LSU Health NEW ORLEANS

School of Health Professions

Department of Counseling

Master of Health Sciences (MHS) in Clinical Mental Health Counseling

Practicum & Internship Handbook

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Section

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Overview of Practicum and Internship

The Master of Health Sciences in Counseling (MHS-COUN) program is a 60-credit hour program designed to prepare individuals to become professional counselors who are eligible for licensure and certification. The Council for Accreditation of Counseling and Related Programs (CACREP) has approved the program for accreditation through 2032. In accordance with Louisiana licensure requirements, CACREP standards, and department training goals, the MHS-COUN program prepares students to become professional counselors who may work with assorted populations in a variety of settings. Practicum and internship experiences represent the culmination of counselor education where students will apply theory, knowledge, and skills of training firsthand in fieldwork placement.

This handbook is designed to orient practicum and internship students, site supervisors, faculty supervisors, and the practicum and internship coordinator to program expectations and requirements for satisfactory completion of Practicum in Counseling (COUN 6641), Internship I in Counseling (COUN 6643), and Internship II in Counseling (COUN 6645). It provides requirements, information, and forms needed to complete the necessary experiences, supervision,

and paperwork. Students, site supervisors, and faculty will be expected to refer to this handbook often throughout their clinical experiences for guidance and reference.

The fieldwork placement sequence consists of a practicum and two internships carried out under the supervision of a faculty supervisor and a qualified site supervisor with appropriate licensure and credentials (i.e., LPC, NCC, LCSW) in an approved setting for a minimum of 700 total hours with both individual and group experiences as outlined by CACREP standards. *Under no circumstances may the practicum and internships be taken concurrently*. *In addition, students cannot fulfill fieldwork requirements at their current place of employment.* Examples of the types of agencies which can provide a suitable placement experience include the following:

Community Mental Health Centers
Hospital Based Rehabilitation Units
Psychiatric Treatment Centers
Residential Rehabilitation Programs
State Offices of Rehabilitation
Vocational Programs
Schools & Universities
Private Practice
Diversion Programs
Proprietary Rehabilitation Agencies
Rehabilitation Centers
Detention Centers
Substance Abuse Programs
Intensive Outpatient Programs
University Based Clinics

Program Mission

The mission of the program for the Master of Health Sciences (MHS) degree in Clinical Mental Health Counseling is to provide professional education and clinical experience to master's level students who are committed to serving persons of all ages with various challenges related to physical, developmental, cognitive, and emotional disabilities or other life situations to achieve their academic, personal, career, social and independent-living goals in the most integrated settings possible. Professional preparation of master's level students will focus on equipping students with the knowledge and skills to improve the quality of life for a varied population. 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.

Objectives of Practicum and Internship

PRACTICUM OBJECTIVES as cited by CACREP the accreditation body for the department of counseling cacrep.org

The counseling practicum is designed:

1. To provide a practical training experience, which allows the student to gain experience in individual and group interaction with clients.
2. To help the student acquire proficiency and gain confidence by integrating skills and techniques with theoretical knowledge.
3. To provide the opportunity for the student to integrate the theory and practice of counseling and to develop their own personal style.

4. To provide the opportunity for the student to work as a member of an educational or treatment team by providing counseling and case management services.
5. To provide an environment and opportunity for the student to assess strengths, weaknesses, and the practice of giving and receiving feedback.
6. Develop and support necessary self-awareness (e.g., personal issues, attitudes, and behaviors based on such factors as race/ethnicity, gender, sexual orientation, etc.)
7. Facilitate awareness of the role of culture in counseling, including knowledge, and skills for working with persons similar and different from one's own cultural identity.
8. To explore legal, ethical, and professional issues confronting the counselor trainees.
9. To provide an opportunity for students to develop and enhance case conceptualization skills.

INTERNSHIP I & II OBJECTIVES

The counseling internship course is designed to:

1. Develop and improve basic skills in counseling, consultation, and the behavior change process.
2. Assist in the integration of theory, practice, skills, and ethical standards of counseling with one's own personal style.
3. Provide the opportunity to participate as a member of a team by planning and providing counseling and case management services.
4. Develop and support necessary self-awareness (e.g., personal issues, attitudes, and behaviors based on such factors as race/ethnicity, gender, sexual orientation, etc.)
5. Engage in opportunities for growth by evaluating one's own behavior and the effect of that behavior on others in the helping relationship.
6. Stimulate the formation of and identification with a professional role.
7. Facilitate awareness of the role of culture in counseling, including knowledge, and skills for working with persons similar and different from one's own cultural identity.
8. Enhance case conceptualization skills, including diagnosing and treatment, and the application of one's theoretical orientation to understand clients' unique presenting circumstances and formulation of a treatment plan.
9. Provide an opportunity to fully participate in-group supervision with faculty instructor and peers.

Course Descriptions

COUN 6641. PRACTICUM IN COUNSELING (3 cr.)

Students register for a 3-credit hour practicum graduate seminar. The practicum is the first experience during which students apply counseling theory and demonstrate their counseling skills in a professional supervised setting. The practicum course consists of fieldwork placement, accrual of required hours, individual site supervision, individual faculty supervision, group supervision, completed documentation and evaluations, professionalism, and interpersonal skills. Each week students are on-site, they are required to receive a minimum of 1 hour of individual, face-to-face supervision from their site supervisor. The site supervisor will work in consultation with the faculty supervisor on a regular schedule. Students will attend the 1.5 hours of weekly group supervision at the university with peers and their faculty supervisor, and students are required to participate in a minimum of 1 hour of individual supervision with their faculty supervisor to discuss student progress throughout the semester. Students should refer each semester to their course syllabus for assignments, attendance, and academic policies and procedures.

According to CACREP (2024), students complete the 100 hours of practicum (40 direct, 60 indirect) over a full academic term that is a minimum of 8 weeks. CACREP further specifies the duration of a student's supervised practicum experience is to extend across a full academic term to allow for the development of basic counseling skills and the integration of

knowledge. Practicum is completed prior to internship. Therefore, CACREP standards do not allow for extra hours obtained during practicum to be counted toward the 600 hours internship requirement.

Prerequisites for Enrollment in Practicum.

- Students must successfully complete 26 required hours of the 45 non-fieldwork coursework with a "C" or higher before beginning practicum. *Core coursework includes COUN 5601 Foundations in Counseling, 5612 Development Across the Life Span, 5614 Professional Practicum (minimum of 2 semesters completed), 6611 Counseling Theories and Practices, 6612 Counseling Techniques and Process, 6630 Vocational Counseling/Career Development, and 6634 Ethics in Counseling*.
- Students must obtain placement at an appropriate site in which to complete the counseling practicum.
- Students must complete the pre-fieldwork tasks in EXXAT prior to beginning fieldwork.
- Students must obtain and maintain professional liability insurance and CPR certification.

COUN 6643. INTERNSHIP I IN COUNSELING (6 cr.)
COUN 6645. INTERNSHIP II IN COUNSELING. (6 cr.)

Students register for a 6-credit hour Internship I or Internship II graduate seminar. Internships may be completed at the same site or a different site from previous fieldwork placements. A minimum of 300 hours per Internship is required per semester. The Internship courses consists of fieldwork placement, accrual of required hours, individual site supervision, individual faculty supervision, group supervision, completed documentation and evaluations, professionalism, and interpersonal skills. Each week students are on-site, they are required to receive a minimum of 1 hour of individual, face-to-face supervision from their site supervisor. The site supervisor will work in consultation with the faculty supervisor on a regular schedule. In addition, students will attend the 1.5 hours of weekly group supervision at the university with peers and their assigned faculty supervisor(s), and students are required to participate in a minimum of 2 hours of individual supervision with their faculty supervisor to discuss student progress throughout the semester. Students should refer each semester to their course syllabus for assignment, attendance, and academic policies and procedures.

Prerequisites for Enrollment in Internship I (COUN 6643).

- Students must successfully pass COUN 6641 Practicum in Counseling.
- Students must obtain placement in an appropriate setting in which to complete the counseling internship.
- Students must complete the Pre-Fieldwork Assignments outlined in EXXAT in the semester before fieldwork enrollment.
- Students must obtain and maintain professional liability insurance and CPR certification.

Prerequisites for Enrollment in Internship II (COUN 6645):

- Students must successfully pass COUN 6643 Internship I in Counseling.
- Students must successfully pass the Department's comprehensive exam.
- Students must obtain placement in an appropriate setting in which to complete the counseling internship. *If student has not had previous group experience, Internship II must have group experience due to CACREP requirements to lead or co-lead a counseling or psychoeducational group.*
- Students must complete the Pre-Fieldwork Assignments outlined in EXXAT in the semester before fieldwork enrollment.
- Students must obtain and maintain professional liability insurance and CPR certification.

Standards and Policies

Students are expected to conduct themselves as professionals during their field experiences both on-site and on campus. This role means that students follow the rules, regulations, and calendars of both the agency assigned to, as well as the university and the department. This includes arriving on time, not leaving early (unless specific

arrangements are made), calling the agency if ill, observing the dress code, and other professional behaviors. Students' conduct must be in accordance with state and federal laws, university policies, agency policies, professional organization standards (ACA), and the appropriate ethical standards (i.e., ACA *Code of Ethics*, ASCA *Code of Ethics*). Laws regarding mandated reporting and confidentiality are to be followed explicitly. If a legal or ethical issue arises, students should contact both their site supervisor and their faculty supervisors within 24-hours. Failure to conduct oneself in a professional manner, or as according to the fieldwork handbook and/or the course syllabus is grounds for a failing grade in the course, a remediation plan, and/or removal from the site.

PROFESSIONAL CONDUCT

Students are expected to demonstrate behavior inside and outside of the classroom that is consistent with professional standards of accountability, dedication, discipline, and respect. Counseling students accurately represent their training status to clients and correct any known misrepresentations of their qualifications by others. Students are not allowed to utilize any previously completed professional qualifications at their practicum or internship sites (i.e., ABA training, previous degrees and/or certifications). Unprofessional conduct by students of any kind, including 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 a remediation plan or dishonorable dismissal.

For LSUHSC School of Allied Health Professionals full policies, students may reference the following sites:

- https://alliedhealth.lsuhsc.edu/admin/admincurrentstudents.aspx
- https://alliedhealth.lsuhsc.edu/admin/academicstandards.aspx
- https://alliedhealth.lsuhsc.edu/admin/studentconduct.aspx
- Bylaws and Regulations of the Board of Supervisors https://www.lsuhsc.edu/administration/subscriptions/
- LSU System Permanent Memoranda http://www.lsuhsc.edu/administration/pm/
- LSUHSC-New Orleans Chancellor Memoranda http://www.lsuhsc.edu/administration/cm/
- Office of Compliance Programs https://www.lsuhsc.edu/administration/ocp/default.aspx
- LSUHSC Calendar – PM 5: http://www.lsuhsc.edu/administration/pm/
- SAHP Academic Calendar: http://alliedhealth.lsuhsc.edu/Admin/academicaffairs.aspx

STUDENT DRESS CODE

A student should verify the appropriate dress code with his or her site supervisor before fieldwork begins. 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, as well as adherence to your agency or site standards. The following guidelines have been approved by the LSUHSC School of Allied Health Professions Student Government Association with the approval of the Dean. Students placed in fieldwork will not wear attire with inappropriate logos, tank tops, halter tops, short pants, clothing with holes, cut-offs or "short" shorts, flip-flop sandals, jeans, or tennis shoes. Men must wear sports/dress shirts and all shirts should have collars. Women must wear dresses (not "cocktail" dresses) or pants/ skirt (not mini) and blouses. Whenever a student has direct contact with clients or is at a place where there may be client interaction, his or her appearance should be that of a professional. For more information, visit: http://alliedhealth.lsuhsc.edu/Admin/docs/StudentHandbook.pdf?version1.081116

CONFIDENTIALITY

This department abides by the most recent versions of the *Code of Ethics* of the American Counseling Association (ACA), the Health Information Portability Privacy Act (HIPPA), and the Louisiana Board of Examiners for Licensed Professional Counselors. All information shared by a client is considered confidential. Students must adhere to these standards, laws, and additional requirements specified by the practicum and internship site.

SUPERVISION

Clinical supervision focuses on the services the student provides to clients and includes such areas as client welfare, the counseling relationship, assessment, diagnosis, clinical interventions, prognosis, appropriate referral techniques,

consultation, and advocating for clients with other agencies in the community. The purpose of supervision includes:

1. Protect the welfare of clients receiving services.
2. Structure the activities of the supervisee to ensure they provide competent services.
3. Ensure that unlicensed provider functions within his or her level of competence and scope of practice.
4. Provide appropriate training for those seeking a master's degree and future licensure or certification.
5. Expand the competence of counseling students and assist with the acquisition of new skills.
7. Facilitate the counseling student's personal and professional development while promoting autonomy.

Students will actively participate in several forms of supervision including individual supervision with site and faculty supervisors, as well as group supervision through the Department. Depending on the site, students may participate in group supervision at their site. Supervisory activities including consultation, training, instruction, and evaluation. It is therefore the supervisee's responsibility to keep both the site supervisor and the faculty supervisor well informed of his or her activities. Openness with and trust in the supervisors will enhance both the experience of supervision and professional growth. The site supervisor and the faculty supervisor will be in regular communication regarding the student's progress.

AUDIO/VIDEO RECORDING

Recording of sessions with clients for supervision purposes must be allowed by the site. While clinical mental health, school, and career/vocational rehabilitation settings may vary for many reasons such as clients, setting structure, availability or access to clients; students are required to gain client consent to audio or video record individual or group counseling sessions to submit to the group supervision class and to the faculty supervisor.

A student must provide audible audio, videotapes, or live supervision evaluations to the faculty supervisor for review. Students must use HIPPA-compliant storage solutions for recordings as recordings are confidential client records. Audio and/or video recordings should not be emailed or stored on personal devices (i.e., cell phones, non-secured jump drives). Students may utilize LSUHSC Health Files-File Sharing Solution (https://www.lsuhsc.edu/admin/it/email/lsuhealthfiles.aspx); LSUHSC's OneDrive (https://www.lsuhsc.edu/admin/it/helpdesk/office365/onedrive.aspx?submenuheader=4); or LSUHSC's Zoom platform (https://www.lsuhsc.edu/admin/it/helpdesk/zoom/). After recordings are used and the student's counseling intervention is assessed and documented, the recordings are deleted immediately, and thoroughly enough to reasonably prevent retrieval (a computer's recycle bin must be emptied). Recordings are used for the purpose of supervision only, and may be used by the student, the site supervisor, and/or the faculty supervisor.

Audio or video recordings should never be emailed or placed on unsecure devices due to the confidential nature of the recordings. Recordings are never recorded on cell phones due to the concerns and risks of breaching client confidentiality or stored, managed, streamed, or accessed in an insecure cloud computing or consumer grade online sharing system (e.g.: iTunes, RealPlayer, YouTube). Recordings are never played among personnel who are not part of the supervisory process (e.g.: student counselor's roommate, significant other, classmates outside of clinical supervision, in public, streamed online). Students should never use AI to transcribe their client sessions. The use of Zoom (using your LSUHSC email only) to record and transcribe is permitted.

In special cases, live supervision and mock video recordings may be approved, students must seek approval by the practicum and internship coordinator before placement at the site. When live supervision is approved, the practicum and internship coordinator will notify the faculty supervisor of the approval. Approved students must obtain live supervision by their site supervisor at their fieldwork site. The supervisor who completed the live supervision must then complete the Live Supervision Verification and Feedback Form based on the client session. After live supervision, the student will then confidentiality video record a mock session based on the actual client session. Students approved for mock videos ensure client confidentiality by creating the mock video with a qualified individual (site supervisor, agency clinician, counseling intern), mock videos cannot be recorded by the student with personnel who are not part of the supervisory process. The student must submit the Live Supervision Verification and Feedback Form with their case presentation in class.

CELL PHONES

Students should use official communication channels to communicate with their site, site supervisors, and faculty supervisors. It is up to the discretion of the site supervisor whether or not they would like to provide their personal phone numbers to their students. Students should not use texting as a means of communication with their site supervisor, unless this communication method has been approved by the site supervisor. Any approved communication must follow HIPPA compliant and confidentiality standards. During clinical hours, students should keep their cell phones muted and not engage in active personal cell phone activity.

Faculty and Staff Contact Information

P & I COORDINATOR:	Deborah Allsbrook, PhD, LPC-S, NCC 504-556-7546, dalls1@lsuhsc.edu
FACULTY SUPERVISORS:	Ms. Stacy Faulkner sfaul2@lsuhsc.edu
	Ms. Katye Irwin kedrin@lsuhsc.edu
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DEPARTMENT COORDINATOR:	Eleana Daniels 504-556-3453, edani4@lsuhsc.edu

Section

2

Standards of the Field

Students enrolled in practicum and internship will abide by the policies and standards of the field prescribed by state and federal laws, fieldwork agency policies, university policies, department policies, course syllabi, accreditation standards, professional organization standards, and appropriate codes of ethics.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The 2024 CACREP standards are located at:
https://www.cacrep.org/section-4-professional-practice/

SECTION 4—PROFESSIONAL PRACTICE

The following standards apply to entry-level programs for which accreditation is being sought. Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients.

ENTRY-LEVEL PROFESSIONAL PRACTICE (CACREP Standards, 2024, p. 14)

A. The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.
B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:
    1. CACREP standards and definitions related to supervised practicum and internship;
    2. supervision agreement;
    3. evaluation procedures and requirements; and

4. policy for student retention, remediation, and dismissal from the program.
5.

PRACTICUM (CACREP Standards, 2016, p. 14)

H. Students 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.
I. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
J. 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.
K. Practicum students participate in an average of 1½ 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.

INTERNSHIP (CACREP Standards, 2016, p. 15)

L. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
M. Internship students complete at least 240 clock hours of direct service.
N. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
O. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. 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.

SUPERVISOR QUALIFICATIONS (CACREP Standards, 2016, p. 15)

P. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
Q. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
R. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
S. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
T. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

PRACTICUM AND INTERNSHIP COURSE LOADS (CACREP Standards, 2016, p. 16)

U. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

V. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
W. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
X. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty: student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.

CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION STANDARDS

(CACREP Standards, 2016, p. 23-24)

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

1. Foundations
   a. history and development of clinical mental health counseling
   b. theories and models related to clinical mental health counseling
   c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
   e. psychological tests and assessments specific to clinical mental health counseling

2. Contextual Dimensions
   a. roles and settings of clinical mental health counselors
   b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
   c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
   d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
   e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
   f. impact of crisis and trauma on individuals with mental health diagnoses
   g. impact of biological and neurological mechanisms on mental health
   h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
   i. legislation and government policy relevant to clinical mental health counseling
   j. cultural factors relevant to clinical mental health counseling
   k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
   l. legal and ethical considerations specific to clinical mental health counseling
   m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. Practice
   a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
   b. techniques and interventions for prevention and treatment of a broad range of mental health issues
   c. strategies for interfacing with the legal system regarding court-referred clients
   d. strategies for interfacing with integrated behavioral health care professionals
   e. strategies to advocate for persons with mental health issues

ETHICAL STANDARDS

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, much effort has gone into developing the unified *Code of Professional Ethics for Rehabilitation Counselors* and the *American Counseling Association Code of Ethics*. Students in the MHS-COUN program are expected to be familiar with and abide by the appropriate code for their track and/or site location, as well as to incorporate an ethical decision making model into their practices. Copies of these codes can be found at:

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

Dependent upon student's membership in professional organizations and/or specialized sites, additional ethical standards may be incorporated into practice. For example, if a student is placed at a school, the student is expected to utilize the American School Counselor Association (ASCA) Ethical Standards for School Counselors https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf.

TELEMENTAL HEALTH TRAINING STANDARDS

"Teletherapy is defined as a method of delivering mental health counseling, psychotherapy, and marriage and family therapy services as prescribed by R.S. 37:1101 and R.S. 37:1116 using interactive technology-assisted media to facilitate prevention, assessment, diagnosis, and treatment of mental, emotional, behavioral, relational, and addiction disorders to individuals, groups, organizations, or the general public that enables a licensee and a client(s) separated by distance to interact via synchronous video and audio transmission" (Louisiana LPC Board of Examiners, 2020).

If a student has selected a site that utilizes telemental health counseling, the site must verify that the telemental health platform is HIPAA compliant and that the site supervisor and the student have received training on telemental health and the specific telemental health platform utilized at the site.

Students who wish to provide telemental health counseling must provide the practicum and internship coordinator with documentation of either of the following based on the requirements from the Louisiana LPC Board of Examiners: Professional training with a minimum of three asynchronous or synchronous clock hours in teletherapy.

COURSE SYLLABI

Every semester students are enrolled in fieldwork, they will receive a course syllabus for Practicum, Internship I, or Internship II from the assigned faculty supervisor. The course syllabus will outline the course description, course objectives, course structure and expectations, evaluation, required and recommended texts, CACREP standards, class activities and assignments, information related to LSUHSC policies, and a calendar including weekly group supervision meetings and deadlines for assignments. Students are instructed to follow the course syllabus and the faculty supervisor's instructions for the semester, as well as the Practicum and Internship Handbook.

Section

3

Roles and Responsibilities

During a student's fieldwork placement in practicum and internship, the student, the site supervisor, the faculty supervisor, and the practicum and internship coordinator have specific roles and responsibilities to complete. As required by CACREP, the practicum and internship experience involves several modalities of supervision. Site supervisors are seen as sharing in the teaching mission of the department and join the faculty in promoting the comprehensive development of the students as future professionals. Site supervisors and faculty supervisors will routinely consult regarding students' developmental performance throughout the semester. This section will define the roles, expectations, and responsibilities of these parties while a student is in the field providing counseling services.

Students

Students are responsible for complying with all policies, procedures, rules, regulations, and other information published by LSUHSC and their placement sites. In addition, students are expected to abide by all federal, state, and local laws. Students are expected to:

- Exhibit the highest standard of personal, academic, professional and ethical behavior.
- Treat faculty, staff, peers, clients, patients, and others with dignity and respect.
- Abide by the relevant ethical codes.
- Adhere to all of the provisions listed in this manual, department policies, and university policies.

It is the responsibility of students to follow established procedures for application, enrollment, and completion in practicum and internship coursework, as well as to be familiar with site policies for clinical placements and requirements. Students are primarily responsible for investigating, pursuing, and securing their practicum and

internship sites because of the unique needs or interests of each student. When selecting a site, students should aim for a good fit for personal and professional needs, values, interests, program requirements, and licensure requirements. Finally, students should select a potential site early to avoid last minute, unsatisfactory placement, and/or to account for different site requirements, such as interviews or background checks.

Specific student responsibilities during fieldwork placement are:

- *Accrue required hours*. It is the responsibility of the student to develop a plan that takes into consideration the hours of operation and the holiday schedules of the fieldwork agency, as well as the semester calendar of LSUHSC.
- *Regular, scheduled attendance.* The student must request advanced permission from the faculty supervisor and site supervisor if it is anticipated that the student's schedule would deviate from the schedule agreed upon in the contract. Students should be aware of site policies and not be tardy for fieldwork and should communicate with their supervisors should an issue or emergency develop.
- *Provide counseling services and agency duties.* Services should include individual, group, and other clinical and administrative services provided by their site. Students must obtain a group experience at some stage of fieldwork.
- *Maintain appropriate records and documentation*. Students are aware and follows site's policies and ethical code. Additionally, the student maintains appropriate documentation of hours and logs required for coursework.
    - *Informed consent.* Students utilize their Declaration of Practices and Procedures form and have clients sign this form, along with any other informed consent form from the agency as part of the client's file.
    - *Audio/video permission*. Students must receive signed permission to audio/video tape counseling sessions and need to provide their clients with the program's informed consent document and verbally explain that they are in training and ensure clients understand what they are signing. The student will provide the faculty supervisor with a verification of release form which is signed by the student and site supervisor for recorded sessions of clients shown in individual or group supervision.
    - *Client files.* May include treatment plans, progress notes, assessments, etc.
    - *Course documentation.* May include weekly logs, evaluations, etc.
- *Attend supervision*. Meet with site supervisor face-to-face for a minimum of 1 hour at regularly schedule supervision meetings each week. A student must receive an hour of supervision for each week the student is on-site. Attend group supervision with the assigned faculty supervisor on campus for at least 1.5 hours per week. Meet with the faculty supervisor for a minimum of 2 hours throughout the semester to discuss fieldwork, professionalism, and progress.
- *Register* to utilize EXXAT.

Sites

An agency is a placement within the community or surrounding area that willingly provides the opportunity for students who are entering Practicum, Internship I, and/or Internship II to complete supervised training experiences and for whom supervision is provided. The specific requirements of a site include:

- Designate a professionally qualified individual as the site supervisor for the student.
- Provide introductions, orientation, and training needed to orient the student to the site and/or population served. The orientation should include, but not limited to, program components, policies and procedures, introduction to staff and their role, identification of expectations for interns, confidentiality and due process procedures, and risk assessment.
- Provide opportunities for the counseling student to engage in individual counseling and including a minimum of one counseling or psychoeducational group(s) to lead or co-lead, and related activities.
- Provide suitable workspace for the student.
- Ensure that either the site supervisor, or another licensed mental health clinician, is on-site at all times when a student is on-site. Students may not be at their site unsupervised with clients.
- Ensure the student has the opportunity to accumulate the required number of direct and indirect hours and ensure the student has opportunities for individual and group work with clients.

- Ensure that the student may video or audio tape clients with consent for educational purposes.

Site Supervisors

The site supervisor shares in the teaching mission of the department and is expected to be an exemplary role model and mentor for the students in their development as future professionals. Site supervisors have the responsibility of assisting supervisees through the process of gaining self-awareness and assisting them in their growth of gaining new knowledge, skills, and abilities as a counselor. Supervisor responsibilities include professional development and evaluation of the student, as well as protecting the welfare of the student and clients at the site. A site supervisor has full responsibility for the supervised work of the supervisee, including diagnosis, treatment plan, and prescribed course of treatment.

The specific requirements of site supervisors are:

- *Appropriate Degree*. Site supervisors must hold a minimum of a master's degree from a regionally accredited university in counseling or a closely related field such as social work or psychology.
- *Experience.* Site supervisors must hold a minimum of two years post-master's pertinent professional experience in the specialty area in which the student is enrolled.
- *Certification and/or licensure*. For counseling identity purposes, site supervisors are required to be licensed (LRC, LPC, LMFT, LCSW, etc.), and/or have appropriate credentials, certifications (etc. CRC, NCC).
- *Provide resume*. Resume should include graduate degrees, majors, certifications, licenses held, professional work experience, supervisor experience, and professional association memberships.

Furthermore, the specific site supervisor responsibilities include:

- *Attend LSUHSC Practicum and Internship Orientation and Supervisor Trainings.*
- *Follow LSUHSC's Practicum and Internship Handbook.* Have knowledge of the LSUHSC C's program expectations, requirements, and evaluation procedures for students, as well as have relevant training in counseling supervision.
- *Register* and utilize EXXAT for student documentation, hours verification, and evaluations.
- *Coordinate work experiences.* Coordinate all aspects of the student's agency experience, including an orientation of the student to the organization. Students must start at their site the first week of the academic semester calendar. Provide access to staff meetings and client staffing, when applicable.
- *Provide training.* Provide an orientation and appropriate, on-going training and practice activities for the students, with expansion of the activities and responsibilities as the student's independence within the organization develops. These activities should include a variety of professional activities in addition to direct service (e.g. record keeping, assessment instruments, supervision, provision of information and referral).
- *Provide face-to-face supervision.* Provide regularly, scheduled face-to-face individual supervision for a minimum of one hour per week in an environment that supports confidentiality and learning. Keep signed records of supervision that include dates and times of supervision sessions, content, and goals of supervision.
- *Evaluate student*. Provide on-going evaluations and feedback to the student and the faculty supervisor. It is essential that supervisors engage in ongoing assessment of a student's performance.
    - Review student's audio/video recordings to help skills development and to evaluate skills. If agency prevents recording, direct observation must be substituted with documentation of the observation submitted.
    - Complete formal written evaluations of the student at mid-term and at the end of the semester. Forms will be provided by the student. Supervisors are expected to review their evaluations with students before deadlines. At mid-term, supervisors and students will be expected to evaluate students' progress and make any necessary adjustments to the goals and objectives that were developed at the start of the field experience.
    - If a student has deficits, provide recommendations for success to student directly. If student continues to have challenges, contact the faculty supervisor to discuss remediation opportunities.
- *Verify hours*. Verify, sign, and date students' weekly logs to verify direct and indirect hours gained at the site, as well as the mid-term and final log sheets.

- *Consult with Faculty Supervisor.* Consult regularly with the faculty supervisor regarding student progress throughout the semester through email, phone conference, and face-to-face meetings. If there are any problems with the student's performance, the site supervisor is expected to communicate this to the student and his or her faculty supervisor as soon as possible.

Site Supervisors are required to register themselves and their site through EXXAT. Site Supervisors will be required to utilize the EXXAT platform to complete counseling student evaluations and to access other important documentation and tools for the LSUHSC CRC Practicum and Internship Program.

SITE SUPERVISOR INFORMATION FORM

See Appexdix. Students should collaborate with their supervisor on completion of these forms and upload an electronic scan to their EXXAT file.

Faculty Supervisors

To ensure high quality of university supervision, all designated faculty supervisors will be members of the department with relevant experience, professional credentials, and counseling supervision training and experience.
The faculty supervisor responsibilities are:

- *Group Supervision*. To meet regularly with students in an on-campus group supervision seminar. These seminars should meet weekly or biweekly and are designed to be interactive in small groups. The ratio of students to faculty will not exceed 12 to 1.
- *Site Supervisor Consultation*. To consult regularly with the site supervisor regarding student progress throughout the semester through email, phone conference, and face-to-face meetings, and to provide consultation to the site supervisor as needed. To visit each student's site at least once a semester and document visit through the Site Visit Evaluation Form.
- *Individual Supervision*. To meet individually with students a minimum of 2 hours during the semester to discuss fieldwork experiences and progress. If needed, faculty supervisors will provide additional individual supervision to a student as needed.
- *Evaluate Student Progress.* To complete formal written evaluations of the student at mid-term and final. To provide ongoing evaluation of student progress, including grading the student's practicum or internship experience on a pass/fail basis. The faculty supervisor will take into account the student's performance based on the student's self-evaluation, the site supervisor's evaluation, the faculty supervisor's evaluation, and general professionalism at site and in group supervision in making this determination.
- *Create Remediation Plans.* To provide written procedures and/or remediation plans for responding to students who do not demonstrate satisfactory practicum or internship knowledge and/ or clinical skills.

Practicum and internship coordinator

To ensure high quality of fieldwork, the practicum and internship coordinator will be a member of the department with relevant experience, professional credentials, and counseling supervision training and experience. The practicum and internship coordinator assist students, faculty supervisors, and site supervisors on the policies and procedures related to practicum and internship including the Practicum and Internship Handbook, Department policies, University policies, CACREP standards, and appropriate ethical codes. The practicum and internship coordinator's responsibilities are:

- *Offer informational sessions.* To provide information for students entering into practicum or internship in the semester before enrolled in fieldwork.
- *Assist students with placements.* To provide guidance in the selection of sites.
- *Accept and approve student applications.* To collect, review, and approve all application materials from students and contracts for practicum and internship.
- *Develop and maintain relationships with sites.* The ultimate responsibility for the practicum and internship coordinator is to ensure that the training site meets a student's training needs. To ensure affiliation agreements are active between the site and the university. To visit each newly contracted site and new site supervisor.
- *Train site supervisors.* To meet with site supervisors and facilitate supervisor training, as required by CACREP. To provide site supervisors with a site supervisor orientation before the beginning of each semester.
- *Maintain the Practicum and Internship Handbook.*

EXXAT

The department has partnered with EXXAT which is a web-based solution for fieldwork placement, tracking hours, and document delivery. Field placement allows for personalized placement workflow and gather feedback on site and student performance in support of CACREP standards. Students may search for approved field sites that complement your professional interests and personal strengths, request new sites and site supervisors, and apply for and confirm your field placements online. Students will be able to track hours and submit for electronic signatures from students, site supervisors, faculty supervisors, faculty advisors, and the practicum and internship coordinator. Finally, EXXAT allows students to complete and store all field experience documentation with EXXAT's secure online storage with auto notifications. Evaluations and other assessments are automated and shared easily.

EXXAT will be used in COUN 6641 Practicum, COUN 6643 Internship I, and COUN 6645 Internship II., Faculty members may additionally use EXXAT in other course components.

Students must familiarize themselves with EXXAT and complete the student onboarding components to EXXAT before they begin fieldwork. Students may access the EXXAT Prism Learning Hub to review articles and training videos on how to find and apply for fieldwork, track hours, and complete required assignments. Students are encouraged to contact EXXAT's support feature if students have specific questions related to EXXAT's platform. All students must complete registration in order to apply for field placement, log hours and activities towards graduation and licensure, and submit evaluations and other required assignments. Students may access EXXAT at: https://auth.exxat.com/realms/ExxatApps/protocol/openid-connect/auth?client_id=exxat-login-app&redirect_uri=https%3A%2F%2Flogin.exxat.com%2F&state=c2eec3bf-55fd-46a4-a82d-b1a5a85d6b13&response_mode=fragment&response_type=code&scope=openid&nonce=ecf12eb4-b86a-479a-8089-b3316d0bee20&code_challenge=yd3TegmxQhob8pMx-KNDzeS7jaKVmN1q-nrUVhqFM2s&code_challenge_method=S256

Communication

The student will develop strong communication skills to work with the site supervisor, placement setting, and university. In addition, the university will regularly communicate with placement sites to consult and infer on how a student is doing in their placement, as well as the continued viability of a site. Students are encouraged to communicate in a professional and timely manner to their clients, supervisors, colleagues, faculty, and staff. Students are encouraged to schedule appropriate meetings should any issues arise that need to be addressed. Telephone communication provides the method for spontaneous or emergency communication between the student, clinical, and academic facilities. In addition, email communication and communication through EXXAT provides another method for communication between student, clinical, and academic facilities, yet students should be reminded to not disclose confidential information when communicating through electronic formats.

STUDENT AND SITE SUPERVISOR

During the affiliation, it is expected that communication between the student and the site supervisor will be ongoing, mutual, and constructive.

Once a site placement has been confirmed for the student, the student is required to meet with their site supervisor to a declaration of practices and procedures for the site. It is expected that students will take the responsibility to develop a good working relationship with their site supervisor. Students are required to follow agency policies in communication with their supervisor and notify the site supervisor of any absences or emergencies that result in loss of any clinical time as soon as possible and to consider potential client impact of absence.

Site supervisors are encouraged to provide clear expectations and recommendations as to how the student can meet the required performance tasks. The site supervisor has the responsibility to continuously assess student performance and recognize when the performance is at the correct level, above the expected level, or below the expected level. In the event, the site supervisor determines that there is an area for growth; an early warning system will give the student an opportunity to improve by the site supervisor directly discussing concerns with the student.

STUDENT AND FACULTY SUPERVISOR

During the semester, it is expected that communication between the student and the faculty supervisor will be ongoing, mutual, and constructive. The student will adhere to the course syllabus related to the methods of communication with their faculty supervisor. During site visits and in group class, students are expected to provide open and honest feedback about their clinical education experiences.

The faculty supervisor has the responsibility to continuously assess student performance and recognize when the performance is at the correct level, above the expected level, or below the expected level. In the event, the faculty supervisor determines that there is an area for growth; an early warning system will give the student an opportunity to improve by the site supervisor directly discussing concerns with the student.

SITE SUPERVISOR AND FACULTY SUPERVISOR

Ongoing and timely communication is vital to develop a close and collaborative relationship between the site supervisor and the faculty supervisor to support the student. This communication fosters the interchange of ideas and stimulates growth as each supervisor has unique perspectives on the clinical education process, student, and academic program. Effective communication is achieved formally and informally, and may include on-site visits, phone calls, letters, emails, and meetings. If the site supervisor has specific concerns or complaints about the student, the site supervisor is encouraged to first address the concerns with the student, however if no progress is made or the student is resistant to the feedback, the site supervisor shall contact the faculty supervisor immediately and not wait until formal evaluations. The site supervisor should put their concerns in writing to the faculty supervisor with their recommendations to address each concern.

Site visits are performed by the faculty supervisor to:

- Evaluate and establish the clinical facility as a clinical affiliation site.
- Discuss the progress and performance of the student.
- Discuss the problems, potential problems, or areas of opportunity for the student or to discuss facility concerns that the student may encounter. This may involve talking to the student to assess the situation and develop an appropriate plan.
- Evaluate the clinical site with an emphasis on any personnel or administrative changes that may have occurred since the previous visit.
- Gather feedback from the site supervisor on the strengths and weaknesses of the academic curriculum at LSUHSC- Department of Counseling and clinical faculty needs.

STUDENT AND PRACTICUM AND INTERNSHIP COORDINATOR

Students are expected to email the practicum and internship coordinator if they have any concerns or problems related to the clinical affiliation, site supervisor, or faculty supervisor. If a student does not want to discuss the issues while at the clinical site, the student should contact the practicum and internship coordinator upon completion of the term so that a time can be determined to discuss the issues.

Section

4

Student Evaluation, Remediation and Promotion Policies and Procedures

Masters students in the Department of Counseling 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 along with the process by which students are evaluated, promoted, and remediated including the curricular objectives, which are carried out.

The Student Progress and Remediation Committee ("SPaRC") consists of the committee chair, who is appointed by the department head, and the student's faculty advisor. Other faculty, such as the assistant dean of student affairs, may be asked to join the ad hoc SPaRC committee depending on the needs of the student. The purpose of SPaRC is to develop, oversee, and coordinate possible support needed for promotion and/or remediation of students in the program. Referrals to SPaRC focus 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. Under circumstances where remediation is determined to be unsuccessful, SPaRC will then refer the student to the head of the department who reserves the right to recommend dismissal from the program to the dean of the School of Allied Health Professions.

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 faculty acknowledge that a component of their responsibility to the student, the profession, and the eventual consumers of counseling services provided by the program's 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.

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 Exxat. 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 need closer examination and possible remediation.

A copy of the CCS-R form, as well as the SERF will be housed on Exxat. 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 SPaR 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. 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

SPaR 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 the Counseling Related Educational Programs ("CACREP") standards, students are reviewed and monitored by departmental faculty during their matriculation in the Department of Counseling. Student evaluations also occur for students enrolled in the following courses: COUN 5601 Foundations in Counseling, COUN 6612 Counseling Techniques & Process, COUN 6640, 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 SERP 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 EXXAT.
4. Referral to the Committee:
   If the student's professional integrity, skill level, professional development, academic performance or behavior comportment 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 SERP(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 SPaRC 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:
SPaRC 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.

Section

5

Fieldwork Placement Information & Fieldwork Course Assignments

Students enrolling in Practicum in Counseling (COUN 6641), Internship I in Counseling (COUN 6643), and Internship II in Counseling (COUN 6645) need to follow the application process and submit the appropriate documentation for successful placement and course enrollment for fieldwork through EXXAT. Students must complete the pre-fieldwork assignments in EXXAT for practicum and internship before beginning their fieldwork experience for each semester. All pre-fieldwork assignments and fieldwork documentation is supported through EXXAT. Late or incomplete applications will evoke a remediation plan for students and may delay fieldwork.

Pre-Fieldwork Requirements

In order for a student to be successful at a site, the student must take great care in selecting and submitting the pre-fieldwork assignments in the semester before the slated enrollment of the fieldwork experience. Students will pre-fieldwork assignments through EXXAT and it is the student's responsibility to meet the deadlines and complete the required assignments to successful be placed and approved for fieldwork. The below documents highlight the pre-fieldwork requirements.

AFFILIATION AGREEMENTS

An affiliation agreement, or contract, is a required document to indicate the clinical affiliation agreement between LSUHSC School of Allied Health Professions Department of Counseling and the clinical affiliation site. The contract must be reviewed and signed by the appropriate representatives of both the clinical site and LSUHSC School of Allied Health Professions prior to the initiation of an affiliation. A student may not be on-site without a proper, active affiliation agreement in place.

Sites in the EXXAT Placement Database are active or previously approved sites. It is the student's responsibility to inquire about current affiliation agreements with the practicum and internship coordinator or to submit a request to the practicum and internship coordinator for a new affiliation agreement with their site to be completed. A request for a new affiliation agreement form should be completed before submission of the practicum and internship application through EXXAT. Once this information is received the practicum and internship coordinator will work directly with the School of Allied Health Professions and the site to develop an affiliation agreement. A draft agreement will be created and sent by the Academic Coordinator of the Department of Counseling to the administrative contact for review, if accepted, the administrative contact will sign and date the contract and send back to the Academic Coordinator of the Department of Counseling. Then, the Academic Coordinator of the Department of Counseling will send the affiliation agreement to the Contracts department for review and to be sent to the Chancellor for signature. After the affiliation agreement is completed by all parties, the student and site supervisor will be notified, and the site will receive a copy of the signed agreement.

Depending on the size of the site and the chain of command, affiliation agreements may take months to complete; therefore, if students are wishing to be placed at a new site, they are highly encouraged to meet with the practicum and internship coordinators early in the semester and not wait until application deadlines.

PRACTICUM AND INTERNSHIP APPLICATION

Students will complete a Practicum and Internship Application form for each semester the student wishes to enroll in fieldwork through EXXAT. *It is the student's responsibility to secure his or her own fieldwork placement.* Securing a site is defined as the student has met and interviewed with the site supervisor, the student has confirmed that both the site and the site supervisor meet the CACREP and department requirements for placement stated in this handbook, and the site supervisor has extended an offer for placement to the student. The practicum and internship coordinator and the department faculty reserve the right to contest or deny a student's placement.

DEPARTMENT OF COUNSELING PRACTICUM AND INTERNSHIP AGREEMENT

After beginning a semester, a student and the site supervisor will review and enter into practicum/internship agreement in which the student identifies the site, number of hours to be completed (minimum of 100 for Practicum, 40 direct, 60 indirect; minimum of 300 for Internship I, 120 direct, 180 indirect; minimum of 300 for Internship II, 120 direct, 180 indirect), semester term, and beginning and ending dates of the academic term. After the student and supervisor review and sign the agreement, the student will submit to the practicum and internship coordinator for review and final signatures. The site supervisor may not sign and submit back to the student if the terms are not accurate.
The final agreement will be stored in EXXAT.

HANDBOOK ACKNOWLEDGEMENT

The student will read, acknowledge, and agree to the policies and procedures outlined in the Practicum and Internship Handbook. The Handbook Acknowledgement Form will be signed by the student and uploaded in EXXAT.

CPR CERTIFICATION

Under LSUHSC's affiliation agreement with the clinical sites, students are required to hold CPR certification for Healthcare Providers. A current copy of CPR certification is required for students to be enrolled in fieldwork and will be kept on file through EXXAT. It is the student's responsibility to submit proof CPR certification as an upload through EXXAT and include the expiration date of the certification. Students must be covered for the entirety of the semester and if there is a pending expiration, students must submit new proof CPR certification before the expiration date through EXXAT. Students who are unable to maintain current CPR certification will be removed from the placement site until proof of updated CPR certification is uploaded in EXXAT.

OPTIONAL LIVE SUPERVISION APPROVAL

Occasionally, the practicum and internship coordinator will approve a student to be at a site that does not traditionally offer client recording due to the potential experience gained by the student to work at the site. If a site does not allow recording, students must submit the Live Supervision Approval Form through EXXAT. **See Appendix for form.**

POSSIBLE REQUIREMENTS AND/OR DOCUMENTATION FOR FIELDWORK

Students are responsible for following up with their site to ensure that they have completed all necessary requirements to be cleared to be on-site and work with clients. Students should be aware that some sites require specific items prior to placement. Students may be required to submit certain documents, interviews, review/study particular terminology or guidelines before allowed to work on-site, and/or attend orientations or trainings.

The student at the interview should inquire with the site supervisor if there are any further requirements to practice at the site. The items mentioned below are at the expense of the student and/or site. Example of additional documentation includes, but is not limited to:

- Criminal Background Check
- Record of applicable immunizations
- Fingerprinting
- Negative Drug Screen

If your site requires any pre-screening documentation, students should complete site requirements before the beginning of the enrolled fieldwork semester so that the student is cleared and able to be on-site for the beginning of the semester. Students must start at their site the first week of the academic semester calendar.

BANKING HOURS & SEMESTER BREAK POLICY

If the minimum 100 hours of practicum or minimum 300 hours of Internship I or II are completed before the end of the semester, students still need to adhere to their semester contracts with their sites and participate in all levels of direct and indirect hours for the remainder of the semester, including supervision. Students are not allowed to bank hours from practicum. Students may not abandon their clients or their sites due to meeting the minimum hours requirement.

Students may not be on-site for official university holidays and/or university emergency closure dates. Students may not be on-site in-between semesters when not actively enrolled as a student at LSUHSC-NO and/ or when not actively participating in group supervision at the university.

Dual Sites

Pending approval from the practicum and internship coordinator, students may split an internship between two sites. Students must submit an application for each site along with necessary requirements. Students are to ensure that each site supervisor is notified of the split and that the split is agreeable by all parties. Students will be required to document hours at each site on EXXAT timesheets. Students are not approved of having dual sites for practicum.

Placement Procedures

The following steps will assist students to ensure the proper fieldwork procedures are followed to maximize students' chances for successful enrollment in fieldwork courses.

1. Review the program's prerequisites and expectations for practicum and internship located in the department student handbook, the practicum and internship handbook, and EXXAT.

2. Review tutorials in EXXAT through the student onboarding hub: https://knowledge.EXXAT.com/display/OS

3. Explore, investigate, and pursue sites with availability early. Students may use the Placement Site Database through EXXAT of previously approved sites or students may pursue new sites based on their professional interests.
    - If the site has not been previously approved, please submit a request for an affiliation agreement through EXXAT as soon as possible, keeping in mind that affiliation agreements minimally take 10 weeks to execute.

4. Contact site supervisors to set-up interviews based on students' interests and specialty areas and secure placement.

5. Meet with your faculty advisor to discuss you placement options and seek guidance for specializations. Your faculty advisor will approve through EXXAT your course hours and grades for promotion to fieldwork.

6. Complete and submit the Pre-Fieldwork Assignments through EXXAT by the designated timelines (https://lsuhsc.EXXAT.app). Assignments include:
    - Practicum and Internship Application
    - Site Profile
    - Department of Counseling Fieldwork Contract
    - Practicum and Internship Handbook Acknowledgement Form
    - Proof of CPR Certification
    - Live Supervision Approval Form *(if applicable)*

7. Receive notification through EXXAT of application approval and confirmation of placement site. The practicum and internship coordinator, in consultation with the faculty, will review sites and students for fit. If the placement is not acceptable, the practicum and internship coordinator will contact the student and the student will repeat the application process with an alternate site.

8. Receive Enrollment Code from Academic Coordinator to enroll in fieldwork course upon successful completion of pre-requisites for the course.

Students cannot be on-site or acquire hours towards fieldwork unless the appropriate paperwork is completed and signed through EXXAT by all parties (i.e., student, site supervisor, faculty supervisor, faculty advisor, practicum and internship coordinator).

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Clinical Fieldwork Assignments

DECLARATION OF PRACTICES AND PROCEDURES

In the state of Louisiana, all PLPCs and LPCs are required to submit a Declaration of Practices and Procedures to the examination board. As a best practice, counseling students in the program will create a revised Declaration of Practices and Procedures to provide clients with information on their student status, training, and other relevant information required by clients to sign for informed consent. Students are required to maintain an updated Declaration of Practices and Procedures that should be modeled off their site supervisor's informed consent document. Students will upload a copy of their Declaration of Practices and Procedures through EXXAT to have on record. Students should provide a copy of their Declaration of Practices and Procedures to each client to obtain signature and the signed form should be kept in the client's record at the site.

Students may review the sample Declaration of Practices and Procedures in this handbook and use it as a template to complete their individualized informed consent document based on their site supervisor's information, the faculty supervisor's information, and site policies.

Declaration of Practices and Procedures Sample

Student First Name Last Name, Counseling Student Intern
Name of Fieldwork Setting
123 Practice Setting Address
Address 2
Work Phone Number of Practice Setting

Qualifications: I will earn a Masters of Health Sciences (MHS) degree in Clinical Mental Health Counseling from Louisiana State University Health Sciences Center—New Orleans in MONTH & YEAR. I am a PRACTICUM/INTERNSHIP counseling student under the site supervision of SITE SUPERVISOR'S NAME, CREDENTIALS, as well as I am under faculty supervision of FACULTY SUPERVISOR'S NAME, CREDENTIALS. SITE SUPERVISOR NAME may be contacted at PHONE NUMBER/EMAIL ADDRESS, and FACULTY SUPERVISOR NAME may be contacted at PHONE NUMBER/EMAIL ADDRESS.

Counseling Relationship: I see counseling as a process in which you the client, and I, the counseling student intern having come to understand and trust one another, work as a team to explore and define present problem situations, develop future goals for an improved life and work in a systematic fashion toward realizing those goals.

Areas of Focus: SITE SPECIFIC INFORMATION AS STATED BY SITE SUPERVISOR HERE.

Fees and Office Procedures: SITE SPECIFIC INFORMATION AS STATED BY SITE SUPERVISOR HERE.

Services Offered and Clients Served: ADD YOUR THEORETICAL ORIENTATION WITH DESCRIPTION HERE. ADD THE COUNSELING FORMATS (INDIVIDUAL, COUPLES, GROUP, ETC.) YOU WILL COMPLETE AS WELL AS ANY CLIENT DEMOGRAPHIC INFORMATION (AGES, BACKGROUNDS, ETC.)

Code of Conduct: As a counseling student intern at LSUHSC—New Orleans, I am required to adhere to university and department policies of conduct, as well as adhere to the code of conduct at my site and the Code of Conduct outlined by the LPC Board of Examiners. Should you wish to file a disciplinary complaint regarding my practice as a counseling student intern, you may contact my SITE SUPERVISOR or my FACULTY SUPERVISOR.

In addition, I follow the appropriate code(s) of ethics for my specific professional organizations which I belong to including: LIST PROFESSIONAL MEMBERSHIPS (ACA, ASCA, CRCC, ETC.)

Confidentiality: Material revealed in counseling will remain strictly confidential except for material shared with my site supervisor, faculty supervisor, fieldwork group class, and under the following circumstances, in accordance with State law:

1. The client signs a written release of information indicating informed consent of such release.
2. The client expresses intent to harm him/herself or someone else.
3. There is reasonable suspicion of abuse/neglect against a minor child, elderly person (60 or older), or dependent adult
4. A court order is received directing the disclosure of information.

In the event of marriage or family counseling, material obtained from an adult client individually may be shared with the client's spouse or other family members with the client's written permission. Any material obtained from a minor client may be shared with the client's parent or guardian.

Privileged Communication: It is my policy to assert privileged communication on behalf of the client and the right to consult with the client if at all possible, except during an emergency, before mandated disclosure. I will endeavor to apprise clients of all mandated disclosures as conceivable.

Emergency Situations: SITE SPECIFIC INFORMATION AS STATED BY SITE SUPERVISOR HERE. You may also seek help through hospital emergency facilities or by calling 911.

Client Responsibilities: You, the client are a full partner in counseling. Your honesty and effort are essential to success. As we work together, if you have suggestions or concerns about your counseling, I expect you to share these with me so that we can make the necessary adjustments. If I determine that you would be better served by another mental health provider, I will help you with the referral process. If you are currently receiving services from another mental health professional, I expect you to inform me of this and grant me permission to share information with this professional so that we may coordinate our services to you.

Physical Health: Physical health can be an important factor in the emotional well-being of an individual. If you have not had a physical examination in the last year, it is recommended that you do so. Also, please provide me with a list of any medications that you are currently taking.

Potential Counseling Risk: The client should be aware that counseling poses potential risks. In the course of working together, additional problems may surface of which you were not initially aware. If this occurs, you should feel free to share these concerns with me.

I have read the Declaration of Practices and Procedures of STUDENT NAME, counseling student intern and my signature below indicates my full informed consent to services provided by STUDENT NAME, counseling student intern. I am aware that STUDENT NAME may share information with SITE SUPERVISOR NAME, FACULTY SUPERVISOR NAME, and other counseling student interns for the sole purpose of supervision toward graduation and information shared in supervision may not be used for any other purposes. I am also aware that my sessions with STUDENT NAME, counseling student intern, may be audio or videotaped for the purpose of supervision.

_____

Client Signature Date

_____

STUDENT NAME, Counseling Student Intern, Date

_____

SITE SUPERVISOR NAME, CREDENTIALS, Date

Parent/Guardian Consent for Treatment of a Minor:

I, _____ (GUARDIAN), give my permission for STUDENT NAME, counseling student intern, to conduct therapy with my child, _____ (NAME OF CHILD).
_____.

_____

Signature of Parent or Legal Guardian Date

PROFESSIONAL LIABILITY INSURANCE

Under LSUHSC's affiliation agreement with the clinical sites, as well as CACREP standards, students are required to carry their own personal professional liability insurance. Students must obtain coverage prior to the beginning of practicum. The minimum policy amount coverage will pay for defense against covered claims and provide professional liability limits up to $1,000,000 per claim, up to $3,000,000 annual aggregate. If students are members of the American Counseling Association (ACA), their student membership may include liability insurance to ACA student members enrolled and engaged in a master's degree counseling curriculum. Coverage is solely while performing counseling services related to graduate curriculum. This information can be obtained online at www.counseling.org. Students may also utilize other insurance providers such as HPSO for coverage.

A current copy of proof of liability insurance is required for students to be enrolled in fieldwork and will be kept on file through EXXAT. It is the student's responsibility to submit proof of liability insurance as an upload through EXXAT and include the expiration date of the policy. Students must be covered for the entirety of the semester and, if there is a pending expiration, students must submit new proof of liability insurance before the expiration date through EXXAT. Students who are unable to maintain current liability insurance will be removed from the placement site until proof of updated liability insurance coverage is uploaded in EXXAT.

TIMESHEETS

Students will be required to track their time at their sites, and all fieldwork activities are categorized into direct services benefitting clients, services indirectly benefitting the client, and supervision. Students are required to submit weekly logs through EXXAT for their site supervisor and faculty supervisor to approve. Timesheets are a mandatory requirement for graduation and to meet CACREP standards in fieldwork.

Direct Hours

CACREP defined direct service as "the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision." **In addition to individual counseling skills, CACREP requires that during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.*

Indirect Hours

Indirect client hours include any other hours spent at your site including staffing, consultation, processing, maintaining case notes, research, preparation for clients, and observations. You may collect indirect hours doing research outside of your site; however, these hours must be in excess of your weekly on-site requirements. You may not collect indirect hours at home in lieu of going to your site.

Supervision

Supervision is a necessary requirement in fieldwork that is considered part of indirect hours. Students are required to receive one hour of individual supervision with their site supervisor each week, two hours of individual supervision with their faculty supervisor each semester, and an hour and a half of university group supervision each week. Group supervision at a site is optional as some sites may or may not offer this type of supervision.

CREDENTIAL CONSIDERATIONS

Licensed Rehabilitation Counselor (LRC): The Louisiana LRC Board of Examiners does not define a direct hour, yet requires the completion of the following core areas for licensure: Counseling and Interviewing, Foundations and Philosophy of Rehabilitation, Client Assessment, Occupational Information and Job Analysis, Job Development and Placement, Disability Insurance Compensation Systems, Forensic Rehabilitation Applications, Cost Containment and Resources Acquisition, Planning Service Delivery, Participants and Service Applications within Disability Insurance Systems, Service Delivery, Concepts of Tests and Measurement, Rehabilitation Service Programs, Interviewing and Communication Principles, Differential Diagnosis and exposure to Various Disabilities and Medical Aspects, Development of Life Care Plans, and weekly face-to-face supervision. If students are considering other states, they are encouraged to seek out the requirements for that state.

Licensed Professional Counselor (LPC): The Louisiana LPC Board of Examiners approves hours of students graduating from a CACREP-accredited program. For licensure, the Louisiana LPC Board of Examiners defines a direct hour as an individual directly providing a mental health service with a client face-to-face. If students are considering other states, they are encouraged to seek out the requirements for that state.

Considerations for School Counseling: Students may be eligible to work upon graduation in a private school; however students are ineligible to obtain certification for the Counselor K-12 (Counselor in a School Setting) in Louisiana since LSUHSC does not have a specialized CACREP track in school counseling. Students may be eligible for the Mental Health Professional Counselor certification status in schools, however should seek guidance from the LA Department of Education for further information. If students are considering other states, they are encouraged to seek out the requirements for that state.

CASE PRESENTATIONS

Case Presentations will be utilized in individual and group supervision. Students should refer to the course syllabus for specific instructions per their faculty supervisor. The client consent form should be completed and on file with the site. For case presentations, students are required to provide the faculty supervisor with the signed recording verification form and upload their recording through the LSUHSC Health FileS (File Sharing Solution). Please be sure to disguise information so that the client's identity will be properly protected. APA formatting should be utilized for headers, references, etc. A suggested format for a case presentation includes:

- Overview of the Session
- Background Information on the Client
- Diagnostic Assessment & Impression
- Theoretical Framework
- Treatment Plan: Future Goals and Interventions
- Observations About Self

- Verbatim
- Consultation Questions
- References

If students were approved for live supervision at their site, then students are required to submit a live supervision evaluation form from their site supervisor on the client session with their case presentation.

For case presentations, students will need to consider the following forms. **Please see appendix.**

- **Client Recording Counseling Session Consent**: this document is available through EXXAT and should be signed and kept on file at the student's agency to ensure protection of client's confidentiality.
- **Recording Verification Form**: this document is available through EXXAT and should be used to ensure that the student has the Client Recording Counseling Session Consent Form on file with the agency.
- **Peer Feedback Form**: this form is available through EXXAT and may be used by students as a facilitation guide to providing peer feedback during case presentations. Students should inquire with their faculty supervisor and syllabus regarding usage of form.
- **Counseling Case Conceptualization Rubric**: this will be completed by the faculty supervisor based on case presentations in fieldwork through EXXAT.
- **Live Supervision Verification Form:** if a student was approved for live supervision, this is the form that is required to provide the site supervisor's feedback on the live session.

MID-TERM ASSIGNMENTS

Midterm Assignments through EXXAT for all fieldwork courses include a formal self-evaluation, site supervisor evaluation, and faculty supervisor evaluation. The evaluation utilized by all parties is The Counseling Competencies Scale—Revised© (CCS-R) which is an empirically tested assessment instrument designed to measure counselor competencies in the domains of (a) counseling skills and therapeutic relationships and (b) professional dispositions and behaviors, which aligns with CACREP (2016) Standards. Students are responsible for initiating the evaluation process in EXXAT by sending the evaluation to their appropriate supervisors. For more information and to see a sample of the evaluation, review Section 7 of this manual. Additionally, if a student is placed in a clinical rehabilitation site, there will be an additional evaluation that specifies the CACREP standards for clinical rehabilitation counseling that all parties will be required to complete.

FINAL ASSIGNMENTS

Final Assignments through EXXAT for all fieldwork courses include a formal self-evaluation, site supervisor evaluation, and faculty supervisor evaluation. The evaluation utilized by all parties is The Counseling Competencies Scale—Revised© (CCS-R) which is an empirically tested assessment instrument designed to measure counselor competencies in the domains of (a) counseling skills and therapeutic relationships and (b) professional dispositions and behaviors, which aligns with CACREP (2016) Standards. Students are responsible for initiating the evaluation process in EXXAT by sending the evaluation to their appropriate supervisors. For more information and to see a sample of the evaluation, review Section 7 of this manual. Additionally, if a student is placed in a clinical rehabilitation site, there will be an additional evaluation that specifies the CACREP standards for clinical rehabilitation counseling that all parties will be required to complete.

Additionally, at the end of the semester, students will be required to complete a site and site supervisor evaluation to provide the Department with feedback related to their experiences.

COURSE-SPECIFIC ASSIGNMENTS

Students are required to review their course syllabus published by their faculty supervisor, as there may be other unique requirements assigned by the faculty supervisor for course requirements.

Section

6

Safety Policies and Procedures

Students are expected to practice in a manner that minimizes risks to patients/clients, self, and others. Students who put safety of clients at risk may be removed from the clinical affiliation and receive a grade of "Fail" for the course. In addition, students who put their own safety at risk may be removed from the clinical affiliation and receive a grade "Fail" for the affiliation. Safety at risk may include, but is not limited by:

- Failure to observe health, safety, and emergency regulations
- Failure to follow HIPPA standards regarding client information
- Failure to maintain a safe work environment
- Failure to observe client treatment contraindications or precautions
- Failure to recognize, monitor, and/or adjust treatments according to client responses
- Failure to use appropriate assistance of others
- Failure to use appropriate techniques for safe handling for clients
- Failure to maintain safety for self (body mechanics, environment, etc.)

If the student demonstrates safety concerns in the affiliation, the site supervisor should write an accurate and clear statement regarding the safety concerns. The site supervisor should notify the faculty supervisor as soon as possible. The faculty supervisor, in advisement with the faculty, will determine if the safety concerns warrant one of the following a) a written remediation plan to help the student adhere to safety standards or b) immediate removal from the clinical affiliation and a grade of "Fail" for the course.

Note: The University is not responsible for the student's safety during travel to and from the clinical affiliation.

Student Conduct

During the academic and clinical portions of the program, all LSUHSC - New Orleans Counseling students are required to abide by LSUHSC – New Orleans School of Allied Health Professions "Policy and Procedures Related to Student Conduct" (see link to document below). Students are provided this document at new student orientation. All students are expected to review this document. https://alliedhealth.lsuhsc.edu/admin/docs/professionalconduct.pdf

Campus Assistance Program (CAP)

Offers problem assessment, short-term counseling, and community referral information, as well as a 24-hour crisis line for students and their immediate family members. CAP services are free of charge and confidential. For the crisis line or to make an appointment call (504) 568-8888. You may also visit their website here, or book an appointment online.

Substance Abuse

All students at LSUHSC – New Orleans are required to adhere to Chancellor's Memorandum 23 (CM-23)-LSU Health Sciences Center New Orleans Drug Free Workplace and Workforce. Please see the link below to CM-23 document. Students are required to complete annual compliance training annually in the following to areas:

- The Drug-Free Workplace Policy & Drug Testing Program
- Drug Free Schools and Communities Students are also subject to the substance abuse policies set forth by their External Clinical Practicum site. http://www.lsuhsc.edu/administration/cm/cm-23.pdf

Student Health Services

The Louisiana State University Student Health Clinic offers a variety of health services. Physicians in the Student Health Clinic are board certified. For more information on student health insurance, please see http://www.lsuhsc.edu/orgs/studenthealth/insurance. Nurse only appointments may be scheduled for immunizations by calling (504) 412-1366. For additional information, see the Student Health Handbook. https://www.lsuhsc.edu/orgs/studenthealth/geninfo.aspx

Campus Save Act/ Title IX

LSUHSC-NO is committed to providing a learning, working, and living environment that promotes integrity, civility, and mutual respect in an environment free from discrimination on the basis of sex and sexual misconduct which

includes sex discrimination, sexual harassment, dating violence, domestic violence, sexual assault, stalking and retaliation. (PM-73 - Title IX and Sexual Misconduct Policy)

Violence may cause lasting physical and psychological harm and can permanently impact our employees' and students' lives. LSUHSC-NO believes that violent, threatening or harassing behavior violates our institutional values and presents a barrier to fulfilling the Health Sciences Center's mission of education, research and public service.

All LSUHSC-NO employees and students have a reasonable expectation to a safe and secure working and learning environment free of threats and assaults. Employees and students also have a responsibility to help ensure the safety and security of the LSUHSC-NO campus. Louisiana State University Health Sciences Center New Orleans is committed to maintaining a campus free from violence including sexual assaults, threats of violence including verbal and non-verbal threatening behavior, and harassment. Such behavior is unacceptable and is not permitted on the LSUHSC-NO campus. (CM-44 - Campus Security Policy). For more information: https://www.lsuhsc.edu/titleix/

Office of Compliance

As part of enrollment at LSUHSC - New Orleans, students are required to complete training in accordance with federal and state laws and regulations in the following areas: Code of Conduct, HIPAA Privacy, HIPAA Security, Quarterly Safety Meetings, Security and Confidentiality, FERPA, The Breach Notification Rule, Compliance Update, Blood borne Pathogens, The Drug-Free Workplace Policy & Drug Testing Program, Drug Free Schools and Communities. If students are out of compliance with the University, they will be removed from their fieldwork site. Students will be allowed back on-site once the student has submitted the appropriate training and demonstrated evidence of successful completion of training. https://www.lsuhsc.edu/administration/ocp/

Emergency Disaster Plan

All students are required to abide by the policies and procedures of the clinical sites and university policies to which they are assigned. Emergency plans are reviewed as part of a student's orientation to the facility.

If the university should close for an unforeseen reason (weather, etc.) with short notice, students are to communicate with their site supervisor the status of the school closure by forwarding the closure notification email from the Chancellor to the site supervisor as soon as possible. Students are not to be allowed on-site in fieldwork if the Chancellor or University has specifically stated that students are not allowed to be on-site at clinical rotations during the school closure or for other unforeseen reasons. Students may inquire with their site and the program about the availability and/or utilization to transfer to available telemental health platforms if the emergent situation becomes long-term. https://www.lsuhsc.edu/emergencypreparedness/erp.aspx

At-Risk/ Crisis Incidences, Illness, and Injury

All students should report any of these instances to their site supervisor and faculty supervisor as soon as possible. Students are required to abide by the policies and procedures of the clinical sites to which they are assigned. These policies and procedures are reviewed as part of a student's orientation to the facility. https://www.lsuhsc.edu/admin/pfm/ehs/iaform.aspx

Infection Control

LSUHSC is committed to the delivery of quality counseling services to all clients, including those with infectious disease. The department is committed to minimizing the risk of exposure to infection by clinicians, students, patients, and staff and

faculty. Each person in fieldwork is responsible for abiding by LSUHSC infection control policies, as well as any policies provided at the fieldwork site.

Section

7

Assignment of Grades and Evaluations

Practicum and internship courses are graded Pass/Fail, based on the student's demonstration of professionalism, participation on-site and in the group supervision seminar, and careful completion of all assignments, including obtaining the minimum amount of direct and indirect hours required, as outlined in the course syllabus and as required by CACREP standards and the Louisiana state licensure board. Grades are based on participation in class activities, assignments, site supervisor's evaluations (mid-term and final), faculty supervisor's evaluations (midterm and final), as well as the ability to show competencies in counseling skills, openness to the supervision process, and displaying developmental growth over the course of the semester. Please be assured that any identified deficiencies will be discussed with students as soon as they are identified. The midterm evaluations are an effective tool for judging student progress. Students may freely discuss progress with their site supervisor and/or faculty supervisor whenever there are questions or concerns.

Evaluations

Students in practicum and internship will complete formal self-evaluations on their skills and knowledge, as well as students will receive formal evaluations from site supervisors and faculty supervisors at mid-term and final. Evaluations will be turned in to the faculty supervisor based on the outlined mid-term and final dates provided on a course syllabus.

The evaluation utilized by all parties is the **CLINICAL MENTAL HEALTH COUNSELING EVALUATION** which is an instrument designed to measure counselor competencies in the domains of (a) counseling skills and therapeutic relationships and (b) professional dispositions and behaviors, which aligns with CACREP (2024) Standards. For more information and to see a sample of the evaluation, review Section 7 of this manual. Additionally, if a student is placed in a clinical rehabilitation site, there will be an additional evaluation that specifies the CACREP standards for clinical rehabilitation counseling that all parties will be required to complete.

LSU Health NEW ORLEANS
School of Health Professions
Department of Counseling

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

8

Please list strengths regarding counseling skills:

Please list opportunities for further development:

General comments:

_____ _____

Student Signature Date

_____ _____

Faculty/Site Supervisor Signature Date

Tips for Success

To promote a successful fieldwork experience, the following guidelines are recommended for students and supervisors.

Students

In addition to developing clinical competencies, an important part of the fieldwork experience is the development of professional behaviors. The following qualities have been determined essential to the position of counselors-in-training and reflect the expectations for acceptable performance.

Responsibility: demonstrates independent initiative and readily assumes responsibility; demonstrates consistent dependability and reliability in fulfilling responsibilities; is conscientious in meeting responsibilities, demonstrating attention to routine responsibilities.

- Ask questions when in doubt after researching, unless urgent.
- Be punctual and prepared.
- Recognize and act on personal responsibility for learning during the fieldwork experience (e.g., finding answers to questions, providing feedback to supervisor, utilizing opportunities for observational learning experiences, i.e., other therapists, disciplines).
- Take initiative.

Organizational Skills: is punctual in fulfilling responsibilities and requirements of the position, including adhering to schedules, meeting deadlines, etc.

Flexibility: effectively adjusts to changes in schedules, policies, and procedures; adjusts priorities according to needs of the clients, program, department, and others.

- Develop an attitude of flexibility - expect changes to occur.
- Utilize time effectively.
- Help out and offer assistance to others.

Interpersonal Skills: is able to establish effective interpersonal relationships with clients and their families, supervisors, staff members, students, and members of other disciplines; is sensitive to an considerate of others; is able to work and relate effectively with a wide range of diagnoses and disabilities (clients), socioeconomic, age, and ethnic groups (clients, their families, and other personnel).

- Maintain professional relationship with supervisor and others.
- Regard feedback as a learning tool.
- Be aware of how your behavior affects others.
- Consider timing of questions (e.g., when approaching staff).
- Respect personal space and time of others.
- Explore situations before responding - make informed interpretations and decisions.

Communication Skills: shows effective, appropriate (timing content, and method) communication with intra- and extra-departmental personnel at all levels; oral and written professional communication should reflect the standards established for the department; communication at all levels should be appropriate in timing, open and direct; important for staff to independently initiate communication whenever the need and to maintain consistent feedback to appropriate personnel; discretion and confidentiality; open lines of communication should be maintained with the chief occupational therapist and supervisor at all times.

- Expect and respect differences in professional opinions. Open-mindedness allows opportunity to explore different theories and techniques of management.
- Be aware of nonverbal behavior, tone of voice, etc., and the effect these can have upon your relationships with others.
- Take time to organize your thoughts and make notes before reporting or contacting others.
- Follow established guidelines and documentation standards for note writing.

Concern for Professional Development: is receptive to guidance and regards constructive feedback as a learning tool; actively assesses, recognizes, and expresses personal needs for further professional development; demonstrates interest and actively participates in continuing education activities; is willing to share professional knowledge and experience with others.

- Assume responsibility for learning.
- Be resourceful in finding answers to your questions.
- Actively seek learning experiences.
- Realize that as a counselor-in-training you have valuable information and experiences to share with others. Be willing to share information.

Problem-Solving Abilities: demonstrates effective problem-solving skills in approach to client treatment, and overall functioning within department; readily identifies and communicates problems impacting upon client care and department functioning to appropriate individuals; maintains an open, objective attitude in assessing and confronting problem situations; appropriately acts upon decisions and maintains communication and effective follow-up and feedback.

- Be resourceful. Use common sense and think things through before asking someone else for the answer.
- Use resources to help find answers to questions and suggestions for client treatment.
- Utilize student handbooks.
- Recognize and act on need to contact other disciplines.
- Make yourself aware of material resources available at your site.

Remember that you are a representative of the department and the profession. Through personal demonstration of professional attitudes and appearance, support and contribute to the professional image of the department.

Supervisors

Anderson (1988) discussed three types of supervision. The three types, by their nature, require students to progressively function at an increasingly higher level. Note: Some beginning students may be able to function at higher levels, at least with some clients. Clinicians should be encouraged to function at as high a level as possible, but not expected to function at a higher level than their experience can support.

Direct Active Style of Supervision.
Stated very simplistically, this style involves an exchange in which the supervisor tells the student what to do and the student does it; the supervisor then provides feedback on student performance, gives another directive and the cycle repeats. This style is appropriate when time constraints and/or quality of client care

demands it. This style is very time-efficient; however, it does not promote independent thought on the part of the clinician and, therefore, is not the best for higher-level students.

Collaborative Style of Supervision
This style places more responsibility on the clinician for independent thought. The clinician is expected to come to supervisor/clinician meetings having already done problem-solving and ready to make suggestions concerning client care. The supervisor may need to ask questions that lead the clinician to think in the right direction; however, considerable opportunity is provided for the student to state his/her thoughts before the supervisor discusses relevant factors in the situation.

Consultative Style of Supervision
In this style, the clinician and supervisor relate more as colleagues. The clinician is responsible for problem-solving and decision-making "as if" he/she were a licensed and certified professional. The supervisor, as much as is reasonable, refrains from intervening in order to see if the clinician will recognize those situations in which he/she needs to consult.