GRADUATE MASTER’S PROGRAM IN PROFESSIONAL COUNSELING HANDBOOK

Department of Counseling and Human Development

Southeastern Louisiana University College of Education and Human Development

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SECTION I: INTRODUCTION

This handbook has been prepared to serve as a guide for students enrolled in the Master of Education degree program in Counseling at Southeastern Louisiana University. University-wide rules and regulations can be found in the Southeastern Louisiana University General Catalog. At the time of publication, the policies of this handbook are consistent with university policies. However, in the event of university policy changes, the University General Catalog shall be the prevailing authority. A student enrolled in the counseling program will be subject to the stipulations outlined in the General Catalog which is in effect at the time of the student’s first semester of program course work. The student may choose to come under a later edition catalog by notifying the graduate coordinator in writing.

The purpose of this handbook is to provide an overview of the policies and procedures of the Southeastern Louisiana University Counseling Program. The handbook is organized to provide readily accessible information regarding most aspects of the program training. Answers to many questions can be found by consulting this material, organized by chapter headings in the Table of Contents. Occasionally, unique situations may arise which are not clearly addressed in this handbook. In such situations, students should consult their academic advisor. Additionally, the Graduate Coordinator, as well as the counseling faculty, is available to answer questions concerning the counseling program.

This handbook is written for the use of students and faculty of the Master of Education Program in Counseling at Southeastern Louisiana University. A copy of this handbook is made available electronically to each student upon entering the program.
Overview of the Counseling Profession

Professional counseling is a comprehensive activity with an emphasis on the promotion of 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. An emphasis on the applied nature of work is characteristic of the counseling field.

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.

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 specialized in psychiatry. Psychiatric nurses hold master's degrees (usually an M.S.) and are nurses who have specialized in providing nursing services for psychiatric patients. 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 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, psycho-education, 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.

A historical perspective may help to convey an understanding of the counseling profession. Society has only recently begun viewing mental disorders as illnesses similar to physical illnesses. Prior to the 19th century, mental illnesses were often seen as conditions that were induced by evil spirits. During that time, persons with mental disabilities were ignored or institutionalized without treatment. The first mental health professions, including psychology, social work, psychiatry, and psychiatric nursing, were created to address the treatment of these mental disorders. Clinical social work arose from a need to assist psychiatric patients in the reentry to society while taking advantage of social services. Psychiatric nursing was developed by nurses who were assisting psychiatrists and caring for psychiatric patients within the hospital setting. Professional counseling, on the other hand, was developed at the turn of the century. In the beginning, counseling was used to help place individuals in careers for which they were well-suited. Counseling psychology was then developed as a new specialty within psychology, with a focus on assisting basically healthy individuals in living more effective lives. Testing and job placement were also major emphases in counseling psychology. When the psychology profession declared in the 1950s that only psychologists at the doctoral level would be recognized as true professionals, a new profession of master's level professional counselors was created. At that time, master's level counselors were being prepared throughout the United States and these programs flourished. Because master's level counselors could no longer become licensed/be recognized as psychologists, a new profession of counseling was established and state laws were enacted to license professional counselors at the master's level. Professional counselors are the newest mental health professional group, and, as a result, currently wrestle with issues of professional identity within the profession, and in addition, struggle externally with societal recognition problems.
University Organizational Structure

The Counseling Graduate Program has the official title of the "Counselor Education" graduate program at Southeastern Louisiana University. The program includes five full-time faculty members (Dr. Hunter Alessi, Dr. Mary Ballard, Dr. Paul Ceasar, Dr. Peter Emerson, and Dr. Laura Fazio-Griffith).

Administration of the Counseling Graduate Program is the responsibility of the Coordinator, Dr. June Williams. Administration of field experiences (Practicum and Internship) is the responsibility of the Practicum and Internship Coordinator, Dr. Peter Emerson.

The Counseling Graduate Program is a part of the Department of Counseling and Human Development. All faculty members in the program report to the Interim Department Head, Dr. June Williams. The Department of Counseling and Human Development also houses undergraduate programs in Social Work and Family and Consumer Sciences.

The Department of Counseling and Human Development is one of three departments within the College of Education and Human Development. The Interim Dean of the College of Education and Human Development is Dr. Bill Neal.

The College of Education and Human Development is one of five academic colleges at Southeastern Louisiana University. The chief administrator is Dr. John Crain, President, and the chief academic officer is Dr. Tammy Bourg, Provost.

Southeastern Louisiana University is one of several universities within the University of Louisiana System.
Accreditation

Accreditation of universities and university programs is voluntary. Universities and programs choose to seek accreditation to ensure that their academic programs meet the highest standards that have been set by academicians, professionals, and professional associations throughout the United States.

Southeastern Louisiana University master's degree programs in Clinical Mental Health Counseling, Marital/Couple and Family Counseling/Therapy and School Counseling, are accredited by the Council on Accreditation for Counseling and Related Educational Programs (CACREP). As of Fall 2009, there were 156 CACREP accredited master’s degree programs in Clinical Mental Health Counseling, 31 CACREP accredited master’s degree programs in Marital/Couple and Family Counseling/Therapy, 61 CACREP accredited master’s degree programs in Mental Health Counseling, 42 CACREP accredited master’s degree programs in Students Affairs/College Counseling, 192 CACREP accredited master’s degree programs in School Counseling, and 11 “Other” CACREP accredited master’s degree programs (“Other” includes Gerontological and Career Counseling programs).

Source: the CACREP Connection 2009

In addition to the general 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 in counseling. These advantages include being able to apply for and become a National Certified Counselor (NCC) upon graduation. CACREP accredited program graduates are allowed to take the National Counselor Examination (NCE) and immediately obtain the NCC credential upon successful completion of the exam. 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 requirements with the same test. In addition, many job announcements now list preferences for candidates who have graduated from CACREP-accredited graduate 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. Additionally, most doctoral programs in Counselor Education require applicants to have a master’s degree from a CACREP-accredited program.

The College of Education and Human Development, including all Counseling Program concentrations, is accredited by the National Council for Accreditation of Teacher Education (NCATE). Some states offer special consideration to graduates of NCATE accredited programs when they apply for state certification as school counselors. All state counseling licensure boards and school counselor certification agencies require that students have graduate degrees from universities that are regionally accredited. In addition, most jobs require that graduate degrees be granted from accredited universities. Southeastern Louisiana University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.
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 Counseling Program

The Southeastern Louisiana University Counselor Education 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, and personnel in cooperating 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 Marital/Couple and Family Counseling/Therapy, 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 Units (CEUs).
- 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, psycho educational 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.
Counseling Program Faculty

Hunter Alessi, Ph.D., LPC
Professor and Clinical Mental Health Counseling Program Coordinator
Dr. Alessi holds a Ph.D. from the University of New Orleans and a M.Ed. from Southeastern. She taught educational psychology at Southeastern for 6 years before moving to the counseling program. Dr. Alessi has served as Vice-president of the Faculty Senate, Interim Department Head, Interim Graduate School Coordinator, University Ombudsperson, and SACS Liaison. Dr. Alessi is published in national, regional, and state journals in the areas of helping people cope with substance abuse, sexual assault, and aging. She is a member of the American Counseling Association, the National Career Development Association, Chi Sigma Iota, the Louisiana Counseling Association, and the Louisiana Association of Counselor Education and Supervision. She has also served as president of the Louisiana Association of Counselor Education and Supervision.

Mary Ballard, Ph.D., LPC
Professor of Counseling and School Counseling Coordinator
Dr. Ballard received her M.Ed. and her Ph.D. from the University of New Orleans and is a Licensed Professional Counselor and a Certified School Counselor. Prior to coming to Southeastern, Dr. Ballard worked as a school counselor, principal, and counselor for the U.S. Postal Service. She is currently the president of the International Association of Marriage and Family Counselors and is a past-president of the Louisiana Association for Counselor Education and Supervision. Dr. Ballard is published in national and state journals and regularly presents at international, national, and local conferences. Her research interests include the impact of addiction upon the family, childhood and adolescent obesity, and school counseling issues.

Paul T. Ceasar, Ed.D., LPC-S, LMFT-S
Associate Professor and Marriage and Family Program Coordinator
Dr. Ceasar received his doctorate from Texas A&M – Commerce in 1988 and previously served as director of the Counseling Program and interim president at Our Lady of Holy Cross College in New Orleans. He has been active professionally serving on the national board of the Association for Spiritual, Ethical, and Religious Values in Counseling as well as president of the Louisiana division. He will serve as president of the Louisiana Counseling Association in 2012-2013. He received the 2007 Humane and Caring Person Award from the Louisiana Counseling Association and in 2008 the ACA’s prestigious Gilbert and Kathleen Wrenn Humanitarian and Caring Person Award. He served on the Louisiana LPC Board for 8 years. He has presented at national and state conferences on such topics as spirituality, life transitions, supervision, and personal and professional development. A current project includes a DVD series, publication and retreats for enriching relationships for couples.
Peter Emerson, Ed.D., LPC
Associate Professor and Clinical Coordinator
Dr. Emerson received his B.S. in Psychology from Brigham Young University. After graduating, he attended Idaho State University, the first fully accredited CACREP Program in the country. While there, he worked as a counselor in an alternative school, headed a drug prevention program for junior and senior high school age students, and served as a co-director of the Idaho State University Parent Education Program. His first job after completion of his master’s degree was with Upward Bound and Special Services at Southern Utah State College, where he was director of those programs for four years. He came to Southeastern in 1987 for one year, then worked at the University of New Orleans for two years, during which time it became CACREP-accredited. He returned to Southeastern and worked to revise the counseling program from 36 to 48 hours. He is Past President of the American Association of State Counseling Boards and the Association for Adult Development and Aging. He has five children, seven grandchildren (at last count) and his specialty areas are Marriage, Couple and Family Counseling, professional development and supervision.

Laura Fazio-Griffith, Ph.D., LPC-S, LMFT, Registered Play Therapist-Supervisor
Assistant Professor
Dr. Fazio-Griffith received her PhD from the University of New Orleans in May of 2002 in Counselor Education. She is a licensed professional counselor supervisor, a licensed marriage and family therapist, a registered play therapist supervisor, and a National Certified Counselor. Dr. Fazio-Griffith was the clinical director for the Counseling and Training Center of Families Helping Families of Greater New Orleans for approximately 5 years. She provided individual, group, and family counseling as well as supervision for master’s level counseling interns. She has been an adjunct assistant professor at the University of New Orleans, Southeastern Louisiana University, and Louisiana State University. She was the president of LACES from 2004-06. She is the Counselor Education representative on the LACES board until July, 2011. She serves as treasurer on the Louisiana Association for Play Therapy Executive Board. She has presented nationally and statewide on various topics related to supervision, play therapy, and group work. Her research interests include group work, personality disorders, supervision, and play therapy.

June Williams, Ph.D., LPC
Associate Professor, Graduate Coordinator, and Interim Department Head
June Williams, Ph.D., LPC, is the Interim Department Head of the Department of Counseling and Human Development at Southeastern Louisiana University and an Associate Professor of Counseling. She received her M.Ed. and Ph.D. in Counselor Education from the University of New Orleans. All of her counseling experience has been in college counseling including serving as an academic counselor, assistant director of University Counseling Services, and assistant dean of Student Life. She has served as president of several state and national professional associations including Chi Sigma Iota, International Counseling Honor Society, the Louisiana Counseling Association, the American College Counseling Association, and the Louisiana College Counseling Association. She also served for eight years on the Louisiana Licensed Professional Counselors Board of Examiners. She received the first annual Outstanding Doctoral Alumnus Award from UNO, and her dissertation was awarded the Outstanding Dissertation Award by the Association of Counselor Education and Supervision. Her research interests include gratitude, resilience, and grief and loss.
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 call 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 are the differences between a Master's in Counseling and Social Work or Psychology?**

There are differences in the course requirements and the practicum/internships for all three programs. They also differ in the program orientation and emphasis. One area of emphasis in the counseling curriculum is the development of clinical counseling skills; whereas an emphasis in social work is on enhancing and coordinating community services to meet individual or family needs. Psychology focuses primarily on abnormality, illness, or disease. Graduates of all three programs often seek the same kinds of employment positions.

**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 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 we are a thesis optional program, some students choose to do a master’s thesis if they are considering application to a doctoral program.

What is the difference between practicum and internship?

A practicum 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 about 10 hours per week on-site at the Clinical Mental Health Counseling Center, which is a satellite of the University Counseling Center, on campus. During practicum, you must complete a minimum of 40 direct client contact hours. You will receive supervision from your faculty supervisor, and on-site supervisors, as well as meet for the class. Practicum is a 3 credit-hour class, which focuses on the development of counseling skills.

Internship is an additional clinical field experience and is usually 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 Mental Health Counseling sites which allow them to engage in a range of counseling activities relevant to their program of study (i.e., school, community, or Marital/Couple and Family counseling/therapy). 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.

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 also are encouraged to join the American Counseling Association (ACA) and the Louisiana Counseling Association (LCA). ACA and LCA offer special student membership and insurance rates. Information regarding these groups is available on the Counseling Program’s Blackboard 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.

**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 Blackboard 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.
Counselor Licensure and Verification

The master's degree is the entry-level educational requirement for independent practice in counseling. The Master of Education Degree Program at Southeastern Louisiana University is designed to prepare graduates for beginning careers as counselors. The Southeastern program combines academic knowledge and research with clinical practice skills. Upon graduation, Southeastern graduates in the Clinical Mental Health Counseling, school counseling, or Marriage, Couple and Family Counseling track 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 seven years. Upon completion of this post-degree supervised experience and successful completion of the National Counselor Examination, Southeastern counseling graduates are eligible for licensing and independent practice as a Licensed Professional Counselor (LPC) in Louisiana and most other states.

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.

Other counseling program graduates have developed careers in which they do not directly engage in counseling practice, but apply their knowledge and relational skills in areas such as human resources management, student affairs in higher education, and administration.

School Counselor Certification

Graduates of Southeastern’s Counseling Program in the school counseling concentration meet all requirements to obtain ancillary certification as a school counselor in Louisiana. The application process is completed through the Louisiana State Department of Education. Specific information regarding the process can be found at the following link:


The following items are required as part of a complete application packet: Application for Ancillary Certificate form; Official transcripts; Experience Verification form; Professional Conduct form; and Certification Processing Fee. Although the form requires a signature by an employing authority, your internship instructor should sign the form. Your materials will make it clear that you are a recent graduate and that you are referring to your internship experience.

Students in other tracks may meet the certification requirements by taking CED 611: School Counseling & Consulting and CED 690: School Counseling Internship. (Although the State Department only requires a practicum experience, Southeastern’s program requires an internship.)
Requirements for Becoming a Licensed Professional Counselor (LPC)

The following steps are required to become an LPC in the state of Louisiana. A degree in counseling from Southeastern Louisiana University Graduate Counseling Program 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).

2. Register with the board as a counselor intern along with your supervisor. This step precedes the start of supervision and is separate than applying for licensure. It includes:
   A. Along with his/her supervisor provide the board with a written proposal outlining with as much specificity as possible the nature of the counseling duties to be performed by the counselor intern and the nature of the supervision.
   B. Submit this written proposal on forms provided by the board at least sixty days prior to the proposed starting date of the supervision.
   C. Submit the appropriate fee determined by the board.
   D. Supervision hours do not begin accruing until after the application for supervision has been filed and approved by the LPC Board.

3. Obtain a minimum of 3,000 supervised hours of mental health counseling experience over a minimum two year, and up to seven 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.

4. 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.

Admission to any counseling program track at Southeastern is selective and admission to the Graduate School does not constitute admission to the counseling program. In addition to gaining acceptance to the Graduate School, a prospective student must make separate application to the Counseling Program Admissions Committee. A prospective student should complete an Application Portfolio and return it to the Counseling Office in White Hall 108 or mail to Counseling Program Graduate Coordinator, Department of Counseling and Human Development, SLU 10863, Hammond, Louisiana 70402.

Application Deadlines
The application portfolio submission due date for consideration for admission to the counseling program in the summer or fall semester of each year is April 1. The submission due date for the application portfolio for fall admission is June 30. The submission due date for the application portfolio for program admission in the spring semester of each year is November 1. 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 Requirements
Students are allowed to enroll in CED, MCFC, HD, and SAC courses ONLY after formal admission to the program, following an admissions interview. Non-clinical courses may be taken with permission of the department head or graduate coordinator by certified school counselors, LPCs, LMFTs, students enrolled in an accredited counseling program elsewhere, masters-level students seeking certain certifications, or graduates of the Southeastern Louisiana University counseling program.

To be considered for admission, an applicant must meet each of the following conditions:

1. Meet all university requirements for admission to the Graduate School.
2. Have nine (9) hours of undergraduate study in behavioral studies (e.g., psychology, social work, sociology) and three (3) hours of statistics.
3. GRE/GPA formula of at least 1250 based on the formula of 200 times the undergraduate GPA (or the last 60 hours of undergraduate course work) plus the scores on the Verbal and Quantitative portions of the Graduate Record Exam (GRE). The scores must be received by Graduate Admissions by April 1 for summer or fall enrollment, June 30 for fall enrollment, or November 1 for spring enrollment.
4. Submit a completed application portfolio to the Counseling Program Graduate Coordinator by the application deadline. This portfolio must include the following:
   a. A letter requesting consideration for program admission to the counseling program.
   b. A curriculum vitae or resume including name, address, phone numbers, e-mail address, degrees held, work experience, and other appropriate information.
   c. Three completed recommendation forms/letters.
**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. Upon submission of a completed application portfolio and favorable admissions interview, successful applicants will be notified of acceptance into the counseling program within two weeks after participation in the program admission interview.

**Requirements for Degree Completion**

To receive the Master of education degree 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. Participate in a pre-internship screening interview and receive endorsement from the Counseling Faculty Supervision Committee to enroll in internship.

3. Demonstrate knowledge and mastery of appropriate skills, ethical issues, and professional behavior throughout the program.

4. Participate in an exit interview during the last semester of internship.

5. Pass the Comprehensive Exam with a passing score.

**Comprehensive Examination Procedures and Requirements**

All masters degree students in the Counselor Education Program are required to pass the Counselor Preparation Comprehensive Examination (CPCE). Students will pass the Comprehensive Exam with passing score. The CPCE covers the eight CACREP common-core areas as defined by their Standards for Preparation:

1. Human Growth and Development (HD 608 – Human Growth and Development, CED 603 Counseling Theory)

2. Social and Cultural Foundations (HD 625-Cross Cultural Counseling)

3. Helping Relationships (CED 605 – Counseling Techniques; CED 620 Advanced Counseling Techniques)


5. Career and Lifestyle Development (CED 607 – Career Development)

6. Appraisal (CED 609- Assessment)

7. Research and Program Evaluation (HD 600 –Research )

8. Professional Orientation and Ethics (HD 601- Legal, Professional, and Ethical Issues)

**Faculty Advisors and Registration for Courses**

Upon acceptance into the counseling program, a new student is assigned a major advisor. The role of this faculty advisor is to assist the student by providing guidance and information about the program, classes, policies, the campus, etc. The student should meet with their assigned advisor before registering for courses. Students must meet with their advisor in order to change any aspect of their graduate degree plan. Students will develop a written plan (Program of Study) for completing their degree when they meet with their faculty advisor for the first time. This plan can be modified as needed, but any changes should be reviewed and approved by the faculty advisor.

Students must ensure they have completed all prerequisites for courses before they enroll each term. In the event students register for courses for which they are not qualified, they will be required to drop such courses the first time the course meets. Prerequisite requirements will be vigorously enforced by professors so that the quality of instruction will not be compromised.
Thesis
The Master of Education 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 CED 670 for three credit hours per semester. The student will select a major professor and a committee for the project. This committee shall then serve as the student's thesis advisory committee.

Technological Competence
All master’s students must demonstrate technological competence and computer literacy. Students are required to demonstrate technological competencies throughout their program of study in professional counseling. These competencies are required to complete course projects, presentations, or papers successfully and are evaluated as aspects of course requirements. They include demonstrated competence in word processing (Word), presentation software (PowerPoint), literature search engines (ERIC, PSYCHINFO, Academic Search Premier), career development software required by course instructor, assessment and testing software required by instructors of these courses, email programs (Outlook or Web mail), and internet search engines (Google, Netscape, Internet Explorer). Many of the courses require students to utilize Blackboard for class notes and handouts and be able to submit assignments electronically on Blackboard.

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 students 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 American Counseling Association (or other applicable ethical code of clinical practice), abandonment or endangerment of clients; threatening or harassing behavior toward faculty, staff, 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 Counseling and Human Development. An appeal must conform to the requirements of the Graduate School and the College of Education and Human Development. The student should contact the Department Head in order to determine how best to direct an appeal.
Transfer of Credit

The majority of the course work required for the master's degree in counseling must be earned through Southeastern Louisiana University. However, twelve non-clinical semester hours may be transferred into the program upon review and approval by the program faculty. Up to eighteen hours may be transferred from a CACREP accredited program upon review and approval by the program faculty. Only grades of "B" or above may be transferred. Transfer credit must meet the following requirements:

- Credit must be earned from a regionally accredited college or university.
- The transfer course must be substantially equivalent to a Southeastern course.
- Credit must have been obtained within the six-year time limit for the master's degree program.

Academic Appeal Policy

Please refer to the Southeastern Louisiana University General Catalogue for information regarding appeals.

Professional Behavior Policy

As graduate students and counselors-in-training, the Counseling Program faculty expect that all students conduct themselves at all times in a professional manner. This includes both in the classroom as well as outside of the classroom. The Counseling Program faculty members have developed the following specific policies regarding electronic devices and social media:

Electronic devices of any kind will not be tolerated in class unless being used for a class presentation. All electronic devices must be turned off and put out-of-sight if brought to class. This includes computers, cell phones, and any other electronic devices. 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, and in these special cases, an allowance may be made.

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. Students should also be aware that postings that discuss confidential information (e.g. specific client information, information shared confidentiality 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, Southeastern Louisiana University Counselor Education Program faculty in their roles as instructors and supervisors will endorse students in the program for certification, licensure, employment, or
completion of their degrees only when they believe these 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 Counselor Education Program 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.

**Student Evaluation and Retention Policy**

Student evaluation is an essential component to the counseling process. Students are required to meet the specific academic standards for the program for continued enrollment. Additionally, due to the sensitive nature of counseling, the Counselor Education faculty requires that academic standards alone are not sufficient to insure appropriate skills and values are present in the personal qualities of prospective degree candidates. Therefore, in addition to the academic requirements, the program faculty conducts extensive evaluations of students on a regularly scheduled basis. These evaluations serve as a formative measure of students’ progress toward the value orientation, personal growth, and professional behaviors necessary to be effective counselors. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional, and personal development.
2. To provide the program faculty with information about the progress of students that will facilitate decisions being made that are in the best interest of students and the counseling profession. The program faculty is not only concerned about the suitability of students entering a profession with evidence of satisfactory performance in academic coursework, but also with areas for growth or weakness in required practical skills, behaviors or value orientations that are unethical, illegal, or unprofessional.

Student review is an ongoing and continuous process. Any program faculty member may raise questions about a particular student's performance and progress during regularly scheduled program faculty meetings. All students admitted to the Counselor Education Program will be formally evaluated three times throughout their program after the following course work: Introduction to Counseling Techniques, Practicum, and Internship. This review will occur prior to the end of the semester and will address students’ personal and interpersonal qualities, and academic base that are related to effective counseling practice.

The students are fully informed of the review policy standards and evaluation process via the student handbook and in their introductory counseling courses.

**Evaluation Process**

The *Counseling and Counselor’s Skills Scale* (see appendix) describes characteristics deemed necessary for the development of ethical and competent counselors. This tool will be used to evaluate these essential qualities. A rating of 3 or above on each criterion is considered a minimum standard of behavior. Students receiving a “2” (on a 7 point Likert scale) or lower in
any area on the *Counseling and Counselor Skills Scale* will be discussed by the entire faculty and the students will be notified to make an appointment with their advisor in order to receive feedback and to identify appropriate remediation procedures expected of the student. Students who have completed the Introduction to Counseling Techniques course will be evaluated using sections I-III on the *Counseling and Counselor Skills Scale*. Students who have completed Practicum and Internship will be evaluated using the complete *Counseling and Counselor Skills Scale* assessment by the university supervisor.

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: probation, suspension from the program, or expulsion from the program. The specific action taken will be determined by the degree of seriousness of the specific behavior and whether or not remediation is appropriate for such an offense.

For students who are put on probation or suspended from the program, a remediation plan will also be developed by the student’s advisor with input from the student and other faculty members. 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, especially clinical courses; and repeating courses. The remediation plan will be in writing and will be signed by both the student and the advisor. 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 suspension or 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 methods that could be used 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, etc.
- designate a way in which the goal attainments will be demonstrated

The plan will be submitted to the program faculty for review, possible modification, and approval. If the plan needs modification by the program faculty, the student and faculty advisor will meet to review the modified plan. Near the date for reevaluation, the student will request from the faculty advisor an evaluation of progress. 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 will be requested to sign the reevaluation decision, with one copy provided to the student and one copy placed in the student's file. If the faculty recommends dismissal from the program, a written notification will be given to the student. 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 dean of the College of Education and Human Development. Students not satisfied with the decision of the program faculty should follow the appeals procedures of the College of Education and Human Development.

Behaviors/Incidents that violate the ACA Code of Ethics (2005)

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, falsifying client records at the practicum or internship site, etc.

Students will be asked to sign an acknowledgment form during student orientation, at the beginning of their practicum experience, and at the beginning of each semester of internship indicating they are aware that dismissal from their 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.
Appendix A: Counseling and Counselor Skills Scale (CCSS)

Techniques, Practicum, and /Internship

Student Name: _________________________ Site:___________________________

Course:_______________________ Semester __________ Year______________

Midterm________________ Final______________

Faculty Supervisor or Site Supervisor________________________________________

Concentration: ________________________________ ________________________

Please rate the student (1 to 7) using the scale below by writing the appropriate score on the line to the left. Please evaluate the student compared to other students at a comparable training level. (Techniques students are evaluated on sections I-III; Practicum and Internship students evaluated on the entire document).

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<th>Sometimes Effective</th>
<th>Consistently Effective</th>
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I. DEVELOPS THERAPEUTIC RELATIONSHIP

_____ 1. Consistently demonstrates such core conditions as genuineness, authenticity, warmth, respect, positive regard, and acceptance.

II. BUILDS TRUST AND RAPPORT


_____ 3. Verbal Tracking – Repeats key words and phrases. Uses prompts (uh huh) to let client know she/he is heard. Helps client focus on important issues.

_____ 4. Vocal Tone – Uses vocal tones that match the sense of the session and session goals. Communicates caring and connection with the client.
III. **ENCOURAGING EXPLORATION**

5. Questioning – Asks open-ended questions that encourage the client to continue talking and to provide needed information. Closed questions used judiciously. Questions not overused.

6. Requesting Concrete and Specific Examples – Asks for concrete and specific instances when client provides vague generalities.

7. Paraphrasing - Engages in brief, accurate, and clear rephrasing of what the client has expressed.

8. Summarizing – Makes statements at key moments in the session that capture the overall sense of what the client has been expressing.

IV. **DEEPENS THE SESSION**

9. Reflecting Feeling & Content – States succinctly the feeling and content of the problem faced by the client (“You feel ___ when ___.”)

10. Using Immediacy – Recognizes here-and-now feelings, expressed verbally or nonverbally, by the client or the counselor.

11. Observing Themes and Patterns – Identifies more overarching patterns of acting, thinking, or behaving in problem situations.

12. Confronting/Pointing out Discrepancies – Express observation of discrepancies.

13. Reflecting Meaning and Values – Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying.


V. **ENCOURAGES CHANGE**

15. Determining Goals and Desired Outcomes – Collaboratively determines outcomes toward which the counseling process will aim. Intervention strategies to help client move forward toward treatment goals, such as setting up reinforcement systems, using guided imagery, asking the miracle questions, etc.
16. Considering Alternatives & Their Consequences – Helps the client review possible solutions and the value of each over the long-term. (“One option would be ___ and that would mean ___. Another option would be…”)

17. Planning Action & Anticipating Possible Obstacles – Reaches agreement about actions to take, who is responsible for them, and when they will be done. Helps client to list what obstacles might interfere and to decide how to handle them.

VI. MATURITY

18. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.

19. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors.

20. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.

VII. INTEGRITY

21. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.

22. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

VIII. THEORETICAL AND OTHER PROFESSIONAL KNOWLEDGE

23. Knowledge of Professional Literature – Responded to client communication in ways that demonstrated an understanding of the category of the client’s issue of diagnostic category, as well as the standard of care supported by the current counseling literature.

24. Tailors Interventions to Client Characteristics – Based on a thorough knowledge of guiding theory, developed unique strategies tailored to the individual client’s characteristics, dynamics, and circumstances.

25. Case conceptualization and subsequent treatment planning are consistently guided by theory.
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IX. PROFESSIONAL RESPONSIBILITY

26. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.

27. The student relates to peers, professors, and others in a manner consistent with stated professional standards.

28. The student attends staff meetings regularly and makes appropriate contributions.

29. The student maintains professionally prepared progress notes for each client.

30. The student keeps supervision appointments and participates actively and willingly.

X. COMPETENCE

31. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.

32. The student demonstrates commitment to development as a professional counselor (e.g., is eager to learn new therapeutic skills and techniques; attends professional development workshops, conferences, and meetings).

33. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.

34. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors.

35. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.

Faculty Member/Supervisor’s Comments:

Compared to other students you have supervised in the past, how would you describe this student’s preparation for practicum/internship?
Evaluation Process Prior to Enrollment in Counseling Techniques

The Counseling Program’s Professional Performance Review Policy Standards was adopted with permission from McAdams, Foster, and Ward (2007). Students who are admitted into the program, but who have not taken the Counseling Techniques class will be formally evaluated by the program faculty prior to enrolling in the Counseling Techniques course (See Appendix B) if certain behaviors arise during the course of classroom instruction. These behaviors can include, but are not limited to, consistently arriving late or leaving early from class, engaging in inappropriate classroom behavior, being disrespectful of individual’s opinions or values regarding issues discussed in class, and consistently not submitting assignments on time.

The evaluation will consist of the attached performance review. Students receiving a “2” (on a 5 point Likert scale) or lower in any area will be discussed by the entire faculty at designated faculty meetings. The students will be required to meet with faculty members to discuss areas of concern and develop an action plan to address these areas. The action plan may include the following:

- Monitoring the student’s progress (e.g., continued discussion by faculty, re-evaluation when necessary)
- Requesting that the student meet with his/her faculty advisor and the program coordinator to discuss areas of concern.

Students will be allowed to enroll in the Counseling Techniques class once it is determined that steps have been taken to fulfill the action plan.
Appendix B: Professional Performance Review
For students prior to enrollment in Counseling Techniques
Southeastern Louisiana Counseling Program

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Rating</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1. Openness to new ideas (1=closed to 5=open)</td>
<td>1 2 3 4 5 NO</td>
<td></td>
</tr>
<tr>
<td>2. Flexibility (1=inflexible to 5=flexible)</td>
<td>1 2 3 4 5 NO</td>
<td></td>
</tr>
<tr>
<td>3. Cooperativeness with others (1=uncooperative to 5=cooperative)</td>
<td>1 2 3 4 5 NO</td>
<td></td>
</tr>
<tr>
<td>4. Willingness to accept and use feedback (1=unwilling to 5=willing)</td>
<td>1 2 3 4 5 NO</td>
<td></td>
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<tr>
<td>5. Awareness of own impact on others (1=unaware to 5=aware)</td>
<td>1 2 3 4 5 NO</td>
<td></td>
</tr>
<tr>
<td>6. Ability to deal with conflict (1=unable to 5=able)</td>
<td>1 2 3 4 5 NO</td>
<td></td>
</tr>
<tr>
<td>7. Ability to accept personal responsibility (1=unable to 5=able)</td>
<td>1 2 3 4 5 NO</td>
<td></td>
</tr>
<tr>
<td>8. Ability to express feelings effectively and appropriately (1=unable to 5=able)</td>
<td>1 2 3 4 5 NO</td>
<td></td>
</tr>
<tr>
<td>9. Attention to ethical and legal considerations (1=inattentive to 5=attentive)</td>
<td>1 2 3 4 5 NO</td>
<td></td>
</tr>
<tr>
<td>10. Initiative and motivation (1=poor to 5=good)</td>
<td>1 2 3 4 5 NO</td>
<td></td>
</tr>
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</table>
SECTION III: PROGRAM CURRICULUM

Master’s Degree Program

The Counseling Graduate program offers a master’s degree in counseling. Within their master’s program, students may emphasize, through specialized coursework and internship, to concentrate in the areas of Clinical Mental Health Counseling, School Counseling, or Marital/Couple and Family Counseling/Therapy.

The master’s degree program prepares professional counselors for a unique profession which emphasizes prevention of emotional and mental disorders, early intervention when problems are identified, and empowerment of clients. Professional counselors have adopted a developmental model of helping people, which acknowledges that mental health exists in a continuum and the counselor’s role is to assist the client in moving along the continuum toward positive mental health. Professional counselors view human emotional and mental problems as normal to development.

The program leading to the M.Ed. degree consists of a minimum of 60 semester hours. Programs of study include a core of courses essential to all counselors, emphasis area courses in Clinical Mental Health Counseling, School Counseling, Marital/Couple and Family Counseling/Therapy and field placement experiences. M.Ed. students must pass a final comprehensive examination. 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 the 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 afternoons and evenings. The practicum and internship courses are offered in the fall and spring semesters only.

Students emphasizing School Counseling in the master’s degree program complete the requirements to add counseling to their current Louisiana teaching certificates or to qualify for initial certification as a school counselor. All master’s degree students complete their requirements to become National Certified Counselors. Master’s degree students are ready to begin their two years of post-master’s degree supervised experience required to become a Licensed Professional Counselor (LPC) in Louisiana.

As part of the admission process to the Counseling Graduate Program, selected master’s degree applicants are required to participate in a group and individual screening process conducted by the Counseling Graduate Program faculty and current counseling graduate students. The group and individual interview takes place after the program faculty review written application documentation.
SOUTHEASTERN LOUISIANA UNIVERSITY
GRADUATE DEGREE PLAN
COUNSELOR EDUCATION – CLINICAL MENTAL HEALTH COUNSELING
2012 – 2013

NAME: _________________________________  Southeastern ID #:   W
(LAST)  (FIRST)  (MIDDLE)
ADDRESS: ________________________________
(BOX-STREET)  (CITY)  (STATE)(ZIP)

DEGREE: M.Ed.  Hours required for degree:  60

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Non-Thesis Master’s Signatures:

Major Advisor  Date  Student  Date

Graduate Coordinator  Date
SOUTHEASTERN LOUISIANA UNIVERSITY
GRADUATE DEGREE PLAN
COUNSELOR EDUCATION – MARRIAGE, COUPLE, AND FAMILY COUNSELING
2012 – 2013

NAME: ___________________________ Southeastern ID #: ___________
(LAST) (FIRST) (MIDDLE)
ADDRESS: ___________________________
(BOX-STREET) (CITY) (STATE) (ZIP)

DEGREE: M.Ed. 
Hours required for degree: 60

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Student ___________________________ Date ___________________________

Graduate Coordinator ___________________________ Date ___________________________
SOUTHEASTERN LOUISIANA UNIVERSITY
GRADUATE DEGREE PLAN
COUNSELOR EDUCATION – SCHOOL COUNSELING
2012 – 2013

NAME: ________________________________ Southeastern ID #: W ________________
(LAST) (FIRST) (MIDDLE)
ADDRESS: ________________________________
(BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: M.Ed. Hours required for degree: 60

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Major Advisor ___________________________ Date ________________
Student ___________________________ Date ________________

Graduate Coordinator ___________________________ Date ________________
Clinical Training (Practicum and Internship)

Prior to Entering Practicum and Internship, students must submit a tape demonstrating their counseling skills. This tape will be reviewed by the faculty.

Practicum refers to the initial clinical training experience of a student working with an actual client. Prior to internship, counseling experiences are typically limited to “role playing”, simulations, and case observation. Practicum students are closely supervised by Southeastern faculty and are restricted to work in approved sites designed to accommodate practicum training. The practicum requires 100 total hours of supervised field experience consisting of a minimum of 40 direct (face-to-face counseling) hours and a minimum of 60 indirect hours.

Internship refers to the clinical training experience of a more advanced student. Counseling interns remain under the supervision of Southeastern Faculty throughout their internship, but are allowed a higher degree of “day-to-day” autonomy compared to practicum students. Counseling Interns may work in a variety of approved sites appropriate to their particular program track.

Internships are typically initiated and developed by the intern in close consultation with the clinical coordinator. Permission is granted for a student to begin particular internship experience only when, in the opinion of the supervisor and counseling faculty, such a site is appropriate to the professional training needs of the student.

An internship requires flexibility in order to meet the needs of the host agency, while maintaining the training standards of the Southeastern Counseling program. A formal contract outlining the intern’s duties and the supervisor’s responsibilities must be co-signed by the intern, the University supervisor, and the site supervisor. Students in the counseling program are not allowed to provide professional services in any setting which has not been approved by the graduate coordinator and counseling program supervision committee. Internship arrangements may not be canceled or altered on the part of the student without prior supervisor 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 summer and fall semesters.

Professional Liability Insurance Requirement

Prior to beginning work with clients in the practicum or internship phase of training, students must obtain professional liability insurance (at their own expense). Inexpensive student professional liability insurance is available through the International Association of Marriage and Family Counselors (IAMFC), through the American Counseling Association (ACA), or the American Association for Marriage, Couple and Family Counseling (AAMFT). Some student memberships include liability insurance; check with membership services for specific information.
Internship Experience Termination
While duration of a particular internship experience is normally completed in two semesters, there may be times when termination of the experience is warranted before the agreed upon time. Termination before the semester is completed should occur only under extreme circumstances (e.g. the internship experience is not as agreed upon, intern is not performing to expectations, etc.) Under such circumstances, the intern should consult with his or her faculty supervisor and work with the administrative site supervisor to resolve the problem without terminating the internship contract. If all parties are unable to resolve the conflict, or if the clinical coordinator decides that termination of the internship contract is warranted, then the Graduate Coordinator and Department head should be informed within 5 working days.

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 express 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 involved suspected child abuse must be reported to the Office of Community Service. It is the legal responsibility of the intern, under supervisory direction, to comply with this requirement in cases of suspected child abuse 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, Southeastern counseling students are expected to maintain a professional demeanor in appearance and attitude when working in a professional role. Student interns 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 intern's skills and limitations as they pertain to each case. 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 joining and actively participating 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 the practicum or internship phase of program training. Students are required to join and participate as active student members in approved professional associations such as the American Counseling Association and the Louisiana Counseling Association. School counselors are also encouraged to join the American School Counselor Association.
Personal Therapy

Education and training in counseling is not an appropriate substitute for personal counseling or psychotherapy. The nature of graduate course work and clinical work may facilitate the recognition of a student's 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 families.
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: http://www.selu.edu/admin/sps/sps/labs/#24hour

Administrative Office

Our administrative office is located in White Hall room 108. Our staff will be glad to assist you in any needs you may have.

Computing Services

For locations and descriptions of computer labs on campus: http://www.selu.edu/admin/sps/sps/labs/index.html

For lab hours: http://www.selu.edu/admin/sps/sps/labs/hours/index.html

Equipment Checkout

Equipment is available to be used by enrolled Southeastern Louisiana University students for academic purposes for up to 7 consecutive days. Equipment shall be picked up and delivered in room 102 of Tinsley Hall. http://www.selu.edu/admin/sps/sps/equipment%20checkout/index.html

Available Equipment:
Laptop, Digital Camera, Video Camera, Projector, Tripod
http://www.selu.edu/admin/sps/sps/equipment%20checkout/equipment%20/index.html

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

Counseling services are provided free of charge to students, faculty, and staff. To make an initial appointment, come to the University Counseling Center (UCC) located at 307 A Virginia Avenue to complete the intake paperwork. At that time, the receptionist will
schedule an appointment for you. If you have any questions, please do not hesitate to contact the UCC at 985-549-3894. The UCC does not provide counseling through electronic means.

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

Student Supports

Writing Center

The Writing Center is located at 383 D Vickers Hall. 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.

Student Life

Campus Activities Board: CAB provides free activities for students; check out their schedule to see what 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 Student Union (Room 111). They can be contacted at 985-549-2247.

Financial Aid

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/

Assistantships

Graduate Assistantship positions are available in many departments on campus. The benefits of these positions are having tuition waived and working for pay. These positions are part time, requiring 20 hours per week. http://www.selu.edu/current_students/resources/sen/

Student Organizations

Chi Sigma Iota

Chi Sigma Iota is a nationally recognized honor society offered to counseling students who maintain at least a 3.5 GPA in at least 9 hours of the counseling graduate program. Students are invited to join after completion of their first semester. 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
highly encouraged to join LCA. Some benefits of membership in LCA include opportunities to network with other students and professionals and e-mail updates on the happenings in Louisiana’s counseling network.

http://www.lacounseling.org/

**ACA-American Counseling Association**
ACA provides students with the solid footing and reliable resources while preparing for a future career as a professional counselor. Students are also 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/
Student Acknowledgment of Receipt of the Counseling Program Handbook

I acknowledge that I have received the Counseling Program Handbook of Southeastern Louisiana University. I understand that I am responsible for reviewing these materials carefully and consulting with my faculty advisor, if I have any questions.

I understand that I am responsible for complying with all University, Graduate School, and program requirements noted in these materials.

____________________________________________________________________
Printed Name                      Signature                      Date