Department of Counseling

Student Handbook

School of Allied Health Professions
Louisiana State University Health Sciences Center
New Orleans

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INTRODUCTION

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

Students are eligible to sit for the National Counseling Examination (NCE) as early as their final semester in the program. They are also eligible, with additional post-graduate supervision, to apply to become a Provisionally Licensed Professional Counselor (PLPC).

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

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

http://catalog.lsuhsc.edu/

http://alliedhealth.lsuhsc.edu/Admin/docs/StudentHandbook.pdf?version1.8817

I. GENERAL PROGRAM DESCRIPTION

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

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

Program Outcome Measures

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

https://alliedhealth.lsuhsc.edu/crc/performancemeasures.aspx

II. MISSION STATEMENT AND PROGRAM OBJECTIVES

Mission

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

Program Objectives

1. Student populations will be varied with respect to race, gender, and other cultural identities.
2. Student graduates will have the knowledge and skills to secure professional positions in the counseling field.

Learning/ Course Objectives

3. Students will attain a strong theoretical foundation in the core areas of counseling as outlined by our accreditation body.
    a. Professional counseling orientation and ethical practice

b. Social and cultural perspectives
c. Human growth and development
d. Career Development
e. Counseling and helping relationships
f. Group counseling and group work
g. Assessment and testing
h. Research and program evaluation
i. Clinical Mental Health Counseling

4. Students will be able to successfully demonstrate and apply knowledge and skills learned in graduate courses and apply in counseling practice.

5. Students will be able to develop and successfully demonstrate and apply knowledge and skills in multicultural competence in counseling practice.

6. Students will develop and successfully demonstrate and apply knowledge and skills strong counselor identities as future professional counselors

Faculty

Erin M. Dugan, Ph.D., LPC-S, Registered Play Therapist Supervisor currently serves as the Interim Dean in the School of Allied Health Professions, the Associate Dean of Academic Affairs in the School of Allied Health Professions, holds Professor rank in Department of Counseling, and also serves as the Director of the LSUHSC Child & Family Counseling Clinic. Dr. Dugan earned her doctorate degree from the University of Mississippi in Counselor Education. She serves on various committees, associations, and boards in the counseling profession. Dr. Dugan's scholarly activities include book chapters, publications, national presentations, and workshops. Her current research interests include intergenerational attachment patterns, play therapy and filial therapy research, and the development and enhancement of child-parent relationships.

Kimberly N. Frazier, Ph.D., LPC, LMFT, NCC is an Associate Professor in the Department of Counseling at the Louisiana State University Health Sciences Center-New Orleans (LSUHSC-NO). She received her doctorate in Counselor Education from the University of New Orleans. She holds licensure in the state of Louisiana as a licensed professional counselor, licensed marriage and family therapist, and certification as a nationally certified counselor. Dr. Frazier has published articles on cultured centered counselling with pediatric populations and families, the use of culturally based counselling with children and families experiencing trauma and crisis. Her research published works on these topics counseling pediatric populations, cultured centered counseling interventions and training, systemic oppression and trauma can be found in the *Journal of Multicultural Counseling and Development*, the *Journal of Counseling and Professional Psychology*, as well as other national journals and book chapters. Dr. Frazier has participated in several podcasts and webinars state-wide and internationally. Dr. Frazier has served on the editorial board of the *Journal of Multicultural Counseling and Development,* served as the Association of Multicultural Counseling and Development Representative on the American Counseling Association Governing Council and the chair of the Association of Multicultural Counseling and Development Mentoring Program. Dr. Frazier has been awarded ACA Fellow Award, the most prestigious distinction given to a member of the organization. She has also been elected as the 71st president of the American Counseling Association, she is one of eight African-Americans to serve in this role for the organization.

Adrianne Frischhertz, Ph.D. is a Licensed Professional Counselor-Supervisor and Registered Play Therapist Supervisor. Currently, she is a part-time Assistant Professor in the Department of Counseling in the School of Allied Health Professions at LSU Health New Orleans. Dr. Frischhertz has published and presented on both local and national levels to educate others about counseling and play therapy. She is a graduate of both the Louisiana Counseling Association and Association for Play Therapy Leadership Academies and serves on the Louisiana Association for Play Therapy and Association for Child and Adolescent Counseling (Louisiana chapter) boards. She serves on the editorial board of the Louisiana Counseling Association Journal. Clinically, she focuses on providing services to children ages 3-12 and their caregivers, as well as supervision to those seeking licensure as a professional counselor (LPC) and certification as a Registered Play Therapist.

George W. Hebert, Ph.D. is a Licensed Psychologist and an Assistant Professor-Clinical faculty member in both the Department of Counseling and in the Master of Physician Assistant Studies Program. He continues to be a faculty clinician in the LSUHSC Child and Family Counseling Clinic where has supervised graduate students from other sending universities for their completion of various types of practice and

internships. Prior to these faculty appointments, Dr. Hebert served as the training director for the Louisiana School Psychology Internship Consortium (LAS*PIC) here at the LSU Health Sciences Center in the Human Development Center (HDC). He earned his doctoral degree in School Psychology from the Louisiana State University in Baton Rouge. Previously, Dr. Hebert served eight years providing psychological services and/or directing an outpatient mental health clinic for children and adolescents in Louisiana. Additionally, he served a total of six years as a school psychologist in both rural and urban settings in Louisiana. Previously, Dr. Hebert also taught as a part-time faculty member in the psychology department at the University of New Orleans for many years. Dr. Hebert is a former president of the Louisiana School Psychological Association (LSPA) and stays active in various state and national professional organizations. His current research interests include issues for children and methodological issues related to the measurement of metabolic syndrome.

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

III. GENERAL DEPARTMENT POLICIES

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

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

Use of Departmental Conference Room - The departmental conference room (room 301) is available for use during business hours, 8-5, Monday – Friday for faculty only unless otherwise notified by university guidelines. Students can request to use the conference room through counseling@lsuhsc.edu

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

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

Text Messaging Alert System - In the event of an emergency, LSUHSC can alert students via text messaging. Go to http://www.lsuhsc.edu/alerts for further information, as well as instructions as to how to sign up for this service.

IV. MHS-COUN ADMISSION REQUIREMENTS

The Department of Counseling accepts applications year-round.

Online application
https://ahcas.liaisoncas.com/applicant-ux/#/login

A hard copy application may also be secured by contacting the department directly or the Office of Student Affairs at 504-568-6299 or email sahpsa@lsuhsc.edu.

Timeline for application

Department of Counseling Rolling Application Cycle	Application Due	Semester Start
Spring Semester Start	October 1	January
Summer Semester Start	February 1	May
Fall Semester State	June 1	August

MHS-COUN Admission Requirements

- Bachelor's degree from an accredited college or university.
- Minimum Undergraduate grade point average of 2.5 (in a 4.0 system).
- Satisfactory Graduate Record Examination Score within the last 5 years

Graduate Record Examination Test

All applicants seeking admission to the LSUHSC-NO MHS-COUN Program must register for and take the Graduate Record Examination General Test. The GRE measures the applicant's aptitude for graduate-level study. The web site for the GRE General Test is http://www.gre.org/. When filling out the application, you will be asked for an Institutional Code. The institutional code is **6352**, the Department code is **0635**.

- Two letters of recommendation (one must be from an academic source)
- Typed Essay
- Background in behavioral science and/or social services is preferred, but not a requirement.

Letters of Recommendation

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

Typed Essay Instructions

All applicants seeking admission to the LSUHSC-NO MHS-COUN Program must submit a typed, personal essay. Applicants must respond to the following:

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

The department is interested in admitting a committed, qualified, and varied group of students for each class. For example, a substantially higher GPA than that required may be used to offset a lower GRE score. Frequently, the applicant pool has more competitive GPA 's than GRE scores.

The admissions committee will consider all three General Test sections of the GRE; Verbal, Quantitative, and Analytical Writing, as each section provides insight into a different aspect of the prospective student. The department will continue to require the GRE and utilize other criteria, as stated above, to determine admissions decisions.

Informational Sessions

Information provided is about the field of counseling, types of settings that counselors can practice, program curriculum, program schedule, research opportunities in the department and program application/admission requirements and answering questions that potential applicants may have regarding the program. These sessions given three different ways based on potential applicant preference: in-person inside the HDC building, at 411 S. Prieur Street, Room 301, on the zoom platform where potential applicants are able to schedule their information session on our website, or on the phone. Potential applicants are encouraged to contact the area coordinator by phone or via email if you are interested in attending an informational session.

Admissions Procedures - School of Allied Health Professions Policy

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

**All students are required to attend the School of Allied Health Professions and Counseling Department orientations which are held prior to the beginning of their first semester.*

V. STUDENT ADVISEMENT POLICIES

Each student will be assigned to a faculty that will serve as their advisor during their time in the program. The

advisor will assist the student with tasks such as developing a plan of study, pre-registration, and consultation regarding other academic training and professional issues. The student will routinely meet with his/her advisor during the pre-registration period of each semester and may also contact the advisor at any other time as necessary.

The assignment of a faculty advisor is generally permanent; however, a change can be initiated either by the student or the advisor. Any change must be approved by the department head. Prior to each semester, the student initiates a meeting with their faculty advisor to review and discuss their plan of study for the upcoming semester. Program requirements are described in this manual, and the Individualized Curriculum Planning (ICP) form will serve as the student's copy of the plan of study that has been arranged with the advisor.

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

Transfer Credit

Please be aware that only twelve (12) credit hours may be accepted as transfer credits toward graduation from students who transfer from a CACREP accredited institution (excluding Practicum 6641, Internship I 6643, and Internship II 6645).

Note: All students who transfer credits from another institution must pass the CPCE (see Comprehensive Exams)

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

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

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

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

Not submitting the transcripts via the AHCAS system will delay receipt of your transcript. Please send other information to the department by email counseling@lsuhsc.edu, the transfer process may take up to 6 weeks to complete.

Technological Competence

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

VI. STUDENT EVALUATION, REMEDIATION, AND PROMOTION POLICIES

Masters students in the Department of Counseling (COUN) at Louisiana State University Health Sciences Center New Orleans ("LSUHSC") will find that the expectations, requirements, and responsibilities of the clinical graduate program exceed those of undergraduate school. Additionally, the counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.

The following sections outline the students' academic responsibilities, duties, and roles and the process by which students are evaluated, promoted, and remediated including the curricular objectives, which are carried out.

The Student Evaluation, Remediation, and Promotion Committee ("SERP") is appointed by the department head and is a standing committee consisting of faculty from the department. SERP systematically evaluates the progress of counseling students throughout their time in the program with the Counselor Competency Scale-Revised (CCS-R) and the Key Performance Indicators (KPI) Rating Scale each semester. These empirical measures are administered each semester and assess key professional dispositions and allow for measurement of student professional dispositions over multiple points in time. SERP evaluation procedures 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. If needed SERP will develop, plan, oversee, and coordinate possible support needed for promotion and/or remediation of students in the program.

Evaluation of Students

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

Throughout the academic year students are evaluated once each semester with the CCS-R and the KPI Rating

scale. 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), found in Tevera. Concerns may include but are not limited to: unresolved personal problems, lack of relationship building skills, questionable ethical behavior, inability to accept feedback, academic misconduct, failure to achieve student learning objectives, or other issues that interfere with a student's ability to function effectively as a counselor.

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

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

Personal Counseling

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

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

Committee Review Process

Successful completion of a program of study in the LSUHSC-NO Department of Counseling program is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The Department of Counseling faculty have a professional responsibility to evaluate the knowledge, skills, and disposition of students in their training programs on a regular basis. Faculty can raise questions regarding student behavior or performance during scheduled department program meetings. Faculty discussions regarding student performance and progress are confidential. Student reviews are conducted on all students using the CCS-R and KPI Rating Scale. The results of these empirical measures are forwarded each semester to the chair of SERP. If no concerns are noted, then the student matriculates forward in the program. If concerns are noted, then the chair of SERP calls a meeting of the full committee for the possible creation of a SERF.

Purposes of Student Evaluation

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

- Determine students' appropriateness for continuation and promotion in the program.
- Provide evaluative feedback to students regarding their competence in providing professional services.
- Monitor and evaluate student efforts to achieve acceptable standards of practice.

- Recommend avenues of remediation to assist students to demonstrate acceptable standards of practice.
- Recommend dismissal of a student in the program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services.
- Recommend dismissal of a student in the program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program.

In accordance with Counseling and Counseling Related Educational Programs ("CACREP") standards students are reviewed and monitored by departmental faculty during their matriculation in the Counseling Program.

Student evaluations also occur for students enrolled in the following courses: COUN 5601 Foundations in Counseling, COUN 6612 Counseling Techniques & Process, COUN 6640 Research Design and Methodology, COUN 5603 Multicultural & Psychosocial Aspects of Counseling, COUN 6641 Practicum in Counseling, COUN 6643 Internship in Counseling I, and COUN 6645 Internship in Counseling II using the CCS-R. Students can be referred by the faculty of record for the course for the aforementioned courses to the SERP Committee for review when areas of growth and/or behaviors are discovered. A referral for committee review can also be made if the SERF is completed by a faculty member regarding a concern about a student's behavior observed in a course not covered by the CCS-R or KPI Rating Scale, at a clinical site, during an activity sponsored by the LSUHSC-NO School of Allied Health Professions, or outside in the community.

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 Tevera.
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 SERP for review. The committee will be charged with reviewing the SERF(s), CCS-R (s) and any other pertinent documentation (e.g., site supervisor feedback) to determine what further action and/or remediation should be taken. The committee may meet with the student, the faculty member, and other individuals who may have pertinent information. The committee will determine recommendations and/or actions warranted.

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

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

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

1. *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.
2. *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.
3. *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.

4. *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.

5. *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 Hea Professions.

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

Other Types of Program Dismissals

A student who has a cumulative grade-point average below 3.0 will be placed on probation. Those students who are on probation for two consecutive semesters may be subject to dismissal. Continuation in the program in a second probationary semester must be approved by the department head.

VII SCHOLASTIC PROCEDURES

The following requirements apply to all students enrolled in the MHS-COUN program in the Department of Counseling. These requirements are in addition to those appearing in the LSUHSC School of Allied Health Professions Student Handbook and the LSUHSC Catalog/Bulletin.

1. Maintain a grade point average which is consistent with the graduate scholastic standards of the School of Allied Health Professions. A minimum cumulative GPA of 3.0 is required for graduation.
2. The minimum scholastic requirement for course work is a grade of "C." However, no more than 6 credit hours of C grades may be counted toward a degree unless otherwise established by the department. In courses designated Pass/Fail or Satisfactory/Unsatisfactory a grade of Pass or Satisfactory is required.
3. The grade of "I" (Incomplete) indicates that the student has not completed the course for some unavoidable reason which has been approved by the faculty. A grade of "I" will be converted to "F" unless it is removed prior to the deadline for adding courses for credit for the next semester as published in the school calendar. Extensions may be granted in special circumstances with the approval of the Associate Dean for Graduate Studies.
4. Satisfactorily complete all required departmental course work required for graduation in not more than six calendar years.
5. For a student to be eligible for placement in practicum, the student must have satisfactorily completed all preceding coursework (refer to the Student Handbook for "Statement of satisfactory academic progress.").
   http://alliedhealth.lsuhsc.edu/crc/docs/Practicum_Internship_Handbook.pdf
6. For a student to be eligible for placement in internship, the student must have satisfactorily completed 42 of the 46 non-internship credit hours (refer to page 17 of the Student Handbook for "Statement of

satisfactory academic progress."). In addition, the student must have successfully passed the department's comprehensive exam.

7. All fieldwork experiences MUST be sites where you are not currently working and/or have previously been employed.
8. Students who wish to take a leave of absence for any reason, at any point during their semester of study or program, must apply to do so with the department head. The department head will give final approval/denial to such situations.
9. Students who choose to seek approval for a leave of absence for more than one semester must reapply to the program.

Probation

A student who has a cumulative grade-point average below 3.0 will be placed on probation. Those students who are on probation for two consecutive semesters may be subject to dismissal. Continuation in the program in a second probationary semester must be approved by the department head. Please find the SAHP Graduate Professional Academic Standards in the *SAHP Student Handbook*:

https://alliedhealth.lsuhsc.edu/Admin/docs/StudentHandbook.pdf?Spr20

Attendance

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

Degree Requirements

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

I. Curriculum Plan of Study

The Master of Health Science degree program in Counseling offers a traditional, full-time curriculum plan of study and a spring-entry curriculum plan. Students will create an Individualized Curriculum Plan (ICP) with their assigned advisor.

VIII. CURRICULUM PLAN of STUDY

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

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

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

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

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

Fifth Semester Spring
COUN 6645 Internship in Counseling II **6**
COUN **** Elective Course **3**

Total: 60 Credit Hours Required for graduation

****** only 6 Credit hours of electives are required**

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

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

IX. COMPREHENSIVE EXAMINATIONS

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

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

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

In order to sit for the comprehensive examination, the student must have completed (or be currently

enrolled in) these following courses:

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

The comprehensive examination will be administered in the semester prior to enrollment in COUN 6645: Internship in Counseling II.

Students who do not follow the standard program sequence but have met the course requirements to sit for the comprehensive examination, must schedule a meeting with their faculty advisor to schedule their examination. The faculty advisor will discuss with the departmental faculty the request and an examination date will be provided, upon approval from the department head. Grading is on a Pass or Fail basis. Students who do not receive a passing grade on the CPCE must meet with the Chair of the Comprehensive Exam (COMPs) Committee and/or the Department Head to decide on a date to sit for a second attempt of the comprehensive exam. This second attempt will consist of 200 multiple choice questions created by the faculty covering the eight common core areas previously outlined above.

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

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

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

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

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

TEAM UP™ History

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

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

Fieldwork

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

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

Departmental Policies

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

Professional Development

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

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

Professional Conduct

https://www.lsuhsc.edu/administration/cm/cm-56.pdf

http://alliedhealth.lsuhsc.edu/Admin/studentconduct.aspx

http://www.lsuhsc.edu/administration/academic/policies.aspx

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

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

For the full policy go to:

http://alliedhealth.lsuhsc.edu/Admin/docs/professionalconduct.pdf

Policy on Providing Accommodations for Students with Disabilities

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

Guidelines for individuals with disabilities may be found at:
https://alliedhealth.lsuhsc.edu/admin/studentswithdisabilities.aspx
https://www.lsuhsc.edu/administration/academic/ods/

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

Individualized Curriculum Plan of Study (ICP)

Students must meet with their academic advisor on a regular basis. Students MUST meet with their academic advisor prior to registration each semester so that they can submit and discuss their Individualized Curriculum Plan (ICP) of Study. This plan is developed by the student based on the Curriculum Sequence outlined in the student handbook. This plan needs to be signed off by both the student and his/her advisor each semester at the very least. See Appendix

Technical Standards

http://alliedhealth.lsuhsc.edu/Admin/academicstandards.aspx

I Grades

A grade of temporary significance which may be issued by a department, but which is not recorded on the student's permanent record is Incomplete. A grade of I (Incomplete) is assigned when, for reasons beyond the student's control or because of some acceptable circumstance, the student has been unable to complete the course requirements in the usual time or manner. This grade does not imply a deficiency on the part of the student. On completion of the required course work, the grade of I will be changed to an appropriate grade as described above. Students with Incomplete status in a course must finish all required work in a manner specified by the department involved. In general, this should be done in a reasonably short period of time after the regular termination date of the course. The department may allow a longer period for reasons which are considered appropriate. A student cannot be promoted until all incomplete grades have been removed. Unless there is an acceptable reason for further delay, an incomplete grade which is not removed by the date for registration for the next school year will be recorded on the record as F.

Compliance

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

HIPAA

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

FERPA

What is FERPA? The Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as the Buckley Amendment) is a federal law that protects the privacy of a students' education records. The Act applies to LSUHSC-NO as the institution is a recipient of federal funds. FERPA affords students certain rights with respect to their educational records.

Code of Professional Ethics

Ethics are the principles of conduct governing a profession. The practice of the profession of Counseling raises many complex ethical questions. To address and resolve these questions, please refer to the American Counseling Association Code of Ethics. Students in the MHS-COUN program are expected to be familiar with and abide by the ACA Code of Ethics.

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

Student Dress Code

It is incumbent upon each student to maintain awareness of the need for a professional appearance and manner that is in keeping with the standards of a health professions school. The following guidelines have been approved by the LSUHSC School of Allied Health Professions Student Government Association with the approval of the Dean.

Students who are in the Allied Health Buildings and the Medical Education Building during regular working hours (8am-5pm) will not wear tank tops, halter tops, short pants, clothing with holes, cut-offs or "short" shorts, flip-flop sandals.

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

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

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

X. Departmental Systematic Evaluation Procedures

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

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

Regarding the primary evaluation of program objectives, six different surveys are used: the Student Department Evaluation Survey; the Student Exit Survey; the Alumni Survey; the Faculty Survey; the

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

Secondly, student learning/performance is primarily systematically assessed with two empirical measures. The Counselor Competencies Scale – Revised) CCS-R is completed by one designated faculty member each semester that the student is in the program, regardless of whether they have full-time or part-time status. This is a published and copyrighted scale shown to effectively measure professional skill developments and professional competencies. The items are rated with an ordinal scale ranging from (1) Harmful to (5) Exceeds Expectations/Demonstrates Competencies. The other empirical measure used is the LSUHSC Counseling Key Performance Indicator (KPI) Rating Scale, which is also completed each semester that the student is in the program. This measure also utilizes the Likert technique. This nine-item scale uses one representative performance standard verbatim from CACREP for each of the eight counseling core areas and one item for the specialty area of Clinical Mental Health Counseling. A different faculty member appointed by the Department Chair completes both of these during the same semester.

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

Procedural Review of Documented Plan

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

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

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

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

Site Supervisor Annual Survey - This survey will be solicited from practicum/internship site supervisors who had a student placed at their site during the past calendar year for completion by June 30th of every year. This survey will provide the department information on the eight CACREP domains and possible additional comments on the strengths and areas of growth for the practicum/internship program.

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

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

Data Collection Procedure

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

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

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

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

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

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

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

The table below shows the timeline for these data collections.

Survey	Send Date	Due Date	First Reminder Date	Final Reminder Date
Alumni Survey	June 1	June 30	June 15	June 22
Employer Survey	June 1	June 30	June 15	June 22
Faculty Department Evaluation Survey	June 1	June 30	June 15	June 22
Site Supervisor Annual Survey	June 1	June 30	June 15	June 22
Student Department Evaluation Survey	Feb 15 June 1 Sept 15	March 15 June 30 Oct 15	March 1 June 15 Oct 1	March 8 June 22 Oct 8
Student Exit Survey	April 1	April 30	April 15	April 22

Secondly, the components that systematically evaluate student learning are assessed with two empirical measures: The Counselor Competencies Scale – Revised) CCS-R and the LSUHSC Counseling Key Performance Indicator (KPI) Rating Scale. Each is described below along with the procedure and timelines for completion.

The Counselor Competencies Scale – Revised) CCS-R and the LSUHSC Counseling Key Performance Indicator (KPI) Rating Scale are both completed by a designated faculty member near the end of each semester that the student is in the program. The rating scales are electronically completed and stored in the on- line record system Tevera for students to review and sign once they are completed.

The Counselor Preparation Comprehensive Examination (CPCE) must be scheduled by the approved students by September 1 (to ensure the recommended 45 days before they complete the exam.). Students must take the exam at an approved Pearson VUE facility by October 30. If the student does not pass the CPCE, then the student will take the department created comprehensive multiple-choice exam as a second attempt. If the student is not successful on the second attempt, a

third and final format of the comprehensive exam will consist of essay questions developed by the COMPs Committee. The date and time of this administration will be determined by the faculty advisor after consultation with the Chair of the COMPs Committee. This third attempt should be completed two weeks before the last day of the semester.

Data Review and Analysis

The Survey Committee holds quarterly meetings (or a minimum of four) throughout the year to review upcoming administrative procedures and analyze any recent results. The quarters are based upon the fiscal year with quarter one comprising of July, August, and September; quarter two comprising of October, November, and December; quarter three comprising of January, February, and March; and quarter four comprising of April, May, and June.

The Student Department Evaluation Survey (which is administered three times each year) is reviewed by the Survey Committee and the Department Head. However, all data sources consistent with the Departmental Systematic Evaluation Procedures used to assess the program objectives, including student learning are shared via email with the faculty and an agenda item for discussion is included in a designated summer faculty meeting for a final analysis. These data and analyses are then placed as an agenda item for the fall Advisory Board Meeting.

Data Utilization

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

Other Department Evaluations:

- **Faculty Review of Curriculum –** Faculty will review components of the department curriculum each semester and academic school year to assess appropriateness and timeliness. In addition, all new courses proposed for the curriculum must be approved by the faculty.
- **Annual Faculty Performance Review –** Every year all untenured faculty and all tenured faculty, will follow the peer-review procedures outlined in the School of Allied Health Professions Faculty Handbook to complete a performance review. This review covers teaching, service, and research, and culminates in Faculty and Department Head recommendations for each faculty member's professional growth and development.
- **Advisory Board Review –** The Department is committed to using the talents and resources of our Advisory Board by holding bi-annual, in-person meetings and engaging in ongoing networking to strengthen its mutually beneficial relationship with these partners from the community. Part of each meeting's agenda is to obtain their formative evaluation and recommendations for program improvement. Additionally, the Advisory Board will evaluate the program's mission and objectives, content and design of the curriculum, student's practicum/internship experiences and evaluation procedures, recruitment/retention

procedures, program recognition, support, and resources, and lastly, faculty composition, qualifications, performance, and expertise. The collective members of the Advisory Board have enormous experience, both personally and professionally, with a variety of counseling and professional services. The Department of Counseling makes every effort to ensure that the Advisory Board members are certified and licensed professionals.

- **Employer Review –** Supervisors in organizations that employ our graduates are periodically surveyed for their evaluation of and recommendations for improvement of our program, based on their experience with our graduates' performance in their setting.

- **Program Recognition, Support, and Resources Review -** Department faculty serve on appropriate policy-setting and program review bodies of the School of Allied Health Professions (SAHP) and communicate pertinent decisions and actions of these respective bodies to the entire department faculty. The Department Head participates on the Executive Committee of the SAHP and, through this committee, communicates support service needs of faculty and students, including reasonable access to financial resources, facilities, and necessary technology.

Student Services for Health, Wellness, Counseling, and Support

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

Student Organizations

http://alliedhealth.lsuhsc.edu/Admin/docs/PoliciesProceduresFormStudentOrganizations.pdf

Honor Society

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

Membership Requirements:

1. Students must have completed at least one semester of full-time graduate coursework in a counselor education degree program, have earned a grade point average of 3.5 or better on a

4.0 system, and be recommended for membership in CSI by the chapter. Criteria include capacity to represent the best about professional counseling, appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to working to advocate for wellness and human dignity for all.

2. Faculty and alumni of the program shall have met the overall G.P.A. requirement as graduates of a counselor education program and be recommended to CSI by the chapter.

3. The primary identity of these persons shall be as professional counselors including evidence of a state or national credential as a professional counselor.

4. Students who have obtained an average of 3.5 or better on a 4.0 system will be invited to submit a proposal documenting their interests in developing a project for the upcoming semester(s) to be participated in by all members.

Membership in Professional Organizations

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

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

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

Certification and Licensure

Upon completing the MHS-COUN program, it is recommended that students apply for one or more professional certification and licensure options. The choice of which option(s) to pursue depends on the interests of each student. Many of the certifications and licenses stipulate work experience after obtaining the master's degree as a requirement for eligibility. Some of the possible options are listed

below. Contact the specific organization of interest for further information on their stipulations. Except for the COUN certification, the department's curriculum and graduation requirements do not guarantee eligibility for any credential. It is the student's responsibility to become informed and proactive about planning for desired certification and licensure options.

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

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

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

Policy on Written Endorsements

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

- Licensure/ Certification: Students/graduates should contact the Coordinator of the Academic Area to request such written endorsements of their education and training.
- Employment Reference: students/graduates should contact each faculty member separately. It is important to note that faculty members are not required to endorse students. Students' and graduates' grades are not sole determinants of a supportive reference letter. Professional dispositions and behaviors are also considered in the decision.

Department Clinical Operations

LSUSHSC Child & Family Counseling Clinic (CFCC)

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

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

Professional Trainings

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

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

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

For a review of LCA training requirements please click here.

For a review of APT training requirements please click here.

For a review of NBCC training requirements please click here.

Student's Informed Consent of Adherence:

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

_____ _____

Signature **Printed Name**

_____

Date

HELPFUL WEBSITES & CONTACT INFORMATION

Site	Location	Telephone	Website
Bookstore	433 Bolivar Street	504 568-2504	http://www.lsuhsc.edu/administrator/ae/hsb.aspx
Bulletin/Catalogue			http://catalog.lsuhsc.edu/
Associate Dean for Academic Affairs	Dr. Erin Dugan 411 S.Prieur Street	504-556-3403	E-mail: emart3@lsuhsc.edu
Office of Student Affairs	Ms. Yudi Delgado, Director	504-568-4253	Email: sahpsa@lsuhsc.edu
CAP	2nd floor HDC	504-568-8888	https://www.lsuhsc.edu/orgs/campushealth/cap.aspx
APRIL			http://www.lsuhsc.edu/administration/academic/
Registrar	Resource Center	504-568-4829	http://www.lsuhsc.edu/registrar/
Student Financial Aid	Resource Center	504-568-4820	http://www.lsuhsc.edu/alerts/
Student Health	2820 Napoleon	504-412-1366	https://www.lsuhsc.edu/orgs/studenthealth/
Student Housing	Residence Hall 2nd fl.	504-568-6262	http://www.lsuhsc.edu/administration/ae/housing.aspx
AFTER HOURS		504- 412-1366	
AHEC	Louisiana Area Health Education	504- 56-4437	https://www.selahec.org/ https://lahealthcareers.com/ https://www.swlahec.org/

Wellness Center	Stanislaus Hall 3rd Floor	504-568-3700	http://www.lsuhsc.edu/administration/wellness/
Parking Office	Clinical Sciences Research Bldg.	504-568-4884	http://www.lsuhsc.edu/administration/ae/parking.aspx
Human Resources	433 Bolivar St. 6th Floor		https://www.lsuhsc.edu/administration/hrm/default.aspx
Library	Resource Center Bldg. 3rd Floor	504-568-6100	http://www.lsuhsc.edu/library/
PAY PAW			http://www.lsuhsc.edu/administration/ae/paypaw.aspx
IT Help New Orleans Campus		504-556-3410	IT Support group email ahnopcsupport@lsuhsc.edu
NOPD	1300 Perdido St.	504-658-4000	http://www.nola.gov/GOVERNMENT/NOPD
EMERGENCY	University Police 425 S. Roman Street, Room 301	EMERGENCY 504-568-8999 Non-emergency 504-568-8270	https://911.lsuhsc.edu/eas/ https://www.lsuhsc.edu/administration/vcgcsa/police/
Medical Emergency		911	After being released by the 911 operator, call the University Police at 504-568-8999
Weather Emergency			http://www.lsuhsc.edu/alerts/ https://www.lsuhsc.edu/administration/cm/

Department Faculty/ Staff	Location	Telephone	Email
Dr. Kimberly Frazier	411 S. Prieur Room 321	504- 556-7554	kfraz1@lsuhsc.edu
Dr. Adrianne Frischhertz	411 S. Prieur Room 318	504-556- 7544	alola1@lsuhsc.edu
Dr. George Hebert	411 S. Prieur Room 315	504-556-7566	gheber@lsuhsc.edu
Dr. Holly Walters	411 S. Prieur Room 320	504-556-7549	hharry@lsuhsc.edu
Dr. Erin Dugan	411 S. Prieur Room 422	504- 556-3400	emart3@lsuhsc.edu
Ms. Jeri Brumfield	411S.Prieur Room 308	504-556-3453	Jbrum1@lsuhsc.edu; counseling@lsuhsc.edu
Ms. Chloe Huff	411S.Prieur Room 307	504-556-3451	chuff@lsuhsc.edu cfcc@lsuhsc.edu

APPENDICES

A. Student Individualized Curriculum Planning (ICP) Form

B. Counseling Curriculum and Course Descriptions

C. Student Evaluation and Remediation Form (SERF)

D. Counselor Competencies Scale-Revised (CCS-R)

E. Key Performance Indicators (KPI)

Appendix A

Student Individualized Curriculum Planning (ICP) Forms

Department of Counseling
LSUHSC—New Orleans

Suggested Advisory Meetings Checklist

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

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

Student Name: _____ Date of Initial ICP: _____

Student Start Semester: _____

Student Status: Full-Time Part-Time Alternative

Student Anticipated Practicum Semester: _____

Student Anticipated Comprehensive Exams Semester: _____

Student Anticipated Graduation Semester: _____

Faculty Advisor: _____

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

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

Advisory Meeting Date	Notes, Recommendations, Changes	Student Signature & Date	Faculty Advisor Approval Signature & Date

Appendix B

Counseling Curriculum and Course Description

Course Descriptions of Courses

REQUIRED COURSES

COUN 5601. Foundations in Counseling. 3 cr. (Course ID: 003868 2016-10-14) this course provides a comprehensive introduction to the field of counseling, with a focus on the specialty areas of clinical rehabilitation counseling and clinical mental health counseling. The course includes an exploration of the history, philosophy, trends, and practices of mental health counseling; the roles and functions of mental health counselors across practice settings; methods and models of clinical supervision; professional organizations, preparation standards, and credentials; and other related professional issues.
Components: Course Requirement

COUN 5602. Medical Aspects of Disability. 3 cr. (Course ID: 003869 2008-07-01) Technical knowledge and interpersonal understanding of the medical and functional implications of a wide variety of disabilities are acquired. Curriculum components include learning medical terminology and the use of medical information for facilitating the vocational rehabilitation and independent living of people with physical, sensory, emotional, and cognitive disabilities. The medical, vocational, and psychosocial issues as well as the individual and community resources typically associated with treating and managing these conditions are reviewed. Emphasis is placed on assessing, discussing, and resolving the personal, functional, and environmental challenges each disability presents. Components: Course Requirement

COUN 5603. Multicultural and Psychosocial Aspects of Counseling. 3 cr. (Course ID: 002528 2016-10-14) This course will explore a variety of multicultural and psychosocial issues related to the knowledge, skills, and attitudes of counselors. Topics such as ethnicity, race, class, gender, and physical difference as they affect counselors, clients, and the counseling relationship will be discussed. The psychological, cultural, political, and sociological issues associated with disability and their impact on vocational rehabilitation, community living, and social perception will also be introduced. The course will analyze the living with a disability, including environmental and attitudinal barriers and resources. Components: Lecture

COUN 5612. Development across the Life Span. 3 cr. (Course ID: 008729 2016-10-25) this course studies the processes underlying human growth and development across the lifespan from conception through childhood, adolescence, adulthood, and aging to death. The interaction of biological, cultural, and environmental factors will be considered in studying the physical, intellectual, social, emotional and moral development of a person. This course will present the normal range of responses, reactions and behaviors of age-related development along with interdisciplinary opportunities of treatment planning.
Components: Course Requirement

COUN 5614. Professional Practicum 1cr. (Course ID: 009909 2016-10-14) Students acquire experience and first-hand knowledge of the purposes, functions, services and clientele of numerous agencies and community services. Additionally, students will gain experiences of the scientific community by participating in research projects and attending professional meetings and/or conferences. Ongoing supervision is provided by various members of the faculty. Components: Seminar

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

COUN 5654. Mental Health Diagnosis and Treatment Planning. 3 cr. (Course ID: 003014 2016-10-17) this course provides instruction for appropriate procedures for the diagnosis of mental conditions which lead to meaningful treatment plans. Models of assessment and intervention in mental health settings are reviewed. Emphasis is placed on various diagnostic techniques, treatment options, increasing skills and resource management, natural supports and community integration. Components: Course Requirement

COUN 6611. Counseling Theories and Practices. 3 cr. (Course ID: 003017 2008-07-01) an examination of the generic model of the counseling process and a detailed critical review of several major counseling theories relevant to Counseling are conducted. Special attention is given to the counseling needs of diverse special populations and cultural groups. A goal of the course is to enable students to develop a theoretically based personal approach to counseling. Components: Course Requirement Same As Offering: COUN 6611

COUN 6612. Counseling Techniques and Process. 3 cr. Students are instructed in basic counseling and communication skills. This lab-oriented class uses videotaped role plays to help students learn basic communication and counseling skills.
Students receive individualized feedback from the faculty instructor as well as their peers. Prerequisite: COUN 6611. Components: Course Requirement Group: COUN 6612 requires completion of COUN 6611

COUN 6614. Group Process and Counseling. 3 cr. (Course ID: 002535 2021-06-01) the dynamics of group interactions are examined from both theoretical and practical perspectives. Topics addressed include types of groups (including peer, support, and problem/issue groups), marriage and family concerns, leadership styles, counselor roles, and models of problem resolution. The student acquires practical experience as both a member and a leader of groups. Prerequisites: COUN 6611, COUN 6612. Components: Course Requirement Group: COUN 6614 requires completion of 6611 and 6612

COUN 6630. Vocational Counseling/Career Development. 3 cr. (Course ID: 003876 2008-07-01) Vocational, career, and occupational resources and systems and how to access and utilize them are taught to students. This course includes a discussion of state-of-the-art practices in areas such as supported employment, proprietary rehabilitation, and computerized vocational instruments. Students learn career development theories and how to apply them to counseling individuals with disabilities. Students make field site visits to identify community vocational resources and gain exposure to occupational classifications within local businesses and industries. Components: Course Requirement

COUN 6632. Assessment in Counseling. 3 cr. Course ID: 003877 2016-10-17) this course covers basic testing and measurement concepts, construct evaluation, and assessment strategies are explored. Students receive instruction in and practice using measurement techniques including psychometric tests (such as intelligence, achievement, aptitude, interest, and personality tests), behavioral assessment, situational assessment, ecological assessment, and work samples. Students learn how to apply assessment data gathered to formulate reports and service plans for people with varying disabilities. Issues related to diversity for assessment purposes are emphasized. Prerequisite: COUN 6640. Components: Course Requirement

COUN 6634. Ethics in Counseling. 3 cr. Course ID:002537 2016-10-17) This course is designed to provide the graduate student with an overview of current legal, ethical, and professional issues related to the practice of counseling. The course focuses on providing the students with a point of reference from which to define acceptable professional behavior based upon the Code of Professional Ethics for Counselors, on helping students understand the problems, issues and concerns confronting rehabilitation practitioners, and on developing an ethical awareness and problem solving mindedness that cuts across job functions and work settings. Components: Course Requirement.

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

COUN 6641. Practicum in Counseling. 3 cr. (Course ID: 002538 2018-01-10) Students acquire field counseling experience and firsthand knowledge of the purpose, function, services, and clientele of an agency. Students apply knowledge learned in didactic courses and achieve specific competencies in counseling during the course of their off-site placement in a rehabilitation or mental health setting. Supervision is provided by a professional in the facility or program, and by the departmental faculty. Prerequisites: COUN 6611, COUN 6612. Instructor Consent Required. Permission of Department Components: Course Requirement

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

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

ELECTIVE COURSES

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

COUN 5606. Child and Adolescent Psychopathology. 3cr. (Course ID: 009995 2016-10-17) this course covers the history and treatment of childhood disorders including learning, behavioral, and emotional problems. Psychopathology is presented using an integrative approach including the biological, psychological, social, cultural, familial, and political forces that currently define abnormal behavior. Utilizes an eclectic approach to the study of causes and diagnoses of childhood psychopathology. Definitions, concepts and theories of childhood psychopathology are covered. Emphasis will be on the current Diagnostic and Statistical Manual (DSM). Components: Lecture

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

COUN 5608. Community Counseling. 3cr. (Course ID: 009791 2014-03-06) this course examines the relevant theoretical and practical information necessary for providing community and agency-based counseling services. A variety of delivery methods, ethical considerations, agency and community-based procedures, treatment considerations, and the importance of collaboration among mental health professionals will be explored. Components: Lecture

COUN 5609. Counseling Children & Adolescents. 3 cr. (Course ID: 009792 2016-10-14) this course examines the relevant theories and techniques as they apply to counseling children and adolescents. Students are expected to develop a thorough understanding of mental health concerns and appropriate application of counseling interventions for children and adolescents, including those with physical disabilities. Components: Lecture

COUN 5610. Introduction to School Counseling. 3cr. Course ID: 009793 2014-04-140) this course is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for K-12 students and the national model and standards for school counseling programs. This course will examine the role and function of school counselors. Emphasis will be placed on understanding the historical, philosophical, psychological and sociological context in which school counselors' practice. Students will be introduced to the skills necessary to be an effective advocate and counselor who is a leader in educational reform that focuses upon raising the achievement level of all K-12 students, including working with diverse populations and transitional students. Students will gain information through lecture, guest speakers, visits to community agencies, class discussion, readings, internet-based instruction and assignments, and application-based projects. Components: Lecture

COUN 5613. Advanced Play Therapy. 1-3 cr. (Course ID: 009945 2016-07-01) this course is intended as an Advanced Play Therapy in counseling when working with children, adolescents and their caregivers. Students will be presented with an overview of play therapy, its varying models, principles, goals objectives, as well as rationale for play therapy, and basic practice skills. Additionally, this course will provide students with an overview of integrating field knowledge of play, development, and theory into the advanced play therapist's knowledge base; working with difficult situations, such as limit- setting, aggression, and parents; addressing modern work concerns like measuring progress, data accountability, and treatment planning; differentiating play therapy practice in school and community settings; and addressing complicated skills, such as theme work, group play therapy, and supervision. Introduction to Play Therapy is a prerequisite course. Permission by the course director is required. Components: Lecture

COUN 5616. Play Therapy Theory, Skills & Techniques. 3cr. (Course ID:009946 2016-07-01) This purpose of this lecture-experiential course is to teach play therapy theory, techniques, and practice to graduate students who have completed the required course prerequisites. Students will learn about the rationale behind the use of play therapy, various theoretical approaches to play therapy, and the techniques used for effective child-centered play therapy. Components: Lecture

COUN 5618. Filial Therapy Child-Parent Relationship Therapy. 3cr. Course ID: 009947 2016-07-01) this course will teach students how to actively engage parents as partners in the therapeutic process in working with minors in a counseling setting. A variety of parenting approaches will be explored, with heavy emphasis on van Fleet's Filial Therapy and Landreth s 10-week filial therapy modality, entitled Child Parenting Relationship Enhancement training (CPR-T). Students will also get exposure to various parenting issues, including developmental concerns, DSM diagnoses, resistance, and external circumstances affecting the parent-child relationship. Components: Lecture

COUN 5619. Group Play/Activity Therapy. 3cr. Course ID:009948 2016-07-01) This course is designed to assist those who work with children in understanding a philosophy and rationale for group work with children and preadolescents. The course will focus on the goals of group play/activity therapy, the role of the play therapist, screening and selection of group members, the developmentally responsive use of play and other expressive/creative arts and activities with children and pre- adolescents, planning and structuring of sessions with emphasis on principles as well as application of methods and skills. Adaptation of the use of play/activity therapy with adolescents and families will also be explored. Components: Lecture

COUN 5620. Advanced Skills in Counseling. 3cr. (Course ID: 009794 2014-04-14) this course is designed to build on the counseling skills gained during the Techniques 6612) course. Supervised experiences in counseling through role-playing, recorded interviews, observation analysis, and evaluation of interviewing techniques will be demonstrated and performed. Prerequisite: COUN 6612. Components: Lecture

COUN 5640. Family and Couples Counseling. 3cr. (Course ID:009796 2014-04-14) The purpose of this course is to provide students with an introduction to family and couple counseling theory, perspectives of family therapy along with issues of diversity. The basic models of family therapy will be presented in order to assist students in their understanding of family and couple dynamics. Students will have an opportunity to apply these models in family therapy role-play. This course will also address issues relative to diversity in families and couples. Components: Lecture

COUN 5645. Child-Parent Relationship Therapy. 3cr. (Course ID: 009797 2014-04-14) this course will teach students how to actively engage parents as partners in the therapeutic process in working with minors in a counseling setting. A variety of parenting approaches will be explored, with heavy emphasis on van Fleet's Filial Therapy and Landreth's 10-week filial therapy modality, entitled Child Parenting Relationship Enhancement training (CPR-T).Students will also get exposure to various parenting issues, including developmental concerns, DSM diagnoses, resistance, and external circumstances affecting the parent-child relationship. Components: Lecture

COUN 5651. Supervised Project in Counseling. 1-6 cr. (Course ID: 003874 2016-10-17 Students participate in research, community activities, resource development and special projects requiring literature reviews, report preparation, skill demonstrations, and public education. Credit is assigned depending on the amount of time spent on the project per week. A contracts is developed between the student and faculty member before the course starts. Permission of Instructor Required.
Components: Course Requirement

COUN 5653. Human Behavior Management. 3 cr. (Course ID: 003013 2012-06-01) Principles of human behavior and techniques for managing this behavior in a variety of rehabilitation settings are reviewed. Students learn to design and manage behavior change via application of applied behavior programming and behavior change techniques to rehabilitation settings and clientele. Special emphasis is placed on the rehabilitation professional's role in the management of behavioral problems and the incorporation of behavior change in the rehabilitation process. Components: Course Requirement

COUN 5658. Substance Abuse in Counseling. 3 cr. (Course ID: 003016 2016-10-25 this course explores issues of a variety of substance abuse-related disabilities. Emphasis is placed on the 8-core competencies that counselors would practice in a substance abuse treatment setting. Each counseling core competency is highlighted with an examination of various theories and types of substance abuse counseling interventions. Other topics covered include the psychopharmacology of commonly abused drugs and issues accompanying a co-existing substance related disability and other disability. Lastly, policy issues pertaining to the services provided to individuals with substance abuse-related disabilities are examined. Components: Course Requirement

COUN 5660. Contemporary Issues in Counseling. 1-6 cr. (Course ID: 008806 2016-10-17) this course examines current issues and research in the field of counseling. Emphasis is on interdisciplinary collaborative practice and facilitating models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the client and counselor. Topics may include problem solving, substance abuse, death and dying, chronic pain, and program evaluation.
Topics may vary from semester to semester. Components: Course Requirement

COUN 5661. Introduction to Play Therapy. 3 cr. Course ID: 008988 2008-07-01) this course is intended as an Introduction to Play Therapy in counseling when working with children. Students will be presented with the history of play therapy, its varying models, as well as rationale for play therapy, and basic practice skills. Components: Course Requirement

COUN 5664. Advanced Professional Communication. 1-3 cr. (Course ID: 009731 2013-09-23) Professional-level oral and written communication skills germane to service as a rehabilitation counselor are further explored in this course. Students will participate in the writing of professional manuscripts to be submitted for publication and in the development and delivery of professional conference presentations. Components: Practicum

COUN 5665. Grant Writing in Counseling. 1-3 cr. Course ID: 009739 2016-10-17) Grant writing skills, processes, resources, and opportunities in the mental health field are explored. Students receive instruction and practice in understanding and utilizing various grant writing templates and understanding and applying pertinent concepts such as needs assessment, meta-analysis, knowledge translation, logic models, funding, evaluation, submission, and management. Permission of Instructor Required. Components: Practicum

COUN 6650. Counseling Research Practicum. 1-6 cr. The research practicum is designed to involve students with ongoing research in counseling. Students are involved in a variety of research activities with a designated faculty member that include: conceptualization of a research project, library research concerning a research topic, stimulus material design, data collection, data entry, data analysis, writing tasks relevant to the research, presentation of findings, and publication of research articles. Students are assigned to a faculty member. The specific nature of the student's activities will be determined in consultation with the faculty member and formalized in a research practicum contract signed by both the student and faculty member. Credits may be taken in increments of 1 to 6 credits in any semester. A one-credit load is the equivalent of three hours per week of student activity. Students must accumulate a minimum of 3 credits of research practicum. Although students may take research practicum hours in addition to the 3 required, any such additional hours cannot be used to take the place of a program elective or special topics course. Permission of instructor is required.

Appendix C

Student Evaluation and Remediation Form (SERF)

LSUHSC Department of Counseling

Student Evaluation and Remediation Form (SERF)

Student Name:
Date of Meeting:
Attendees of Meeting (select all that apply):

- Student
- Faculty Advisor
- Other_____

Reporter of Information (select all that apply):

- Student
- Faculty Advisor
- Other_____

Description and Evidence of Accolade:

Description and Evidence of Concern:

Suggested Recommendation(s)/Solution(s):

Follow-up Action Items:

Deadline for Completion of Action Items:

Faculty Signature: _____

Appendix D

Counselor Competencies Scale-Revised (CCS-R)

Counselor Competencies Scale - Revised (CCS-R) ©

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

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

Scales Evaluation Guidelines

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

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

CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard* 1.k.).
- Self-care strategies appropriate to the counselor role (Section II, *Standard* 1.l.).
- Multicultural counseling competencies (Section II, *Standard* 2.c.)
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard* 3.h.).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard* 5.d.).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard* 5.f.).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard* 5.g.).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard* 5.h.).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard* 5.n.).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard* H.).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, Professional Practice, p. 13).

  a) Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
  b) Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students interactions with clients.
  c) Formative and summative evaluations of the students counseling performance and ability to integrate and apply knowledge are conducted as part of the students practicum.
  d) Students must complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that is a minimum of 10 weeks.
  e) Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
  f) Practicum students have weekly interaction with supervisors that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement
  g) Practicum students participate in an average of **1 1/2 hours per week of group supervision** on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards:

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

Part I: Counseling Skills & Therapeutic Conditions

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

❒ Not Observed.	❒ 5	❒ 4	❒ 3	❒ 2	❒ 1

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

❒ Not Observed.	❒ 5	❒ 4	❒ 3	❒ 2	❒ 1

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

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

Part 2: Counseling Dispositions & Behaviors

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

course policies & procedures.					instructor.
❒ Not Observed.	❒ 5	❒ 4	❒ 3	❒ 2	❒ 1

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

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

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

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

Narrative Feedback from Supervising Instructor / Clinical Supervisor

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

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

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

Signatures

Who is the Evaluator?

❒ Student Self Evaluation ❒ Site Supervisor Evaluation

❒ Faculty Supervisor Evaluation ❒ Faculty - Clinical Interview Instructor Evaluation

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Phase:

❒ Pre-Practicum ❒ Practicum ❒ Internship I

❒ Internship II ❒ Other:

Date CCS-R was reviewed with Counselor or Trainee:

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

_____ _____

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

_____ _____

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

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Appendix E

Key Performance Indicators (KPI)

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Counseling

Key Performance Indicator Rating

Name of Student _____ **Date** _____

Completed by _____

Please rate the student on the following key performance indicators (KPIs) using the provided Likert Scale

This instrument is meant to document the professional growth of the student, such that they should be expected to generally move from ratings of 2 early in training toward ratings of 5 late in the program. If information is not available to rate the student on the KPI, then N/A should be endorsed.

Ratings of 1 on any KPI will trigger a remediation plan regardless of the semester in the program. Ratings of 2 will trigger a remediation plan if received on the semester before entering practicum and any semester following.

In the area of (Broad Domain), the student shows competence in the specific area of (Listed Standard) such that they are ready to enter the field of counseling as a Provisional Licensed Professional Counselor (PLPC).

1	2	3	4	5	N/A
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

   (2.F.1.b) the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

1	2	3	4	5	N/A
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable

2. SOCIAL AND CULTURAL PERSPECTIVES

   (2.F.2.b) theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

1	2	3	4	5	N/A
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable

3. HUMAN GROWTH AND DEVELOPMENT

   (2.F.3.e) biological, neurological, and physiological factors that affect human development, functioning, and behavior

1	2	3	4	5	N/A
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable

4. CAREER DEVELOPMENT

   (2.F.4.c) processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

1	*2*	*3*	*4*	*5*	*N/A*
Strongly Disagree	***Disagree***	***Neutral***	***Agree***	***Strongly Agree***	***Not Applicable***

5. COUNSELING AND HELPING RELATIONSHIPS

   (2.F.5.a) theories and models of counseling

1	*2*	*3*	*4*	*5*	*N/A*
Strongly Disagree	***Disagree***	***Neutral***	***Agree***	***Strongly Agree***	***Not Applicable***

6. GROUP COUNSELING AND GROUP WORK

   (2.F.6.c) therapeutic factors and how they contribute to group effectiveness

1	*2*	*3*	*4*	*5*	*N/A*
Strongly Disagree	***Disagree***	***Neutral***	***Agree***	***Strongly Agree***	***Not Applicable***

7. ASSESSMENT AND TESTING

   (2.F.7.e) use of assessments for diagnostic and intervention planning purposes

1	*2*	*3*	*4*	*5*	*N/A*
Strongly Disagree	***Disagree***	***Neutral***	***Agree***	***Strongly Agree***	***Not Applicable***

8. RESEARCH AND PROGRAM EVALUATION

   (2.F.8.g) designs used in research and program evaluation

1	*2*	*3*	*4*	*5*	*N/A*
Strongly Disagree	***Disagree***	***Neutral***	***Agree***	***Strongly Agree***	***Not Applicable***

9. CLINICAL MENTAL HEALTH COUNSELING (SECTION 5: ENTRY-LEVEL SPECIALTY AREA)

   (5.c.2.b) etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

1	*2*	*3*	*4*	*5*	*N/A*
Strongly Disagree	***Disagree***	***Neutral***	***Agree***	***Strongly Agree***	***Not Applicable***