due date of June 30th.

The table below shows the timeline for these data collections.

Survey	Send Date	Due Date	First Reminder Date	Final Reminder Date
<i>Alumni Survey</i>	June 1	June 30	June 15	June 22
<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 June 1 Sept 15	March 15 June 30 Oct 15	March 1 June 15 Oct 1	March 8 June 22 Oct 8
<i>Student Exit Survey</i>	April 1	April 30	April 15	April 22

Secondly, the components that systematically evaluate student learning are assessed with two empirical measures: The Clinical Mental Health Counseling Evaluation and the LSUHSC Key Performance Indicators (KPIs). Each is described below along with the procedure and timelines for completion.

The Clinical Mental Health Counseling Evaluation and the LSUHSC Counseling Key Performance Indicators (KPIs) are both analyzed by the chair of the Student Progression and Remediation Committee.

Finally, the Counselor Preparation Comprehensive Examination (CPCE) must be taken as the departmental comprehensive examination. The student must create and account and register to take the exam. If the student does not surpass the required score set by the department on the CPCE, then the student must take the department created comprehensive multiple-choice exam as a second attempt. If the student is not successful on the second attempt, a third and final attempt is offered in the format of brief essay questions developed by the faculty. The date and time of this administration will be determined by the student's faculty advisor.

Data Utilization

The Department of Counseling makes routine annual curriculum and program improvements primarily during the summer semester utilizing the data summaries and analyses from the previous academic year. Additionally, these data summaries and analyses are presented to the Advisory Board during the fall and spring meetings for additional recommendations for curriculum and program improvements.

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 membership at a reduced rate. Membership in various professional organizations enhances the individual student's specific career interests, as well as lends broad 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

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

Certification and Licensure

Upon completing the MHS-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 viable 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 (CACREP)
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

Policy on Written Endorsements

Students who graduate from the counseling program are prepared to begin collaborating with clientele in mental health settings, including hospitals, schools, private, non-profit, and other clinical settings. Faculty members provide advising to students from acceptance to graduation. The program provides students and graduates with potential employment opportunities throughout their course of study as well as beyond graduation. Students wishing to pursue written endorsements by one or more faculty members must follow the process in requesting a written endorsement:

Licensure/ Certification: Students/graduates should contact the Coordinator of the Academic Area to request such written endorsements of their education and training.

Employment Reference: students/graduates should contact each faculty member separately. It is important to note that faculty members are not required to endorse students. Students' and graduates' grades are not sole determinants of a supportive reference letter. Professional dispositions and behaviors are also considered in the decision.

Department Clinical Operations: LSUSHSC 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, adults, 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, dialectical behavior therapy, and couples counseling. 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.

Professional Trainings

The LSUHSC Department of 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 focused on mental health counseling.

Student 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.

Printed Name

Signature/Date

HELPFUL WEBSITES & CONTACT INFORMATION

Site	Location	Telephone	Website
Bookstore	433 Bolivar Street	504 568-2504	http://www.lsuhs.edu/administrator/ac/hsb.aspx
Bulletin/Catalogue			http://catalog.lsuhs.edu/
Associate Dean for Academic Affairs	411 S.Prieur Street	504-568-4246	
Associate Dean for Student Affairs	411 S.Prieur Street	504-556-3470	
CAP	2 nd floor HDC	504-568-8888	https://www.lsuhs.edu/orgs/campushealth/cap.aspx
Registrar	Resource Center	504-568-4829	http://www.lsuhs.edu/registrar/
Student Financial Aid	Resource Center	504-568-4820	https://www.lsuhs.edu/financialaid/default.aspx
Student Health	2820 Napoleon	504-412-1366	https://www.lsuhs.edu/orgs/studenthealth/
Student Housing	Residence Hall 2 nd fl.	504-568-6262	http://www.lsuhs.edu/administration/ac/housing.aspx

Wellness Center	CALS	504-568-3700	http://www.lsuhsu.edu/administration/wellness/
Parking Office	Clinical Sciences Research Bldg.	504-568-4884	http://www.lsuhsu.edu/administration/ae/parking.aspx
Human Resources	433 Bolivar St. 6th Floor		https://www.lsuhsu.edu/administration/hrm/default.aspx
Library	Resource Center Bldg. 3 rd Floor	504-568-6100	http://www.lsuhsu.edu/library/
PAY PAW			http://www.lsuhsu.edu/administration/ae/paypaw.aspx
IT Help New Orleans Campus		504-556-3410	ahnopcsupport@lsuhsu.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	https://911.lsuhsu.edu/eas/ https://www.lsuhsu.edu/administration/vcgcsa/police/
Medical Emergency		911	After being released by the 911 operator, call the University Police at 504-568-8999
Weather Emergency			http://www.lsuhsu.edu/alerts/ https://www.lsuhsu.edu/administration/cm/

Department Faculty/ Staff	Location	Telephone	Email
Dr. Deborah Allbrook	411 S. Prieur Room 319	504-556-7546	Dalls1@lsuhsc.edu
Dr. Erin Dugan	411 S. Prieur Room 422	504- 556-3400	emart3@lsuhsc.edu
Dr. Adrienne Frischhertz	411 S. Prieur Room 318/321	504-556- 7544	alola1@lsuhsc.edu
Dr. Kaitlyn Hay	411 S. Prieur		khay@lsuhsc.edu
Dr. George Hebert	411 S. Prieur Room 321/316	504-556-7566	gheber@lsuhsc.edu
Dr. Henry McCarthy	411S.Prieur Room 313	504-556-7554	hmccar@lsuhsc.edu
Dr. Kelli McFarland	411 S. Prieur Room 323	504-556-3459	kmcfa2@lsuhsc.edu
Dr. Holly Walters	411 S. Prieur Room 320	504-556-7549	hharry@lsuhsc.edu

APPENDICES

- A. Student Individualized Curriculum Planning (ICP)Form
- B. Counseling Course Descriptions
- C. Formal Student Referral for Remediation
- D. Clinical Mental Health Counseling Evaluation
- E. Key Performance Indicators (KPIs)

Appendix A

Student Individualized Curriculum Planning (ICP) Forms LSUHSC—New Orleans Suggested Advisory Meeting Checklist

Student notified and/or received copies of Student Handbook, Curriculum Sequence, and Individualized Curriculum Plan.

Student notified of mandatory attendance at certain events while in the program.

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 Association
- 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.

**CACREP Specialty Area of Clinical Mental Health Counseling
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 and Semester Credit Hours	Semester Planned	Semester/Year Taken	Grade Anticipated	Grade Received
COUN 5601 Foundations in Counseling 3				
COUN 5612 Human Growth and 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 Methods and Design in Counseling 3				
COUN 6632 Assessment in Counseling 3				
COUN 5603 Intercultural and Psychosocial Aspects of Counseling 3				
COUN 6643 Internship in Counseling I 1-6*				
COUN 6645 Internship in Counseling II 1-6*				
Elective: COUN				
Elective: COUN				
Elective: COUN				
Elective: COUN				
Comprehensive Examination				

Program changes may be made only with the advisor's approval. The plan approved above must conform to the program of study for the degree sought. It is the student's responsibility to be knowledgeable of LSUHSC, School of Allied Health, and Departmental Requirements.

[illegible]

Appendix B

Counseling Course Descriptions (Linked)

- [COUN 5557 - ADVANCED MENTAL HEALTH DIAGNOSIS AND TREATMENT PLANNING IN FAMILY AND COUPLES COUNSELING](#)
- [COUN 5601 - FOUNDATIONS IN COUNSELING](#)
- [COUN 5602 - MEDICAL ASPECTS OF DISABILITY IN REHABILITATION COUNSELING](#)
- [COUN 5603 - CULTURAL COMPETENCE AND PSYCHOSOCIAL ASPECTS IN COUNSELING](#)
- [COUN 5604 - PSYCHOSOCIAL ASPECTS OF DISABILITY](#)
- [COUN 5605 - COUNSELING SPECIAL POPULATIONS](#)
- [COUN 5606 - CHILD AND ADOLESCENT PSYCHOPATHOLOGY](#)
- [COUN 5607 - ADVANCED CULTURAL COMPETENCE AND PSYCHOSOCIAL ASPECTS IN COUNSELING](#)
- [COUN 5608 - COMMUNITY COUNSELING](#)
- [COUN 5609 - COUNSELING CHILDREN AND ADOLESCENTS](#)
- [COUN 5610 - INTRODUCTION TO SCHOOL COUNSELING](#)
- [COUN 5611 - PRACTICUM IN PLAY THERAPY I](#)
- [COUN 5612 - HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN](#)
- [COUN 5613 - ADVANCED PLAY THERAPY](#)
- [COUN 5614 - PROFESSIONAL PRACTICUM IN COUNSELING](#)
- [COUN 5615 - PRACTICUM IN PLAY THERAPY II](#)
- [COUN 5616 - PLAY THERAPY SKILLS & TECHNIQUES](#)
- [COUN 5617 - PLAY THERAPY IN THE SCHOOL SETTING](#)
- [COUN 5618 - FILIAL THERAPY](#)
- [COUN 5619 - GROUP PLAY THERAPY](#)
- [COUN 5620 - ADVANCED SKILLS IN COUNSELING](#)
- [COUN 5621 - PLAY THERAPY IN THE COMMUNITY SETTING](#)
- [COUN 5622 - PLAY THERAPY WITH SPECIAL POPULATIONS](#)
- [COUN 5640 - FAMILY AND COUPLES COUNSELING](#)
- [COUN 5641 - ADVANCED THEORIES IN FAMILY AND COUPLES COUNSELING](#)
- [COUN 5642 - HUMAN SEXUALITY AND COUPLES COUNSELING](#)
- [COUN 5645 - CHILD-PARENT RELATIONSHIP THERAPY](#)
- [COUN 5650 - CRISIS COUNSELING INTERVENTION](#)
- [COUN 5651 - SUPERVISED PROJECT IN COUNSELING](#)
- [COUN 5652 - SUPERVISED PROJECT IN VOCATIONAL EVALUATION](#)
- [COUN 5653 - HUMAN BEHAVIOR MANAGEMENT](#)
- [COUN 5654 - MENTAL HEALTH DIAGNOSIS AND TREATMENT PLANNING](#)
- [COUN 5655 - BENEFITS COUNSELING IN REHABILITATION COUNSELING](#)
- [COUN 5656 - CASE MANAGEMENT AND HEALTH SYSTEMS IN REHABILITATION COUNSELING](#)
- [COUN 5658 - SUBSTANCE ABUSE IN COUNSELING](#)
- [COUN 5659 - PROFESSIONAL COMMUNICATIONS](#)
- [COUN 5660 - CONTEMPORARY ISSUES IN COUNSELING](#)
- [COUN 5661 - FOUNDATIONS IN PLAY THERAPY](#)
- [COUN 5662 - PRIVATE SECTOR REHABILITATION COUNSELING](#)
- [COUN 5664 - ADVANCED PROFESSIONAL COMMUNICATION](#)

- COUN 5665 - GRANT WRITING IN COUNSELING
- COUN 6611 - COUNSELING THEORIES AND PRACTICES
- COUN 6612 - COUNSELING TECHNIQUES AND PROCESS
- COUN 6614 - GROUP PROCESS AND COUNSELING
- COUN 6615 - TECHNIQUES IN FAMILY AND COUPLES COUNSELING
- COUN 6630 - VOCATIONAL COUNSELING/CAREER DEVELOPMENT
- COUN 6632 - ASSESSMENT IN COUNSELING
- COUN 6633 - ASSESSMENT IN FAMILY AND COUPLES COUNSELING
- COUN 6634 - ETHICS IN COUNSELING
- COUN 6635 - CAREER DEVELOPMENT IN REHABILITATION COUNSELING
- COUN 6636 - LEGAL AND ETHICAL CONSIDERATIONS IN FAMILY AND COUPLES COUNSELING
- COUN 6637 - ETHICAL AND PROFESSIONAL FOUNDATIONS IN REHABILITATION COUNSELING
- COUN 6640 - RESEARCH METHODS AND DESIGN IN COUNSELING
- COUN 6641 - PRACTICUM IN COUNSELING
- COUN 6643 - INTERNSHIP IN COUNSELING I
- COUN 6645 - INTERNSHIP IN COUNSELING II
- COUN 6646 - PRACTICUM IN SCHOOL COUNSELING
- COUN 6647 - INTERNSHIP IN SCHOOL COUNSELING
- COUN 6648 - SCHOOL COUNSELING CONSULTATION
- COUN 6650 - COUNSELING RESEARCH PRACTICUM

Appendix C

Formal Student Referral for Remediation

Date of Referral: _____

Student Name: _____

Faculty Name: _____

Presenting Problems (Listed Behavioral Definitions of Excesses or Deficits with Dates)

(Additional Documents Can be Added)

Goals for Each Presenting Problem (Behavioral Statement of Successful Performance)

Faculty Name: _____

Faculty Signature: _____

Appendix D



Clinical Mental Health Counseling Evaluation

Student Information

Name: _____ Date: _____ Semester: _____
 Site Name: _____
 Site Supervisor: _____ Faculty Supervisor: _____
☐ Practicum ☐ Internship I ☐ Internship II

Ratings

PROFESSIONALISM	Exceeds Expectations	Meets Expectations	Needs to improve	Unacceptable	Did not observe or Not Applicable
Understands and follows the course syllabus and the P-I Handbook.	☐	☐	☐	☐	☐
Student attends on-time, is prepared for class, and contributes to discussion.	☐	☐	☐	☐	☐
Understands and follows the agency's policies and procedures.	☐	☐	☐	☐	☐
Shows professionalism on-site and with clients, staff members, and others.	☐	☐	☐	☐	☐
Completes documentation (i.e. case notes) in a timely manner and in accordance with policy.	☐	☐	☐	☐	☐
Comments:					

SUPERVISION	Exceeds Expectations	Meets Expectations	Needs to improve	Unacceptable	Did not observe or Not Applicable
Student is open to constructive feedback from peers, site supervisor, faculty supervisor, and implements feedback into practice. Student also provides appropriate feedback to peers and faculty supervisor.	☐	☐	☐	☐	☐
Weekly clinical logs and clinical experience logs are typed, free from error, signed by self and site supervisor, and turned in on time.	☐	☐	☐	☐	☐
Comments:					
COUNSELING PRACTICE	Exceeds Expectations	Meets Expectations	Needs to improve	Unacceptable	Did not observe or Not Applicable
Demonstrates the ability to establish rapport with clients.	☐	☐	☐	☐	☐
Assesses client concerns/readiness for change and creates appropriate goals for counseling.	☐	☐	☐	☐	☐
Demonstrates effective communication skills including setting appropriate boundaries, understanding content and context, responding to feelings, establishing empathy, and being mindful of self-disclosure.	☐	☐	☐	☐	☐
Identifies a primary counseling theoretical orientation and demonstrates case conceptualization skills.	☐	☐	☐	☐	☐
Can identify and implement appropriate techniques based on theoretical orientation to utilize with clients in session and treatment planning.	☐	☐	☐	☐	☐

Comments:

ETHICS & COMPETENCIES

Exceeds
Expectations

Meets
Expectations

Needs
to improve

Unacceptable

Did not
observe or
Not
Applicable

Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-based research, etc).

☐
☐
☐
☐
☐

Considers developmental factors in working with clients.

☐
☐
☐
☐
☐

Demonstrates cultural competencies and is aware of diversity as related to clinical relationships.

☐
☐
☐
☐
☐

Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.

☐
☐
☐
☐
☐

Comments:

Evaluation

Please list strengths regarding counseling skills:

Please list opportunities for further development:

General comments:

Student Signature

Date

Faculty/Site Supervisor Signature

Date

Appendix E

LSUHSC (Louisiana State University Health Sciences Center)

Department of Counseling

Key Performance Indicators

(2024 CACREP Standards)

(Red Font Should be Used to Highlight Specific Course Assessments)

Program Benchmark: 80% of students will meet or exceed expectations for each assessment.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE						
<i>Key Performance Indicators</i>	<i>Related CACREP Standards</i>	<i>First Assessment</i>	<i>Second Assessment</i>	<i>Third Assessment</i>	<i>Results</i>	<i>Conclusions and Action Steps</i>
Students will demonstrate competency related to PROFESSIONAL COUNSELING ORIENTATION	(3.A.2) the multiple professional roles and functions of counselors across specialized practice areas	COUN 5601 Foundations (knowledge) <u>Assignment:</u> <u>Professional Counselor</u>	COUN 6634 Ethics (knowledge) <u>Assignment:</u> <u>Personal Belief Statement</u>	COUN 6643 Internship I (Skills) <u>Assignment:</u> <u>Therapeutic</u>		

AND ETHICAL PRACTICE		<u>Interview Paper & Presentation</u>		<u>Intervention Presentation</u>		
2. SOCIAL AND CULTURAL DIVERSITY						
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	Results	Conclusions and Action Steps
Students will demonstrate competency related to social and cultural diversity.	(3.B.1) theories and models of multicultural counseling, social justice, and advocacy	COUN 6641 Practicum in Counseling Assignment: Technique Intervention Presentation (TIP)	COUN 6643 Internship I (Skills) Assignment: Case Presentation	COUN 5603 Multicultural Counseling (knowledge & Skills Assignment: Cultural Autobiography		
3. HUMAN GROWTH AND DEVELOPMENT						
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	Results	Conclusions and Action Steps
Students will demonstrate competency related to human growth and development.	(3.C.10) biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	COUN 5612 Development Across the Lifespan (knowledge) Assignment: Group Presentation of a Published Systematic Review Addressing Multicultural Issues	COUN 5654 Mental Health Diagnosis & Treatment Planning Assignment: Site Visit Presentation	COUN 6645 Internship II in Counseling (knowledge & skills) Assignment: Case Presentation		
4. CAREER DEVELOPMENT						
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Third Assessment	Results	Conclusions and Action Steps
Students will demonstrate competency related to vocational counseling	(3.D.3) processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	COUN 6630 Vocational Counseling (knowledge) Assignment: Career Assessment Project	COUN 5614 Professional Practicum (knowledge) Professional Script	COUN 6643 Internship I Counseling (knowledge & skills) Assignment: Site Presentation		
5. COUNSELING AND HELPING RELATIONSHIPS						

<i>Key Performance Indicators</i>	<i>Related CACREP Standards</i>	<i>First Assessment</i>	<i>Second Assessment</i>	<i>Third Assessment</i>	<i>Results</i>	<i>Conclusions and Action Steps</i>
Students will demonstrate competency related to counseling and helping relationships.	(3.E.1) theories and models of counseling, including relevance to clients from diverse cultural backgrounds	COUN 6611 Theories (knowledge) Assignment Conceptualization Paper	COUN 6612 Techniques Assignment: (skills and knowledge) Counseling Videos	COUN 6641 Practicum in Counseling (Knowledge and skills) Assignment: Theory Reflection		
6. GROUP COUNSELING AND GROUP WORK						
<i>Key Performance Indicators</i>	<i>Related CACREP Standards</i>	<i>First Assessment</i>	<i>Second Assessment</i>	<i>Third Assessment</i>	<i>Results</i>	<i>Conclusions and Action Steps</i>
Students will demonstrate competency related to group counseling and group work.	(3.F.3) therapeutic factors of group work and how they contribute to group effectiveness	COUN 6614 Group Process (knowledge) Assignment: Group Observation	COUN 6614 Group Process (knowledge & skills) Assignment: Group Facilitation	COUN 6643 psychoeducational group assignment.		
7. ASSESSMENT AND TESTING						
<i>Key Performance Indicators</i>	<i>Related CACREP Standards</i>	<i>First Assessment</i>	<i>Second Assessment</i>	<i>Third Assessment</i>	<i>Results</i>	<i>Conclusions and Action Steps</i>
Students will demonstrate competency related to assessment and testing.	(3.G7) use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	COUN 5654 Mental Health Diagnosis & Treatment (knowledge and skills) Diagnostic Interview and Presentation	COUN 6632 Assessment (skills) Integrated Assessment, Report of Findings, and PowerPoint Case Conference	COUN 6645 Internship II in Counseling Knowledge & (skills) Assignment: Therapeutic Intervention Presentation		
8. RESEARCH AND PROGRAM EVALUATION						
<i>Key Performance Indicators</i>	<i>Related CACREP Standards</i>	<i>First Assessment</i>	<i>Second Assessment</i>	<i>Third Assessment</i>	<i>Results</i>	<i>Conclusions and Action Steps</i>
Students will demonstrate competency related to research and program evaluation.	(3.H.6) analysis and use of data in research	COUN 5612 Development Across the lifespan (knowledge & Skills)	COUN 6640 Research Design and Methodology (knowledge and skills)	Dept. Research Symposium Poster/Platform Presentation		

		Group Systematic Review APA (American Psychological Association) Paper	Quantitative Study/APA Paper Submission			
9. CLINICAL MENTAL HEALTH COUNSELING (SECTION 5: ENTRY-LEVEL SPECIALTY AREA)						
<i>Key Performance Indicators</i>	<i>Related CACREP Standards</i>	<i>First Assessment</i>	<i>Second Assessment</i>	<i>Third Assessment</i>	<i>Results</i>	<i>Conclusions and Action Steps</i>
Students will demonstrate competency related to clinical mental health counseling.	(5.C.1) etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	COUN 5603 Foundations <i>Assignment: Specialty Area Presentation</i>	COUN 6641 Practicum in Counseling <i>Assignment: Therapeutic Intervention</i>	COUN 6645 Internship II in Counseling (skills) <i>Assignment: Summative PowerPoint Presentation</i>		
10. Professional Dispositions						
<i>Key Performance Indicators</i>	<i>Related CACREP Standards</i>	<i>First Assessment</i>	<i>Second Assessment</i>	<i>Third Assessment</i>	<i>Results</i>	<i>Conclusions and Action Steps</i>
Students will demonstrate competency related to professional dispositions.	(3.A.11) self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	COUN 5614 Professional Practicum <i>Assignment: Professional Plan</i>	COUN 5614 Professional Practicum <i>Assignment: Wellness Plan</i>	COUN 5614 Professional Practicum <i>Assignment: Professional Script</i>		