

**GRADUATE MASTER'S PROGRAM
IN
PROFESSIONAL COUNSELING
HANDBOOK**

*Department of
Health and Human Sciences*



*Southeastern Louisiana University
College of Nursing and Health Sciences*

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SECTION I: INTRODUCTION

The policies and procedures in this handbook are a guide for Counseling Program students. University policies are located in the Southeastern Louisiana University General Catalog, and supersede what is printed here. Counseling Program students must abide by the stipulations outlined in the General Catalog that is in effect at the time of enrollment. A student may elect to switch to a later edition of the General Catalog by notifying the Graduate Coordinator in writing.

The handbook is organized to provide readily accessible information regarding most aspects of program training. Students with questions not addressed in this handbook should consult their academic advisor or the Graduate Coordinator.

The Counseling Graduate Program has the official title of the "Counseling" graduate program at Southeastern Louisiana University. The program includes six full-time faculty members and is housed in the Department of Health and Human Sciences in the College of Nursing and Health Sciences. Faculty report to the Head of the Department, while the administration of the program is the responsibility of the Coordinator. Administration of field experiences (Practicum and Internship) is the responsibility of the Practicum and Internship Coordinators.

Overview of the Counseling Profession

Counselors apply knowledge, skills, and techniques to assist clients with personal, family, educational, mental health, and career decision-making issues. The work of counselors may include interpersonal, group, or community involvement. With a focus on lifespan development and growth, professional counselors help individuals with current problems, work to prevent future difficulties, and strive to promote optimum mental health. The services counselors provide depend upon the individuals with whom they work and the setting in which they are employed. Counselors attempt to meet the needs of a pluralistic society by tailoring counseling interventions to fit the cultural context of the client.

Counseling is a unique mental health profession that is distinguishable from the other mental health professions including psychology, social work, psychiatry, and psychiatric nursing. Psychologists are recognized as professionals only after having earned a doctoral degree (Ph.D., Ed.D., or Psy.D.). Psychologists who are most similar to professional counselors are either counseling psychologists or clinical psychologists. Social workers who are most similar to professional counselors hold a master's degree in social work (MSW) and specialize in clinical social work. Psychiatrists are physicians who hold a medical degree (M.D.) and have specialization in psychiatry. Psychiatric nurses hold master's degrees and are nurses who have specialized in providing nursing services for patients with psychiatric needs. Although many persons who hold less than a master's degree are employed in settings that provide mental health services, they generally are considered mental health assistants or paraprofessionals and are not recognized as mental health professionals.

Professional counselors utilize a "wellness model," as opposed to a "medical model," in providing professional services to clients. Mental health professionals who utilize the medical model first diagnose an illness or pathology and then treat the disorder in an effort to cure the

patient. Professional counselors who utilize the wellness model first assess a client's level of well-being and then assist the client to reach an optimal level of well-being. While most other mental health professionals view mental or emotional problems as "illnesses" from the medical model perspective, professional counselors view most problems as a part of the normal process of living. All mental and emotional problems are viewed from a developmental perspective in that various stages of life present concerns that must be addressed in order to progress successfully to the next stage of life. In addition, mental health is viewed on a continuum. Individuals are seen as constantly moving along this continuum depending on their life circumstances, cultural perspectives, and emotional states of being. The professional counselor provides mental health services to increase the quality of life for clients, no matter where they are developmentally, taking into account their present emotional states.

Professional counselors often are employed in settings where they work in conjunction with other mental health professionals. All mental health professionals provide mental health services to clients and these services (which include counseling, problem diagnosis, treatment planning, testing, psychoeducation, etc.) often seem very similar. However, the wellness-oriented philosophy of helping and the content of the educational preparation programs of professional counselors distinguish them from all other mental health professionals.

Accreditation, Certification, and Licensure

All programs concentrations, Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; and School Counseling, are accredited by the Council on Accreditation for Counseling and Related Educational Programs (CACREP). In addition to the prestige of graduating from a program recognized as one of few to meet national standards, there are some very concrete advantages of having graduated from a CACREP-accredited graduate program. These advantages include being able to apply for and become a National Certified Counselor (NCC) upon graduation, provided the National Counselor Examination (NCE) is passed. Graduates of programs that are not CACREP-accredited must wait until they have completed two years of post-graduation supervised experience before they can obtain the NCC credential. The NCE is used in Louisiana (and in most other states) as the licensure exam as well, so in addition to gaining the NCC credential, students can meet their licensure testing requirements with the same exam. In addition, many job announcements now list preferences for candidates who have graduated from CACREP-accredited programs, who are NCCs, and who are licensed as professional counselors. All of these preferences can be realized more easily by having graduated from a CACREP-accredited program in counseling. The Louisiana Department of Education requires school counselors to have a master's degree from a CACREP-accredited program. Additionally, most doctoral programs in Counselor Education require applicants to have a master's degree from a CACREP-accredited program.

Southeastern Louisiana University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Mission Statements: University and Counseling Program

Southeastern Louisiana University

Strategic Mission

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

Core Values

Southeastern's core values include: Excellence, Scholarship, Integrity, Diversity, Service, and Caring

The Graduate Counseling Program at Southeastern Louisiana University

Strategic Mission

The mission of the Counseling Program at Southeastern Louisiana University is to prepare future counselors with the knowledge and skills necessary for entry into the profession.

Core Values

The Graduate Counseling Program's core values are: Diversity, Wellness, Academic Excellence, and the Holistic Embodiment of Counseling

Strategic Priorities

1. To attract and maintain a diverse student population;
2. To promote a sensitivity, understanding and respect for individual differences;
3. To provide counselor training centered on the concept of wellness;
4. To provide exemplary academic instruction and experiential learning opportunities;
5. To foster the personal and professional growth of all students.

Objectives of The Counseling Program

The Southeastern Louisiana University Counseling program objectives reflect current knowledge from lay and professional groups concerning the counseling and human development needs of a pluralistic society. Designed to produce high quality, cutting edge practitioners, program objectives reflect input from program faculty, current and former students, employers, and personnel in cooperating schools and agencies. Objectives are directly related to program activities and are routinely assessed and updated. The Counselor Education graduate program, with specializations in School Counseling, Clinical Mental Health Counseling, and Marriage, Couple and Family Counseling consists of 60 semester hours.

Objective #1: Graduates will develop identities as professional counselors and will recognize the importance of engagement in professional development.

Graduates will have knowledge of the following:

- History and evolution of the counseling field including critical events.
- Professional roles including the themes of advocacy, social justice, and interdisciplinary professional collaboration.
- Professional organizations for counselors including national, regional, state, and division.
- Ethical and legal standards for counseling practice.
- Professional credentialing, such as certification, licensure, and accreditation procedures.

Graduates will have the skills to do the following:

- Apply ethical decision-making models to counseling practice.
- Advocate for clients at multi-systems levels.
- Explain requirements for state licensure and national certifications including Continuing Education Clock Hours (CEHs).
- Utilize technology competently.
- Maintain personal holistic wellness as it pertains to professional and personal development.

Objective #2: Graduates will have knowledge and awareness of multicultural issues in counseling and be able to implement culturally sensitive counseling interventions.

Graduates will have knowledge of the following:

- The cultural context of factors such as ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and the unique characteristics of individuals, couples, families, ethnic groups and communities.
- Personal attitudes, values, expectancies, and acculturative experiences as they relate to views of self and other diverse groups.
- Individual, group, family and community strategies for working with diverse populations.
- Counselors' roles in social justice, advocacy and conflict resolution as well as the nature of and processes in biases, oppression, discrimination and other culturally supported behaviors that are detrimental to human growth and development.

Graduates will be able to do the following:

- Implement culturally sensitive helping relationships and strategies with diverse populations of individuals, couples, families, and groups.
- Engage in advocacy activities that promote the respect, growth and development of people in a diverse society.

Objective #3: Graduates will have knowledge of human growth and development, and will be able to apply personality and learning theories to facilitate change and growth in individuals and family systems.

Graduates will have knowledge of the following:

- Developmental lifespan theories, learning theories, and personality development across the lifespan.
- Developmental crises, the impact of trauma, behavioral exceptionalities, addiction, psychopathology, and contextual factors affecting behavior.
- Developmentally and therapeutically appropriate prevention and intervention strategies.

Graduates will have skills to do the following:

- Apply and articulate indicators of normal and abnormal behavior to case conceptualization, planning, and practice.
- Apply principles of major personality and learning theories to facilitate change and growth in individuals and families.

Objective 4: Graduates will have knowledge of career development theories and methods and be able to apply career counseling skills to facilitate client exploration and problem solving.

Graduates will have knowledge of the following:

- Career development theories, decision-making models, and the interrelationship of work, family and other life roles including the role of diversity and gender in career development.
- Educational and occupational information, labor market information, and electronic media that facilitates career decision-making.
- Methods of career development program planning, administration and evaluation.
- Issues and methods in placement, follow-up and evaluation.
- Career counseling techniques, including those that apply to specific populations.
- Technology based career development strategies including computer assisted career guidance and information systems.
- Assessment instruments applicable to career development and career decision-making.
- Ethical and legal issues relevant to career development.

Graduates will have the skills to do the following:

- Utilize career development information systems, technologies, and computer based systems.
- Implement career counseling helping skills with clients from diverse backgrounds.
- Design, implement and evaluate career development programs.
- Appropriately utilize career counseling assessment instruments.
- Recognize and resolve ethical and legal dilemmas associated with career counseling.

Objective #5: Graduates will have knowledge of helping processes and will have the interviewing and counseling skills to facilitate client engagement in counseling.

Graduates will have knowledge of the following:

- Counselor characteristics and behaviors that influence helping processes.

- Theories to conceptualize client concerns and that provide a model for selecting appropriate interventions.
- Models of consultation.
- Ethical and legal considerations related to helping relationships, including the importance of counselor self-awareness in developing and maintaining relationships.

Graduates will have the interviewing and counseling skills to do the following:

- Establish a therapeutic relationship.
- Establish therapeutic goals.
- Design effective intervention strategies.
- Evaluate counseling outcomes.
- Successfully terminate the counselor-client relationship.
- Apply consultation skills in a variety of counseling settings.

Objective #6: Graduates will have a theoretical and experiential understanding of group purposes, development, dynamics, theories, and methods, and will be able to apply these skills to facilitate group processes.

Graduates will have knowledge of the following:

- Group dynamics, group processes, and group developmental stages.
- Theories of group counseling.
- Leadership styles and professional preparation standards for group leadership.
- Task groups, psychoeducational groups, therapy groups, and other types of group work.
- Ethical and legal considerations related to group counseling.

Graduates will have the skills to do the following:

- Develop an effective group leadership style.
- Form a group, including the assessment of client appropriateness for group counseling.
- Select appropriate group interventions.
- Conduct a group using effective group leadership skills.
- Evaluate group outcomes.

Objective #7: Graduates will have knowledge of individual and group approaches for assessment and evaluation and will be able to apply these skills to facilitate the helping process.

Graduates will have knowledge of the following:

- Historical perspectives on assessment.
- Basic concepts of standardized and non-standardized testing.
- Statistical concepts, reliability, and validity.
- Cultural factors related to assessment/evaluation.
- Disorders and conditions in the current diagnostic and statistical manual of mental disorders, issues in diagnostic assessment and methods of case conceptualization and treatment planning.
- Ethical and legal considerations related to assessment/evaluation.

Graduates will have the skills to do the following:

- Select appropriate assessment and evaluation instruments.
- Administer appropriate assessment and evaluation instruments.
- Interpret assessment and evaluation instruments and communicate results to clients.

- Utilize diagnostic information in case conceptualizations and treatment planning.
- Write a treatment plan.

Objective #8: Graduates will have knowledge of research and program evaluation and will be able to apply basic quantitative and qualitative research skills.

Graduates will have knowledge of the following:

- Distinctions and similarities of research methods among qualitative and quantitative research designs.
- The importance of research for informing counseling practice and evaluating client outcomes.
- The use of needs assessment for program design and planning.
- The use of applied research to counseling practice for establishing empirically sound interventions.
- Ethical and legal limitations for conducting counseling research.

Graduates will have skills to do the following:

- Evaluate articles in professional journals.
- Apply basic statistics to practical situations.
- Explain research methods.
- Understand and interpret information processed from data collection.
- Evaluate programs and interventions based on data.

Objective #9: Graduates will have knowledge of family systems concepts and their application to the assessment and treatment.

Graduates will have knowledge of the following:

- Major theories of family counseling and other related systems theories.
- Major models of family intervention.
- Strategies to match assessment and interventions modalities to family characteristics (e.g., ethnicity) and problem type.
- Ethical and legal issues in couples and family counseling.

Graduates will have the skills to do the following:

- Observe and assess family interaction and dynamics.
- Conceptualize family interactions in terms of various systems theories.
- Implement family assessment and intervention strategies relative to family characteristics and problem type.
- Recognize and act on ethical and legal issues in the practice of couples and family counseling.

Frequently Asked Questions

The following are frequently asked questions and should help orient you as you begin the program:

What is the office phone number? Hours?

The office phone number is 985-549-2309. Office hours are 7:30 a.m. to 5:00 p.m., Monday through Thursday, and 7:30 a.m.-12:30 p.m. on Friday. The summer office hours are 7:00 a.m.-5:30 p.m. Monday through Thursday. Professors' office hours are posted on their doors, but it is best to e-mail for an appointment to meet with professors or your faculty advisor.

What can I do with a Master's degree in Clinical Mental Health Counseling?

Graduates of this program may be employed in a variety of settings, including the following: public and private mental health settings; private practice; gerontological counseling in hospital settings; personal, academic, and career counseling in university settings; substance abuse treatment centers; crisis intervention programs; child protection services; and employee assistance programs. You may choose to do individual, family, and/or group counseling.

What can I do with a Master's degree in School Counseling?

Graduates of this program meet the requirements for certification by the State Board of Elementary and Secondary Education to serve as school counselors in grades K - 12. School counseling graduates also meet all of the academic requirements for licensure as an LPC in LA.

How much time do I have to complete this program?

Most students finish within two and a half to three years if they enroll as full-time students. Full-time student is defined as taking 9 hours in the fall and spring and 6 hours in the summer. You must revalidate courses that are more than six years old.

Does it matter in which order I take courses?

Yes, because some courses are prerequisites for the more advanced counseling courses. Your first meeting with your faculty advisor will include an overview of the program and suggestions on how to sequence your courses. Students are required to be advised every semester to remain up to date on changes regarding course offerings and departmental and university policies.

What do I do if I need to drop a class?

Graduate students are required to secure permission prior to dropping any classes. If you need to drop a class, please speak with your faculty advisor or the graduate coordinator who can assist you.

Will I be a Licensed Professional Counselor (LPC) when I graduate?

Graduates of the Counseling Program in all concentrations meet all of the academic course work and supervised experience requirements for licensure. However, there are additional requirements. Following graduation, you will need to apply for licensure through the LPC Board of Examiners, complete a minimum of two years of supervised experience, and pass the National Counselor Examination (NCE), which you can take while enrolled in the program.

Do I have to complete a Master's thesis?

No, although this is a thesis optional program, some students choose to do a master's thesis if they are considering application to a doctoral program. Faculty encourage student involvement in research endeavors.

What is the difference between practicum and internship?

A practicum (3 credit hours) is a supervised clinical field experience in which you work directly with clients in a closely supervised setting. Practicum is usually scheduled in your second year, and typically requires an average of 12-15 hours per week on-site. During practicum, you must complete a minimum of 40 direct client contact hours. You will receive supervision from your faculty supervisor and site supervisors, as well as meet for the class each week.

Internship is an additional clinical field experience and is must be taken the last two semesters of your program. Internship is a full time clinical experience, requiring a total of 600 hours on-site, of which 240 must be direct client contact hours. Again, you will receive on-site supervision and will attend an Internship class once a week for additional supervision.

Internship is intended to provide an intensive field experience that reflects the work experiences and responsibilities of a professional counselor. Students are placed at approved school or clinical agencies which allow them to engage in a range of counseling activities relevant to their program of study. The majority of students find it necessary to adjust their work schedules to accommodate their clinical field experiences.

What kind of financial aid is available?

Graduate assistantships and loans. You can find information about costs, aid, and scholarships at the following websites:

Graduate Assistant

Information: http://www.southeastern.edu/acad_research/programs/grad_school/financial_aid/grad_asst/index.html

Students can go to selu.edu>My Den> Jobs> Job Opportunities> Graduate Assistant/Teaching Fellow they can view openings for assistantships.

General Financial Aid Info: https://www.southeastern.edu/admin/fin_aid/

https://www.southeastern.edu/admin/fin_aid/net_price_calculator/index.html

Scholarships: Department scholarships are listed within this link too

https://www.southeastern.edu/admin/fin_aid/scholarships/index.html

Cost/Tuition: <https://www.southeastern.edu/admin/controller/tuition/index.html>

What professional and student organizations are available and how do I join?

Chi Sigma Iota Counseling Academic and Professional Honor Society International has an active chapter (Sigma Lambda Upsilon) at Southeastern for counseling students and alumni. Students are required to join the American Counseling Association (ACA) and the Louisiana Counseling Association (LCA). ACA and LCA offer special student membership and insurance rates.

School counseling students are also required to join the American School Counseling Association (ASCA). Information regarding these groups is available on the Counseling Program's Moodle site.

How many courses can I take with practicum and internship?

The maximum number of hours that students can take with practicum is limited to twelve; however, students in practicum are encouraged to take no more than 9 hours. Students in internship are allowed to take only one course along with internship. Students are encouraged to plan their course of study semester by semester with their advisor so that additional courses are not required during internship. Exceptions to this are only granted in extremely rare circumstances. Internship must be completed in the final 2 semesters.

What are "COMPS" (comprehensive examination)? When do I take them? How do I prepare?

The Counselor Preparation Comprehensive Examination (CPCE) is the comprehensive examination required for graduation and is taken in your last semester in the program. This is a 160 question multiple choice exam that assesses the student's knowledge of core areas of counseling. Information about the CPCE and the NCE, including study resources, can be found on the Counseling Program Moodle site. An e-mail is sent to students the semester of graduating requesting that they contact the comprehensive exam coordinator to sign up for the exam.

In order to be eligible for graduation, students will be responsible for the fees associated with registering for the Comprehensive Exam (CPCE). The National Counselor Exam (NCE) is a requirement for licensure, and the Praxis exam is required for school counselor certification. We strongly recommend students to take both the NCE and the Praxis exams; however, we do not require students to take these exams prior to graduation. If a student chooses to pursue national or school counselor certification, students are responsible for the fees associated with registering for both exams.

What is the PRAXIS Exam and do I have to take it?

The school counseling PRAXIS exam measures the knowledge and skills required of the professional school counselor in relation to those areas that constitute most of the work of the counselor. The test is designed to measure counselor functions and skills related to the primary and secondary school levels.

School Counseling concentration students admitted to the program after July 1, 2015, are required to pass the School Counseling PRAXIS Exam (#0420 or #5421) in order to be certified as a school counselor by the Louisiana Department of Education. Passing the PRAXIS is not required for graduation.

Counselor Licensure and Verification

The master's degree is the entry-level educational requirement for independent practice in counseling. This program is designed to prepare graduates for beginning careers as counselors. The program combines academic knowledge and research with clinical practice skills. Upon graduation, graduates in the Clinical Mental Health Counseling, School Counseling, or Marriage, Couple and Family Counseling concentrations may apply to the State of Louisiana Licensed Professional Counselors Board of Examiners to begin a post-degree supervised counselor internship of 3000 hours. These hours must be completed in a period of no less than two years and no more than six years. Upon completion of this post-degree supervised experience and successful completion of the National Counselor Examination, graduates are eligible for licensing and independent practice as a Licensed Professional Counselor (LPC) in Louisiana.

Licensed Professional Counselors (LPCs), as well as post-degree interns working under board-approved supervision, are employed in a wide variety of professional settings. Southeastern counseling graduates are prepared to work with diverse populations experiencing a broad range of problems and concerns, appropriate to their program specialization. Our graduates are employed in public and private settings, including schools, university and community college counseling centers, hospitals, employee assistance programs, family service agencies, adolescent and adult treatment programs, substance abuse facilities, community service agencies, state agencies, court-affiliated programs, and private practice.

Requirements for School Counselor Certification

Graduates of the School Counseling concentration meet all course requirements to obtain certification as a school counselor in Louisiana. The application process is completed through the Louisiana State Department of Education at the following link:

- <https://www.teachlouisiana.net/teachers.aspx?PageID=12311129>

Additional Testing Requirement: Students who began working toward certification after July 1, 2015 are required to pass the Praxis Examination in School Guidance and Counseling (#0420 or #5421). Students who began working toward their certification prior to January 1, 2013 will be given until June 30, 2017, to complete all courses and degree requirement specified by the previous policy.

Student in the process of working toward certification under the previous state guidelines have until June 30, 2017 to complete all coursework. Individuals who have completed all courses and degree requirements for the previous policy by June 30, 2017 will be allowed to certify as school counselors.

Certification Renewal Requirements. For purposes of maintaining a valid counseling endorsement, any school counselor receiving certification after July 1, 2013 is required to either provide verification of a current licensed professional counselor (LPC) license or complete 150 hours of continuing learning units (CLUs) over a five-year time period that are consistent with the Individual Professional Growth Plan (IPGP) over a five-year time period. These CLUs must be standards based and follow the models of the American School Counseling Association (ASCA) and CACREP. <http://www.teachlouisiana.net/>

Individuals receiving the ancillary certification by June 30, 2017 must renew this certification

every five years. For renewal of this certificate individuals must successfully meet the standards of effectiveness for at least three years during the five year initial or renewal period pursuant to Bulletins 130 and mandated by Act 54 and must have the employer's recommendation for renewal. These individuals will not be required to meet the additional requirements listed in Steps 1 and 2 above upon renewal.

Requirements for the Licensed Professional Counselor (LPC)

A degree in counseling must be obtained prior to applying to become a counselor intern. Please refer to the LPC board website for a more detailed explanation of the rules and procedures regarding licensure. The address for the website is: <http://www.lpcboard.org/>

One must have secured employment where you will have the ability to provide individual counseling services; once you have secured employment the following steps can be taken:

1. Find a board-approved counseling supervisor (a list of board approved supervisors can be found on the LPC board website).
1. Register with the LPC Board as a PLPC:
 - A. Submit a written proposal on provided forms outlining counseling duties to be performed and the nature of the supervision. Must be submitted at least sixty days prior to the proposed starting date of the supervision.
 - B. Submit the appropriate fee determined by the LPC Board.
 - C. Supervision hours do not begin accruing until the LPC Board has approved the PLPC application.
2. Obtain a minimum of 3,000 supervised hours of mental health counseling experience over a minimum two year, and up to six years, post graduate degree period. These hours are basically broken down as follows:
 - A. A minimum of 1,900 hours and up to 2,900 hours must be in direct client contact (individual or group counseling).
 - B. A minimum of 100 hours of direct supervision by a board-approved supervisor.
 - C. A maximum of 1,000 hours in additional client contact, counseling related activities (i.e., case notes, staffing, case consultation, or testing/assessment of clients) or education.
 - D. Additional supervised hours may be obtained through post-master's or doctoral degree work as outlined by the LPC website.
3. After successfully completing the required supervised hours the counselor intern may apply for licensure using the steps on the LPC board website.

SECTION II

ADMISSION AND MATRICULATION PROCESS

Graduate School Admission Prerequisite

Admission to the Graduate School of Southeastern Louisiana University is a prerequisite for admission consideration to the Counseling program. Students should familiarize themselves with the *General Catalogue* concerning admission to the Graduate School of Southeastern Louisiana University.

Counseling Program Admission Guidelines

Admission to any counseling program track at Southeastern is selective, and admission to the Graduate School does not constitute admission to the counseling program. Students must file a separate application to the Counseling Program Admissions Committee. Instructions for completing the application portfolio can be found at www.selu.edu/counseling. Students should review the information, as it provides everything from an overview of the concentration to the admission requirements to the application process.

Admission Requirements

To be considered for admission to the Counseling master's degree program an applicant must:

1. Initially satisfy all of Southeastern Louisiana University graduate admission requirements (Consult the Southeastern General Catalogue for admission requirements), submit an application for admission to the University and pay the application fee.
2. Complete nine (9) hours of undergraduate or graduate study in behavioral sciences (psychology, sociology, social work, etc.) and three (3) hours in statistics.
3. Take the Graduate Record Examination (GRE) PRIOR to submitting the application packet. We will accept your self-reported scores, but official scores must be received prior to your admission to the program.
4. Earn a combined GRE score of at least 279 AND hold a 2.8 GPA (undergraduate cumulative or last 60 undergraduate hours).

If you completed the GRE before July 2011, you will need to convert your scores using the concordance table located on the GRE website.

5. Submit a completed application packet by the specified due date, which includes the following:

- A current resume including full name, address, phone numbers, e-mail address*, academic experiences, prior related work experiences, degrees held, honors, awards, special interests, and other appropriate information. (*Note: The e-mail address you provide on your resume will be used for all future correspondence. Please make certain that this e-mail address is accurate and checked on a regular basis, otherwise you will miss important deadlines and information).
- Three (3) reference forms from individuals familiar with the applicant's academic abilities and potential for success as a professional counselor.
- An autobiographical narrative demonstrating evidence of life experiences and personal maturity indicating appropriateness for the counseling field.
- The completed packet should be mailed to:

Department of Health and Human Sciences
 Attention: Graduate Coordinator
 SLU Box 10863
 Hammond, LA 70402

Upon evaluation of program applications, qualified applicants may be invited to participate in a mandatory one-day admissions interview. (At the discretion of the Counseling Program Admissions Committee, alternate interview arrangements may be afforded to international students or individuals residing in distant states). Applicants will be notified by e-mail within a week after the admission packet deadline as to whether or not they have been invited for an interview.

Program Application Deadlines

The counseling program application packet due date for consideration for admission to the counseling program are as follows :

- April 1 of each year for EITHER the upcoming summer OR fall semester
- June 30 of each year for the upcoming fall semester
- November 1 of each year for the upcoming spring semester

Note: Deadlines falling on days that the university is closed means the application is due on the next day that the university is open.

All materials must be received by the Graduate Coordinator by these dates in order for the applicant to be considered for the admissions interview.

Admission Notification Procedure

Admission to the counseling program and each program track is selective and requires a favorable evaluation by the Counseling Program Admissions Committee. Within two weeks after participation in the program admission interview, applicants will be notified that they are either accepted for admission or not accepted for admission.

Students are allowed to enroll in COUN, MCFC, and SAC courses ONLY after formal admission to the program, following an admissions interview. Guest students may be allowed to take courses, provided certain conditions are met. Please see the Guest Student Policy at http://www.southeastern.edu/acad_research/depts/hhs/grad_prg/counselor_ed/cross_enrollment/index.html for more information.

Requirements for Degree Completion

To receive the Master of Science degree (M.S.) in counseling, a student must:

1. Complete all course work and requirements stated in the degree plan, including practicum and internship. Students in all tracks must complete a 600-hour internship with at least 240 face-to-face client contact hours. These internships must be taken over 2 semesters, and students must register for 3 hours each semester.
2. Demonstrate knowledge and mastery of appropriate skills, ethical issues, and professional behavior throughout the program.
3. Complete an exit survey during the last semester of internship.
4. Pass the Comprehensive Exam with a passing score.

Comprehensive Examination Information

All students in the M.S. Program in Counseling only have two chances to take and pass the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate, which covers the nine CACREP common-core areas as defined by their Standards for Preparation:

1. Human Growth and Development (COUN 608 – Human Growth and Development)
2. Counseling Theories (COUN 603 - Counseling Theory)
3. Social and Cultural Foundations (COUN 625-Cross Cultural Counseling)
4. Helping Relationships (COUN 605 – Counseling Techniques)
5. Group Work (COUN 604 – Group Process)
6. Career and Lifestyle Development (COUN 607 – Career Development)
7. Appraisal (COUN 609- Assessment)
8. Research and Program Evaluation (COUN 600 –Research)
9. Professional Orientation and Ethics (COUN 601- Legal, Professional, and Ethical Issues)

Faculty Advisors and Registration for Courses

Upon acceptance into the counseling program, the graduate coordinator becomes the advisor for all new students. During the student's first semester, an official faculty advisor is assigned. The role of the advisor is to assist and mentor the student by providing guidance and information about the program, classes, policies, and the profession. All courses have advising holds, therefore, the student must meet with the advisor before registering for courses. Students must also meet with the advisor to change any aspect of the degree plan. Students are ultimately responsible for monitoring their progress in their course of study.

Students must ensure they have completed all prerequisites for courses before they enroll each term. If students register for courses without having the prerequisites, they will be required to drop such courses. Prerequisite requirements will be vigorously enforced by professors so that the quality of instruction will not be compromised. Only under extreme circumstances may prerequisites be waived.

Thesis

The Master of Science Degree Program in Counseling is “Thesis Optional.” However, a student who has interest in a research topic or who is planning to pursue work in a doctoral program may wish to complete a thesis project. She or he may enroll in COUN 670 for three credit hours per semester. Student will work with assigned advisors to select a thesis chair and committee members for the project.

Technological Competence

Students must demonstrate technological competence and computer literacy in order to successfully complete course projects, presentations, or papers. Demonstrated competence in word processing (Word), presentation software (PowerPoint), literature search engines (ERIC, PSYCHINFO, Academic Search Premier), career development software, e-mail programs (Webmail), and internet search engines (Google, Netscape, Internet Explorer, Firefox) is required. All courses require competency in Moodle.

Eligibility to Remain in the Counseling Program

A student may be terminated from the counseling program for three academic reasons: if (1) the

student's cumulative grade point average falls below 3.0, (2) the student receives any grade lower than a "C", or (3) the student receives greater than six semester hours of grades of "C" in graduate courses.

As a CACREP accredited program, the master's program has a responsibility to ensure that graduates adhere to the minimum standard of professional behavior. A student may also be terminated from the master's program if his or her behavior is deemed unprofessional. Examples of such behavior include, but are not limited to, failure to abide by the Code of Conduct of the American Counseling Association (or other applicable ethical code of clinical practice), receiving low scores on the Counseling Student Disposition Rating Form, abandonment or endangerment of clients; threatening or harassing behavior toward faculty, staff, community members, or another student; engaging in illegal activities which call into question professional competency, or other unprofessional behaviors.

A graduate student who is denied admission to, or further continuance in, the master's program may appeal to the Head of the Department of Health and Human Sciences. An appeal must conform to the requirements of the Graduate School and the College of Nursing and Health Sciences. The student should contact the Department Head in order to determine how best to direct an appeal.

A student must pay for and complete the Criminal Background Check prior to applying for practicum and internships. Students should refer to the [College of Nursing and Health Sciences Criminal Background Policy](#).

A student must satisfactorily pass a Drug Screening prior to beginning in their practicum. If a student does not satisfactorily pass a drug screening, he or she will not be allowed to enroll in the practicum and internship classes, and, therefore, will be unable to complete the program.

Transfer of Credit

After earning a minimum of twelve (12) hours of graduate credit at Southeastern, a student may appeal to the graduate coordinator or graduate faculty advisor for approval to apply for transfer credit from another university. That university must be an accredited institution that regularly grants the master's degree or an equivalent foreign institution. The student must be eligible for readmission to the institution from which credits are to be transferred and must have earned a minimum grade of "B" in each course to be transferred. No transfer credits may be used to remove a student from probation. No transfer credit may be earned for courses taken more than six years prior to the date of graduation. No more than one-third of the hours required for graduation may be transferred. The graduate coordinator or the graduate faculty advisor will recommend to the dean the courses to be transferred, and the dean will make the final determination as to whether any or all of the recommended courses will be accepted for transfer credit.

Upon approval, twelve non-clinical semester hours may be transferred into the program. Up to eighteen hours may be transferred from a CACREP accredited program upon approval.

Academic Appeal Policy

Please refer to the Southeastern Louisiana University General Catalogue for information regarding appeals.
https://www.southeastern.edu/admin/stu_affairs/handbook/

Professional Behavior Policy

As counselors-in-training, the faculty expects students to conduct themselves in a professional manner inside and outside the classroom. The following policies address electronic devices and social media:

Electronic devices of any kind will not be permitted in class unless being used for an assigned project or presentation. Electronic devices must be turned off and put out-of-sight if brought to class, including computers and cell phones. Students initially found texting, talking, surfing online, or participating in any other distracting behavior will receive a warning. Should the behavior continue, the student will be asked to leave the class and a referral will be made to the faculty for disciplinary action. Students experiencing an emergency situation requiring electronic devices to be monitored during class should notify the professor before class begins.

Social Media: Students should be mindful of their interactions on any form of social media (e.g., Facebook, Twitter). Behavior of an unprofessional or disrespectful nature is not appropriate for individuals in a counseling program. If the faculty becomes aware of postings of an inappropriate nature, students may face disciplinary action, including dismissal. Students should also be aware that postings that discuss confidential information (e.g. specific client or site information, information shared confidentially in class by a classmate) is a serious ethical violation and will be dealt with accordingly.

Statement of Non-Discrimination

The Southeastern Counseling program recognizes the worth of all people and values the rich diversity of human cultures. The program adheres to the principle of equal educational opportunity without regard to race, color, creed or religion, national origin, marital or parental status, age, disability, veteran status, gender, or sexual orientation.

Endorsement Policy

Consistent with the ACA Code of Ethics Standard F.5.d. on Endorsement, faculty will endorse students for certification, licensure, employment, or completion of their degrees only when they believe students are qualified for the endorsement (e.g., graduates from the School Counseling Specialization would be endorsed for School Counseling certification in Louisiana and School Counseling positions; graduates from the Clinical Mental Health Counseling Specialization would be recommended for licensure as a Louisiana Licensed Professional Counselor and professional mental health counseling positions). Regardless of qualifications, the faculty will not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

Evaluation of Student Dispositions

Student evaluation is an essential component of the counseling program, as such, students are required to meet specific academic standards for continued enrollment. Additionally, due to the sensitive nature of counseling, academic standards alone are not sufficient to ensure that the appropriate skills, values, and attitudes are present in prospective degree candidates. Therefore, students are required to exhibit the qualities outlined on the *Counseling Student Dispositions Rating Form* (see Appendix A). Students will be administered the *Counseling Student Dispositions Rating Form* at various times during the program. Students are expected to score at least a two (meets expectations) on each of the 14 dispositions.

In addition to being evaluated using this form, any faculty member questioning the student's ability to perform or exhibit the professional competencies, ethical conduct, professional attitudes and behaviors, and/or essential mental or physical functions as specified on the *Counseling Student Dispositions Form* may submit to the faculty a *Student Disposition Deficiency Notice* (see Appendix B). A copy of the *Counseling Student Dispositions Rating Form*, and *Student Disposition Deficiency Notice*, are presented to the faculty for feedback and follow-up decisions. The professor should file both forms in the student's folder.

The students are fully informed of the expected dispositions via the student handbook and in their introductory counseling courses. Students are evaluated with the *Counseling Student Dispositions Rating Form* by all professors throughout the program. If a student receives less than a two on any one student disposition, students will be placed on a remediation plan to assist them with remediating the disposition in question.

Evaluation Process

If, in the professional judgment of the program faculty, a student's behavior is deemed unprofessional, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including coursework, practicum, and internships), one of the following actions will be taken: the student will be placed on a remediation plan, probation, suspended, or expelled from the program. The graduate coordinator will invite the student to attend the next faculty meeting to discuss the concerns of the *Student Disposition Deficiency Notice*. Once the meeting with the student takes place, the specific action taken will be determined by the degree of seriousness of the specific behavior and it will be decided whether or not remediation is appropriate for such an offense. The faculty will render a decision and inform the student via email and Health and Human Sciences Department Head within ten business days.

If it is determined that a student could benefit from being placed on a remediation plan, the professor who filed the *Student Disposition Deficiency Notice*, and/or the student's advisor, will outline the specifics of the remediation plan and present to faculty for feedback. Once finalized, the graduate coordinator will invite the student to the next faculty meeting to review the plan and allow the student to provide feedback about the remediation plan. If the student agrees to the plan, the student will sign the plan, and be provided with a copy of the remediation plan. If the student chooses not to sign the remediation plan, the graduate coordinator will document the student's decision not to do so. The graduate coordinator will submit a copy to the Health and Human Sciences Department Head and file the remediation plan in the student's folder. The student's compliance with the remediation plan will be evaluated at established intervals specified in the plan. Non-compliance with the remediation plan may result in suspension or expulsion from the program.

For students who are put on probation or suspended from the program, a remediation plan will also be developed by the faculty or by the student's advisor, in collaboration with the faculty and the student. The terms of the probation or suspension will be outlined in the student's remediation plan. The conditions of a student's probation can include, but are not limited to the following: restrictions on the student's field placement; withdrawing or being blocked from taking courses, specifically clinical courses; repeating courses; and, referral for counseling services, or another agency or individual who provides counseling services. The remediation plan will be in writing and will be signed by the student and the faculty (see steps in preceding paragraph). A copy of the plan will be provided to the student and a copy placed in the student's file. The student's compliance with the remediation plan will be evaluated at established intervals specified in the plan. Non-compliance with the remediation plan may result in expulsion from the program.

Remediation Plan

A remediation plan will

- ❖ behaviorally define the student's problem areas;
- ❖ identify the expected behavior patterns or goals;
- ❖ specify possible actions that could be taken to reach these goals, which could include personal counseling, group growth experiences, self-structured behaviors change, and/or additional academic coursework or practice, field experiences; and
- ❖ designate a way in which the goal attainments will be demonstrated.

At or near the date for reevaluation, the program faculty at a regularly scheduled faculty meeting will review the student's improvement or unsatisfactory progress. At such a review meeting, the faculty shall have four options for recommendation:

- 1. Continuation in the program.** The specified concerns no longer present a significant problem and the student is allowed to continue in the program.
- 2. Continued probation and remediation.** If progress is documented on the first evaluation, an updated behavioral plan is prepared and a date is set for another reevaluation at the program faculty's discretion.
- 3. Voluntary resignation.** Recommend the student resign from the program.
- 4. Dismissal from the program.** If the student has failed to attain the behavioral goals, the student will be dismissed from the program.

The student's professor and/or student advisor will request the student to sign the reevaluation decision, with one copy provided to the student and one copy placed in the student's file. If the student does not agree with the reevaluation decision, the student can request in writing to attend the next faculty meeting. The student may be granted permission to attend the next faculty meeting.

If the faculty recommends dismissal from the program, the graduate coordinator will provide written notification to the student and Health and Human Sciences Department Head. If dismissal is recommended, the student will be given thirty days within the regular academic year in which to: (a) prepare and present to the faculty a written response to the notification, and (b) if the student chooses, request in writing a faculty review of the termination recommendation. Upon receipt of a written request from the student regarding the termination recommendation, a faculty meeting will be held to provide the student with the opportunity to present the case to the faculty.

Following the student's presentation, the program faculty will meet to: (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, (c) review the student's remediation progress, and (d) render a decision as to whether the dismissal recommendation is to be withheld. Written notification of the decision will be provided to the student and, if upheld, a formal dismissal recommendation will be forwarded to the Health and Human Sciences Department Head, and the Dean of the College of Nursing and Health Sciences. Students not satisfied with the decision of the program faculty should follow the appeals procedures of the College of Nursing and Health Sciences.

Behaviors/Incidents that violate the ACA Code of Ethics (2014)

Occasionally, behaviors or critical incidents arise that constitute a violation of the ACA code of ethics. The incident or behavior may be so severe that there will not be a documented history of the problem or a remediation plan has not been developed or implemented. Some of these behaviors can include but are not limited to: threatening harm to self or another individual, sexual harassment or a relationship with a client outside of the scope of the counselor/client relationship, fraudulent behavior or actions such as falsifying attendance or documents that pertain to practicum or internship process, or falsifying client records at the

practicum or internship site. Dismissal from a site *for cause* is grounds for any or all of the following: dismissal from the program, failure in the course, or immediate withdrawal from the university.

SECTION III

PROGRAM CURRICULUM

Through specialized coursework, practicum and internship, students will concentrate their studies in one of the following areas: Clinical Mental Health Counseling; School Counseling; or Marriage, Couple and Family Counseling. A minimum of 60 semester hours is required.

Field placement experiences include a 100-hour practicum and two 300-hour internships (600 hours) in which students practice the skills they have developed under the supervision of faculty and supervisors in school and community settings. The practicum experience must be earned in one semester and is a prerequisite for internship. The internship hours must be earned in two consecutive semesters. Students may complete the degree program on a part-time basis. Courses are offered in the mornings, afternoons, and evenings. The practicum and internship courses for all concentrations are offered in the fall and spring semesters only.

Clinical Training (Practicum and Internship)

Prior to entering Practicum, students must submit a tape demonstrating their counseling skills that will be reviewed by the faculty. Students with unsatisfactory ratings will not be able to enroll in practicum.

Criminal Background Check Policy: All students taking practicum and/or internship are required to complete a Criminal Background Check. A complete overview of the policy, including the procedure for completing the process, can be found in the College’s Criminal Background Check Policy document posted on the Counseling Program’s Moodle Site. Continued enrollment in field experiences requires students to submit a written statement to the Clinical Coordinator before the beginning of the next field experience stating that circumstances have not occurred that would cause a change in their Criminal Background Check. This policy applies to Guest Students as well.

Drug Screening Policy: Prior to entering practicum, all students are required to complete a Drug Screening. A complete overview of the policy, including the procedure for completing the process, can be found in the College’s Drug Testing Policy document posted on the Counseling Program’s Moodle Site. Continued enrollment in field experiences requires students to submit a written statement to the Clinical Coordinator before the beginning of the next field experience stating that circumstances have not occurred that would cause a change in their Drug Screening History. This policy applies to Guest Students as well.

Practicum – The initial clinical training experience of working with an actual client at an approved site. Practicum students are closely supervised by faculty and site supervisors. A total of 100 hours of supervised field experience is required that consists of a minimum of 40 direct (face-to-face counseling) hours and a minimum of 60 indirect hours.

Internship- The clinical training experience at approved sites of a more advanced student. Counseling interns are supervised by faculty and site supervisors, but are allowed a higher degree of “day-to-day” autonomy compared to practicum students. Internships are typically initiated and developed by the intern in close consultation with the clinical coordinator. An internship requires flexibility in order to meet the needs of the host agency, while maintaining the training standards of the program.

A formal affiliation agreement between Southeastern and the host site must be signed by appropriate administrators. And, a *Supervision Agreement Form* (see Appendix C) outlining the responsibilities of the practicum student/intern, faculty member, clinical coordinator, and site supervisor must also be completed.

Students are not allowed to provide counseling services in any setting which has not been approved by the clinical coordinator. Internship arrangements may not be canceled or altered on the part of the student without prior faculty approval. Upon approval of their faculty supervisor, student interns may be allowed to engage in work at multiple sites.

Deadlines for Practicum and Internship

Deadline to apply for Practicum or Internship for the spring semester is September 15th, and February 15th for the fall semester. Late applications WILL NOT be accepted. Prior to being approved to begin practicum, students must attend the MANDATORY Practicum Orientation meeting. Only students attending the meeting will be allowed to schedule practicum.

Site Affiliation Agreement

As per the university guidelines, the counseling program faculty must secure a signed site affiliation agreement form from all clinical sites. It is the responsibility of the clinical coordinator to obtain a signature from the appropriate site representative. Once the site affiliation agreement form is signed, it must be submitted to the Department Head, Dean of the College, Provost, and President of the university prior to a student beginning their clinical experience at the respective site. All affiliation agreement forms will remain on file in the departmental office.

Professional Liability Insurance Requirement

Prior to beginning practicum or internship, students must obtain professional liability insurance (at their own expense). Inexpensive student professional liability insurance is available through the American Counseling Association (ACA) and many of its divisions. Some student memberships include liability insurance; check with membership services for specific information.

Internship Experience Termination

While internship typically spans two semesters, extenuating circumstances may warrant early termination (e.g. conditions of the contract cannot be met, intern is not performing to expectations). Whenever possible, the intern, faculty and site supervisors should work to resolve the problem. However, if the contract must be terminated, the faculty member should inform the clinical coordinator and bring the issue before the faculty for full discussion and resolution. Dismissal from a site *for cause* is grounds for any or all of the following: dismissal from the program, failure in the course, or immediate withdrawal from the university.

Confidentiality

Confidentiality is the cornerstone of an effective counseling relationship. All information disclosed in the context of a counseling setting, including client identity, should be held as confidential. Information should not be disclosed to any third party outside of the counseling relationship (client, counselor, supervisors) without the expressed written consent of the client, except as required by law, or in cases where breach of confidentiality is warranted in order to prevent a clear and immediate danger to human life. Questions concerning confidentiality should be discussed with one's faculty supervisor prior to third party disclosure.

Since professional preparation of students is a collective responsibility of the Counseling Program faculty, it is understood that information involving counseling student progress will be shared among counseling faculty on an on-going basis. However, student disclosures in the context of supervision are afforded the same level of confidentiality as exists between a client and counselor. As such, confidences shared between the student and faculty supervisor in the context of supervision shall not be disclosed to any party outside the immediate counseling program faculty.

Requests for Release of Information

Occasionally, student interns will be called upon by clients or outside parties to provide information relating to the student's work with a client. All requests for information by third parties should be reviewed by the faculty

supervisor. Under no circumstances will an intern allow information to be released to a third party without prior approval of the faculty supervisor and written permission from the client, except as required by law. The release should be specific and dated, with a copy placed in the client's case file.

Crisis Intervention

Occasionally, clients exhibit behaviors requiring timely and specialized responses on the part of the intern. Legal and ethical considerations require that such responses attempt to ensure the safety and welfare of all participants involved in the counseling process, as well as individuals not involved in counseling, but who may also be affected by the actions of a client. It is important to recognize that appropriate responses to critical situations often require creativity and flexibility. Close supervisory support is particularly important in such situations.

Clients Exhibiting “High-Risk” Behaviors

Any behavior (including ideation) which suggests the possibility of harm to the client or others should be considered “high-risk.” Interns should immediately consult their supervisor in such situations. Examples of “high-risk” behaviors include the following:

- Suicidal thoughts or actions on the part of any participant in counseling.
- Violent actions or concerns about violence emerging.
- Suspected physical abuse, sexual abuse, or neglect of a child under the age of 18 years.
- Suspected physical abuse, sexual abuse, or neglect of a person over the age of 65 years.
- Behavior which is bizarre, unstable, disoriented, or volatile and which by its nature suggests a reasonable risk to the safety of the client or others.
- Evidence of diminished functionality (e.g. not eating or severely lethargic behavior) which presents a clear and immediate risk to the health and welfare of the client or another person.

Suspected Child Abuse or Elder Abuse

Under Louisiana law, all cases involving suspected child abuse must be reported to the Office of Children and Family Service (<http://www.dss.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=109>).

Suspected elder abuse must reported to the Office of Aging and Adult services

(<http://new.dhh.louisiana.gov/index.cfm/page/120>). It is the legal responsibility of the intern, under supervisory direction, to comply with this requirement in cases of suspected child or elder abuse. The report should be followed up in writing within 48 hours of the telephone report.

Professional Conduct

While recognizing the differences in style and diversity among individuals, students are expected to maintain a professional demeanor in appearance and attitude when working in a professional role. Students are expected to operate from a primary ethical position guided by the “best interest of the client.” This requires an appreciation of appropriate counseling roles, including the practicum student/intern's skills and limitations as they pertain to each case. Practicum students/interns should be familiar with and abide by the Code of Ethical Conduct of the American Counseling Association and the laws of the state of Louisiana relating to professional practice.

Professional Association Membership

The Counseling Program faculty believes that active participation in professional associations is an important part of a student's professional development and professional identity. We believe the leadership provided by these associations and the publications they distribute enhance the quality of graduate education. A benefit of student membership in a professional association is availability of inexpensive professional liability insurance, which is required for participation in practicum and internship. All students are required to join the American Counseling Association and the Louisiana Counseling Association and participate in at least one conference/workshop before graduating from the program. Students may also be required to join additional

organizations related to their specific concentration areas.

Personal Counseling

Education and training in counseling are not appropriate substitutes for personal counseling. The nature of counseling coursework and clinical experiences may trigger the recognition of unresolved personal problems. Additionally, personal and/or family stressors may occur during the time the student is engaged in graduate study. For either reason, a student may decide to seek counseling to ameliorate personal issues or concerns. The faculty encourages personal counseling to address issues when they arise and will assist students in selecting and locating an appropriate counselor. The University Counseling Center provides free counseling to Southeastern students and their immediate family members.

SECTION IV

STUDENT RESOURCES

Labs and Facilities

Computer Lab

We have several computer labs on campus, with the 24 hour computer lab in Tinsley Hall room 101 being the most popular and accessible. For a complete list of all the computer lab location please visit:

<https://www.southeastern.edu/admin/sps/labs/index.html>

Administrative Office

Our administrative office is located in White Hall room 206. Our staff will be glad to assist you in any needs you may have.

https://www.southeastern.edu/acad_research/depts/hhs/

Computing Services

For locations and descriptions of computer labs on campus:

<https://www.southeastern.edu/admin/sps/labs/index.html>

For lab hours: <https://www.southeastern.edu/admin/sps/labs/hours/index.html>

Equipment Checkout

Equipment is available to students for academic purposes for up to 7 consecutive days. Equipment shall be checked out in White Hall room 206, and an assistant will retrieve your requested item from White Hall room 223.

<http://www.southeastern.edu/admin/sps/manemedia/equipment/index.html>

- Available Equipment:
Laptop, Digital Camera, Video Camera, Projector, Tripod, Play Therapy Materials

Library

The Library is located at 1211 SGA Drive, beside the Student Union. Research can be done in the library, or articles can be found online through the library's link. There are always librarians on call to help students when needed. <http://www.selu.edu/library/>

Career Services

Career Services is located in the Student Union. Career Services is available to help you with job placements upon graduation. They host several career fairs each year and offer resume writing classes for students and Alumni. http://www.selu.edu/admin/career_srv/index.html

University Counseling Center (UCC)

Counseling services are provided free of charge to students, faculty, and staff. Visit the UCC to schedule an appointment or call 985-549-3894. The UCC does not provide counseling through electronic means.

<http://www.selu.edu/admin/counseling/about/index.html>

Student Support Services

University Counseling Center

The University Counseling Center provides counseling services to students, faculty, staff, and their families. We encourage all students to take advantage of this free resource.

<http://www.southeastern.edu/admin/counseling/index.html>

Writing Center

The Writing Center is located at D Vickers Hall room 210. The Writing Center is a peer consultation and resource center dedicated to the writing needs, interests, and concerns of students. Make an appointment today to have them look over your paper.

https://www.southeastern.edu/acad_research/programs/writing_center/

Student Life

Campus Activities Board: CAB provides free activities for students; check out their schedule to see what is happening this week. <http://www.selu.edu/admin/cab/index.html>

Campus Dining

There are many dining options on campus, including the student union and the cafeteria.

<http://www.selu.edu/admin/dining/index.html>

Office of Disability Services

The Office of Disability Services is located in the War Memorial Student Union (Room 1304). They can be contacted at 985-549-2247. <https://southeastern.edu/admin/ds/>

Financial Aid and Assistantships

Financial Aid for graduate students only exists as student loans with the stipulation that you must be currently enrolled in at least 6 hours of classes. No grants, stipends, or scholarships are available through the university.

http://www.selu.edu/admin/fin_aid/

Graduate Assistantships are available. These positions waive tuition and pay a small stipend for working 20 hours per week. http://www.selu.edu/current_students/resources/sen/

Student Organizations

All students are required to join LCA and ACA and participate in at least one professional conference/workshop before graduating from the program. Additionally, students may also be required to join additional organizations specifically associated with their chosen concentration areas.

Chi Sigma Iota

Chi Sigma Iota, a national counseling honor society, for students who earn a 3.5 GPA or higher after taking 9 hours of counseling courses.

<http://www.csi-net.org/>

LCA-Louisiana Counseling Association

LCA encompasses a broad spectrum of groups in the field of professional counseling and provides an opportunity for sharing and professional growth. Counseling students are encouraged to join LCA, (practicum and internship students are required).

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

ACA-American Counseling Association

ACA provides students with professional contacts and resources while preparing for a future career as a professional counselor. Students are highly encouraged to join ACA. ACA membership provides opportunities to network with individuals interested in your area of interest and potential employers nationwide. A great benefit of ACA is that the membership now includes liability insurance.

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

Appendix A
Counseling Student Disposition Rating Form

Student: _____ Course: _____ Date: _____

Evaluator(s): _____

For each competency, circle the number that describes the student's level of performance according to the rubric.

1 = Below Expectations 2 = Meets Expectations 3 = Exceeds Expectations

	DISPOSITION	RATING
A	Exhibits sound ethical decision-making processes and professional behaviors	1 2 3
B	Interacts appropriately and positively with others.	1 2 3
C	Treats other with respect, courtesy and open-mindedness.	1 2 3
D	Displays the ability to work with diverse individuals.	1 2 3
E	Displays maturity and independence by following appropriate protocol when seeking solutions to problems.	1 2 3
F	Accepts and uses constructive criticism (feedback).	1 2 3
G	Demonstrates enthusiasm, confidence, and initiative.	1 2 3
H	Demonstrates appropriate self-monitoring and control of emotions and behavior.	1 2 3
I	Demonstrates acceptable professional appearance.	1 2 3
J	Maintains confidentiality of records, correspondence and conversations.	1 2 3
K	Prepares thoroughly and consistently.	1 2 3
L	Meets deadlines.	1 2 3
M	Exhibits a strict code of honesty related to tests and assignments.	1 2 3
N	Consistently attends class and is rarely tardy.	1 2 3
O	Comments	

Rubric for the Evaluation of Counseling Student Dispositions

Disposition	Below Expectations	Meets Expectations	Exceeds Expectations
Exhibits sound ethical decision-making processes and professional behaviors.	Poorly exhibited.	Soundly exhibited.	Exceptionally exhibited.
Interacts appropriately and positively with others.	Interactions can be negative, demeaning, combative, or inappropriate	Interactions are positive and appropriate.	Interactions are positive, appropriate and respectful.
Treats other with respect, courtesy and open-mindedness.	Actions or words are rude, disrespectful, and insulting at times.	Actions and words are thoughtful and respectful.	Shows courtesy, respect & open-mindedness. Listens to ideas of others.
Displays the ability to work with diverse individuals.	Communicates unwillingness or inability to work with others.	Works harmoniously and effectively with others.	Great willingness to work with others and show appreciation for those excluded.
Displays maturity and independence by following appropriate protocol when seeking solutions to problems.	Fails to identify appropriate personnel to address concerns; focuses on blaming others versus seeking solutions.	Enlists help & follows through with appropriate others when problem-solving. Uses discretion is discussing problem.	Seeks solutions; documents problem; uses discretion; never blames others.
Accepts and uses constructive criticism (feedback).	Not receptive to constructive feedback. No sign of change.	Receptive to constructive feedback. Implements change.	Receptive to constructive feedback, implements change, seeks feedback.
Demonstrates enthusiasm, confidence, and initiative.	Not exhibited.	Exhibited	Exhibited beyond what is required or expected.
Demonstrates appropriate self-monitoring and control of emotions and behavior.	Lacks self-control; may become upset or angry; may use put-downs.	Models appropriate emotional and behavioral responses.	Models appropriate emotional and behavioral responses in difficult situations.
Demonstrates acceptable professional appearance.	Often inappropriate appearance/hygiene.	Appropriate appearance/hygiene	Role model for professionalism.
Maintains confidentiality of records, correspondence and conversations.	Does not maintain confidentiality or respect professional interactions; gossips	Maintains confidentiality; refrains from gossiping.	Maintains confidentiality; does not tolerate gossiping.
Prepares thoroughly and consistently.	Seldom displayed.	Consistently displayed.	Always displayed. Goes beyond required criteria.
Meets deadlines.	Seldom meets deadlines.	Consistently meets deadlines.	Always meets deadlines.
Exhibits a strict code of honesty related to tests and assignments.	Has knowingly plagiarized, cheated on test, copied work, or allowed someone to copy work.	Consistently demonstrates honesty and integrity.	Always demonstrates honesty and integrity.
Consistently attends class and is rarely tardy.	Habitually tardy and/or absent.	Consistently present and on-time.	Always present and on-time.

Appendix B

<p>Southeastern Louisiana University Graduate Counseling Program Student Disposition Deficiency Notice</p>

Student: _____

Course Enrolled: _____

Professor: _____

Semester: _____

Date: _____

This form applies to students completing the M.S. program in Counseling concerning their retention in the program. Any professor of a counseling course may file a *Student Disposition Deficiency Notice* if a student’s suitability to enter or continue in the program is questioned.

This form will be used when there is a question regarding the student’s ability to perform or exhibit the professional competencies, ethical conduct, professional attitudes and behaviors, and/or essential mental or physical functions in the program as specified on the *Counseling Student Dispositions Rating Form*. Copies of this notice will be presented to the faculty and placed in the student’s file.

Please state the nature of the deficiency(ies). Provide specific examples that will support this evaluation, including the outcome of the *Student Dispositions Rating Form*.

Professor

Date: _____

Student

Date: _____

(The student’s signature indicates only that the report has been read, and not that the student agrees with it. The student will be provided the opportunity to give a written and/or oral response to the faculty. The faculty will consider the student’s response before finalizing recommendations.)

Appendix C
Southeastern Louisiana University
Counseling Program
Supervision Agreement Form

Successful clinical placements require graduate students, university supervisors and site supervisors to fulfill certain role responsibilities. Although not exhaustive, what follows is a brief overview of some of the major expectations of each role.

CLINICAL DIRECTOR

The Clinical Director will:

1. Hold an orientation each semester for practicum/internship students.
2. Supervise video review for entrance into practicum.
3. Develop and maintain all students' clinical files.
4. Visit and approve all new sites and/or site supervisors.
5. Process Site Affiliation Agreements for all new sites.
6. Conduct site supervisor training for new site supervisors.

COUNSELING STUDENT

The Counseling Student will:

1. Read and understand the policies and procedures for the field experience as outlined in the *Clinical Handbook* appropriate for selected concentration.
2. Meet with field supervisor prior to the start of practicum/internship to discuss Agreement Form and appropriate Clinical Handbook. The Agreement Form must be signed and submitted to university supervisor at the first class meeting.
3. Accept responsibility for developing professional skills and expertise appropriate for selected concentration, including attending professional conferences and workshops.
4. Cooperate fully with the university and site supervisors in fulfilling the requirements of the field experience.
5. Adhere strictly to the Code of Ethics governing selected concentration:
CMHC & MCFC – ACA Code of Ethics
SC – ACA and ASCA Code of Ethics
6. Adhere to a professional dress code and overall appearance.

7. Agree to be at your site for the entire semester, including breaks during the semester, if required by your site.
8. Understand that you are not permitted to be at a site in between semester breaks, with the exception of orientation procedures.
9. Become familiar with and follow all policies and procedures of the site(s).
10. Attend and actively participate in all practicum/internship classes.
11. Purchase and maintain professional liability insurance. Proof of coverage must be submitted to the University supervisor no later than the first class meeting.
12. Join all counseling organizations as required for selected concentration. Proof of membership must be presented at first class meeting.
13. Exhibit professional behavior when interacting with supervisors, colleagues, and clients.
14. Successfully complete a Criminal Background Check prior to practicum and provide a statement of good standing prior to the first and second semesters of Internship.
15. Complete all field requirements by established deadlines.

SITE SUPERVISOR

The Site Supervisor will:

1. Prior to the start of the field experience, meet with the Counseling Student to discuss and sign the Agreement Form and review the appropriate Clinical Handbook.
2. Provide the Counseling Student with a private space for conducting counseling sessions.
3. Meet with the Counseling Student for a minimum of 1 hour each week during the semester.
4. Provide opportunities for the Counseling Student to videotape counseling sessions.
5. Attend the Counseling Program's Practicum/Internship orientation.
6. Provide the Counseling Student with an orientation to the policies and procedures of the site.
7. Assign a caseload to the Counseling Student in a timely manner that includes opportunities for group and individual counseling. MCFC Students must also have an opportunity to work with couples and families. SC Students must also have an opportunity to core counseling curriculum lessons.
8. Observe and evaluate the Counseling Student during individual and group counseling sessions. MCFC Students must also be evaluated working with couples and families. SC Students must also be evaluated conducting core counseling curriculum lessons.
9. Provide ongoing instruction and supervision for the development of professional skills, understanding and insight.

10. Ensure that a Licensed Mental Health Professional is on-site at all times when the student is providing counseling services. In the rare circumstance that the on-site supervisor is not on-site, there will be a designated person to whom the student can consult with should the need arise.
11. Review, monitor, and sign the Counseling Student's log form.
12. Complete all required evaluation forms. (All forms are in the Appendix of the concentration's Clinical Handbook.)
13. Contact the university supervisor immediately with concerns regarding the Counseling Student's performance.

UNIVERSITY SUPERVISOR

The University Supervisor will:

1. Communicate with the site supervisor regarding clinical responsibilities, practicum/internship requirements, and evaluation procedures.
2. Review the appropriate Clinical Handbook and the field and portfolio requirements with the Counseling Student.
3. Observe the Counseling Student conducting counseling sessions.
4. Be available to meet with Counseling Student to discuss challenges during the practicum/internship.
5. Provide guidance to the Counseling Student in the development of professional skills.
6. Conduct class as specified by CACREP during the practicum/internship.
7. Evaluate the Counseling Student's portfolio in assigning the final grade.

I have read the Agreement Form and will work to fulfill each of the roles and responsibilities.

Field Supervisor (print)

Field Supervisor (signature)

Date

University Supervisor (print)

University Supervisor (signature)

Date

Counseling Student (print)

Counseling Student (signature)

Date

Appendix E
Student Acknowledgment

**Receipt of the Southeastern Louisiana University
Counseling Program Handbook**

I acknowledge that I have received the Southeastern Louisiana University Counseling Program Handbook. I understand that

- **I am responsible for reviewing these materials carefully and consulting with my faculty advisor if I have any questions.**
- **I must satisfactorily complete a Criminal Background Check and Drug Screening before I will be allowed to enroll in any field experience.**
- **I am responsible for complying with all University, Graduate School, and program requirements noted in these materials and the General Catalogue.**

Name (print)

Signature

Date