



# COUNSELING PROGRAM

**Concentrations: Clinical Mental Health Counseling & School Counseling**



## STUDENT HANDBOOK

### COLLEGE OF HEALTH AND PHARMACEUTICAL SCIENCES

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## Table of Contents

Introduction.....	4
Quality Program Faculty.....	4
Mission Statement.....	5
Mission	
Mission and Program Review	
Goals and Objectives of the Counseling Program.....	6
Program and Student Learning Outcomes.....	7
Sequence of Courses for Counseling Students.....	10
Eligibility to Remain in the Counseling Program.....	12
Student Evaluation, Retention, and the Academic Appeals Policy.....	12
Academic Performance.....	12
Student Retention and Remediation Policy (SRRP).....	13
Policy on the Retention and Remediation of Students.....	14
Definitions.....	14
Identification and Verification of Problems.....	15
Informal Identification of Problems.....	15
Review Procedures for Possible Problems.....	16
Remediation Interventions.....	18
Student Performance Review Cover Sheet.....	19
Remediation Plan and Evaluation.....	20
Professional Decorum.....	22
Counseling for Students.....	22
Skills Attainment.....	23
Student Formative Evaluation Portfolio.....	25
Practicum and Internship Policies and Procedures.....	26
Distribution of Practicum/Internship Hours.....	27
Supervision Requirement for Practicum and Internship.....	27

Applicant Interviews and New Student Orientation .....	27
Failure to Return Signed Acknowledgement.....	28
Summer Workshop .....	28
Workshop Learning Outcomes .....	29
Specific Outcomes for Primary Courses.....	30
Specific Outcomes for Secondary Courses.....	31
Sample Schedule.....	34
Expenses.....	37
Grading Format.....	38
Refund Policy.....	38
Student Survey .....	38
Disability Services .....	39
Summer Workshop FAQs.....	39
Overview.....	39
FAQs .....	39
Comprehensive Examination Policies .....	41
Counselor Preparation Comprehensive Examination: Part I.....	42
Administration and Evaluation of CPCE.....	42
The Capstone Portfolio: Part II.....	42
Accreditation Status .....	45
Professional Organizations .....	46
National Organizations .....	46
State Organizations .....	48
Local Opportunities for Professional Involvement and Other Activities Potentially Appropriate for Students.....	50
Joining Associations/Attending Conferences/Presenting/Publishing.....	50
Chi Sigma Iota .....	50
Out of Darkness Suicide Prevention Campus Walks .....	51
Vietnam Memorial Traveling Wall.....	52
Professional Recommendations for Credentialing and Employment.....	54
Addendum: Agreement of Terms for Acceptance into Program.....	55

## **Introduction**

Marriage & Family Therapy and Counseling Studies offers five graduate level degrees: Ph.D. in Marriage and Family Therapy (COAMFTE Accredited), Ph.D. in Marriage and Family Therapy with a concentration in Systemic Studies, Master of Arts degree in Marriage and Family Therapy (COAMFTE Accredited), Master of Science with a concentration in Clinical Mental Health Counseling (CACREP Accredited) and Master of Science with a concentration in School Counseling (CACREP Accredited).

Marriage & Family Therapy and Counseling Studies is housed in the School of Health Professions within the College of Health and Pharmaceutical Sciences.

Students will obtain a Master's Degree in Counseling. There are two concentrations in the counseling program as listed:

<b><i>Concentration</i></b>	<b><i>Degree(s)</i></b>	<b><i>Field of Practice</i></b>
Clinical Mental Health Counseling	M.S.	Licensed Professional Counselor (LPC)
School Counseling	M.S.	Certified School Counselor and LPC

***This handbook addresses the needs of students enrolled in each of the above degree programs.***

As a graduate student in Counseling, there is much you need to know. The intent of this handbook is to answer frequently asked questions and to stir your curiosity about the programs and professions for which you are being prepared. We want you to become a wise consumer of the curriculum as you build a strong foundation for entering the mental health care professions.

## **Quality Program Faculty**

In addition to being effective teachers, faculty members do research in the profession. All faculty members have made presentation at state, regional, or national professional conferences and many have published recent articles in professional journals, chapters in books, or entire books.

Faculty members are active in professional organizations. Many faculty members hold or have held office at the state, regional, or national levels of these organizations.

Faculty members also maintain appropriate certification and/or licensure as professional mental health care providers. This ensures their awareness of current events and issues affecting the profession.

This process assures that you, the learner, are getting the best possible education and preparation.

### **Mission Statement**

#### Mission

The mission of the counseling program is to create a supportive and collaborative learning environment for students from diverse backgrounds and cultures to acquire knowledge, attitudes, and skills essential in the practice of counseling; to prepare students to become highly skilled to provide supportive, educational, and counseling services to individuals from diverse backgrounds in a wide range of settings, including agencies and K-12 schools; to contribute to the knowledge in human services and counseling through scholarly contributions of faculty members and students; and to provide service to the human services and counseling professions, the community, ULM and humanity. Concentrations/Specializations are offered in Clinical Mental Health Counseling and School Counseling.

#### Mission and Program Review

Every year program faculty members assess and evaluate the statement of purpose and objectives for their respective programs. Statements of purpose and objectives guide the application of the curriculum.

In the program assessment and evaluation process, faculty members consider feedback from advisory groups, recent graduates of the programs, current students, and internship site supervisors. Acquired information is considered along with accreditation standards by regional and professional accrediting bodies, public policy changes that occur in the state of Louisiana or at the federal level that impact the profession, shifts in the field of practice as we know it, and

new research findings pertinent to the profession. Information, thus acquired is integrated into the curricula as appropriate.

### **Goals and Objectives of the Counseling Program**

To prepare skilled practitioners through a program of planned, sequenced, educational experiences, develop in each graduate, the following:

- I. A self-concept that includes:
  - Maturity in self-understanding and self-development
  - Ability to examine personal values, their origins, and appropriateness for the counseling profession
  - Ability to develop and demonstrate a process of on-going self-examination
  - An understanding of educational and counseling processes
  - Ability to effectively communicate feelings and factual information
  - Ability to attain and maintain openness to diverse populations
  
- II. An attitude toward others that is characterized by the following:
  - Respect for the dignity and worth of the individual
  - Commitment to that fulfillment of the human potential
  - A high degree of sensitivity and acceptance of others' behaviors, values, and life styles
  - Commitment to community and environmental well-being
  - Acceptance of persons with diverse cultural backgrounds, values, and lifestyles
  
- III. An attitude toward the profession of counseling and therapy that includes:
  - A proactive, developmental, and preventative, as well as a crisis and/or remedial model to promote high levels of individual and group functioning and wellness
  - Knowledge in his or her particular field of endeavor
  - Competence in the application of professional expertise
  - Knowledge, comprehension, and practice consistent with the ethical guidelines and legal aspects related to the counseling professions

*In addition to the core goals, each area of specialty had required courses which are designed to provide direction and purpose to each area. The goals and objectives for each respective area follow:*

The student will be prepared to:

### **Clinical Mental Health Counseling (Concentration)**

- Promote change through well-developed and consistent theoretical application
- Respond to persons in need across the mental health continuum of care from high level wellness to severe and persistent mental illness
- Develop better ways to empower individuals by utilizing personality an assessment and behavior skills
- Understand and behave in accordance with the professional standards and the legal/ethical implications thereof
- Be aware of the many needs of individuals in culturally diverse environments
- Be eligible and appropriately trained to apply for Licensed Professional Counselors in the state of Louisiana

### School Counseling (Concentration)

- Prepare and implement a developmental comprehensive school counseling program
- Understand and behave in accordance with the professional standards and the legal/ethical implications thereof
- Work effectively and therapeutically with student individually, in small groups, and in classrooms
- Give evidence of understanding the developmental stages and associates affective and cognitive behaviors appropriate for those stages
- Work effectively with teachers, administrators, families, and other members of the educational institution and the community
- Be aware of the many needs of individuals in culturally diverse environments
- Be eligible and appropriately trained to apply for Licensed Professional Counselors in the state of Louisiana

### **Program and Student Learning Outcomes**

The Program Outcomes are as follows:

#### Clinical Mental Health Counseling Program Outcomes

1. Attain and Maintain CACREP Accreditation.
  - Present evidence of current CACREP Accreditation Status.
2. Prepare students to be eligible for licensure as LPCs.
  - Maintenance of a 75% pass rate of students on the Counselor Preparation Comprehensive Examination (CPCE), as determined by a score no lower than 1 standard deviation below the national average.
  - Maintenance of a 75% graduation rate.

#### School Counseling Program Outcomes

1. Attain and Maintain CACREP Accreditation.
  - Present evidence of current CACREP Accreditation Status.

2. Prepare students to be eligible for licensure as LPCs and/or Certified School Counselors.
  - Maintenance of a 75% pass rate of students on the Counselor Preparation Comprehensive Examination (CPCE), as determined by a score no lower than 1 standard deviation below the national average.
  - Maintenance of a 75% graduation rate.

The Student Learning Outcomes are as follows:

### Clinical Mental Health Counseling Student Learning Outcomes

*\*Assessments in bold signify that they are also part of the capstone portfolio.*

1. Demonstrate competence in the practice of a well-developed and consistent theoretical application.
  - Satisfactory completion of:
    1. **Theory Comparison Paper in COUN 5005**, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.
    2. Final Case Conceptualization Paper in COUN 6070, as evidenced by receiving at least 80% as measured by the written case conceptualization rubric.
    3. At least two semesters of COUN 6070: Internship, with documentation of a minimum of 120 hours of direct client contact and 180 hours of indirect client contact hours, per semester, and receives a performance level of 3 on a 5-point scale on each competency assessed through the final Internship Evaluation.
2. Show integrity in ethical assessment and counseling practice.
  - Satisfactory completion of:
    1. **Ethical Dilemma Paper in COUN 6063**, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.
    2. **Assessment Research Paper in COUN 5062**, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.
3. Demonstrate skills and knowledge to professionally serve a culturally diverse society.
  - Satisfactory completion of:
    1. **Personal Assessment Paper in COUN 6052**, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.
    2. At least two semesters of COUN 6070: Internship, with documentation of a minimum of 120 hours of direct client contact and 180 hours of indirect client contact hours, per semester, and receives a performance level of 3 on a 5-point scale on each diversity standard assessed through the final Internship Evaluation.
4. Articulate a professional counseling identity.
  - Satisfaction completion of:



1. **Professional Identity Paper in COUN 5001**, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.
2. **CMHC Program Proposal Plan, inclusive of Consultative Experience Project in COUN 5067**, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.

### School Counseling Student Learning Outcomes

*\*Assessments in bold signify that they are also part of the capstone portfolio.*

1. Demonstrate competence in the practice of a well-developed and consistent theoretical application.
  - Satisfactory completion of:
    1. **Theory Comparison Paper in COUN 5005**, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.
    2. Final Case Conceptualization Paper in COUN 6071, as evidenced by receiving at least 80% as measured by the written case conceptualization rubric.
    3. At least two semesters of COUN 6071: Internship, with documentation of a minimum of 120 hours of direct client contact and 180 hours of indirect client contact hours, per semester, and receives a performance level of 3 on a 5-point scale on each standard assessed through the final Internship Evaluation.
2. Show integrity in ethical assessment and counseling practice.
  - Satisfactory completion of:
    1. **Ethical Research Paper in COUN 6063**, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.
    2. **Assessment Research Paper in COUN 5062**, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.
3. Demonstrate skills and knowledge to professionally serve a culturally diverse society.
  - Satisfactory completion of:
    1. **Personal Assessment Paper in COUN 6052**, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.
    2. At least two semesters of COUN 6071: Internship, with documentation of a minimum of 120 hours of direct client contact and 180 hours of indirect client contact hours, per semester, and receives a performance level of 3 on a 5-point scale on each diversity standard assessed through the final Internship Evaluation.
4. Articulate a professional school counseling identity.
  - Satisfaction completion of:

1. **Professional Identity Paper in COUN 5001**, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.
2. **Comprehensive School Counseling Program Plan, inclusive of Consultative Experience Project in COUN 5063**, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignments.

### Sequence of Courses for Counseling Students

To maximize learning from the curriculum in the Clinical Mental Health and School Counseling specialty areas, the faculty had developed the following sequence of courses. Please note that this is the preferred (in some cases required) order in which students are advised to take these courses.

Clinical Mental Health Counseling (60 credits minimum)

#### **1<sup>st</sup> Year**

##### Fall Semester

COUN 5001 Intro to Counseling  
 COUN 6063 Legal & Ethical Issues  
 COUN 5005 Counseling Theories  
 COUN 5010 Methods of Counseling

##### Spring Semester

COUN 6067 Group Counseling  
 COUN 5011 Advanced Techniques  
 COUN 5060 Career Counseling  
 COUN/EDFN 5081 or PSYC 5023 Research

##### Summer Semester

COUN 6052 Multicultural Populations  
 COUN 6069 Crisis Counseling  
 COUN 5062 Assessment

#### **2<sup>nd</sup> Year**

##### Fall Semester

COUN 5022 Human Growth & Development  
 COUN 5065 Practicum  
 COUN 5021 or PSYC 5015 Maladaptive (Psychopathology)  
 COUN 6060 Intro to Marriage, Couples, & Family Counseling or MAFT 6010

##### Spring Semester

COUN 5025 Addictions Counseling  
 COUN 6070 Internship (3 credit hours)

COUN 5067 Principles & Administration of Mental Health Counseling Programs

Summer Semester

COUN 6040 Trauma

COUN 6070 Internship (3 credit hours)

School Counseling (60 credits minimum)

**1<sup>st</sup> Year**

Fall Semester

COUN 5001 Intro to Counseling

COUN 6063 Legal & Ethical Issues

COUN 5005 Counseling Theories

COUN 5010 Methods of Counseling

Spring Semester

COUN 6067 Group Counseling

COUN 5011 Advanced Techniques

COUN 5060 Career Counseling

COUN/EDFN 5081 or PSCY 5023 Research

Summer Semester

COUN 6052 Multicultural Populations

COUN 6069 Crisis Counseling

COUN 5062 Assessment

COUN 5066 School Counseling

**2<sup>nd</sup> Year**

Fall Semester

COUN 5022 Human Growth & Development

COUN 5065 Practicum

COUN 5062 or PSYC 5018 Assessment

COUN 5021 or PSYC 5015 Maladaptive (Psychopathology)

COUN 6060 Intro to Marriage, Couples, & Family Counseling or MAFT 6010

Spring Semester

COUN 5025 Addictions Counseling

COUN 6071 Internship (3 credit hours)

COUN 5063 P & A School Counseling Programs

Fall Semester

COUN 6071 Internship (3 credit hours)

### **Eligibility to Remain in the Counseling Program**

A student may be terminated from the master's program and from further graduate work at The University of Louisiana at Monroe for any of the following academic reasons:

1. The student's cumulative grade point average falls below 3.0.
2. The student receives any final course grade lower than a "C."
3. The student receives more than six semester hours of grades of "C" in graduate courses.

The program has a responsibility to ensure that graduates adhere to the minimum standard of professional behavior. A student may therefore also be terminated from the program if his or her behavior is deemed unprofessional. Examples of such behavior are failing to uphold the Code of Conduct of ACA in clinical work; threatening or harassing faculty, staff, or another student; or engaging in illegal activities. The policy of the College of Health and Pharmaceutical Sciences shall be followed relative to appeals by the student.

A graduate student who is denied admission to or further continuance in the program may appeal for admission or readmission. An appeal must conform to the requirements of the Graduate School and the College of Health and Pharmaceutical Sciences. For further information about the appeals process, see the ULM Student Policy Manual and Organizational Handbook at the following link: <http://www.ulm.edu/studentpolicy/>.

### **Student Evaluation, Retention, and Academic Appeals Policy**

Student progress and professional growth are monitored closely throughout the program on at least three levels: academic performance, skills attainment, and professional decorum (i.e., the behavior and demeanor becoming and appropriate for persons becoming mental health professionals).

#### **Academic Performance**

Upon admission to the program, students are assigned a major professor with whom they are to meet early and often to discuss their career goals and academic progress. **It is the student's**

**responsibility to stay in touch with the major advisor.** The relationship is of vital importance and provides a mentoring link throughout the students' professional development and into the field of practice. The curriculum is sequenced and should be taken in the prescribed sequence to ensure maximum benefits and comprehension.

Graduate School policy requires that students maintain a 3.0 ("B") average throughout their program. If students fall below a ("B") average for any one semester, they are given one semester to bring their GPA up to 3.0 minimum. If they do not do so, they may be terminated from the program. If a student earns more than two "C"s, they may be terminated from the program. A failing grade ("F") in any course will result in being terminated from the program; the affected student should contact his or her major professor immediately for advice and counsel in the matter.

Should a student believe there were extenuating circumstances to their poor academic performance, he or she can appeal through the process outlined in the STUDENT POLICY PAPER (pgs. 1-2). Copies are readily available outside the Registrar's office and numerous other locations on campus.

#### Student Retention and Remediation Policy

All students are expected to make satisfactory progress towards their academic and professional goals. The faculty meets each semester to review student progress as well as to identify areas for student and program improvement.

In accordance with the American Counseling Association Code of Ethics Standards F.5.b, F.9.b, and F.9.c and the Council for Accreditation of Counseling and Related Educational Programs Section 1.L, faculty members are to assist in addressing any concerns that might impede student performance. If a concern about suitability of a student for the profession, academic coursework, or personal behavior, faculty will follow the remediation policy as described in a later section. Only in cases where significant problematic behavior exists or where a serious ethical breach has been identified will a process for program dismissal be initiated. In all other cases, Counseling faculty will work diligently with students to ensure that the concerns are resolved and that the student remains in good standing in the program.

## *Policy on the Retention and Remediation of Students*

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each counseling student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of their graduate training. Students are expected to demonstrate competence, social consciousness, and reflection in their work. This includes high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific goals and expected competencies are described earlier in this Handbook

This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

### *Definitions*

Problematic Behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client's diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status (Lamb, Cochran, & Jackson, 1991, p. 292). These behaviors are further defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

*Incompetence* is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide counseling services beyond their current level of competence, this is an ethical violation.

*Ethical Misconduct* is when the American Counseling Association Code of Ethics and Standards of Practice (2005) is not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by current and future counselors in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counselors work. It is the individual responsibility of counselors and counselors-in-training to aspire to the highest possible standards of conduct. Counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and problematic behavior are overlapping concepts that all unethical behaviors are reflective of problematic behavior, whereas problematic behavior may involve other aspects of professional behavior that may or may not result in unethical behavior.

#### ***Identification and Verification of Problems Requiring Remediation or Dismissal***

Incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place each semester. This evaluation involves a review of grades earned, credits accumulated, as well as professional behavior.

#### ***Informal Identification of Problems***

Any faculty member, supervisor, or student may raise an issue at any time. Practicum and/or Internship supervisors should initially discuss their concerns with the Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Counseling faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Counseling faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Counseling faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary and/or the advisor of the student concerned will gather additional data and will report to the Counseling faculty within one week. If the concern appears valid, a formal review will take place as described below.

### *Review Procedures for Possible Problems*

When a possible problematic behavior has been identified, the faculty will meet with the student to review the evaluation, and to determine whether a problem actually exists. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and, if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may not be as easy to remediate:



- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does change as a function of feedback.
- Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether a problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be documented by the student's advisor, using the *Student Performance Remediation Plan* that immediately follows this section.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the *Performance Review Cover Sheet* (also following this section) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the 2015-2016 ULM Student Policy Manual [<http://catalog.ulm.edu/index.php?catoid=21>]. Regardless of the outcome of the feedback

meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. This plan must be made within three weeks of initial meeting. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the Remediation Plan including student comments and faculty signatures must be placed in the student's file. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

### ***Remediation Interventions***

Remediation interventions may consist of, but are not limited to the following:

- Personal therapy
- Increased faculty contact
- Increased supervision
- Repeat academic/clinical courses
- Removal from clinical work
- Additional assignments (journaling, research papers, tutoring)
- Require extra courses
- Leave of absence
- Workshops
- Dismissal from program

***Student Performance Review Cover Sheet***

Date of Initial Meeting with Student: \_\_\_\_\_

Faculty Members Present (Must include Program Director and Student's Advisor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

---

Date of Faculty Review Meeting \_\_\_\_\_

Faculty Recommendation:

No action required

Remediation required (attach copy of plan)

Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student's Advisor \_\_\_\_\_ Date \_\_\_\_\_

Program Director \_\_\_\_\_ Date \_\_\_\_\_

---

Date of Student Feedback Meeting \_\_\_\_\_

Student Comments:

Signature of Student:

Date:

(Does not indicate agreement)

***Student Performance Remediation Plan***

(check one)    \_\_\_Initial Plan Review    \_\_\_Follow-up    \_\_\_Final Review

Student:

Date:

**Identified Areas of Concern:**

- A.
- B.
- C.
- D.

**Remediation Plan and Schedule:**

**Area**

<b>Specific Behavioral Objectives</b>	<b>Method of Remediation</b>	<b>Target Dates</b>	<b>Met? Y/N</b>
A			
B			
C			
D			

Progress Since Last Review (if applicable): \_\_\_\_\_ Sufficient

\_\_\_\_\_ Insufficient

Comments and Recommendations:

**Date of Next Review (if applicable):**

Student Reactions:

**Signatures:**

Student

Signature:

Advisor:

Program Director:

## **Professional Decorum**

Counselor educators are required by the American Counseling Association code of Ethics to monitor the student's progress. As stated in the *Code of Ethics and Standards of Practice* as approved by the Governing Council in April 2005, Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitation of students and supervisees that might impede performance. Counselors assist students and supervisees when needed and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors assure that students and supervisees have recourse to address decisions made to require them to seek assistance or to dismiss them." (Section F: Teaching, Training, and Supervision, F.3.a, Limitations.) What this means is that there is more to evaluation than the academic performance of a student.

If the faculty senses that a student or supervisee has personal limitations that would impair him or her from being able to provide mental health care services, they may recommend that the student take additional course work to remedy the limitation(s), take some time off from their course work and seek personal counseling from an appropriately credentialed mental health professional, or that the student consider another career path. In very serious cases, the student may be administratively terminated from the program. Ideally, these decisions would be made with the consensus of both the faculty and the student in question. In every case, the faculty will attempt to work with the student to address specific limitations in a manner that will ensure the success of the student and protect the profession and any future clients the students' may have.

## **Counseling for Students**

Counseling requires something more than most professions and that is self-awareness. Since the self of the counselor is an essential component of effective counseling, it is vital that we nourish our own wellness. It is also important for counselors to understand that there are risk factors inherent in the work and that noticing signs of stress or distress is a sign of health, not impairment. In order for you to be more self-aware, practice healthy coping skills, and understand the perspective of the client, you will attend counseling sessions during your graduate

studies. You will be required to attend six counseling session at the beginning of the Counseling program and six during Practicum.

If you live in or near the Monroe area, you can receive free counseling at ULM from the below centers.

ULM Community Counseling Clinic: (318) 342.1263

ULM Counseling Center: (318) 342.5220

ULM Marriage and Family Therapy Clinic: (318) 342.5678

**Skills Attainment**

Upon completion of four skills courses (COUN 5010 / Methods of Counseling; COUN 5011 / Advanced Techniques of Counseling; COUN 5065 / Practicum; COUN 6070 or 6071 / Internship), the instructor of the course will rate the student’s skills ability through a rubric system. See below for details. In addition, the student must pass the course with a “B” or higher in order to move to the next skills course.

***COUN 5010 Methods Assessment Rubric***

(To be submitted for Evaluation: Best Mock Counseling Session Videotape)

*Rating Scale:*

5=Excellent:           Application and understanding demonstrates skills significantly beyond the developmental level; exhibits strong skills and a thorough understanding of concepts

3=Acceptable:         Mastered basic skills at the developmental level—demonstrates good basic skills and understanding of concepts at a basic level

1=Unacceptable:     Significant remediation needed; deficits in knowledge/skills

*Note: Students must score at least 3 on each of the five objectives.*

<b>Skills</b>	<b>Score</b>
Skill 1: Skills Engaging a New Client	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5
Skill 2: Skills for Developing the Therapeutic Relationship	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5
Skill 3: Developing Ethical and Cultural competence	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5

Skill 4: Skills for Deepening the Relationship	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5
Skill 5: Assessment, Goal Setting, Action Planning	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5

***COUN 5011 Advanced Techniques Assessment Rubric***

(To be submitted for Evaluation: Best Mock Counseling Session Videotape including a crisis event and techniques for one theoretical approach to counseling)

*Rating Scale:*

- 5=Excellent:           Application and understanding demonstrates skills significantly beyond the developmental level; exhibits strong skills and a thorough understanding of concepts
- 3=Acceptable:         Mastered basic skills at the developmental level—demonstrates good basic skills and understanding of concepts at a basic level
- 1=Unacceptable:      Significant remediation needed; deficits in knowledge/skills

*Note: Students must score at least 3 on each of the five objectives.*

<b>Skills</b>	<b>Score</b>
Skill 1: Working Towards Goals	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5
Skill 2: Skills for Managing a Crisis Situation	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5
Skill 3: Advanced Action Skills	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5
(Interpretation, use of expressive arts, poetry, stories, dream work, specific techniques)	
Skill 4: Skills for Working with Challenging Clients	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5
(Looking beyond behavior, clients with multiple problems, mentally ill clients, alcohol and drug abuse, reluctant clients)	
Skill 5: Ending skills	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5
(When to end, how to end, resistance to ending, unplanned ending)	

***COUN 5065 / Practicum and COUN 6070 or 6071 / Internship***

(To be submitted for Evaluation: Complete Case Conceptualization)

*Rating Scales:*

- 5=Exceptional: Skills and understanding significantly beyond developmental level
- 4=Outstanding: Strong mastery of skills and thorough understanding of concepts
- 3-Mastered Basic Skills at Developmental level: some understanding of concepts /skills evident



2=Developing: Minor conceptual and skill errors; in process of developing skills

1=Deficits: Significant remediation needed; deficits in knowledge/skills

<b>Areas of Assessment:</b>	
Preclinical Skills Assessment: (attending skills, reflecting skills, goal setting, working towards goals, working with challenging clients, ending skills, working with clients with co-morbid conditions, etc)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Presenting Problem	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Clear Identification of Client's Problem	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Diagnosis*	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Medical Considerations and Medical Referrals	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Risk Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Legal/ Ethical Behavior	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Maintenance of Case Notes	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Case Management; Referrals	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Treatment Plan/Prognosis	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

### **Student Formative Evaluation Portfolio**

Clinical Mental Health Counseling and School Counseling:

Admission and retention decisions in the Counseling Program are outcomes of an on-going process of student evaluations. The process begins with the completion of Application for Admission forms and continues throughout the entire curriculum concluding with the Comprehensive Examination, Portfolio Review, and Exit Interviews.

Included in the process is an assessment of comprehension of the knowledge base of the profession, competency in the application of skills considered essential for the profession, and personal growth, development, and suitability for the profession (professional decorum).

The milestones of this process are listed below. It is the student's responsibility to submit the following materials to the major professor at the appropriate intervals during their pursuit of the degree. Each student will maintain a **portfolio** that will reflect their progress throughout the program.

### **Practicum and Internship Policies and Procedures**

A practicum that includes a minimum of 100 hours is required in all specializations and should be completed near the end of the program and immediately prior to beginning internship. A 600-hour internship is required in each specialization.

Practicum is supervised usually by faculty of the counseling program. Out of town students and out of state students may receive permission to do their practicum requirement at an agency in their local communities. Please note that prior approval from the practicum instructor and/or the program director is needed. Also, the practicum supervisor must have a LPC license and be practicing for no less than 2 years.

School counseling students should complete their internship requirements during the fall or spring semesters. Internship is 2 semesters or may be completed over 1 semester with prior permission from the program director. School counseling students are allowed to complete their internship in the summer only if (a) they submit a statement indicating the need for a summer internship; (b) a school or district representative is willing to agree that a school will provide an internship for the student, and (c) a placement has been arranged that meets the standards of program faculty for a meaningful school counseling experience.

Prior to applying for practicum, students must ensure they will have completed the prerequisites for that course prior to the beginning of the term in which they plan to complete practicum.

Prerequisite courses needed to apply for practicum: COUN 5001, COUN 5005, COUN 5010, COUN 5011, COUN 5021, COUN 5022, COUN 6052, COUN 6063, COUN 6067.

### **Distribution of Practicum/Internship Hours**

Practicum: 40 direct hours, 60 indirect hours (100 total hours)

Internship: 300 hours per semester for two semesters (600 hours total)

120 direct hours, 180 indirect hours (per semester)

Example of direct hours: direct counseling services, test administration, psychoeducational training, etc.

Example of indirect hours: site supervision, consulting, staffing, observing counseling sessions, writing case notes, treatment planning and report writing, etc.

*Practicum and internship is for the entire semester (15 weeks) regardless if the student accrues the required hours prior to the end of the semester*

### **Supervision Requirement for Practicum and Internship**

Practicum students receive 2 hours and 45 minutes of supervision weekly by a program faculty member. Practicum students must provide their university supervisors with an audio or video recording each week of their interactions with clients. Students completing their practicum in the Community Counseling Clinic must provide video recording on DVD.

Internship students receive the equivalent of at least 2.5 hours of supervision each week. They receive 3 hours of group supervision every other week from their university supervisor in addition to 1 hour of weekly supervision from their internship site supervisor. Internship students must provide their university supervisors with an audio or video recording each week of their interactions with clients.

### **Applicant Interviews and New Student Orientation**

Once the program faculty members receive completed applications, they are all reviewed and evaluated. Then, finalists are selected. All selected finalists are invited to interview with the faculty in order for application decisions to be made. Interviews are offered both in person and electronically, depending upon the geographic location of the applicant. During the interview, applicants' questions are answered and they are also informed of the program policies and procedures verbally, including the program's transition to a predominantly online format and

residency requirements (i.e., comprehensive exams and summer workshop). Policies and procedures which are explained verbally include those included in the program handbook, and include but are not limited to: a. mission statement of the academic unit and program objectives; b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students; c. written endorsement policy explaining the procedures for recommending students for credentialing and employment; d. student retention policy explaining procedures for student remediation and/or dismissal from the program; and e. academic appeal policy.

Applicants are also informed that they will receive an electronic program handbook and narrated orientation powerpoint, if accepted into the program. An electronic orientation and powerpoint was developed to better suit our distance learners. Applicants are also informed that they should ask any questions they have after reading the handbook and orientation powerpoint, either by contacting faculty members and/or requesting an in-person orientation/tour of the facilities. They are also informed that acknowledgements of reading and understanding the handbook are to be signed and returned prior to registering for classes. Accepted students will not be able to register for classes until acknowledgements are received in the program office. Accepted students must begin classes the semester for which they are accepted, otherwise they must reapply to the program.

A copy of said addendum is at the back of the student handbook. The addendum summarizes key policies in the handbook and verifies that the student received a copy of the handbook.

### **Failure to Return Signed Acknowledgement**

Students failing to return the signed acknowledgment prior to the beginning of the first semester will not be able to register for classes until the signed acknowledgment is received.

### **Summer Workshop**

To enhance the quality of the online counseling courses, a workshop has been developed to give students a hands-on approach to learning. It allows students to meet faculty and provides a crucible to encourage skill development and professional identity. The residency is mandatory and takes place during the beginning of students' second year, when they have accrued 30

semester hours. All students have been informed of the workshop during their initial interviews or when they receive and read their Counseling Student Handbook. When students were originally admitted to the Counseling Program, they were required to sign and return an addendum agreeing to attend and participate in the workshop. Before students register and participate in the Summer Workshop, they will be asked to confirm their intention to attend using a Moodle survey: <http://moodle.ulm.edu/course/view.php?id=53369>.

The summer workshop serves to supplement skill level courses such as Counseling Methods (COUN 5010), Advanced Techniques (COUN 5011), and Group Counseling (COUN 6067) that will be taught as hybrid courses. Additionally, there will also be a Core Course Review, an ethics workshop, and a program orientation in which site supervisors will be present to discuss their sites and internship possibilities. **The workshop must be attended and successfully completed before students will be admitted into practicum and internship. Failure to participate in the summer workshop may delay graduation from the program. All students must reside on campus through the duration of the workshop.** During their residency students will interact with the faculty on campus and develop their interpersonal skills, build counseling skills, form learning groups, and receive coaching and feedback from faculty.

*Since students are required to come to campus a second time to take comprehensive examinations, the workshop will be offered one time for five days.*

### Workshop Learning Outcomes

1. Demonstrate basic interviewing skills
2. Apply multicultural competencies to basic counseling skills
3. Demonstrate critical thinking skills of diverse and multicultural perspectives, and apply them to counseling practice
4. Describe the process of professional identity development
5. Provide constructive feedback on others' counseling skills
6. Present research focused on program development that includes components of consultation and evaluation
7. Present collaborative research focused on social change

8. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group
9. Utilize feedback to improve performance
10. Demonstrate advanced counseling skills
11. Apply multicultural and diversity competencies to advanced counseling skills
12. Describe the process of preparing for field experience
13. Prepare for the NCE, NCMHCE, or other licensure exams
14. Prepare for eventual accrual of post-master's experience toward licensure

### Specific Outcomes for Primary Workshop Courses

As participants will have completed course work, the following learning outcomes will be reviewed during the workshop.

#### **COUN-6067-Group Counseling**

At the completion of the Group Counseling workshop, students should be able to:

- Analyze the significance of group work
- Assess competencies in group leadership and group work
- Analyze the impact of leadership styles, group types, group composition, and stages of group on group work
- Analyze the impact of culture on group work
- Analyze ethical, legal, and professional standards related to group work
- Evaluate the effectiveness of group leadership and group work
- Apply counseling theories, strategies, and skills to group work
- Apply relevant research to group work

#### **COUN-5005 & 5021 Theories of Counseling and Maladaptive Behavior**

At the completion of the Theories of Counseling and Maladaptive Behavior workshop, students should be able to:

- Develop a comprehensive understanding of counseling theories
- Start to develop a counseling identity regarding a particular counseling theory
- Understand the factors within society that influence social justice
- Develop an understanding of counseling strategies within evidenced-based counseling theories to work with individuals, couples, families, and groups of people

- Develop an understanding of multicultural counseling and advocating for diverse populations by utilizing strategies within evidenced-based counseling theories
- Develop a comprehensive understanding of family and other systems theories and major models of family and related interventions
- Develop a better understanding of prevalent descriptions of dysfunctional behavior.
- Know the symptomatic behavior underlying various DSM-5 categories of dysfunctional behavior.
- Develop a better understanding of interpersonal, biological and societal influences on an individual's functioning.
- Begin to formulate strategies for dealing with problems of dysfunctional behavior.
- Become more sensitive to issues related to working with clients whose behavior is different from yours or who have special issues (sexual orientation differences, physical handicaps, gender issues which are different from yours, or long term burdens).
- Become more competent in working with other health professionals in a collaborative capacity.

### **COUN-5010 & 5011-Counseling Methods and Advanced Techniques**

At the completion of the Counseling Methods and Advanced Techniques workshop, students should be able to:

- Conceptualize the manner in which effective counseling proceeds from problem identification to problem resolution based on their understanding of themselves and counselor characteristics and behaviors that influence helping processes.
- Demonstrate essential interviewing and counseling skills so that they are able to develop therapeutic relationships with clients.
- Design, explain, and demonstrate rudimentary intervention strategies and successfully terminate counselor-client relationships.
- Conceptualize ethical and legal considerations regarding establishing and maintaining therapeutic relationships.

### Specific Outcomes for Secondary Workshop Courses

#### **COUN 5022- Human Growth and Development**

At the completion of the Human Growth and Development review, students should be able to:

- Understand the impact of developmental crises, disability, addictive behavior, and environmental factors on normal and abnormal behavior; how to develop programs and deliver service to this clientele.
- Understand theories of individual and family development and transitions across the life-span
- Understand the basic principles and theories about physical, cognitive, and socio-emotional development across the life-span

- Demonstrate knowledge of a specific developmental stage through a paper
- Understand and be able to apply a developmental counseling theory

### **COUN 5025- Addiction Counseling**

At the completion of the Addiction Counseling review, students should be able to:

- Write or verbalize about theories of addictive disease and co-occurring disorders.
- Write or verbalize about psychodynamics of fantasy, addiction and addictive attachments including assessment and diagnosis.
- Write or verbalize about multicultural considerations of substance abuse counseling.
- Write or verbalize about ethical considerations of substance abuse counseling.
- Write or verbalize about prevention approaches for substance abuse.

### **COUN 5060- Strategies of Life and Career Development**

At the completion of the Strategies of Life and Career Development review, students should be able to:

- Write in detail about a major career theory including the major positive and negative points of the theory, as well as how the theory may be improved, and finally how the theory may be applied.
- Explore and write about career, and vocational, educational, and labor market information resource, visual and print media and computer information systems.
- Show capabilities to initiate career and educational placement, follow-up and evaluation.
- Show knowledge of computer based career development applications and strategies.
- Write and/or verbalize the role and relationship of mental health in career development. This will include being able to state or write of the personal characteristics that promote or hinder career development.

### **COUN 5062- Assessment: Methods and Measures**

At the completion of the Assessment: Methods and Measures review, students should be able to:

- Become acquainted with the history of testing and test construction; demonstrate knowledge about the historical perspectives about the nature and meaning of assessment.
- Understand the rationale and the statistical strategies (scales of measurement, measures of central tendency, validity, reliability, etc.) used in test construction and use; identify basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment.
- Be able to identify controversial issues in testing and develop reasoned opinions regarding them, including exposure to a broad review of pertinent ethical and legal issues and potential areas of development for the field.

### **COUN 5066- School Counseling**



At the completion of the School Counseling review, students should be able to:

- Acquire a working knowledge of school settings and curricula and the ideal interface of the above with a comprehensive school counseling and guidance program.
- Demonstrate understanding of the qualities, principles, skills, and styles of effective leadership designed to enhance the learning environment of schools; discuss mental health wellness for school counselors.
- Conceptualize and describe the role and function of the school counselor at each level, elementary, middle, and secondary.
- Acquire a framework for critically evaluating and selecting resources appropriate to their school and community.
- Develop an appreciation for the counseling implications of specific populations and counselor response to ethnic, cultural, biological, and gender factors related to working with students/clients and their families.

### **COUN 5081- Research**

At the completion of the Research review, students should be able to:

- Read and understand existing research literature as measured by papers and examinations
- Determine if conclusions follow logically from data analysis and interpretation as measured by class assignments.
- Understand how to design a study, select a sample, construct scales and evaluate the scales for reliability and validity as measured by class assignments and examinations
- Manifest a professional code of ethics and values in the code of research as measured by examinations
- Identify key concepts related to counseling and MFT outcome and process approaches and describe the appropriate application of each as measured by chapter presentations.

### **COUN 6040- Treating Psychological Trauma and PTSD:**

At the completion of the Treating Psychological Trauma and PTSD review, students should be able to:

- Complete a clinical assessment of PTSD using DSM-5 Criteria
- Conduct an extensive and professional intake for treatment in a clinical setting
- Provide viable competent clinical treatment to individuals, groups, and families, and professional collaboration and crisis
- Demonstrate understanding of the multicultural aspects in diagnosing and treating trauma including the student's self-awareness of cultural competency
- Demonstrate the ethical aspects of diagnosing and treating trauma

### **COUN 6052- Counseling with Special Populations: Multicultural Populations**

At the completion of the Counseling with Special Populations: Multicultural Populations review, students should be able to:

- Demonstrate specific knowledge about the special populations listed in this syllabus
- Demonstrate the skills necessary to counsel with diverse groups including assessment
- Demonstrate flexibility in responding to a variety of counseling issues, including conflict resolution
- Demonstrate sensitivity to and respect for individual differences
- Demonstrate awareness of one’s own values, beliefs, and biases and the influence on the therapeutic relationship

**COUN 6069- Crisis Intervention Counseling:**

At the completion of the Crisis Intervention Counseling review, students should be able to:

- Demonstrate knowledge of general applied therapeutic counseling interventions;
- Demonstrate knowledge of crisis intervention therapeutic counseling models and skills, including suicide risk; understand appropriate use of diagnosis versus developmentally appropriate reactions to crisis
- Demonstrate knowledge of crisis counseling theories and community resources
- Demonstrate the ability to apply crisis intervention techniques to individuals and groups, including multicultural and student self-awareness of cultural competency
- Demonstrate the ability to apply crisis principles and concepts to counseling, education, and human development.

Sample Schedule

**Students Arrive on Campus and Check in between 3:00 - 5:00 PM, Sunday June 21, 2015.**

Time	Schedule	Contact Faculty
3:00-5:00 PM	Students Check into Assigned Dormitory Rooms Students receive keys, meal tickets, welcome folders	Pope/Holin
6:00-7:30 PM	Mixer with hors-d'oeuvres	Hosted by Lambda Alpha Chapter of Chi Sigma Iota & local students currently enrolled in COUN 5065 and COUN 6070/6071

**Day 1 (06/22) Orientation**

Time	Schedule	Instructor
7:30 – 8:30 AM	Breakfast at SUB	

8:30-9:15 AM	<p>Introductions</p> <p><b>Faculty</b>  Courses usually taught  Specialties/Research Interests</p> <p><b>Students</b>  Student Introductions  Person or event that motivated them to become a counselor</p>	Faculty
9:15-10:45 AM	<p>Student Workbooks Distributed</p> <p>Program Orientation</p> <p>Review of Student Handbook</p> <p>Tour of Counseling Clinic</p> <p>Introduction of CSI Officers</p>	Faculty
10:45-11:15 AM	Topics in Addictions	Pope
11:15 AM-12:00 PM	Visit Bookstore & Tour of Campus	
12:00 -3:00 PM	<p>Topics in Professional Orientation and Ethical Practice</p> <p>Lunch in SUB</p>	Holin/Pope
3:00-4:00 PM	Topics in Human Growth and Development	Holin/Pope
4:00-5:00 PM	Topics in Trauma and Crisis	Pope/Holin
5:00-6:30 PM	Dinner at SUB	
6:30-8:30 PM	<p>Speaker: Dr. Linda Griffin, LPC, Former President of Louisiana Counseling Association</p> <p>Dean of Student Development, Louisiana Tech University</p>	Griffin

**Day 2 (06/23)**

**Group Counseling Workshop**

Time	Schedule	Instructor
8:30-11:30 AM	Introduction to Group Work	Holin
11:30 AM-1:00 PM	Break/lunch	
1:00-2:15 PM	Small Group Project	Holin/Pope
2:15-2:30 PM	Break	
2:30-4:00 PM	Student Led Group Session	Holin/Pope
4:00-5:00 PM	Topics in Multicultural Competency: Social and Cultural Diversity	Holin/Pope

5:00-6:30 PM	Dinner at SUB	
6:30-8:30 PM	Speaker: Mary Alice Olsan, Executive Director LA LPC Board of Examiners Topic: Becoming a Licensed Professional Counselor Reception	Olsan

**Day 3 (06/24) Counseling Methods & Advanced Techniques Workshop**

Time	Schedule	Instructor
8:30-11:30 AM	Introduction to Counseling Methods & Advanced Techniques	Holin
11:30-11:45 AM	Break	
11:45 AM-1:15 PM	Luncheon: Dr. William McCown, Associate Dean of Research, ULM Topic: Intersection of Neuroscience and Counseling Meet in SUB faculty dining room.	McCown
1:15-2:15 PM	Small Group Project	Holin
2:15-2:30 PM	Break	
2:30-4:00 PM	Student Demonstration of Methods and Techniques	Holin
4:00-5:30 PM	Preparing for Field Placement: Practicum and Internship	Pope
5:30 -	No Scheduled Activities (Students may eat on campus or dine at local restaurants.)	

**Day 4 (06/25) Counseling Theories Workshop**

Time	Schedule	Instructor
8:30-10:15 AM	Introduction to Theories, PT I	Holin/Faculty
10:15-10:30 AM	Break	
10:30 AM-Noon	Introduction to Theories, PT II	Holin/Faculty
1:00-2:15 PM	Small Group Project	Holin
2:15-2:30 PM	Break	
2:30-4:00 PM	Student Demonstration of Theories	Holin
4:00 -5:30 PM	The How and When of Consultation and Supervision	Pope

5:30-6:30 PM	Dinner at SUB	
6:30-8:30 PM	Keynote Speaker: Don W. Locke, EdD—former president of the American Counseling Association and current Dean of Education, Mississippi College	Locke

**Day 5 (06/26)**

**Core Area Review**

Time	Schedule	Instructor
7:00-8:00 AM	Breakfast and Checkout of Dorms	
8:30 –9:45 AM	Topics in School Counseling	Johnson/Holin Guest Speaker: Ms. Doll Ann Johnson, School Counselor, Sterlington High School
9:45-11:00 AM	Core Area Review: Helping Relationships; Lifestyle and Career Development	Holin
11:00 AM- Noon	Core Area Review: Assessments	Pope/Galick
12:00 – 1:00 PM	Break/lunch	
1:00-2:00 PM	Core Area Review: Research	Pope/Galick
2:00-2:15 PM	Break	
2:15-3:00 PM	Reflection (Presentation of Certificates of Completion)	Faculty
3:00 PM	Dismissal	

Expenses

Students are responsible for their own travel to and from Monroe and **are required** to stay on campus in residence halls. With prior notification, representatives from the Counseling Program will be happy to pick up and return students from the Monroe Regional Airport. Students will be notified when they may enroll for their workshop at the ULM Continuing Education Portal [<https://webservices.ulm.edu/ce/>]. *Scholarships or financial aid is not available.*

**Cost for the Summer Workshop is \$1,700, all inclusive (Room/Board/Tuition/Fees) and is subject to change.**

For more information regarding the registration process, please contact:

**Ms. Katie Smith**, Coordinator Non-Credit Programs  
Extended Learning/Quality Enhancement  
University Library 109  
700 University Ave.,  
Monroe, LA 71209  
(318) 342-3022  
[ksmith@ulm.edu](mailto:ksmith@ulm.edu)

Before students register and participate in the Summer Workshop, they will be asked to confirm their intention to attend using a Moodle survey:

<http://moodle.ulm.edu/course/view.php?id=53369>. Students will find the survey under the topic “Workshop Information”. Please click on the link with the icon “Required Workshop Response”.

#### Grading Format

Summer workshops will be graded using the C/NC format; however no formal academic credit will be awarded. Students unable to master the week’s curriculum may not be allowed to progress to Practicum/Internship. Students may appeal a decision by program faculty by following the remediation and appeal process delineated in the Counseling Student Handbook.

#### Refund Policy

***Because the summer workshop is an integral and essential aspect of counselor training and students cannot proceed to COUN 5065 (Practicum) without participating, we regret that there will be no refunds. Failure to participate in the summer workshop may delay graduation from the program.***

#### Student Survey

Students will have the opportunity to evaluate their summer workshop experience. Post-summer workshop surveys will be e-mailed to students on the last day of summer workshop. These surveys address student opinions about perceived growth in specific program outcomes as well as satisfaction with summer workshop seminars, plenary sessions, logistics, and events.

## Disability Services (Special Needs)

Students requesting accommodations at summer workshops must make arrangements with the Counseling Center several weeks prior to the event. Students with disabilities are encouraged to apply for assistance at [www.ulm.edu/counselingcenter/special.html](http://www.ulm.edu/counselingcenter/special.html) (include phone number). Faculty and/or staff members are informed of those accommodations if they affect the classroom environment, such as the following examples:

- A sign language interpreter will be working in the classroom.
- The student will need special seating arrangements.
- Closed captioning will be required.
- The student will need frequent breaks.

## Summer Workshop FAQs

### *Overview*

The CACREP accredited Counseling Programs [Clinical Mental Health Counseling (CMHC) and School Counseling (SC)] require one 5-day on-campus summer workshop during the summer of the student's second year. ***Students will not be permitted to proceed to Practicum or Internship until they successfully complete the workshop.*** Besides the academic component, students will receive orientation, advising and preparation for the National Counselor Examination (NCE).

### *FAQs*

- **Why do the ULM Counseling Programs now require that all students attend Summer Workshop?**  
That is a good and fair question. Since 2012 all students accepted to the CMHC and SC programs have been told to be prepared to attend one summer workshop. Predominantly online and totally online programs typically require summer or mid-year short residencies. Most require their students attend two and even three residencies. At this point, ULM students are required to come only once to campus for a residence (and also for comprehensive exams). Your faculty members recognize the importance of providing students with an excellent, affordable education. At this time, all learners, whether they reside in Louisiana or out of state are required to attend the summer workshop.
- **What is the Purpose of Workshop?**  
Counseling faculty members have designed the workshop to facilitate relationships between students and faculty while engaging in academic and social activities. Workshop is also where our students meet in person—sometimes for the first time—and form bonds which carry on into the learning environment and beyond.

- **Are classes offered during Workshop?**  
 Classes offered during workshop are foundational to students' professional and skill development. Students will review portions of their skills-based courses, receiving advanced experiential training in group and techniques. As they continue the process of developing their theoretical orientation, they will apply what they learned in two mock interviews/counseling sessions in the Community Counseling Clinic.
- **What will the intensive one-week courses be like?**  
 Classes will typically meet from 8:30 AM to 8:30 PM with a mixture of lecture, discussion, group work, videos, and applied exercises. Students will also have the opportunity to attend lectures delivered by national leaders in the fields of Counseling and Psychology. After each presentation, students will be able to engage the presenter with questions and discussion.
- **What costs should I prepare for during Workshop?**  
 The cost for tuition, room and board for the week is \$1,700 inclusive. Students will be provided keys and meal tickets when they check in on Sunday. Students are responsible for their own transportation to and from Monroe, LA. Given sufficient notice, representatives of the Counseling Program will gladly pick up from and return travelers to the Monroe airport.
- **I noticed how busy we will be throughout the workshop. Will we have any free time?**  
 Yes, although it isn't a great deal. We have designed the classes so that you will not need to do homework or reading assignments when the day is over. On Wednesday evening of the workshop, students are given time to eat local cuisine at their own expense at restaurants of their choosing. Those not wishing to leave campus are encouraged to use their meal ticket for dinner at the SUB.
- **Where do I go for a parking permit?**  
 Upon arrival to the campus, proceed to the University Police at 3811 Desiard Street Monroe, LA 71209. Bring CWID, driver's license, license plate information, and proof of temporary workshop or a letter of special accommodation. Summer workshop students will be issued a temporary hangtag. Hangtags must be displayed from the rearview mirror with the numbered side facing out the windshield. Students must park only in designated zones. Vehicles parked outside of designated areas will be ticketed and the student will be responsible for any fees assessed to the vehicle. For more information, call 318-342-5350 or 318-342-7850. Visit [www.ulm.edu/police/parking](http://www.ulm.edu/police/parking) for a map of campus zones and list of violations prior to parking on campus.
- **How should I dress during Workshop?**  
 The program is meant to train student to become professionals in the field of clinical mental health counseling or school counseling. While there is no specific dress code for workshop, we expect the students' attire to reflect their unique status as graduate students and future professionals. Business casual is recommended. The wearing of shorts, flip-flops, tattered jeans and tee shirts are not permitted. For an idea of what Business Casual is, please visit:  
[http://www.calcpa.org/Content/Files/HR%20PDFs/Sample\\_Dress\\_Code.pdf](http://www.calcpa.org/Content/Files/HR%20PDFs/Sample_Dress_Code.pdf)
- **Should I bring my computer or tablet to Workshop?**  
 Students are encouraged to bring their computers and mobile devices to Workshop. While students will have access to on-campus computers during Workshop, it is more



convenient for our students to work with their own computers and technology to ensure their systems meets the minimum technology requirements for our program. In addition, students may find technology assistance from the University Computing Center Helpdesk at (318) 342-3333/5047 [<http://www.ulm.edu/computingcenter/helpdesk>].

- The use of cellphones and texting during class is prohibited. Phones should be placed on silent or vibrate mode and may be checked during breaks.
- **Where do I go if I have more questions about Workshop?**  
Faculty are committed to helping our counseling students successfully navigate our master's degree program. Please do not hesitate to contact any of our faculty members for additional information.

### **Comprehensive Examination Policies**

The comprehensive examination (“comps”) is an exit examination required of all Master's degree counseling students. It is ordinarily taken while students are enrolled in internship near the end of their program. In order to be eligible for the comprehensive examination, students must have completed all the core courses, and be a student in good standing. Core courses include the following:

- Ethics
- Human Growth and Development
- Counseling Theories
- Group Counseling
- Measurement and assessment
- Career Counseling
- Multicultural Populations
- Research

The purpose of the examination is to determine whether students have attained the level of knowledge in the field of counseling which can ensure minimal competence in the field.

Application packets will be available for pick up in the program director’s office each semester.

Please note, comps are not given during the summer. Students graduating in the summer must take *comps* the prior spring semester.

Out of town (and out-of-state) students must take comps at ULM unless prior permission is granted to take the exam at another CACREP-accredited Counseling Program offering the CPCE exam. Student will be responsible for any fees associated with taking the exam at another institution and test scores must be sent to ULM. Please refer to the addendum at the back of the handbook.

## Counselor Preparation Comprehensive Examination: Part I

The Counselor Preparation Comprehensive Examination (CPCE) is used as Part I the Program's comprehensive exam. The CPCE was developed by the Research and Assessment Corporation for Counseling (RACC) in conjunction with the Center for Credentialing and Education (these are affiliates of the National Board for Certified Counselors). It is a highly valid and reliable way to make judgments about a student's progress toward mastery of the subject matter of professional counseling. There is a fee of \$45 to take the exam (subject to change). The fee must be paid in the form of a money order.

Benefits of the CPCE are that the test

- (1) Provides master's programs with a comprehensive exam that meets psychometric standards.
- (2) Gives programs an objective view of the knowledge level of their students.
- (3) Allows programs to examine student functioning in various curricular areas.
- (4) Promotes longitudinal self-study.
- (5) Compares a program's results to national data.
- (6) Stimulates integration of knowledge learned in separate courses.
- (7) Gives students comparative strength/weakness feedback.

## Administration and Evaluation of CPCE

The CPCE, a national standardized test, is administered by a counseling program faculty member or representative. After each examination, upon obtaining the results from the CPCE examination office, the program's comprehensive examination committee establishes cut off points for passing and failure. Currently the score can not be lower than 1 standard deviation below the national average, but the comprehensive examination committee reserves the right to change the cut-off level at any time. Students who fail the examination may retake it once during a future scheduled exam date (upon reapplication and payment of the fee).

## The Capstone Portfolio: Part II

The Capstone Portfolio for all Counseling Students is described below and is the second comprehensive examination requirement, in addition to passing the CPCE with a score no lower than 1 standard deviation below the national average. All students must have received at least a 3 of 5 on each requirement/standard/competency assessed through each portfolio assignment in order to pass the second comprehensive examination requirement. All students must pass both comps sections in order to successfully pass comps.

These key or milestone assignments are intended to show professional growth in the student and are therefore required at different time periods throughout the students' program progression. A moodle site is being built during the fall of 2015 for all students to upload each assignment such that all elements of the portfolio are available at the time of comprehensive exams. While electronic copies of portfolios are acceptable; hard copies are preferred.

The following is a listing of the key assignments that will comprise the capstone portfolio.

When Required / Course	Key Assignments for Clinical Mental Health Counseling
COUN 5001 Intro to Counseling	<b><i>Professional Identity Paper</i></b> Students discuss their developing professional identity as a counselor, including their specialty identification.
COUN 5005 Theories of Counseling	<b><i>Theory Comparison Paper</i></b> You are to choose two theories discussed in class or in your text. You are required to <b>compare</b> and <b>contrast</b> these two theories. In other words you are to critically examine how your chosen theories are alike and how they differ. You should be able to intelligently discuss the following: personality formation/human nature, how change occurs, key concepts, the therapeutic process, counselor's role, etc. All theory discussion should begin with an introduction to each theory before the comparisons and contrasting begins. <u>Be sure to choose theories from different categories for example <b>humanistic</b> and <b>action oriented</b>.</u>
COUN 5062 Assessment	<b><i>Assessment Research Paper</i></b> Research the psychometric aspects of the tool you have chosen (i.e., What is it designed to measure? How valid and reliable is it according to the publisher's standardization? What populations can it be utilized for and what benefits would it offer to your client? Can a counselor administer the assessment tool?). Then provide information on the legal concerns, ethical concerns, and multicultural concerns regarding this assessment tool. Are there any controversies associated with this assessment tool? Who would it benefit? What information do you hope to gain and how will that information be utilized?
COUN 5067 Principles and Administration of Mental Health Counseling Programs	<b><i>CMHC Program Plan Proposal</i></b> Develop a program plan that includes: a. Project Title and Description b. Mission Statement and Principles/values c. Organizational Chart (including qualifications and job descriptions) d. Budget

	<p>e. Business Promotion Plan</p> <p><b>Consultative Experience Project</b></p> <p>Include the following sections:</p> <ol style="list-style-type: none"> <li>Needs Assessment Interviews</li> <li>Research on evidenced-based interventions</li> <li>Intervention Plan</li> <li>Consultant Services (either to a mental health agency or school)</li> </ol>
COUN 6052 Multicultural Population	<p><b>Personal Assessment Paper</b></p> <p>The personal assessment of your ethnic and cultural heritage will require attention to several general themes that are outlined on the syllabus. The purpose of the paper is to have an honest assessment of your ability to work with multicultural populations.</p>
COUN 6063 Legal and Ethical Issues in Counseling	<p><b>Ethical Issue Research Paper</b></p> <p><b>A formal paper</b>, at least 8 pages long, on a relevant course topic (see list of relevant topics to choose your topic). The paper should delineate the legal, ethical, and professional issues related to that topic.</p>

When Required / Course	Key Assignments for School Counseling
COUN 5001 Intro to Counseling	<p><b>Professional Identity Paper</b></p> <p>Students discuss their developing professional identity as a counselor, including their specialty identification.</p>
COUN 5005 Theories of Counseling	<p><b>Theory Comparison Paper</b></p> <p>You are to choose two theories discussed in class or in your text. You are required to <b>compare</b> and <b>contrast</b> these two theories. In other words you are to critically examine how your chosen theories are alike and how they differ. You should be able to intelligently discuss the following: personality formation/human nature, how change occurs, key concepts, the therapeutic process, counselor's role, etc. All theory discussion should begin with an introduction to each theory before the comparisons and contrasting begins. <u>Be sure to choose theories from different categories for example <b>humanistic and action oriented</b>.</u></p>
COUN 5062 Assessment	<p><b>Assessment Research Paper</b></p> <p>Research the psychometric aspects of a school assessment tool (i.e., What is it designed to measure? How valid and reliable is it according to the publisher's standardization? What populations can it be utilized for and what benefits would it offer to your client? Can a counselor administer the assessment tool?). Then provide information on the legal concerns, ethical concerns, and multicultural concerns regarding this assessment tool. Are there any controversies associated with this assessment tool? Who would it benefit? What information do you hope to gain and how will that information be utilized?</p>

<p>COUN 5063 Principles and Administration of School Counseling Programs</p>	<p><b>Comprehensive School Counseling Program Plan</b> Include the following sections:</p> <ol style="list-style-type: none"> <li>Project Title and Description</li> <li>Literature review in support of need for project including 5 references</li> <li>Mission Statement and Principles/values</li> <li>Consultative Experience Project (all parts should be included here).</li> <li>Organizational Chart (including qualifications and job descriptions)</li> <li>Budget</li> <li>Promotion Plan</li> <li>Follow-up</li> </ol> <p><b>Consultative Experience Project</b> Include the following sections:</p> <ol style="list-style-type: none"> <li>Needs Assessment Interviews (Principal &amp; School Counselor)</li> <li>Research on evidenced-based interventions</li> <li>Intervention Plan</li> <li>Consultant Services (either to a mental health agency or school)</li> </ol> <p>There should be at least 5 references supporting b &amp; c above.</p>
<p>COUN 6052 Multicultural Population</p>	<p><b>Personal Assessment Paper</b> The personal assessment of your ethnic and cultural heritage will require attention to several general themes that are outlined on the syllabus. The purpose of the paper is to have an honest assessment of your ability to work with multicultural populations.</p>
<p>COUN 6063 Legal and Ethical Issues in Counseling</p>	<p><b>Ethical Issue Research Paper</b> <b>A formal paper</b>, at least 8 pages long, on a relevant course topic (see list of relevant topics to choose your topic). The paper should delineate the legal, ethical, and professional issues related to that topic.</p>

**Accreditation Status**

The University of Louisiana at Monroe is accredited by the Southern Association of Schools and Colleges (SACS). The following programs hold the accreditation indicated:

<b>Program</b>	<b>Accreditation and Status</b>
School Counseling	CACREP & CAEP    accredited
Clinical Mental Health Counseling	CACREP    accredited

## Professional Organizations

As emerging professionals, students are encouraged to join an appropriate professional organizations. Please find below exemplary organizations at the national and state level.

### National Organizations

#### **The American Counseling Association (ACA)**

The American Counseling Association is the largest professional organization for Counselors. ACE membership offers professional counselors many benefits which include: 1) a subscription to the *Journal of Counseling and Development*, which includes the latest research in the profession 2) group rates for professional liability insurance 3) representation in public policy and legislative issues 4) a subscription to *Counseling Today*, a newsletter with articles of interest and job announcements across the country 5) several learning institutes throughout the year at locations across the nation 6) an annual conference consisting many opportunities to learn the Continuing Education Units (CEUs) necessary for maintaining professional certification and licensure.

Students are encouraged to join ACA and/or any of the 20 organizations within ACA, which include:

American School Counselors Association (ASCA), American Mental Health Counselors Association (AMHCA), Association for Child and Adolescent Counseling (ACAC), Counselors for Social Justice (CSJ), and the International Association of Marriage and Family Counselors (IAMFC). Each division of ACA also has a journal that is designed to include research and articles pertinent to that particular area of specialty within the counseling profession.

The National Board of Certified Counselors (NBCC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) are organizational affiliates of ACA.

Membership application and application forms for professional liability insurance through ACA are available in the Departmental Office, 371 Strauss Hall or the Counseling Center 284 Strauss Hall. You can learn more about ACA by calling 1-800-347-6647 and from the internet at

<http://www.counseling.org>.

### **American School Counselor Association**

Chartered in 1953, ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.

1101 King St., Suite 625  
Alexandria, VA 22314  
(703) 683-ASCA  
Toll-free: (800) 306-4722  
(703) 683-1619, fax  
[asca@schoolcounselor.org](mailto:asca@schoolcounselor.org)

### **American Mental Health Counselors Association**

801 N. Fairfax Street, Suite 304  
Alexandria, VA 22314  
(800) 326-2642  
<http://www.amhca.org>

### **Association for Child and Adolescent Counseling**

Association for Child and Adolescent Counseling aims to focus on the training needs of counselors who work with children and adolescents, while also providing professional support to those counselors, whether they are school counselors, play therapists, or counselor educators.

<http://acachild.com/>

### **Counselors for Social Justice (CSJ)**

The mission of Counselors for Social Justice is to work to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and our clients and to assist in the positive change in our society through the professional development of counselors.

<http://counseling-csj.org/>

### **International Association of Marriage and Family Counselors**

<http://www.iamfconline.org/>

## **National Board for Certified Counselors**

3 Terrace Way  
Greensboro, North Carolina 27403-3660  
(336) 547-0607  
[nbcc@nbcc.org](mailto:nbcc@nbcc.org)  
<http://www.nbcc.org>

## **Council for Accreditation of Counseling and Related Educational Programs**

1001 North Fairfax Street, Suite 510  
Alexandria, VA 22314  
(703) 535-5990  
(703) 739-6209, fax  
<http://cacrep.org/>

## **American Association of Marriage and Family Therapy (AAMFT)**

Student membership is available in AAMFT and includes subscriptions to *The Journal of Marital Family Therapy*, and *Family Therapy News*. Membership is granted only to the national organization that automatically confers membership to the State division in which the member resides. Louisiana residents are automatically granted membership on the Louisiana Association of Marriage and Family Therapy (LAMFT). Student membership applications to AAMFT may be obtained by writing or calling:

The American Association of Marriage and Family Therapy  
1100 17<sup>th</sup> St. NW, 10<sup>th</sup> Floor  
Washington, DC 20036-4601.  
Telephone (202) 452-0109

### State Organizations

#### **Louisiana Counseling Association (LCA)**

LCA is the state branch of ACA. It is organized very similar to ACA in that it also has divisions. To be a member of LCA you must join at least one of the divisions and be a member of a division, and also be a member of LCA. Benefits of membership in LCA include many of the same as those that ACA offers its members, i.e., the Louisiana Journal of Counseling, an annual conference which offers professional development opportunities, the Louisiana Lagniappe (its newsletter), etc. LCA has approximately 1450 members and has been active in public policy and



legislative efforts to support and upgrade the quality of care offered by Licenses Professional Counselors and Certified School Counselors for a number of years.

There are nine divisions with LCA including: Louisiana School Counselors Association, Louisiana Mental Health Counselors Association, Louisiana Association for Marriage and Family Counselors, and the Louisiana Association of Addictions and Offender Counselors.

353 Leo St.  
Shreveport, LA 71105  
888-522-6362  
<http://www.lacounseling.org>  
[lca\\_austin@bellsouth.net](mailto:lca_austin@bellsouth.net)

### **Louisiana Geriatrics Society (LGS)**

The Louisiana Geriatrics Society is a professional organization for all persons working with the Geriatric field. They promote services and advocate for a high quality of life for older adults and their families, including those who are chronically ill and disabled. Their goals is to provide leadership with the Gerontology field and promoting collaboration among public, private, and community professional, as well as policy makers, research, and public education.

President: David Henry, MD  
[bikerdocmd@aol.com](mailto:bikerdocmd@aol.com)  
<http://www.lageriatric.org/>

### **Louisiana Association of Marriage and Family Therapy (AAMFT)**

Established in 1974, LAMFT is the Louisiana State Division of the American Association for Marriage and Family Therapy. LAMFT hosts an annual state professional conference and is active in legislative efforts to establish licensure for marriage and family therapists in Louisiana. Membership in LAMFT is automatically granted with membership in AAMFT.

LAMFT  
405 Gravois Drive  
Shreveport, LA 71106  
Dr. Kelly Tyner, Secretary  
Office: (318) 415-9437  
Fax: (318) 550-0518  
<http://www.lamft.org/>

## **Local Opportunities for Professional Involvement and Other Activities Potentially Appropriate for Students**

### Joining Associations/Attending Conferences/Presenting/Publishing

Students are not only encouraged to join the national and state professional organizations listed above, but students are also encouraged to run for student membership positions on the associated boards and to attend the conferences associated with the associations. Every year LCA and LAMFT have wonderful conferences right here in Louisiana. Most years, there are faculty members and students who not only attend state and national conferences, but who also present their research. Students are encouraged to reach out to faculty and get involved in their research projects. The experience will be professionally invaluable and may lead to professional presentations and publications.

### Chi Sigma Iota



### **What is CSI?**

CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.

### **Our Mission**

#### ***Promoting Excellence in the Profession of Counseling***

Our mission 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.

### **Our Society**

Founded at Ohio University in 1985, Chi Sigma Iota has over 100,000 members who have been initiated into the Society. We are growing by over 6,000 new members per year. They are affiliated with campus-based chapters contributing to their counselor education programs and communities. Chapters are supported at least in part by funding from CSI.

One of the largest associations of professional counselors in the world, CSI's annual active membership is equally balanced between professional and student members. Among the

professional members over 1,600 are counselor educators and supervisors while the remainder are practicing counselors in all settings and specialties of counseling.

### **Our Chapter**

Chi Sigma Iota is an excellent organization supporting local needs based groups. Past members have participated in many local and long distance service projects that helped those in need which included the ULM Suicide Prevention Walk, Veterans Wall, La Tech Suicide Prevention Walk, Salvation Army projects, and many more.

Below, you will find the procedures and requirements for membership:

The online process to join CSI is available at this web link: [https://www.csi-net.org/general/register\\_member\\_type.asp?](https://www.csi-net.org/general/register_member_type.asp?)

Once you apply to the national branch, Dr. Marty Holin will be notified as the Faculty Advisor. He would then approve your request to join via the website.

Please be aware that one must have completed 12 credit hours of counseling coursework and maintain a 3.5 GPA in order to meet eligibility requirements. Additionally, the national dues are \$50 dollars (which I believe is given via csi-net.org once you create an account).

If you have any questions, please contact Dr. Marty Holin at [Holin@ulm.edu](mailto:Holin@ulm.edu).

### Out of the Darkness Suicide Prevention Campus Walks



Louisiana has almost 600 suicides every year! Let's do our part to prevent this from continuing to happen. Each year at Bayou Park on campus, the ULM counseling programs will be hosts of the ULM Out of the Darkness Walk to prevent suicide. It is free to all, includes activities for children, and is pet friendly. This is a great opportunity to help out your university and

community by raising awareness about mental illness and preventing the tragic loss of loved ones to suicide.

Here is the link to the walk with more info about registering, starting a team, or donating:

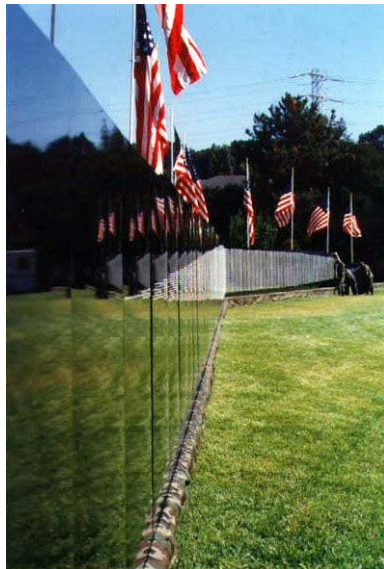
<http://afsp.donordrive.com>

Here is the Facebook link:

<https://www.facebook.com/pages/ULM-Out-of-the-Darkness-Walk/1557094151185599>

For more information, contact Dr. Marty Holin at [Holin@ulm.edu](mailto:Holin@ulm.edu).

### Vietnam Memorial Traveling Wall





The Vietnam Traveling Memorial Wall, a replica of the Vietnam Memorial in Washington, D.C., comes to Monroe's Chennault Aviation and Military Museum, every other year. The Traveling Wall is 3/5 the size of the memorial in Washington, D.C. It is 6 feet in height and 300 feet in length and contains 58,272 names of military members who died in the Vietnam War.

The Vietnam Traveling Memorial Wall has been a powerful medium for processing of issues regarding the Vietnam War.

Students from the University of Louisiana at Monroe volunteer to listen to patrons of the wall who would like to talk. Students participating in this event in the past plan on participating again and shared that this experience was wonderful and valuable! Please visit the following link, or faculty representative for more information:

<http://www.chennaultmuseum.org/announcements/new-website-news-test>



### **Professional Recommendations for Credentialing and Employment**

The faculty will not endorse a graduate of any program for a specialty for which they believe the student is not qualified. Copies of the endorsement statements for the various programs are available in the Department Office. This is based on the ACA Code of Ethics (Section F: Teaching, Training, and Supervision, Item F. I.h) which states, “Counselors do not endorse students or supervises for certification, licensure, employment or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement. Counselors take reasonable steps to assist students or supervisees who are not qualified for endorsement to become qualified.”

Professional recommendations for students or graduates are provided at the discretion of the faculty member whose recommendation is being requested. These decisions are made on a case-by-case basis at the time of request. Academic as well as clinical performance may be taken into consideration in determining whether or not to provide a professional recommendation.

**ADDENDUM**  
**Agreement of Terms for Acceptance into Program**

I \_\_\_\_\_, by signing this document **verify that I received a copy of the Counseling Student Handbook**. I understand that it is my responsibility to read the handbook and become familiar with the policies of the ULM Counseling Programs. I further understand that it is also my responsibility to meet with my advisor to get advised before enrolling in classes, if I have questions, or if there is any policy that is unclear. I also understand that the counseling program is in transition and policies and dates are being changed and/or updated while I am in the program.

Now that the counseling program is predominantly online, all students, including out of town and out of state students, will be required to attend comprehensive exams and a one 5-day summer workshop on ULM's campus. This workshop, to be held the last week in June, will allow students to further develop their skills and receive coaching and feedback from faculty. **The workshop is required; there are no exceptions.** Students will be responsible for travel expenses to and from ULM.

I further understand that the Counseling Program is a professional program, and as such, students can be dismissed for nonacademic reasons: if they lack the necessary skills and knowledge needed to successfully help clients, if their behavior is deemed unprofessional, unethical, or can cause harm to clients.

It is further understood that the Counseling Program is a professional program where students must be able to demonstrate their skills. All counseling students will be required to attend at least 12 counseling sessions throughout their educational experience in order to gain experience as a counseling client and to address issues that may serve as a barrier to their ability to be counselors.

Often students have issues and "blind spots" that hinder their ability to work with clients, in such cases, the student may be asked to seek additional personal counseling. Refusal to attend these recommended counseling sessions or not developing the necessary skills to effectively help clients may result in dismissal from the program.

Students who do not demonstrate professional and ethical behavior as outlined in the ACA Code of Ethics and the ACA Multicultural Competencies will be dismissed from the counseling program.

Students must pass the comprehensive examination to graduate from and complete the counseling program. Students are allowed three attempts to pass the comprehensive exam. Failure to pass after three attempts will result in dismissal from the counseling program.

In summary, I \_\_\_\_\_ have read the above statements and understand and accept the stated terms and conditions of the Counseling Program. I further understand that I will be unable to register for classes until this acknowledgement has been received in the program office.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Please read, sign, and return this page to the Program Director to be placed in your file. Be sure that you receive a signed copy of this statement for your own records.