



COUNSELING PROGRAM

Concentrations: Clinical Mental Health Counseling & School Counseling



STUDENT HANDBOOK

COLLEGE OF HEALTH AND PHARMACEUTICAL SCIENCES

**Marriage & Family Therapy and Counseling Studies
School of Health Professions
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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:

<i>Concentration</i>	<i>Degree(s)</i>	<i>Field of Practice</i>
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 indi

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 TJ1Tr11 (5runcand(ual 8.8..Tj/TT4 1 Tf3 and prevent

- € 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.

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)

1st 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

2nd 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)

1st 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

2nd 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 Marri

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

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

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

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):

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

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

Progress Since Last Review (if applicable): _____ Sufficient

_____ Insufficient

_____ { _____

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 Th

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

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

Areas of Assessment:					
Preclinical Skills Assessment:	' 1	' 2	' 3	' 4	' 5
(attending skills, reflecting skills,					

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. Al

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

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

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

- € 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 con24.nic

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

_____ { _____

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

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)

€ **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, mbere.edtheu/pe

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 (subj

	<p>e. Business Promotion Plan <i>Consultative Experience Project</i> Include the following sections:</p> <ol style="list-style-type: none"> a. Needs Assessment Interviews b. Research on evidenced-based interventions c. Intervention Plan d. Consultant Services (either to a mental health agency or school)
<p>COUN 6052 Multicultural Population</p>	<p><i>Personal Assessment Paper</i> 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><i>Ethical Issue Research Paper</i> A formal paper, 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>

COUN 5063
Principles and
Administration of School
Counseling Programs

Comprehensive School Counseling Program Plan

Professional Organizations

As emerging professionals, students are encouraged to join an appropriate professional organizations. Please find below exl

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

American Mental Health Counselors Association

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

National Board for Certified Counselors

3 Terrace Way
Greensboro, North Carolina 27403-3660
(336) 547-0607
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

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

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
<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.

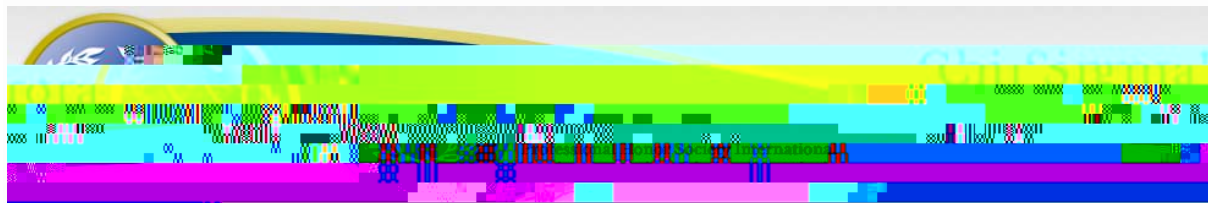
LAMFT

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?

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.

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:

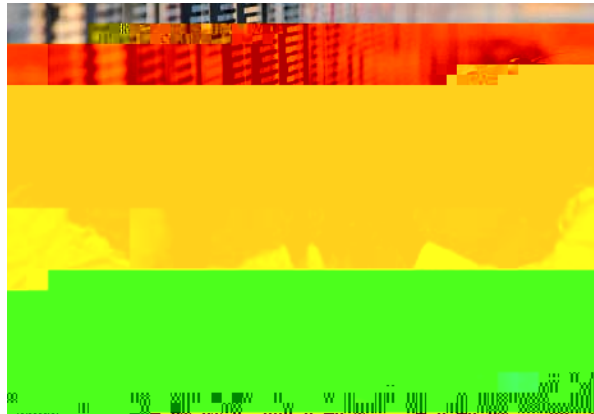
<http://afsp.donordrive.com>

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.

Vietnam Memorial Traveling Wall



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.