



# **COUNSELING PROGRAM 2016-2017**

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



## **STUDENT HANDBOOK**

**COLLEGE OF HEALTH AND PHARMACEUTICAL SCIENCES**

**Marriage & Family Therapy and Counseling Studies**

## Table of Contents

Introduction .....	4
Quality Program Faculty .....	4
Mission Statement .....	5
Mission .....	5
Mission and Program Review .....	5
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 .....	11
Student Evaluation, Retention, and Academic Appeal 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
Student Performance Remedial 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 Outcom

## **Introduction**

Marriage & Family Therapy and Counseling Studies offers five graduate level degrees: Ph.D. in

Faculty members also maintain appropriate certif

## 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:
  - x Maturity in self-understanding and self-development
  - x Ability to examine personal values, their origins, and appropriateness for the counseling profession
  - x Ability to develop and demonstrate a process of on-going self-examination

- x Understand and behave in accordance with the professional standards and the legal/ethical implications thereof
- x Be aware of the many needs of individuals in culturally diverse environments
- x Be eligible and appropriately trained to apply for Licensed Professional Counselors in the state of Louisiana

School Counseling (Concentration)

- x Prepare and implement a developmental comprehensive school counseling program
- x Understand and behave in accordance with the professional standards and the legal/ethical implications thereof
- x Work effectively and therapeutically with student individually, in small groups, and in classrooms
- x Give evidence of understanding the developmental stages and associates affective and cognitive behaviors appropriate for those stages
- x Work effectively with teachers, administrators, families, and other members of the educational institution and the community
- x Be aware of the many needs of individuals in culturally diverse environments
- x 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.
  - x Present evidence of current CACREP Accreditation Status.
2. Prepare students to be eligible for licensure as LPCs.
  - x





## 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.
  - x 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.
  - x 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.
  - x 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

## 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)



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.
4. If a grade of "B" or above cannot be attained in any of the skills courses after two attempts. The skills courses are COUN 5010 (Methods), COUN 5011 (Techniques), COUN 6067 (Group), and COUN 5065 (Practicum).

Students earning a "C" or below in any of the skills courses, as defined above, must retake the course, earning a "B" or higher.

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

### ***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

*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):

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



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

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 p005 sBT/be 8 leas4.8(4u6o69. 02.2

***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



Skill 4: Skills for Deepening the Relationship	' 1 ' 3 ' 5
Skill 5: Assessment, Goal Setting, Action Planning	' 1 ' 3 ' 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	' 1 ' 3 ' 5
Skill 2: Skills for Managing a Crisis Situation	' 1 ' 3 ' 5
Skill 3: Advanced Action Skills	' 1 ' 3 ' 5
(Interpretation, use of expressive arts, poetry, stories, dream work, specific techniques)	



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.)	' 1 ' 2 ' 3 ' 4 ' 5
Presenting Problem	' 1 ' 2 ' 3 ' 4 ' 5
Clear Identification of Client's Problem	' 1 ' 2 ' 3 ' 4 ' 5
Diagnosis*	' 1 ' 2 ' 3 ' 4 ' 5
Medical Considerations and Medical Referrals	' 1 ' 2 ' 3 ' 4 ' 5
Risk Assessment	' 1 ' 2 ' 3 ' 4 ' 5
Legal/ Ethical Behavior	' 1 ' 2 ' 3 ' 4 ' 5
Maintenance of Case Notes	' 1 ' 2 ' 3 ' 4 ' 5
Case Management; Referrals	' 1 ' 2 ' 3 ' 4 ' 5
Treatment Plan/Prognosis	' 1 ' 2 ' 3 ' 4 ' 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.

\_\_\_\_\_ { \_\_\_\_\_

### **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 on**

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**

- x Develop an understanding of multicultural counseling and advocating for diverse populations by utilizing strategies within evidenced-based counseling theories
- x Develop a comprehensive understanding of family and other systems theories and major





## **COUN 5066- School Counseling**

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

- x Acquire a working knowledge of school settings and curricula and

## **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:

- x Demonstrate specific knowledge about the special populations listed in this syllabus
- x Demonstrate the skills necessary to counsel with diverse groups including assessment
- x Demonstrate flexibility in responding to a variety of counseling issues, including conflict resolution
- x Demonstrate sensitivity to and respect for individual differences
- x 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:

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

## Sample Schedule

### **Students Arrive on Campus and Check in**

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

Time	Schedule	Instructor
7:30 – 8:30 AM	Breakfast at SUB	
8:30-9:15 AM	Introductions <b>Faculty</b> Courses usually taught Specialties/Research Interests <b>Students</b> Student Introductions Person or event that motivated them to become a counselor	Faculty
9:15-10:45 AM	Student Workbooks Distributed Program Orientation Review of Student Handbook Tour of Counseling Clinic Introduction of CSI Officers	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	Topics in Professional Orientation and Ethical Practice Lunch in SUB	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 PMue1001 69 re1w3.64 479.28 .48001 0T47998TJ-9.72 -1.15 Sn.011 Tw2P 72 34Sn.9.86 reo 6 2927

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



**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***

surveys address student opinions about perceived growth in specific program outcomes as well

x



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.

x **How should I dress during Workshop?**

The program is meant to train students to become professionals in the field of clinical mental health counseling or school counseling. While there is no specific dress code for the workshop, we expect 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 not permitted.

x **Should I bring my computer or tablet to Workshop?**

Students are encouraged to bring their computers and mobile devices to the Workshop. While students will have access to on-campus computers during the Workshop, it is more convenient for our students to work with their own computers and technology. If technological difficulties arise during the workshop, please contact the University Computing Center Helpdesk at (318) 342-3333/5047 or <http://www.ulm.edu/computingcenter/helpdesk>.

The use of cellphones and texting during workshop presentations is prohibited. Phones should be placed on silent or vibrate mode and may be checked during breaks.

x **Where do I go if I have more questions about the Workshop?**

The Counseling faculty members are committed to helping our counseling students successfully navigate our master's degree program. Please do not hesitate to contact Dr. David Hale, Summer Workshop Director, at (318) 342-1349 or by email: [dhale@ulm.edu](mailto:dhale@ulm.edu) David Hal05ter's

completed all the core courses, and be a student in good standing. Core courses include the following:

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

- (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 cannot 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).

<p>COUN 5005 Theories of Counseling</p>	<p><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></p>
<p>COUN 5062 Assessment</p>	<p><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?</p>
<p>COUN 5067 Principles and Administration of Mental Health Counseling Programs</p>	<p><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 e. Business Promotion Plan <b><i>Consultative Experience Project</i></b> Include the following sections: 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>
<p>COUN 6052 Multicultural Population</p>	<p><b><i>Personal Assessment Paper</i></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><i>Ethical Issue Research Paper</i></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>

<b>When Required / Course</b>	<b>Key Assignments for School Counseling</b>
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 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?
COUN 5063 Principles and Administration of School Counseling Programs	<b>Comprehensive School Counseling Program Plan</b> Include the following sections: a. Project Title and Description b. Literature review in support of

	d. Consultant Services (either to a mental health agency or school) There should be at least 5 references supporting b & c above.
COUN 6052 Multicultural Population	<b><i>Personal Assessment Paper</i></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.
COUN 6063 Legal and Ethical Issues in Counseling	<b><i>Ethical Issue Research Paper</i></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.

### 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 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 rofe public poTc.0

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





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

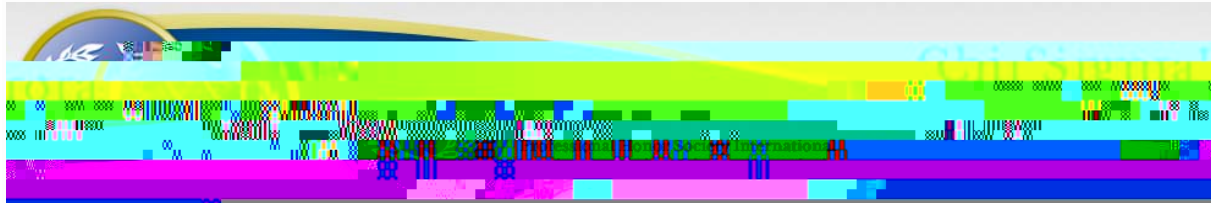
[bikerdocmd@aol.com](mailto:bikerdocmd@aol.com)

<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

## 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](http://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).

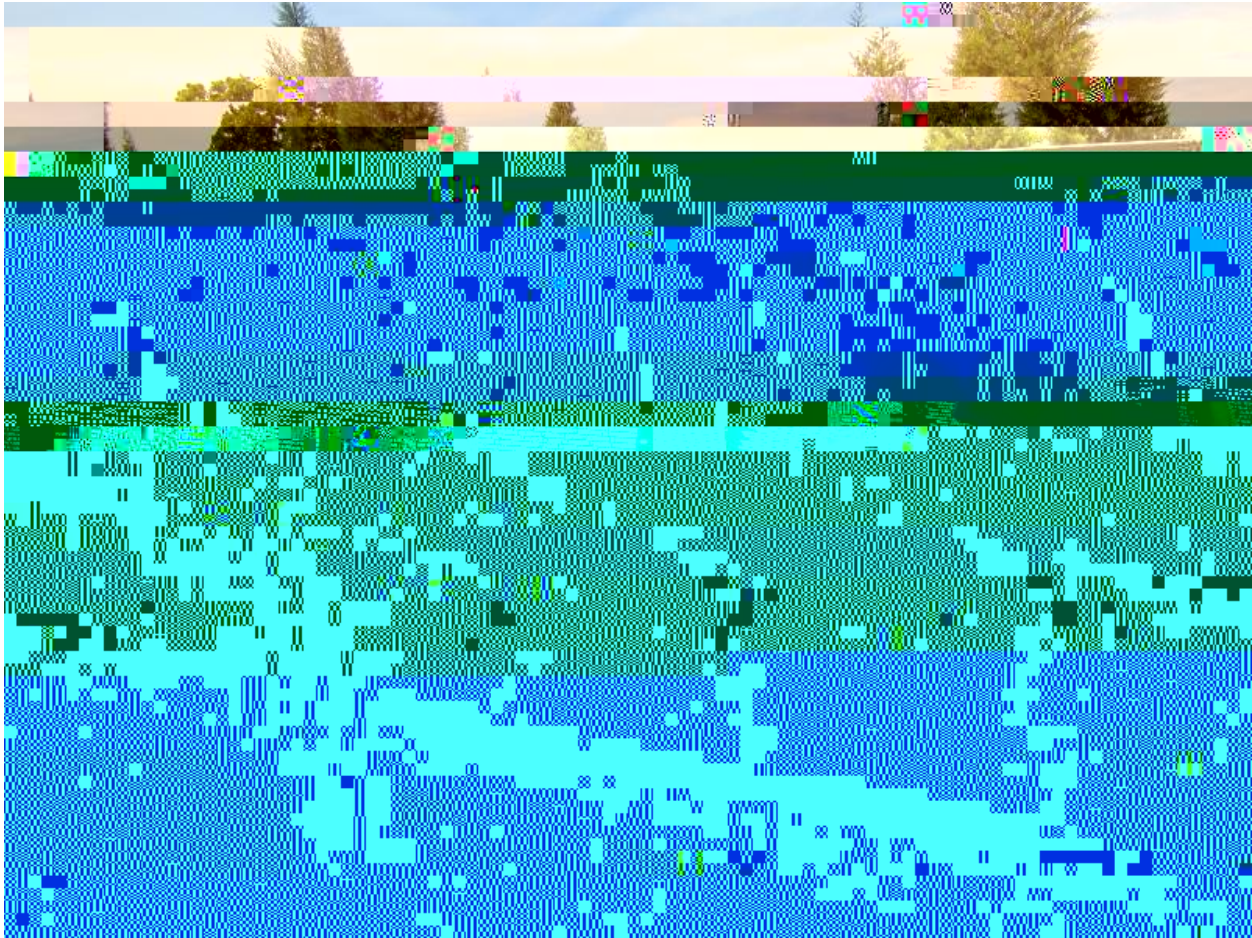
### Out of the Darkness Suicide Prevention Campus Walks



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:





### **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 supervisees 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.

### **Transfer of Credit**

**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.