



U N I V E R S I T Y *of*
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Counselor Education Student Handbook

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Welcome

We are pleased you have chosen to enter the counselor education program at the University of Louisiana at Lafayette. We wish you success and offer support in your goal to become a professional counselor in the Clinical Mental Health Counseling or School Counseling concentration. It is our desire that your time spent here is both challenging and rewarding.

This handbook was written to help you to understand and plan your graduate program. Program requirements, procedures, and policies are reviewed herein, and all students must become familiar with them. This handbook may not answer all of your questions; you may be referred to the *Graduate Bulletin*, the Counselor Education Department Website, or other publications. Resources are available that provide information about practicum and internship sites, career opportunities, and professional organizations.

The *Graduate Bulletin* has specific information regarding admission policies, academic regulations, and requirements for degrees. Students are responsible for being aware of and adhering to the policies and procedures set forth in the *Graduate Bulletin*.

Much of the information you will find helpful is also available at our website: <http://counseling.louisiana.edu>. The website contains curriculum information, and the forms referenced in the appendices of this handbook. Policies and procedures are subject to change. Always refer to the most current handbook and notices posted there.

Respectfully,

The Faculty

Program Faculty

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Clinical Mental Health Counseling Program Coordinator
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Licensed Professional Counselor Supervisor

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UL Lafayette Graduate Programs in Counselor Education

Mission Statement

It is the mission of the Department of Counselor Education at the University of Louisiana at Lafayette, working together in partnerships with schools, community agencies, and university colleagues, to develop Professional Counselors in the areas of personal growth, academic excellence, and professional competence. Through an experiential, contextual, and systemic curriculum, and by integrating theory, research, practice, and leadership, the faculty promotes scholarly inquiry, ethical practice, respect for diversity, and a strong professional identity among the next generations of Professional Counselors.

Statement of Philosophy

The philosophy of the Department of Counselor Education is grounded in the belief that most individuals have the capacity to take responsibility for and control of their lives. Counseling is primarily developmental in nature, referring to the fact that everyone faces certain tasks and challenges throughout the lifespan. A developmental approach views these tasks and challenges as predictable and amenable to intervention by a counseling professional. Counselors emphasize clients' strengths instead of their weaknesses. A counselor does not solve problems or simply provide advice. A counselor, in a variety of ways, assists individuals to become more effective and efficient problem-solvers. Put succinctly, counselors facilitate client growth and development. Graduates in Counseling at UL Lafayette are trained as Responsive Professionals who are driven by 1) Knowledge and Expertise in Practice, 2) Reflection, 3) Knowledge of, and Respect for Diversity, and 4) Professionalism. These four driving elements form the foundation of the curriculum and are consistent with the UL Lafayette College of Education's Conceptual Framework. The faculty of the Department of Counselor Education contends that this framework forms the foundation for innovative, interdisciplinary, research-based curricula dedicated to the development of reflective practitioners who demonstrate expertise in knowledge and practice. Through these basic tenets, the Department fosters collaboration, advocacy, respect for diversity, and commitment to on-going professional growth.

Candidates entering the program begin their professional development with the recognition of appropriate aptitudes, attitudes, and dispositions to be successful professionals, followed by coursework designed specifically to establish the appropriate knowledge base upon which skills can be developed and nurtured. This is followed by field experiences and extended supervised professional practice as interns. The faculty and staff of the Department and our community partners clearly believe that becoming a Responsive Professional is a process that begins with the acquisition of fundamental knowledge and practice in the field of counseling framed around professional dispositions. Throughout the program, candidates are guided in becoming not only knowledgeable professionals, but also reflective practitioners who respect diversity and demonstrate commitment to passionate professionalism. Passionate professionalism encompasses engagement in on-going professional growth, leadership, collaboration, advocacy, and service activities.

Description of the Concentrations in Counseling

The graduate programs in Counseling are designed to prepare qualified students for the counseling profession. Graduates find employment in a variety of settings, including schools, community mental health centers, government agencies, and private practice as a licensed professional counselor (LPC).

Three concentrations are available: Clinical Mental Health Counseling, School Counseling, and Dual Track. The Clinical Mental Health Counseling concentration meets the educational requirements to become a Licensed Professional Counselor (LPC) in Louisiana and prepares students to deliver services in a variety of mental health settings. The School Counseling concentration meets the educational requirements for certification by the Louisiana Department of Education as a Counselor, K-12 or Ancillary Counselor, K-12. The department offers the Master of Science (MS) in Counselor Education. The Dual Track, as the name implies, prepares students to work in both specialties.

Although there are more similarities than differences among the three programs, certain courses and practicum/internship experiences are designed specifically to meet the needs of each concentration. Essentially, the purpose of each concentration is to train counselors at the entry level of professional practice for these respective settings. Students will receive endorsement for School Counseling or Clinical Mental Health Counseling based on the program of study completed. The Clinical Mental Health Counseling curriculum is comprised of 60 credit hours. The School Counseling curriculum is comprised of 48 credit hours. The Dual Track curriculum is 63 hours.

For students who wish to work in mental health, private practice, or agency settings, the program in Clinical Mental Health provides the courses and some of the experiences currently required of LPCs in Louisiana, while also addressing special training needs for the non-school setting. This program requires a 100 clock-hour practicum and a 600 clock-hour counseling internship in an approved mental health setting.

For more information about licensing and certification, students are advised to contact appropriate boards or agencies for specific requirements. Licensing, and other regulatory boards may choose to review a student's academic record and supervised practice in order to determine whether or not the necessary requirements have been met; most will require applicants to pass an examination. The program has no control over the policies and decisions made by regulatory boards and agencies. Links to these agencies' websites can be found on the Department of Counselor Education web site (<http://counseling.louisiana.edu>)

The training of counselors for school/educational settings is guided by the competencies described by the *Louisiana Standards for School Counseling Programs* adopted by the Louisiana State Department of Education and the guidelines established by the American School Counselors Association (ASCA). This concentration also requires a 100 clock-hour practicum and a 600 clock-hour counseling internship in an approved K-12 school setting.

Students may choose the Dual Track option so as to specialize in both Clinical Mental Health Counseling and School Counseling. This option requires the student to complete a 100 clock hour practicum and a 600 clock hour counseling internship in an approved mental health setting. Additionally, the student must complete a 100 clock hour practicum and a 600 clock hour counseling internship in an approved K-12 school setting.

Program Outcome/Objectives

(Information which appears in bold type and in parentheses refers to 2009 CACREP Standards)

Outcome 1. The student will demonstrate an understanding of their professional orientation and of how to conduct ethical practices. **(Section II.G.1.a-j)**

Outcome 2. The student will demonstrate an understanding of the cultural contexts of relationships, issues, and trends in a multicultural society. **(Section II.G.2.a-f)**

Outcome 3. The student will demonstrate an understanding of human growth and development and of the nature and needs of persons at all developmental levels and in multicultural contexts. **(Section II.G.3.a-h)**

Outcome 4. The student will demonstrate an understanding of career development and life related factors. **(Section II.G.a-g)**

Outcome 5. The student will demonstrate an understanding of the counseling process in a multicultural society. **(Section II.G.5.a-g)**

Outcome 6. The student will demonstrate an understanding of the purpose of groups, their development, dynamics, guiding theories, methods, and skills, including multiple approaches for application in a multicultural society. **(Section II.G.6.a-e)**

Outcome 7. The student will demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society. **(Section II.G.7.a-g)**

Outcome 8. The student will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation. **(Section II.G.8.a-f)**

Outcome 9. Students who are preparing to work as clinical mental health counselors and who complete the 60 hour CMHC program, inclusive of internship in a mental health setting will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical context. Learning will occur in six defined domains: Foundations, Counseling, Prevention and Intervention, Diversity and Advocacy, assessment, Research and Evaluation, and Diagnosis. **(CMHC A-L)**

Outcome 10. Students who are preparing to work as school counselors and who complete the 48 hour SC program, inclusive of internship in a K-12 school will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students. Learning will occur in eight defined domains: Foundations, Counseling, Prevention, and Intervention, Diversity and Advocacy, Assessment, Research and Evaluation, Academic Development, Collaboration and Consultation, and Leadership. **(SC A-P)**

Curricula (60 credit hours)
Clinical Mental Health Counseling

Core: (27 credit hours)

- COUN 500** *Professional Orientation*
- COUN 501** *Methods of Inquiry in Counseling Research*
- COUN 502** *Theories of Counseling*
- COUN 504** *Theories and Techniques of Appraisal for Counselors*
- COUN 505** *Helping Relationships*
- COUN 506** *Multicultural Counseling*
- COUN 507** *Lifestyle & Career Development*
- COUN 509** *Group Processes*
- COUN 524** *Counseling Through the Lifespan*

Concentration: (9 credit hours)

- COUN 519** *Counseling in Community Mental Health Settings*
- PSYC 533** *Advanced Psychopathology*
- COUN 555** *Advanced Counseling Techniques*

Choose any 5 of the following electives: (15 credit hours)

- COUN 511** *Substance Abuse and Dependency Counseling*
- COUN 514** *Counseling Children and Adolescents*
- COUN 521** *Advanced Seminar in Counseling – Human Sexuality*
- COUN 522** *Crisis Counseling*
- COUN 544** *Intro to Play Therapy*
- COUN 510** *Relationship, Marriage, and Family Counseling*
- COUN 554** *Advanced Play Therapy*
- COUN 550** *Advanced Relationship, Marriage, and Family Counseling*
- COUN 559** *Advanced Group Processes*

Clinical Field Experience:

- COUN 539** Practicum (3 credit hours)
- COUN 540** Internship (6-9 credit hours)

Curricula (60 credit hours)

School Counseling

Core: (27 credit hours)

- COUN 500** Professional Orientation
- COUN 501** Methods of Inquiry in Counseling Research
- COUN 502** Theories of Counseling
- COUN 504** Theories and Techniques of Appraisal for Counselors
- COUN 505** Helping Relationships
- COUN 506** Multicultural Counseling
- COUN 507** Lifestyle & Career Development
- COUN 509** Group Processes
- COUN 524** Counseling Through the Lifespan

Concentration: (9 credit hours)

- COUN 503** Principles and Administration of School Counseling Programs
- COUN 514** Counseling Children and Adolescents
- COUN 553** Advanced School Counseling

Choose ONE of the following electives: (3 credit hours)

- COUN 511** Substance Abuse and Dependency Counseling
- COUN 521** Advanced Seminar in Counseling – Human Sexuality
- COUN 522** Crisis Counseling
- COUN 544** Intro to Play Therapy
- COUN 510** Relationship, Marriage, and Family Counseling
- COUN 554** Advanced Play Therapy
- COUN 550** Advanced Relationship, Marriage, and Family Counseling
- COUN 559** Advanced Group Processes

Clinical Field Experience:

- COUN 539** Practicum (3 credit hours)
- COUN 540** Internship (6 credit hours)

Curricula (63 credit hours)

Combined Dual-Concentration (School Counseling & Clinical Mental Health Counseling)

Core: (27 credit hours)

- COUN 500** Professional Orientation
- COUN 501** Methods of Inquiry in Counseling Research
- COUN 502** Theories of Counseling
- COUN 504** Theories and Techniques of Appraisal for Counselors
- COUN 505** Helping Relationships
- COUN 506** Multicultural Counseling
- COUN 507** Lifestyle & Career Development
- COUN 509** Group Processes
- COUN 524** Counseling Through the Lifespan

Concentration 1: (9 credit hours)

- COUN 519** Counseling in Community Mental Health Settings
- PSYC 533** Advanced Psychopathology
- COUN 555** Advanced Counseling Techniques

Concentration 2: (9 credit hours)

- COUN 503** Principles and Administration of School Counseling Programs
- COUN 514** Counseling Children and Adolescents
- COUN 553** Advanced School Counseling

Choose any 5 of the following electives: (15 credit hours)

- COUN 511** Substance Abuse and Dependency Counseling
- COUN 514** Counseling Children and Adolescents
- COUN 521** Advanced Seminar in Counseling – Human Sexuality
- COUN 522** Crisis Counseling
- COUN 544** Intro to Play Therapy
- COUN 510** Relationship, Marriage, and Family Counseling
- COUN 554** Advanced Play Therapy
- COUN 550** Advanced Relationship, Marriage, and Family Counseling
- COUN 559** Advanced Group Processes

Clinical Field Experience:

- COUN 539** Practicum 1 & 2 (6 credit hours) – Placements in K-12 School **and** Mental Health
- COUN 540** Internship 1 & 2 (12 credit hours) - Placements in K-12 School **and** Mental Health

Admission Requirements

Specific admissions requirements, set forth by the Graduate School and this program, can be found in the appropriate edition of the *Graduate Catalog*. The following information is required in order for a decision regarding admission to all programs: Graduate Record Examination (GRE) scores, transcripts for all work attempted at the post-secondary level, letters of recommendation (minimum of three), statement or letter of intent regarding career goals, a work and/or volunteer resume, and other items specified in the letter that is sent to each applicant. Although an undergraduate degree in a specific area is not required, all applicants are expected to have completed course work in the areas of developmental psychology, learning, and abnormal psychology. Undergraduate courses in psychology and disciplines concerned with human behavior are recommended but not required.

An initial review of applications takes place as they arrive in the department from the Graduate School. The Graduate School will not forward applications to the department until transcripts, letters of recommendation, and official GRE scores are provided. If space is available in the program and the student qualifies, the student may be admitted to the program for the coming Fall semester. Applicants must have complete files in order to receive consideration. Admission review begins on April 15. Students are only admitted in the Fall semester. Students failing to meet the specified review date should contact the department to see if space is available for the semester for which they are applying.

The *Graduate Catalog* provides a description of the categories by which a student may be admitted.

Transfer of Credits

Transfer of any credits for courses taken prior to admission is limited and not automatic. Acceptance of course work from another institution requires both Department and Graduate School approval and is subject to the rules and regulations set forth in the *Graduate Catalog*. The forms for Transfer of Credit may be obtained from the Department secretary or the Graduate School office and completed with assistance and approval from the Head of the Department of Counselor Education

Nondiscrimination Policy

It is the policy of the University of Louisiana at Lafayette Department of Counselor Education that there shall be no discrimination against any individual on the basis of age, color, creed, physical disability, national origin, race, religion, sex, or sexual orientation. This nondiscrimination policy applies to all students, faculty, staff, employees, and applicants.

The Counselor Education program strongly supports this policy. In addition, the program actively recruits minority students. The faculty recognizes the uniqueness of all students and emphasizes the goal of helping all students to realize their potential, taking into account ethnic and cultural trends in order to provide a satisfactory education for all students. The faculty believes that the recruitment and development of culturally diverse counselors is a professional responsibility, just as it is a professional responsibility of counselors to provide adequate and appropriate programs and services to a culturally diverse clientele.

Expectations for Students

Work Ethic. The faculty expects all students to make a primary commitment to graduate training. This may mean reorganization of one's priorities and substantial self-sacrifice. Each semester, students should be prepared to dedicate 10 or more hours/week for each course taken. Time should be reserved to review successfully completed courses from previous semesters in order that a knowledge base can be constructed, expanded, and synthesized. Some courses require mandatory meetings outside regular class hours.

Professional Involvement. Knowledge of and participation in professional organizations plays an important role in your training. Our expectation is that you will join the relevant professional organizations at national and state levels, the American Counseling Association (ACA) and the Louisiana Counseling Association (LCA), respectively. Benefits of membership include receiving the professional journal published by the ACA; identification with current professional issues; opportunity to attend state, regional, and national meetings; eligibility for member services (e.g., professional liability insurance, legal defense fund, library resource use); and having an avenue for networking and interaction with other counseling professionals. Student membership in ACA is available at a reduced membership cost, as are registration fees for the various professional conferences. ACA student membership applications require a faculty member's endorsement. Although not required, students have the option to join various divisions of ACA that focus on areas of interest. We also expect that you attend professional seminars, workshops, and conferences. It is assumed that students will become familiar with current professional literature to keep abreast of research, counseling issues, and trends within the counseling profession. Information regarding professional organizations can be found in the department offices and links on our web page.

Forms of Expression. This is a program that prepares human service professionals, and, as such, students are expected to use correct and effective forms of oral and written communication. Additionally, all papers and projects submitted to the faculty, unless otherwise stated, should follow the form and style documented in the *Publication Manual of the American Psychological Association, 6th edition*. Finally, since much of what counselors do is verbal in nature, the ability to communicate effectively in this form is essential.

Ethical Standards. Students are expected to comply with the ethical standards of the counseling profession. The code established by the American Counseling Association (ACA) most closely fits with our philosophy and program of study; therefore, students are expected to comply with this code. School Counseling Students will also be expected to comply with the American School Counseling Association's (ASCA) code of ethics. These codes are constructed so that the profession can offer assurances that practitioners serve in the best interests of their clients. It is the student's responsibility to be aware of the guidelines that define professional behavior and to adhere to these. Failure to behave in an ethical or professional manner, whether intentional or unintentional, may result in dismissal from the counseling education master's program. Misconduct with or mistreatment of clients, breach of confidentiality, plagiarism, and practicing beyond one's competencies are examples of such behaviors. In addition to complying with ethical codes, all research must be approved by the appropriate program faculty and by the University Institutional Review Board (IRB).

Personal Attributes. Preparing to be a counselor is not for everyone. It demands that one be open to all experiences, be open in relationships with fellow students, be willing to give and receive feedback, and be willing to take action based on feedback from others. Training as a counselor

requires both a "mental toughness" and a high degree of sensitivity to clients, self, and situation. It requires risk-taking and willingness to grow both personally and professionally. Research has demonstrated that certain relationship skills are essential to successful counseling and psychotherapy. Thus, students must be able to be open and effective in their relationships with others throughout the course of study.

Students can expect to engage in activities which expand self-awareness and are intended to lead to both personal and professional growth. Small group activities are required to provide students with opportunities for such growth. Since performance feedback is an integral part of training, students need to behave in a non-defensive and an open manner, with willingness to make appropriate changes when receiving such information. Lastly, since there is no single way to be effective within helping relationships, a tolerance for ambiguity and openness to diversity is of upmost importance to the successful completion of the program.

Flexibility will be required, as work outside regular class hours is to be expected. Occasionally small groups and resource programs may be scheduled on Saturdays, evenings other than the regular class meeting time, and during daytime hours.

A counselor, like most professionals, can do harm as well as good. A counselor who is judged to be impaired in one or more areas may be unable to make decisions in the best interest of his or her clients. Although the term "impaired" is a broad one, it refers to deficiencies that may negatively affect the way a counselor perceives and behaves in certain situations. Such deficiencies block, bias, and prevent a counselor's ability to "do good," which in some instances, may result in harm. When a student's attitudes and behaviors pose a question of fitness to practice as a professional counselor, one of several courses of actions will be initiated by the program faculty and will follow University policies regarding such interventions. These may range from remedial work to dismissal from the program. Please refer to the section of the handbook, *Student Retention/Dismissal Procedures* for the policy related to dismissal, retention, and transition.

Providing information. The program maintains an informational database in order to have the *most current address and phone number* for each student. It is the student's responsibility to keep this information current and accurate. It is also important for us to know about significant changes in your academic and work activities, as well as information that may possibly interfere with your studies or practice as a professional counselor. The program makes reasonable attempts to keep such information confidential.

Common Core Areas

These core areas comprise the knowledge and skills development base for the graduate programs in Counselor Education.

1. *Human Growth & Development:* This area includes an understanding of the nature of development at all age levels, learning, and abnormal behavior.

2. *Social and Cultural Foundations:* Included within this area are studies of ethnic groups and subcultures, and the impact of such on counseling practice. Also addressed are such topics as the changing roles of women, men's concerns, and those issues relevant to specific cultural groups.

3. *Helping Relationships*: This area includes philosophic and research bases of the helping relationship, counseling theory, ethical issues related to the helping relationship, and emphasis on empowering clients toward therapeutic change.
4. *Group Work*: The focus of this area is on the theory and practice of therapeutic groups, as well as the study of related group processes and practices proven useful in counseling.
5. *Career and Lifestyle Development*: This area includes topics such as vocational-choice theory, information services, career decision-making processes, career assessment, and placement.
6. *Appraisal*: This area includes the framework for systematic understanding of the individual, methods of data assessment, individual and group testing, case study approaches, the clinical interview, and the study of individual differences.
7. *Research and Program Evaluation*: This area includes statistics, research design, and professional evaluative procedures.
8. *Professional Orientation*: This area examines the goals and objectives of professional counseling organizations, codes of ethics, legal issues affecting counseling, standards of preparation, certification, licensing, and role identity of counselors.

Program Planning and Registration for Classes

Each student is assigned a faculty advisor when they are admitted to the counselor education program, but initial schedules are coordinated through the Department Head. All students, regardless of enrollment status (part time or full time), are required to take COUN 500 during their first semester. In COUN 500, a program plan will be completed by each student.

Students are assigned an advisor and are encouraged to meet with them occasionally. However, all scheduling is done during the University sanctioned advising period in counseling classes. Under no conditions should a student register for classes without an advisor's approval. Students are responsible for registering for the courses required to complete their chosen track.

Students are also responsible for noting prerequisites and corequisites for courses and plan their programs to account for proper sequencing of course work. Refer to program checklists and the *Graduate Catalog* for pertinent information.

Sequencing of Experiences

1. Upon notification of admission, each student should contact the Department Administrative Assistant or Department Head and confirm intent to enroll in the Fall semester. During the first registration period or shortly thereafter, the student will consult with the Department Head or an assigned advisor to plan first semester course work. During orientation, each student will construct a plan for completion of the degree. This course planning matrix will be completed in COUN 500 before the completion of the first semester of enrollment. Students are also encouraged to review the objectives, evaluation methods, and key policies at this time.

2. Each semester, during the registration period, the student will participate in group advising or, alternatively, meet individually with their advisor. The student will receive information as to how to register for courses. This is a good opportunity to discuss plans for the comprehensive examination, practicum, and internship placement.
4. After the completion of 12 program hours (to include COUN 500, COUN 502), an Application for Candidacy must be submitted to the Graduate School. This form establishes the students' eligibility for candidacy and identifies graduate committee members when appropriate.
5. At or near successful completion of the core courses and the concentration courses, and with no more than one grade of C, the student may schedule the Comprehensive Exam. This is an objective test that covers the core areas in the counseling curriculum and a section which addresses the concentration area. Registering for this examination can be done through the Department Administrative Assistant after conferring with one's advisor.
6. During the semester preceding the counseling practicum, an application for COUN 539 - Counseling Practicum must be completed. The application is available from faculty, Graduate Assistants, or the Department Administrative Assistant. The application for practicum is in Appendix B and is available in Picard 225 or on the Counselor Education website.
7. Application for Internship (COUN 540) usually takes place during the semester in which the student is enrolled in practicum. The application may be obtained from the department administrative assistant. It should be completed and returned to the student's advisor or internship coordinator prior to midterm of the practicum semester. Internship may be spread over up to 3 semesters or completed in one semester. Because internships are 600 hrs., most students, especially those who work, find it more accessible to complete the required hours by spreading them over two or three semesters. Application for internship is in Appendix C and is available in Picard 225 or on the Counselor Education website.
8. The application for degree and the paperwork associated with graduation should be completed during the internship at the beginning of their last semester (IMPORTANT! Consult the *Graduate Catalog* for deadline dates).

Knowledge and Competency Evaluation

Student progress will be evaluated at various points throughout the course of the program. The faculty will use information obtained from the following areas: course grades, practicum and internship performance evaluations, faculty review of personal characteristics, a comprehensive examination, and other means specific to each concentration. The faculty meet bi-monthly; during these meetings, time is allotted for faculty members to bring concerns about students' progress to the entire faculty.

Comprehensive Examinations

Passing a comprehensive examination is a requirement of all students for graduation. The Counselor Preparation Comprehensive Examination (CPCE), offered every semester, is an objective test used by over 260 universities and colleges. This multiple-choice exam assesses the common core content areas defined earlier in this handbook, counseling students' knowledge of counseling information viewed as important by counselor preparation programs, and the 8 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by the 2009 standards. Additionally, the CPCE:

- Allows Master's program comprehensive exams to better meet psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength / weakness feedback.

In addition to the CPCE, students with a concentration in school counseling must also provide evidence that they have taken the Praxis II Examination in School Guidance and Counseling which is a specialty exam required by some states (including Louisiana) to obtain certification as a Professional School Counselor.

The comprehensive exam may be taken after the completion of 40 hours of course work. Permission to take the examination can be obtained from the student's advisor or the Department Head. Once permission has been received, the student must register for the examination with the Department Administrative Assistant prior to the start of the semester in which the examination is to be taken. A passing score on the test is a total score no lower than one-half of a standard deviation below the national mean for students whose programs use the test as an exit exam. If a student fails to earn this score on their first attempt, they may sit for the test again the following semester. If the student receives a failing grade on the second attempt, then the highest score in each of the eight content areas from either attempt is used to calculate a new total composite score. If this new composite total score is above one-half standard deviation below the national mean, the student receives a passing score. Should a student not pass using this method, then a committee of the faculty will be formed to review the student's scores in order to identify areas of consistent deficiency. The faculty will then make recommendations for remedial work including, but not limited to, the student being required to pass identified course(s) with a grade of at least an A. Once this is completed, the student can sit for the CPCE a third time. If a third attempt is not successful, the student must appeal to the faculty for a plan to demonstrate competency (i.e., oral examination, portfolio, etc.). If an approval is granted the faculty committee must agree, by a majority vote, to pass the student. If the student fails to demonstrate competency then dismissal from the program will be recommended.

Counseling Practicum

Students are required to complete a counseling practicum (COUN 539). This consists of 100 clock hours of supervised practice during one semester. Of the 100 hours, 40 must be in direct contact with

clients. Most, and in some cases, all, of the direct contact hours are completed in the Clinic for Counseling and Personal Development. The remaining 60 indirect hours are comprised of indirect experiences and observation. An exception for School Counseling students is that more of their direct contact hours will be onsite in a K-12 school. All students are selected or assigned to concentration specific sites. A minimum of 10 hours must be completed at each site. Supervision and instruction related to the practicum is also provided by on-campus faculty or instructors.

Internship

The internship (COUN 540) is the integrative experience of the Master's course work. The internship consists of 600 clock hours of counseling-related activity, where the emphasis is on training. All sites are subject to approval by the Director of Clinical Experiences. Interns may receive a stipend, although this is not guaranteed. Students must register for the appropriate internship course (minimum of three credit hours/semester) while engaged in the internship.

Students will need to gain approval from an advisor and/or the Director of Clinical Experiences before contacting internship sites. A completed application and program approval are necessary at least one semester prior to the internship experience. Before beginning an internship, the student must have successfully completed their COUN 539 and have no more than one grade of "C" in core courses. The required 600 clock hours of internship can be scheduled during one semester or over two or three semesters.

Professional Liability Insurance

All students are required to obtain professional liability insurance before they reach practicum and internship courses. A copy of the liability insurance premium form must be submitted to the practicum or internship supervisor before the student can begin seeing clients. Without evidence of appropriate liability insurance, the student will not be allowed to continue in the practicum or internship and will be administratively dropped from the course. While lawsuits involving school or clinical mental health counselors are relatively uncommon, any service provided to the public by a professional (or a professional in training) is vulnerable to the threat of a lawsuit.

Sources of Important Information

This handbook and periodic updates are meant to provide a guide to graduate students in the counselor education programs. However, the most current source of information (e.g., training opportunities, meetings, social events, conferences, deadlines and other important dates, etc.) can be found in the program office area on our departmental bulletin boards, on our web page (<http://counseling.louisiana.edu>), and through email listserv messages. Our web page has news, notices, reminders, and other information, along with links to internet sites related to counseling and the counseling profession.

Funding Opportunities for Graduate Students

Information and applications for assistantship, scholarships, and fellowships can be found on the Graduate School website. Students are also urged to check with The Office of Research, the Dean's office, the program office (bulletin board and files) and the counselor education web page for funding opportunities. A limited number of departmental assistantships are available; obtain information and applications from the Department of Counselor Education Administrative Assistant.

Students who have presentations accepted at professional meetings are eligible to apply for travel assistance from the Graduate Student Association (GSA).

The Graduate Bulletin

This important publication has been mentioned several times throughout the handbook. Students are advised to obtain a copy and become familiar with the policies that affect their programs. Dates and deadlines (for what?) are published each year, and it is the student's responsibility to be aware of information necessary for the timely completion of a graduate degree. A student is required to comply with the policies and procedures for the year they were admitted. This information (year) can be found on their notice of admission to Graduate School.

Time Limits for Completion of Degrees

The Graduate Bulletin contains information regarding time limits for degree completion. Currently, all work applying to a Master's degree must be completed within six years.

Academic Program Standards

Students are required to earn a grade of B or better in each counseling skills course before they are permitted to progress to the next course in the sequence. These courses include: COUN 502 – Theories of Counseling; COUN 505 – Helping Relationships.

The Counselor Education program defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below B. Failure to demonstrate competency after failing to pass the master's comprehensive examination three times constitutes unsatisfactory performance. Any of these or combination of these results in termination of the student's eligibility for the graduate program in the department.

Non-Academic Program Standards

In addition to maintaining high scholastic standards, students enrolled the Department of Counselor Education must develop skills necessary to work effectively with people with diverse needs. The faculty expects prospective counselors to be committed to personal growth and professional development, to be concerned about the welfare of others, to demonstrate emotional and mental fitness in their interactions with others, to be able to receive and give constructive feedback, and to

use the skills and techniques that are generally accepted by others in the professional fields. Further, students are expected to adhere to the codes of ethics of their professional associations (e.g., American Counseling Association, American School Counselor Association, American Mental Health Counselors Association) and the relevant regulatory boards of the state of Louisiana. A student's acceptance in any program does not guarantee his or her fitness to remain in that program.

The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue.

Evaluation of Student Disposition and Performance

Members of the faculty evaluate student disposition and performance on an ongoing basis. The faculty evaluate students' disposition and performance based on observations of course performance, evaluations of performances in simulated practice situations, evaluations of performances in clinical situations, and adherence to the ACA codes of ethics. Formal evaluations are conducted twice on each student by a minimum of 3 faculty members using the Professional Performance Review (See Appendix A). The first review is conducted in the middle of each student's first Spring semester and again before beginning Internship. Via this process, the faculty seeks to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work.

If a student is not making satisfactory progress as evidenced by his/her grades and/or less than average evaluations by the department faculty, at minimum, the faculty advisor will meet with the student to discuss the evaluation. The department head may choose to meet with the student and the faculty advisor and/or to initiate the appropriate action specified in the Student Retention/Dismissal Procedures.

Professional Impairment

On occasion, faculty members may become concerned about a student's suitability for entry into the profession even though the student may be performing satisfactorily in academic course work. In such instances, the Department has adopted specific policies and procedures (Student Retention/Dismissal Procedures) in order to fulfill the department's professional responsibility and protect the rights of students. Examples of professional impairment may include the following and are not intended to be exhaustive: violation of professional standards of ethical codes; inability or unwillingness to acquire or demonstrate professional skills at an acceptable level of competency; behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements; interpersonal behaviors and interpersonal functioning that impair one's professional functioning, and inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.

Possible Actions Following Manifestations of Professional Impairment

The following are examples of possible consequences when professional impairment has been noted. These are not intended to be exhaustive: a formal reprimand, an unsatisfactory grade in a skills-based

course with the requirement that the course be repeated, a reduced practicum caseload, personal therapy, a leave of absence, additional practicum or course work requirements, increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audiotapes), formal probation, encouragement to withdraw from the program, or a formal dismissal from the program.

Student Retention/Dismissal Procedures

Professions engaged in protection of the public health and welfare charge their members with the responsibility of monitoring potential new members. Therefore, the Counselor Education faculty believes a component of their responsibility to their students, their profession, and the eventual consumers of services provided by graduates, is the necessity to monitor not only students' academic progress but also the personal characteristics of students that will affect their performance in counseling. These characteristics should be of a quality so as to NOT interfere with the students' professionalism or helping capacity.

The Counselor Education faculty endorses the American Counseling Association (ACA) position that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance, to request that students be dismissed from the program, and to assure that students have adequate recourses to address decisions made.

Faculty may work on an informal basis with students who demonstrate academic or non-academic difficulties when circumstances indicate that this method may be productive (severity of the problem may not allow for this method and informal methods are not procedurally required). The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a timeline for change. When, in the professional judgment of a program faculty member, a student is not making satisfactory progress or meeting the program or university standards, the faculty member will meet with the student to discuss the specific concern. At that time, the faculty member will discuss with the student what behavior(s) need(s) to be changed, suggestions for remediation, time limits for expected changes, and consequences if remediation is not successful. The faculty member will complete a Professional Performance Review at that time and present the student with a copy of the review form. The faculty member will then notify the Department Head in writing about the meeting with the student.

The Department Head will then submit this document to the Departmental Student Retention Committee to investigate the specific concern. The Committee should consist of at least two faculty members from the student's program and one faculty member from another program who has not had the student in class. Notice of the meeting outlining specific charges and reasons for a hearing shall be in writing and mailed to the student at least ten days before the meeting. The student will be given an opportunity to meet with the committee to present his/her own version of the facts. The meeting shall be open only to the members of the Departmental Student Retention Committee, the student, and those individuals considered to have relevant information and are approved by the committee chair to speak to the committee. After considering the matter, and within 10 working days of meeting with the student, the Departmental Student Retention Committee will report its recommendation to the student and the Department Head. The student will receive a written report of the committee's decision(s) and/or recommendations along with consequences if problems are

not remedied. The Department Head and the student's faculty advisor will subsequently monitor the student's progress in carrying out the committee's recommendations. If the Departmental Student Retention Committee recommends the student no longer continue in the program, the Department Head will petition the Graduate Dean to dismiss the student from the degree program.

The student will have 10 working days to notify the Department Head of his/her acceptance or appeal of the department's decision(s)/recommendations. Students who are dismissed for academic reasons may petition for reinstatement after a period of 12 months. Dismissal appeals are sent to the Departmental Student Retention Committee. Students who have been dismissed from the Counselor Education program for unsatisfactory performance in graduate level course work will not be allowed to take course work in Counselor Education program as an unclassified student.

Appeal Policy

If the recommendation for dismissal is made, or if a student wishes to appeal a grade, the student may follow the University's policy for appeal, detailed in the *Graduate Catalog*.

Endorsement Policy

Graduates of the program will be endorsed only for the program in which they have completed all appropriate courses and field experiences.

Frequently Used Numbers

Graduate School 482-6965

Financial Aid 482-6506

Registrar's Office 482-6287

Counselor Education

Dr. Esters 482-5261

Mrs. Fontenot (Administrative Assistant) 482-1963

Dr. Bourgeois 482-1715

Dr. Hermann-Turner 482-6595

Dr. Lafleur (Field Experiences Coordinator) 482-1586

Dr. Spruill 482-6414

Graduate Students/Clinic 482-1018

Dean of Education Office 482-6678

Affiliate Faculty

Dr. Sandoz (G-202A) 482-1479

Dr. Perkins(G-209) 482-6593

Appendices

Appendix A

Professional Performance Review

1. Openness to new ideas (rated from Closed [1] to Open [5])

1	2	3	4	5
- Was dogmatic about own perspective and ideas.	- Was amenable to discussion of perspectives other than own.			- Solicited others' opinions and perspectives about own work.
- Ignored or was defensive about constructive feedback.	- Accepts constructive feedback ^[1] _[SEP] without defensiveness.			- Invited constructive feedback, and demonstrated interest in others' perspectives. ^[1] _[SEP]
- Showed little or no evidence of incorporating constructive feedback received to change own behavior.	- Some evidence of effort to ^[1] _[SEP] incorporate relevant feedback received to change own behavior.			- Showed strong evidence of incorporation of feedback received to change own behavior.

2. Flexibility (rated from Inflexible [1] to Flexible [5])

1	2	3	4	5

3. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])

1	2	3	4	5

4. Willingness to accept and use feedback (rated from Unwilling [1] to Willing [5])

1	2	3	4	5

5. Awareness of own impact on others (rated from Unaware [1] to Aware [5])

1	2	3	4	5

6. Ability to deal with conflict (rated from Unable [1] to Able [5])

1	2	3	4	5

7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])

1 2 3 4 5

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8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])

1 2 3 4 5

--	--	--

9. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])

1 2 3 4 5

--	--	--

10. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])

1 2 3 4 5

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Appendix B

UNIVERSITY OF LOUISIANA at LAFAYETTE
Counselor Education – Application for Practicum (revised 10/12)
Submit application six (6) weeks prior to the end of the semester preceding COUN 539

Name: _____ CLID: _____

Home Address: _____

Home Phone: (____) _____ Business/Mobile: (____) _____

Email: _____

Area (circle one): Clinical Mental Health School Vocational Rehabilitation

1. Practicum Prerequisites Completed:

<u>Course</u>	<u>Term Completed</u>	<u>Course</u>	<u>Term Completed</u>
COUN 500	_____	COUN 506	_____
COUN 501	_____	COUN 507	_____
COUN 502	_____	COUN 509	_____
COUN 504	_____	PSYC 533 (CMHC)	_____
COUN 505	_____	PSYC 534	_____
<u>School Counseling</u>			
COUN 503	_____	COUN 514	_____

**List any courses not completed with a final grade of A or B:

2. Professional liability insurance policy # (Attach documentation):

3. Comments/Requests/Special Needs: _____

Counselor Trainee

Date Submitted

Program Director

Date Received

Appendix C

UNIVERSITY OF LOUISIANA at LAFAYETTE
Counselor Education – application for Internship (revised 10/12)
Submit Application six (6) weeks prior to the end of the semester preceding Internship

Name: _____ CLID: _____

Home Address: _____

Home Phone:(____) _____ Business/Mobile:(____) _____

Email: _____

Area (circle one): Clinical Mental Health School Vocational Rehabilitation

1. Internship Prerequisites Completed:

<u>Course</u>	<u>Term Completed</u>	<u>Course</u>	<u>Term Completed</u>
COUN 500	_____	COUN 506	_____
COUN 501	_____	COUN 507	_____
COUN 502	_____	COUN 509	_____
COUN 504	_____	PSYC 533	_____
COUN 505	_____	PSYC 534	_____

Clinical Mental Health

<u>Course</u>	<u>Term Completed</u>	<u>Course</u>	<u>Term Completed</u>
COUN 555	_____	COUN 533	_____
COUN 559	_____	COUN 539	_____
COUN 519	_____		

School Counseling

<u>Course</u>	<u>Term Completed</u>	<u>Course</u>	<u>Term Completed</u>
COUN 503	_____	COUN 539	_____
COUN 514	_____		
COUN 553	_____		

Approved Electives

<u>Course</u>	<u>Term Completed</u>	<u>Course</u>	<u>Term Completed</u>
COUN 5_____	_____	COUN 5____	_____
COUN 5_____	_____	COUN 5____	_____

**List any courses not completed with a final grade of A or B:

Comprehensive Exam (if taken) _____

2. Professional liability insurance policy # _____ (Attach documentation)

3. Comments/Requests/Special Needs: _____

Counselor Trainee

Date Submitted

Program Director

Date Received

Appendix D

SITE EVALUATION

DIRECTIONS: Student completes this form at the end of the practicum and/or internship. This should be turned in to the university supervisor or internship coordinator as indicated by the university program.

Name: _____ Site: _____

Dates of Placement: _____

Site Supervisor: _____

University Supervisor: _____

Rate the following questions about your site and experiences using the following scale:
Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D) at the bottom of the evaluation.

Scale				
A	B	C	D	E
Very Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Very Unsatisfactory	Not Applicable

- | | |
|--|---|
| <p>1. Rate all applicable experiences that you had at your site:</p> <p>_____ Report writing</p> <p>_____ Intake interviewing</p> <p>_____ Administration and interpretation of tests</p> <p>_____ Staff presentations/case conferences</p> <p>_____ Individual counseling</p> <p>_____ Group counseling</p> <p>_____ Family/couple counseling</p> <p>_____ Psychoeducational activities</p> <p>_____ Consultation</p> <p>_____ Career counseling</p> <p>_____ Other _____</p> <p>_____</p> <p>_____</p> | <p>2. _____ Amount of on-site supervision.</p> <p>3. _____ Quality and usefulness of on-site supervision.</p> <p>4. _____ Usefulness and helpfulness of faculty liaison.</p> <p>5. _____ Relevance of experience to career goals.</p> <p>6. _____ Exposure to and communication of school/agency goals.</p> <p>7. _____ Exposure to and communication of school/agency procedures.</p> <p>8. _____ Exposure to professional roles and functions within the school/agency.</p> <p>9. _____ Overall evaluation of the site.</p> |
|--|---|

Comments: _____

Appendix E

UNIVERSITY OF LOUISIANA AT LAFAYETTE DEPARTMENT OF COUNSELOR EDUCATION

EVALUATION OF PRACTICUM/INTERNSHIP EXPERIENCE

Name of Student: _____ Date: _____

Evaluator: _____ Title: _____

Agency/Organization: _____

Observation Period: _____ to _____ Avg. hours per week: _____
Month/Year Month/Year

Please check the column which best describes level of performance:

Rating Scale

N – No Opportunity to observe

1 – Meets criteria inconsistently for developmental level

0 – Does not meet criteria for developmental level

2 – Meets criteria consistently for developmental level

Counselor Tasks				
1. Demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2
2. Demonstrates effective communication skills including:				
a. <i>Creating appropriate structure</i> – setting and maintaining the boundaries of the helping framework such as setting meeting place, maintaining the time limits, etc.	N	0	1	2
b. <i>Understanding content</i> – understanding the salient elements of the client’s story.	N	0	1	2
c. <i>Understanding context</i> – understanding the uniqueness of the story elements and their underlying meanings.	N	0	1	2
d. <i>Responding to feelings</i> – identifying affect and addressing those feelings in a therapeutic manner.	N	0	1	2
e. <i>Congruence</i> – genuineness, external behavior consistent with internal affect.	N	0	1	2
f. <i>Establishing and communicating empathy</i> – taking the perspective of the individual, without over identifying, and communicating this experience to the individual.	N	0	1	2
g. <i>Non-verbal communication</i> – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. <i>Intentionality</i> – responding with a clear understanding of the counselor’s therapeutic intention.	N	0	1	2
i. <i>Self-disclosure</i> – skillful and carefully – considered for a specific strategic purpose.	N	0	1	2
4. Collaborates with an individual to establish clear therapeutic goals.	N	0	1	2
5. Facilitates movement toward the individual’s goals.	N	0	1	2
6. Conceptualizes in a theoretically consistent manner.	N	0	1	2
7. Creates a safe clinical environment.	N	0	1	2
8. Demonstrates the ability to analyze and resolve ethical dilemmas.	N	0	1	2
9. Matches client needs with community resources and make appropriate referral	N	0	1	2
10. Establishes follow-up or follow along procedures with client	N	0	1	2
11. Uses and interprets data appropriately.	N	0	1	2

Professional Responsibility				
1. Presents and conducts self in a manner so as to promote confidence in the counseling profession.	N	0	1	2
2. Relates to supervisors, peers and others in a manner consistent with stated professional standards.	N	0	1	2
3. Demonstrates sensitivity to real and ascribed differences in power between themselves and others; does not exploit or mislead others during or after professional relationships.	N	0	1	2
4. Demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2

Competence				
1. Recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise.	N	0	1	2
2. Takes responsibility for compensating for his/her deficiencies.	N	0	1	2
3. Provides only those services and applies only those techniques for which he/she is qualified by education, training, or experience.	N	0	1	2
4. Demonstrates basic cognitive skills and appropriate affect in response to others.	N	0	1	2

Maturity				
1. Demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2. Demonstrates honesty, fairness, and respect for others both personally and professionally.	N	0	1	2
3. Demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	0	1	2
4. Demonstrates the ability to receive, integrate, and/or utilize feedback from peers, instructors, and supervisors.	N	0	1	2
5. Exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2

Integrity				
1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2
2. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2
3. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
4. Respects cultural differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

General Performance				
1. Carries out the duties and responsibilities as defined by the agency/organization.	N	0	1	2
2. Achieves performance expectations set by superiors.	N	0	1	2
3. Maintains adequate case recording.	N	0	1	2
4. Seeks solutions in a creative responsible manner.	N	0	1	2
5. Expresses self clearly and effectively in writing and speaking	N	0	1	2

SUMMARY

1. Student has potential for becoming an effective counselor
_____ Yes _____ No
2. Would you hire this student to work in your agency/organization
_____ Yes _____ No

If "no" or with reservations, please explain:

3. What grade would you recommend for the student in this course: (Check one)
_____"A" Outstanding performance in all areas of work
_____"B" Average to good performance in most areas of work
_____"C" Below average performance in most areas of work, but has ability for professional growth
_____"D" Poor performance in most areas of work with little promise for improvement

Signature of Evaluator Date

Signature of Student Date

COMMENTS:
