



LOYOLA UNIVERSITY NEW ORLEANS

College of Nursing and Health

Department of Counseling

Student Handbook

2022-2023

CACREP-Accredited

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INTRODUCTION

Loyola's Counseling Program in the Department of Counseling, College of Nursing and Health, is accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) which offers a master's level curriculum that leads to counselor licensure and certification. Our students are trained according to a scientist-practitioner model; we emphasize academic preparation and clinical training, in equal amounts. The task of helping others entails a wide range of responsibilities, which requires a thorough understanding of mental health issues and demands a deep personal commitment. While faculty members represent various counseling theoretical orientations, they rigorously support the idea that counseling interventions, regardless of the approach taken, must nurture client independence, freedom, sound decision-making, and accountability. We as faculty embrace these same ideas for you. Your familiarity with this handbook, along with regular student-faculty advising and academic conversations, will help to advance the goals that we embrace for our students, our clients, and ourselves.

The Counseling Program Faculty

PROGRAM PHILOSOPHY AND MISSION STATEMENT

Loyola's Counseling Program offers students a purposefully designed curriculum that will prepare them personally, academically, and professionally to become skilled clinical mental health or marriage and family counselors. One of the program's main tenets centers on the blending of three types of learning: academic preparation, experiential processing, and self-reflection.

Consistent with the Jesuit philosophy of educating the whole person, the faculty have designed this program to help students gain knowledge and clinical skills in a planned sequence that builds toward more advanced concepts and more sophisticated interventions. We also emphasize ethical, social, and cultural dimensions throughout the program.

Academic Preparation

The faculty train students to assess, diagnose, and treat mental and emotional disorders using ethically informed individual, group, and marriage and family interventions. In utilizing these methods, students will learn to ethically conceptualize clients from a theoretical, developmental, vocational, and multicultural perspective. Students will become effective research consumers and producers who will evaluate research within the counseling profession.

Academic Learning

The professional counseling Primary Courses extend knowledge to include an understanding of the range of exceptionalities among young people and/or adults and a sensitive understanding of the nature of our pluralistic society. These courses are important and should be taken at the beginning of the program. These courses include CNSL 830 Counseling Theories, CNSL 835 Introduction Counseling, CNSL 836 Individual Counseling Skills Lab, CNSL 864 Ethics in Individual, Marriage, and Family Counseling, CNSL 706 Philosophy and Counseling, and CNSL 704 Research Writing Lab. Subsequent required coursework will train students to assess, diagnose, and treat mental and emotional disorders using individual, group, and marriage and family interventions. Students will learn to ethically conceptualize clients from a theoretical, developmental, vocational, and multicultural perspective. Further, students will learn to conduct and evaluate research and become informed consumers. (See chart on p. 14 for a complete list of all Prerequisite Courses, Core Requirement Courses, Primary Courses, and Required Courses).

Experiential Learning

The faculty provide experiential learning throughout the program that focuses on developing and refining basic and advanced counseling skills. Students work with client actors to practice their skills at the individual and group level, and receive both individual and group supervision. The program offers several electives that utilize experiential processing methods, similar to the required courses. Additionally, students will participate in a confidential, semester long personal growth group.

The experiential learning process culminates in the Practicum and Internship courses, during which students begin to see clients in a clinical setting. The entire sequence provides opportunities for students to observe counseling activities, develop counseling skills, and interact with clients. Students will receive feedback and supervision as they develop their personal counseling style.

Learning about Self

Counselors are more effective when they examine their own values, biases, personal characteristics, motivations, and relationships with others. Students will extend their personal philosophies and become aware of themselves and how they relate to others. Throughout the program, faculty will provide many opportunities for self-reflection.

Faculty encourage students to attend individual and/or group counseling during their time in the program. Attending counseling as a client will assist in the process of self-growth, provide a deeper understanding of how the process feels from the perspective of the client, and is beneficial to counselor development.

Students will sign an Informed Consent at the beginning of their coursework agreeing that if at any point, impairment is indicated, they may be required to repeat coursework, to obtain assistance or remediation, and/or terminate their enrollment in the program. Students also understand that in order to successfully complete the counseling program, they will be expected to demonstrate academic competence, cultural competence, professional dispositions, and counseling skills appropriate for a counseling intern. This includes but is not limited to: conducting appropriate interviews and sessions with clients; practicing in a professional and ethical manner; and establishing appropriate relationships with clients to facilitate client progress. Failure to attain such skills may result in students being required to repeat coursework or be dismissed from the program. See Informed Consent in Appendix I.

Program Objectives

In accordance with the program's mission to incorporate academic, experiential, and intra/interpersonal learning, Loyola University New Orleans' counseling program offers a carefully chosen curriculum that blends these three components of learning. The program seeks to educate and train students to be ethical, competent, effective, and thoughtful clinical mental health practitioners. The program's objectives include the following:

1. Provide a diverse and enriching collection of training experiences during the course of the student's academic preparation
2. Educate students to be clinically competent in the practice of clinical mental health and/or marriage and couples counseling
3. Educate students to be theoretically competent in the practice of clinical mental health and/or marriage and couples counseling
4. Ensure that all counseling students understand the ethical principles, social cultural diversity, and justice issues associated with counseling
5. Students will demonstrate the knowledge and skills to be critical consumers of research and demonstrate competency in clinical assessment and diagnosis
6. Promote student professional counseling identity and encourage students to pursue additional training, continued personal and professional development, and advanced certification throughout their professional careers

(See Appendix II for a checklist on becoming a Licensed Professional Counselor)

CACREP: Council for Accreditation of Counseling and Related Educational Programs

CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit both masters and doctoral degree programs. Currently, CACREP provides the accreditation for the program. Specifically, CACREP accredits Loyola's Counseling program in Clinical Mental Health Counseling and Marriage and Family Counseling.

CACREP outlines standards regarding coursework, clinical experiences, clinical sites, supervision requirements, program development, faculty degrees and expertise, etc. The faculty will not make accommodations for students that are not in accordance with CACREP standards. More information on CACREP and accreditation can be found at www.cacrep.org.

Advising

Students are assigned a faculty advisor upon admission to the program. It is the student's responsibility to contact this faculty advisor and schedule an appointment to co-prepare a Degree Plan Courses Lasting (DPCL). Students may register themselves for classes based on their DPCL and are encouraged to meet with their advisor on a semester basis; students are required to meet with their advisor if their DPCL changes. It is the student's responsibility to ensure they are following the DPCL constructed with their advisor. Due to the transformative nature of this program and the high levels of outside reading, writing, research, and personal reflection, students typically take nine hours per fall and spring semesters (some semesters may be more than nine hours due to labs), and six hours in the summer. Any student wishing to take more than the recommended course load should consult with their advisor. Students will not be eligible to take more than 13 hours during the fall and spring semesters or more than 9 hours in the summer. The number of courses taken during Practicum and Internship is limited. Students taking Practicum in the Fall and Spring are limited to 2 additional courses. Summer Practicum students can only take 1 additional course unless given approval in writing by their advisor.

Supervision and Evaluation

Supervision in counseling refers to the relationship between a faculty member or clinical supervisor and the student while in laboratory and clinical classes. Supervision is given individually as well as in small groups. Supervision is a CACREP requirement, therefore, it is integrated into many courses in the counseling program. Supervision can feel very intense. Personal counseling can enhance one's understanding of self throughout the process. In addition, faculty members will evaluate a student's clinical skills, professional conduct, and ethical practice throughout their time in the program. Faculty and site supervisors will evaluate students during their clinical training. Please see the Professional Performance and Disposition Evaluation (PPDE) in Appendix III.

STUDENT REQUIREMENTS AND RESPONSIBILITIES

The Loyola University New Orleans' 60-hour CACREP accredited counseling program cumulates into a Master of Science in Counseling degree. The faculty offer various electives in Clinical Mental Health, Marriage and Family Counseling, Addictions Counseling, School Counseling, Play Therapy, etc.

Conditional Acceptance

Students under a conditional acceptance may not receive a grade lower than a "B" in the first 18 hours of their counseling department required coursework. Students who earn a grade lower than a "B" (this includes a B-) in any of the first 18 hours of coursework will be dismissed from the program. In order to facilitate conditionally admitted students' success, the student and their advisor create a DPCL that is conducive to their needs.

Non-Degree Seeking Students

Non-degree seeking applicants need to contact the Admissions Coordinator to discuss the process to be admitted as a non-degree seeking student.

Criminal Background Checks

Students will complete a background check no later than **November 1**. Failure to submit a background check is reason for dismissal from the program. Additionally, most clinical field sites require each student to complete a background check prior to beginning Practicum and Internship. This is a contractual requirement and obligations with our affiliates.

Currently, a background check will review the following:

- County Criminal
- National Sexual Offender Registry
- Social Security Alert
- Residence History

Requirements of the background checks may change depending on the contractual agreements with our affiliates. Negative information from the above reviews may disqualify an individual from being considered to participate in a specific internship site and completing the program.

In order to complete this background check, students are directed to the following website for Castle Branch, an on-line third-party vendor: <https://discover.castlebranch.com/> prior to nursing, music, or counseling practice experiences or any other internship program that requires a background check. Students will cover the current cost of the background check that is paid on-line to Castle Branch.

Once the background check has been completed, the student is provided with a password to view the background check on-line. One representative from the counseling department has access to the on-line information. In the event there are negative findings in any area listed above, the Chair of the department will be notified.

Prerequisite Course Work

Students will enroll in the counseling primary courses during their first year to ensure that prerequisites for other classes are met (see DPCL on pg.17). Students must complete prerequisites as outlined in the current Loyola University Graduate Bulletin and the Counseling Student Handbook. Students who enroll in course work without having completed the prerequisites will be administratively withdrawn.

Additionally, students are required to enroll in the Group Counseling lab and participate in a ten-week Racial Identity Processing Group, which is a CACREP required personal growth laboratory group facilitated by a Licensed Mental Health Professional. The lab explores intersectionality, biases, and other levels of multicultural competency. Verification of this process must be presented to the Fundamentals of Practicum and Internship professor. This Group Counseling lab is offered every spring as a co-requisite to the Group Counseling course and is a pre-requisite for enrolling in Practicum.

*In the ten-week Racial Identity Processing Group, self-disclosures will not be used as a basis for grading in the course, and although the group is confidential, there are limits to that confidentiality. **The limits to confidentiality include:***

- a. disclosing information indicating impairment in any of the areas outlined in the Gatekeeping policy in Counseling Student Handbook.*
- b. disclosing information indicating the potential for harm to my current or future clients, or my peers/classmates.*
- c. disclosing information indicating the intent to harm myself or another person.*
- d. disclosing the current or past abuse of a child, elderly or developmentally dependent adult, or abuse of a licensed clinical mental health worker.*

Grade Point Average Requirements

Students in the counseling program must maintain a 3.0 grade point average (GPA) in their coursework throughout their tenure in the counseling program as outlined in the Loyola University Graduate Bulletin. Students who are in a dual degree program may not count the courses from the other degree towards their Counseling GPA. Students who fall below the 3.0 GPA requirement (who are not under the conditional acceptance requirements outlined in the previous section), will be notified in writing that they are on academic probation. The Graduate Counseling Committee will meet to review the student's status and make recommendations (including possible dismissal from the program).

Several courses exist for which students are not allowed to receive less than a "B", even if they are able to maintain the 3.0 GPA (see list of courses on page 15). These courses are considered by the counseling faculty to be so important, that if a student receives lower than a "B" (including B-), the student will be asked to retake the course. If the student is still unable to get a grade of "B" or higher on the second attempt, the student will be dismissed from the program. These requirements are based on the grading scale listed below. Please see the worksheet outlining all of the courses on page 15 of this Counseling Student Handbook.

Loyola University New Orleans
Department of Counseling
Grading Scale

Grade	Scaling	Quality Points (GPA)	Percentage (%)
A	Excellent	The grade is assigned 4.0 quality points per semester hour.	92.6 – 100
A-	Excellent	The grade is assigned 3.7 quality points per semester hour.	90 – 92.5
B+	Above Average	The grade is assigned 3.3 quality points per semester hour.	87.5 – 89.9
B	Above Average	The grade is assigned 3.0 quality points per semester hour.	82.6 – 87.4
B-	Average	The grade is assigned 2.7 quality points per semester hour.	80 – 82.5
C+	Average	The grade is assigned 2.3 quality points per semester hour.	77.5 – 79.9
C	Average	The grade is assigned 2.0 quality points per semester hour.	72.6 – 77.4
C-	Below Average	The grade is assigned 1.7 quality points per semester hour.	70 – 72.5
D+	Minimally Passing	The grade is assigned 1.3 quality points per semester hour.	67.5 – 69.9
D	Minimally Passing	The grade is assigned 1.0 quality points per semester hour.	65 – 67.4
F	Failure or Failure to Withdraw	No quality points are assigned.	<65

Family Educational Rights and Privacy Act (FERPA)

The counseling faculty, and Loyola University New Orleans intends to fully comply with FERPA guidelines. FERPA affords students certain rights with respect to their education records. FERPA has been designated to protect the privacy of educational records. There are penalties for violating FERPA regulations. If you would like additional information or if you believe your FERPA rights have been violated, you can access additional information on the Loyola website

<https://academicaffairs.loyno.edu/student-records/policies-guidelines/annual-ferpa-notice>.

Age of Course Work for the Master's Degree

Students must complete the degree within seven years. No course work may be more than seven years old at the time of graduation.

Gatekeeping Policy

Students should be aware that while they are enrolled, faculty members conduct an ongoing evaluation of students' cognitive and psychological capacity to perform the minimal competencies of a professional counselor. It is important to note that even though the student may be evidencing satisfactory performance in academic coursework, student behaviors may be deemed inappropriate for practice in the profession of counseling (see Informed Consent in Appendix I). Faculty members have adopted the following policy in order to fulfill their professional responsibility to protect the rights of the community, other candidates enrolled in the program, as well as those of the student.

Faculty will conduct an ongoing assessment of:

- Class behaviors
- Interactions with other students
- Ability to listen and hear others
- Acceptance of feedback
- Trust level
- Appropriateness of remarks
- Ability to contribute to class discussions
- Communication of ideas
- Level of maturity and professionalism

If in the professional judgment of a department faculty member, a student's behavior is deemed either unethical and/or potentially harmful to self or others, the following steps will be taken:

- The faculty member who has become aware of a problem will meet with the student, offer, and document suggestions for possible changes in the student's behavior.
- The faculty member will fill out a Professional Performance and Dispositions Evaluation (PPDE) to be given to the student and the Admission and Retention Committee (ARC) of the faculty. A copy will be placed in the student's file. See Appendix III for a copy of the Professional Performance and Dispositions Evaluation (PPDE).
 - The Admission and Retention Committee will review the case to monitor progress and/or determine if a remediation success plan needs to be created to offer the student the most support possible in continuing in

the program. If the ARC determines that a remediation plan is in order, they will draft one and a faculty member will meet with the student for review and signature.

- If the student petitions to appeal any of the above steps, the student will follow the appropriate appeal or petition outlined in the Counseling Student Handbook. If the student is unable to resolve the petition/ appeal with the Department Chair, the Graduate Counseling Committee (GCC) will be convened to review the case.
 - The GCC meets as needed to review student petitions and appeals. The GCC consists of the Department Chair, two (2) full time Counseling Department faculty, and one (1) representative of the Dean's office.
 - The GCC may request documentation, your attendance at a meeting, and other materials to review regarding your petition/ appeal.
 - Once the GCC makes a recommendation for further action or dismissal from the program, the student will be informed in writing of the department's recommendation or decision. You may decide to accept the recommendation/decision or escalate your appeal to the college level.
 - The student may be requested to comply with any number of recommendations, including but not limited to, attending individual or group counseling with documentation of attendance, professional development, taking a semester or more off, slowing your pace in the curriculum, etc.
- At the college level, appeals and other petitions are also moved to a committee. The College Committee consists of the Associate Dean, one (1) Counseling Department faculty (not the instructor of record in grade appeals), one (1) faculty of another department, one (1) alumni who has taken the same course (for grade appeals). A final decision will be made.

Plan for Microaggressions and Macroaggressions

When a student, faculty and/or staff becomes aware of a micro/macro-aggression, micro/macro-insult, or micro/macro-invalidation that has occurred between students, faculty, or staff, any of the following steps may be taken, if deemed necessary:

Step 1: Offer offended party Departmental and University support:

Report your concern to the Counseling Department Clinical Coordinator. The Clinical Coordinator can help you to review your options.

Enlist the Student Advisory Council (SAC), which **provides a forum for communication/exchange of ideas, information, and concerns among students**

If you believe this is an ongoing issue, possibly discrimination, and/or a Title IX violation, you have a right to report it through the university in the following ways, in addition to reporting within our department:

<https://diversity.loyno.edu/incident-reporting/bias>

<https://www.loyno.edu/concerns>

<https://studentaffairs.loyno.edu/health-counseling/counseling/behavioral-intervention-team>

<https://studentaffairs.loyno.edu/counseling>

Step 2: The faculty Admissions and Retention Committee (ARC) will require a meeting to review the reported offense, provide feedback, and, if deemed necessary (based on the criteria in the

Counseling Student Handbook), fill out a departmental Professional Performance and Dispositions Evaluation (PPDE), and/or a university Behavior Intervention Team (BIT) report.

Step 3: If the offense/situation warrants it, the ARC will develop a success plan for further education/remediation for the offending party.

Step 4: The Department Chair will contact the University Counseling Center to offer the offended party a facilitated restorative meeting with the offender, at the offended party request and on an as needed basis.

*The faculty and staff of the Department of Counseling will honor your confidentiality during this process, as we will not mention your name at any point during the remediation process. Please be advised that due to our small community, it is not possible to guarantee that an offending party will not be able to identify who you are. IF you choose to participate in the restorative meeting, the offender will know it is you who reported the offense.

micro/macroaggression (Kevin Nadal) “Microaggressions are defined as the everyday, subtle, intentional — and oftentimes unintentional — interactions or behaviors that communicate some sort of bias toward historically marginalized groups. The difference between microaggressions and overt discrimination or macroaggressions, is that people who commit microaggressions might not even be aware of them.”

[Recognizing and Responding to Microaggressions at Work](#)

[You’ve Been Called Out for a Microaggression. What Do You Do?](#)

Appeal Process

If a student is dismissed from the program, they may appeal the dismissal by submitting a letter to the Chair of the Counseling Department no later than 45 days after receiving the dismissal letter. The letter should include the student’s request to be re-admitted, a self-appraisal of why they were previously unsuccessful, and a strategy for success if they are re-admitted. The Graduate Counseling Committee will meet to review the appeal letter and make a decision regarding the student’s re-admittance. If a student is re-admitted, generally a remediation plan is created to help facilitate the student’s success in the program. The student will receive a letter regarding the committee’s decision.

Student Petitions and Grade Appeals

**this usually only applies in grade or evaluation appeals, not in curriculum adjustment requests*

1. Read the section of the University Bulletin on Integrity of Scholarship and Grades and understand the University Policy regarding the Grade Appeal Process
2. Document attempt to resolve the grade/issue with the instructor
3. Document attempt to resolve the grade/issue with the Departmental Chairperson

4. Provide a Petition of Appeal outlining the grounds for a grade appeal/resolution that includes a timeline of events and efforts taken to resolve the issue with the instructor and Departmental Chairperson and submit to the Department Chair who will convene the Graduate Counseling Committee (GCC) for review of the Student Petition of Appeal
 - a. The GCC may seek further information, request your presence at a meeting, request copies of student work, or request further information of the instructor before making a recommendation or decision
 - b. The petition should be submitted within 30 days of the grade being posted, in most cases
5. If the student is not satisfied with the recommendation and/ or decision of the GCC, the student should submit their petition to the Associate Dean* of the College of Nursing and Health along with the Grade Appeal Form: <https://bulletin.loyno.edu/sites/default/files/pdf/Regulations-Forms/grade-appeal-form.pdf>

Remediation

Remediation is an opportunity for the faculty to assist students who are struggling by providing them with the opportunity to learn, grow, and improve themselves. The faculty hope a remediation will be viewed as a “Success Plan.” Students who are asked to complete a remediation plan are students who the faculty believes have the capacity to be successful. Some students need more support through the process of becoming a counselor.

Students may be required to complete a remediation plan for a variety of deficiencies, such as incomplete coursework, ethical or professional issues, personal relationship issues, incomplete clinical hours, and/or student handbook violations. In the event that a student needs remediation, the Graduate Counseling Committee will meet to discuss possible remediation options. Remediation requirements may involve academic and/or personal growth. Students may be required to attend counseling or take time off from the program in order to facilitate growth.

The remediation plan will be explained both in writing and verbally. If a student chooses not to complete the remediation plan presented by the Graduate Counseling Committee, the student will be withdrawn from the program.

Transfer Credit

Students who have taken graduate courses prior to entering the program may request transfer credit. Students may obtain no more than six credit hours of transfer credit. Students may not obtain transfer credit for the following courses:

- CNSL 830 Counseling Theories
- CNSL 835 Introduction to Counseling
- CNSL 840 Group Counseling
- CNSL 843 Group Counseling Skills Lab
- CNSL 864 Ethics in Individual, Marriage, and Family Counseling
- CNSL 855 Diagnostics in Counseling
- CNSL 863 Fundamentals of Practicum and Internship
- CNSL 865 Practicum
- CNSL 866 Internship

Graduate Petitions for transfer credit must identify which courses were taken, where they were taken, and where the transfer credit is to be applied within the student's curriculum. The decision to award transfer credit rests with the counseling faculty. Students will submit a copy of the syllabus from the course used to petition for transfer credit. If a transfer credit is approved and the student appears to be deficient in this area, the student may be required to complete the course within Loyola's counseling program.

Incomplete Courses/Assignments

Incomplete courses and assignments are highly discouraged as a general rule as professional dispositions are expected as a part of your growth in the program. More information regarding incompletes, including the form to request an incomplete grade, can be found in the Graduate Bulletin <https://bulletin.loyno.edu/regulations/grades-grade-point-averages#incomplete-grade-policy>.

Comprehensive Examinations

All counseling students are required to pass a comprehensive examination before they are permitted to graduate. The comprehensive examination covers all course work completed in the counseling program. Students who fail to achieve a satisfactory level of performance on the examination components will **not** be permitted to graduate.

Prospective graduates must take the comprehensive examination in their final semester. Summer graduates must take the exam in the spring semester prior to graduation. A study guide will be available from the Admissions and Clinical Coordinator prior to each comprehensive examination.

Graduation

Students need to apply for graduation by October 31st the year before they plan on graduating. The application can be found online through the Office of Student Records at <https://secure.loyno.edu/records/applicationfordegree/>. Late applications cannot be accepted, and students who do not apply on or before the deadline may not be eligible to graduate that semester.

Students are asked to complete an exit survey before graduation. The exit survey will be given to the graduating students the semester they graduate.

Endorsement Policy

At various times students require an endorsement (verbal or written recommendation) from their program faculty in order to gain employment or credentials. A graduate will be endorsed by program faculty only for a position or credential for which the graduate has been prepared. Internship site supervisors also are urged to follow this policy.

Students should be aware of this policy and seek endorsements only for employment and credentials that are appropriate given the student's training, coursework, and supervised experience.

Before an endorsement is given to a student, the records are thoroughly checked to make sure that the student graduated, maintained an acceptable grade point average, completed all requirements, and is seeking endorsement only for a position or credential for which the graduate has been

prepared.

Email Policy

Students are required to check their Loyola email account, which is tied in to the LORA and Canvas systems, on a daily basis for any communications from faculty or staff. Students who fail to check their Loyola email account may experience grading repercussions.

Graduate Bulletin

Please be advised that there is a Graduate Bulletin. Students are responsible for the information found in both this handbook and the Graduate Bulletin. <https://bulletin.loyno.edu/graduate-bulletin>

COUNSELING PROGRAM GRADUATE CURRICULUM (60 HOUR)

The Master of Science in Counseling offered at Loyola University New Orleans is a CACREP accredited 60 hour program in Clinical Mental Health Counseling and in Marriage and Family Counseling. Students will complete 17 hours of Primary coursework, 31 hours of Required coursework, and 12 hours of electives consistent with their interest and approved by their advisor. Students may also pursue a dual degree in Criminology and Justice, Music Therapy, or Pastoral Studies and receive a second master's degree in those fields. The dual degree in Criminology and Justice, Music Therapy, and Pastoral Studies require 75, 76, and 72 hours of coursework, respectively. The capstone experience, which involves translating what is learned in the classroom into clinical practice under supervision, includes one semester of Practicum and two consecutive semesters of Internship. Students will meet with their advisor on a regular basis to ensure a timely graduation.

Table 1. Primary and Elective Courses with Prerequisites

Primary Courses (17 hours)	Prerequisites
CNSL 702 Research and Statistical Methods in Counseling	
CNSL 704 Research Writing Lab (1 credit hour)	
CNSL 706 Philosophy and Counseling	
CNSL 830 Counseling Theories*	
CNSL 835 Introduction to Counseling*	836**
CNSL 836 Individual Counseling Skills Lab (1 credit hour)	835**
CNSL 864 Ethics in Individual, Marriage, and Family Counseling*	
Required Courses (31 hours)	
CNSL 776 Clinical Assessment and Psychometrics	
CNSL 840 Group Counseling*	835, 836, 843**
CNSL 843 Group Counseling Skills Lab (1 credit hour)	835, 836, 840**
CNSL 841 Career Counseling	
CNSL 855 Diagnostics in Counseling*	702, 704, 830, 835, 836, 864, 776, 842, 706***
CNSL 725 Lifespan Development	
CNSL 842 Multicultural Counseling*	
CNSL 863 Fundamentals of Practicum and Internship*	All Primary Courses, 776, 842, 840***, 843***, 855***
CNSL 865 Practicum	All Primary Courses, 776, 840, 842, 843, 855, 863
CNSL 866 Internship	All Primary Courses, 776, 840, 842, 843, 855, 863, 865
CNSL 866 Internship	All Primary Courses, 776, 840, 842, 843, 855, 863, 865
Counseling Electives (12 hours)	
CNSL 851 School Counseling	
CNSL 837 Child Counseling: Play Therapy	
CNSL 845 Addiction Counseling	
CNSL 849 Activity Group Therapy	
CNSL 850 Introduction to Family Counseling	
CNSL 852 Marriage and Couples Counseling	
CNSL 853 Child/Parent Relationship Therapy	
CNSL 862 Family Systems	
CNSL 856 Clinical Thanatology: Death and Dying	
CNSL 857 Psychopathology in Counseling	
CNSL 858 Scholarship in Counseling	
CNSL 868 Crisis Intervention	

Note.

* Student cannot get a grade below a B (including B-) in these courses. Failure to receive a passing grade in Practicum or Internship would require review by the Graduate Committee of the Department of Counseling. The review would result in either a remediation plan or removal of the student from the program.

** Co-requisites: Courses must be taken concurrently.

*** Co or Pre requisites: Courses must be taken prior to or concurrently.

Projected Course Offerings 60-Hour Curriculum

Courses are not offered every semester. The following is intended to assist students in planning and scheduling. Students are advised to consult the preliminary timetables for each semester, as scheduled offerings are subject to change.

Course	Title	Term Usually Offered
COUNSELING REQUIRED COURSES (48 HRS.)		
CNSL 702	Research and Statistical Methods in Counseling	Fall
CNSL 704	Research Writing Lab	Fall
CNSL 706	Philosophy and Counseling	Spring
CNSL 830	Counseling Theories	Fall
CNSL 835	Introduction to Counseling	Fall
CNSL 836	Individual Counseling Skills Lab	Fall
CNSL 864	Ethics in Individual, Marriage, and Family Counseling	Spring
CNSL 725	Lifespan Development	Spring, Summer
CNSL 776	Clinical Assessment and Psychometrics	Fall
CNSL 840	Group Counseling	Spring
CNSL 843	Group Counseling Skills Lab	Spring
CNSL 841	Career Counseling	Summer
CNSL 842	Multicultural Counseling	Fall
CNSL 855	Diagnostics in Counseling	Spring
CNSL 863	Fundamentals of Practicum and Internship	Spring, Summer
CNSL 865	Practicum	Fall, Spring, Summer
CNSL 866	Internship	Fall, Spring, Summer
ELECTIVES (12 HRS.)		
CNSL 837	Child Counseling: Play Therapy	Fall
CNSL 845	Addiction Counseling	Summer
CNSL 848	Play Therapy Theories	Summer (as needed)
CNSL 849	Activity Group Therapy	Even Summers
CNSL 850	Introduction to Family Counseling	Even Spring
CNSL 851	School Counseling	Summer
CNSL 852	Marriage and Couples Counseling	Odd Spring
CNSL 853	Child/Parent Relationship Therapy	Even Spring
CNSL 856	Clinical Thanatology: Death and Dying	Even Summers
CNSL 857	Psychopathology in Counseling	Odd Spring
CNSL 858	Scholarship in Counseling	Spring (as needed)
CNSL 862	Family Systems	Fall
CNSL 868	Crisis Intervention	Fall
CNSL 894	Experimental Courses (with advisor's approval)	As Needed

Loyola University New Orleans
 Master of Science in Counseling
Clinical Mental Health Counseling
 Degree Plan Course Listing (DPCL) 2022-2023

Name: _____

Course Number	Title	Hours	Semester
REQUIRED COURSES (48 HRS.):			
CNSLA702	Research and Statistical Methods in Counseling	3	
CNSLA704	Research Writing Lab	1	
CNSLA706	Philosophy and Counseling	3	
CNSLA830	Counseling Theories	3	
CNSLA835	Introduction to Counseling	3	
CNSLA836	Individual Counseling Skills Lab	1	
CNSLA864	Ethics in Individual, Marriage, and Family Counseling	3	
CNSLA725	Lifespan Development	3	
CNSLA776	Clinical Assessment and Psychometrics	3	
CNSLA840	Group Counseling	1	
CNSLA843	Group Counseling Skills Lab	3	
CNSLA841	Career Counseling	3	
CNSLA842	Multicultural Counseling	3	
CNSLA855	Diagnostics in Counseling	3	
CNSLA863	Fundamentals of Practicum and Internship	3	
CNSLA865	Counseling Practicum	3	
CNSLA866	Counseling Internship	3	
CNSLA866	Internship II	3	
ELECTIVES COURSES (12 HRS.):			
CNSL 837	Child Counseling: Play Therapy		
CNSL 845	Addiction Counseling		
CNSL 848	Play Therapy Theories		
CNSL 849	Activity Group Therapy		
CNSL 850	Introduction to Family Counseling		
CNSL 851	School Counseling		
CNSL 852	Marriage and Couples Counseling		
CNSL 853	Child/Parent Relationship Therapy		
CNSL 856	Clinical Thanatology: Death and Dying		
CNSL 857	Psychopathology in Counseling		
CNSL 858	Scholarship in Counseling		
CNSL 862	Family Systems		
CNSL 868	Crisis Intervention		
CNSL 894	Experimental Courses (with advisor's approval)		

Student: _____ Advisor: _____

Loyola University New Orleans
 Master of Science in Counseling
 Marriage, Couples, and Family Counseling
 Degree Plan Course Listing (DPCL) 2022-2023

Name: _____

Course Number	Title	Hours	Semester
REQUIRED COURSES (48 HRS.):			
CNSLA702	Research and Statistical Methods in Counseling	3	
CNSLA704	Research Writing Lab	1	
CNSLA706	Philosophy and Counseling	3	
CNSLA830	Counseling Theories	3	
CNSLA835	Introduction to Counseling	3	
CNSLA836	Individual Counseling Skills Lab	1	
CNSLA864	Ethics in Individual, Marriage, and Family Counseling	3	
CNSLA725	Lifespan Development	3	
CNSLA776	Clinical Assessment and Psychometrics	3	
CNSLA840	Group Counseling	1	
CNSLA843	Group Counseling Skills Lab	3	
CNSLA841	Career Counseling	3	
CNSLA842	Multicultural Counseling	3	
CNSLA855	Diagnostics in Counseling	3	
CNSLA863	Fundamentals of Practicum and Internship	3	
CNSLA865	Counseling Practicum	3	
CNSLA866	Counseling Internship	3	
CNSLA866	Internship II	3	
REQUIRED ELECTIVES (9 HRS.):			
CNSLA850	Introduction to Family Counseling	3	
CNSLA852	Marriage and Couples Counseling	3	
CNSLA862	Family Systems	3	
ADDITIONAL ELECTIVE COURSES (3 HRS.):			
CNSLA837	Child Counseling: Play Therapy		
CNSLA845	Addiction Counseling		
CNSLA848	Play Therapy Theories		
CNSLA849	Activity Group Therapy		
CNSLA851	School Counseling		
CNSLA853	Child/Parent Relationship Therapy		
CNSLA856	Clinical Thanatology: Death and Dying		
CNSLA857	Psychopathology in Counseling		
CNSLA858	Scholarship in Counseling		
CNSL 868	Crisis Intervention		
CNSLA894	Experimental Courses (with advisor's approval)		
Student: _____ Advisor: _____			
Date: _____ Date: _____			

Loyola University New Orleans
Dual Degree Plan
Master of Science in Clinical Mental Health Counseling and Criminology and Justice
Degree Plan Course Listing (DPCL) 2022-2023

Name: _____

Course Number	Title	Hours	Semester
REQUIRED COURSES (48 HRS.):			
CNSLA702	Research and Statistical Methods in Counseling	3	
CNSLA704	Research Writing Lab	1	
CNSLA706	Philosophy and Counseling	3	
CNSLA830	Counseling Theories	3	
CNSLA835	Introduction to Counseling	3	
CNSLA836	Individual Counseling Skills Lab	1	
CNSLA864	Ethics in Individual, Marriage, and Family Counseling	3	
CNSLA725	Lifespan Development	3	
CNSLA776	Clinical Assessment and Psychometrics	3	
CNSLA840	Group Counseling	1	
CNSLA843	Group Counseling Skills Lab	3	
CNSLA841	Career Counseling	3	
CNSLA842	Multicultural Counseling	3	
CNSLA855	Diagnostics in Counseling	3	
CNSLA863	Fundamentals of Practicum and Internship	3	
CNSLA865	Counseling Practicum	3	
CNSLA866	Counseling Internship	3	
CNSLA866	Internship II	3	
CNSL ELECTIVES (CHOOSE 1) (3 HRS.0):			
REQUIRED CRIMINAL JUSTICE COURSES (15 HRS.):			
CRIM 705	Seminar in Criminal Justice	3	
CRIM 720	Seminar in Criminal Justice Administration II	3	
CRIM 850	Seminar in Criminology	3	
CRIM 893	Directed Readings in Criminal Justice	3	
CRIM 712	Graduate Statistics	3	
CRIM REPLACEMENTS FOR CNSL ELECTIVES (9 HRS.):			
CRIM 700	Theories of Criminal Behavior	3	
CRIM 800	Selected Problems in Criminal Justice	3	
CRIM 805	Program Planning, Implementation, and Evaluation	3	
Student: _____		Advisor: _____	
Date: _____		Date: _____	

Loyola University New Orleans
Dual Degree Plan
Master of Clinical Mental Health Science in Counseling and Pastoral Studies
Degree Plan Course Listing (DPCL) 2022-2023

Name: _____

Course Number	Title	Hours	Semester
REQUIRED COURSES (48 HRS.):			
CNSLA702	Research and Statistical Methods in Counseling	3	
CNSLA704	Research Writing Lab	1	
CNSLA706	Philosophy and Counseling	3	
CNSLA830	Counseling Theories	3	
CNSLA835	Introduction to Counseling	3	
CNSLA836	Individual Counseling Skills Lab	1	
CNSLA864	Ethics in Individual, Marriage, and Family Counseling	3	
CNSLA725	Lifespan Development	3	
CNSLA776	Clinical Assessment and Psychometrics	3	
CNSLA840	Group Counseling	1	
CNSLA843	Group Counseling Skills Lab	3	
CNSLA841	Career Counseling	3	
CNSLA842	Multicultural Counseling	3	
CNSLA855	Diagnostics in Counseling	3	
CNSLA863	Fundamentals of Practicum and Internship	3	
CNSLA865	Counseling Practicum	3	
CNSLA866	Counseling Internship	3	
CNSLA866	Internship II	3	
REQUIRED PASTORAL STUDIES COURSES (12 HRS.):			
LIM 703	Introduction to Practical Theology	3	
LIM 704	Spirituality, Morality, and Ethics	3	
LIM 849	Introduction to Pastoral Care and Counseling	3	
LIM 863	Family Systems	3	
LIM REPLACEMENTS FOR CNSL ELECTIVES (12 HRS.):			
LIM 711	Jewish Roots of Christian Faith: Intro to Old Testament	3	
LIM 712	Christian Origins: Intro to New Testament	3	
LIM 714	Grace, Christ, and Spirit	3	
LIM 722	Church, Sacrament, and Liturgy	3	
Student: _____		Advisor: _____	
Date: _____		Date: _____	

Loyola University New Orleans
Dual Degree Plan
Master of Science in Clinical Mental Health Counseling and Music Therapy
Degree Plan Course Listing (DPCL) 2022-2023

Name: _____

Course Number	Title	Hours	Semester
REQUIRED COURSES (48 HRS.):			
CNSLA702	Research and Statistical Methods in Counseling	3	
CNSLA704	Research Writing Lab	1	
CNSLA706	Philosophy and Counseling	3	
CNSLA830	Counseling Theories	3	
CNSLA835	Introduction to Counseling	3	
CNSLA836	Individual Counseling Skills Lab	1	
CNSLA864	Ethics in Individual, Marriage, and Family Counseling	3	
CNSLA725	Lifespan Development	3	
CNSLA776	Clinical Assessment and Psychometrics	3	
CNSLA840	Group Counseling	3	
CNSLA843	Group Counseling Skills Lab	3	
CNSLA841	Career Counseling	1	
CNSLA842	Multicultural Counseling	3	
CNSLA855	Diagnostics in Counseling	3	
CNSLA863	Fundamentals of Practicum and Internship	3	
CNSLA865	Counseling Practicum	3	
CNSLA866	Counseling Internship	3	
CNSLA866	Internship II	3	
REQUIRED MUSIC THERAPY COURSES (17 HRS.):			
MUTY M718	Music Therapy Theories	2	
MUTY 704	Music Therapy Supervision	2	
MUTY 705	Advanced Music Psychotherapy Models	3	
MUTY 706	Music Therapy in Medicine	3	
NURS G905	Ethics & Social Justice	3	
MUGN 810	Thesis or Scholarly Project	2	
MUTY M703	Advanced Practicum	2	
MUTY REPLACEMENTS FOR CNSL ELECTIVES (10 HRS.):			
Students may select courses from the following areas: MUTY Music Therapy, MUGN General Music, MUED Music Education, or MUJZ Jazz Studies.			
Student: _____ Advisor: _____			
Date: _____ Date: _____			

STUDENT REQUIREMENTS AND RESPONSIBILITIES: PRACTICUM AND INTERNSHIP

The Practicum/Internship in Counseling is generally considered the most challenging and important portion of the Counseling curriculum. These courses permit students to translate theoretical training into effective clinical practice and challenge the students to develop methods and strategies for the appropriate care of clients in their charge. In the semester immediately preceding a student's enrollment in Counseling Practicum, a student must enroll in CNSL863 Fundamentals of Practicum and Internship. Students will enroll in Internship during the semesters immediately following their Practicum enrollment. Practicum and Internship are offered in the fall, spring, and during the entire summer. Practicum and Internships may not be taken concurrently. For continuity of care, students remaining at their sites for subsequent semesters are required to see clients at their site and receive between semester supervision.

Practicum is a 140-hour requirement that consists of a minimum of 40 direct client hours, that translates to a 10-hour workweek at the placement site. Students receive three credit hours of coursework for the Practicum.

Internship is a 600-hour requirement that includes 240 direct client hours, that translates to a 20-hour workweek at the placement site. Students typically take two, three-hour graduate courses to complete this requirement. Students can take a half Internship option that spreads the 600-hour requirement over four semesters and cuts their weekly commitment to approximately 10 hours.

In addition to the development of individual counseling skills, during either Practicum or Internship, students are required to lead or co-lead a counseling or psycho-educational group. The department has a tracking sticker on each student's file to be sure that student files are complete, including evaluations, logs, and other required materials for Practicum and Internship. One of the requirements that must be checked on the sticker is having led or co-led a counseling or psycho-educational group, while in the program. Our administrative assistant reviews each student file to make sure that their signed hours log from their clinical work (Practicum and Internship) have signified that the student completed direct clinical experience leading or co-leading a group. If they have not, they will not be certified for graduation.

Students will plan for their Practicum and Internship experience as they progress through the program. Faculty design core and elective courses to help students decide which clinical sites will best serve their professional needs. Students and advisors will collaborate with the Clinical Coordinator to select an appropriate field site. Students should be aware that certain sites require a one-year commitment.

Failure to receive a passing grade in Practicum or Internship would require review by the Graduate Counseling Committee of the Department of Counseling and would result in either a remediation plan or removal of the student from the program.

Before Enrolling in Practicum

Students will successfully complete 36-hours of counseling coursework prior to enrolling in Practicum that includes all Primary Courses and Fundamentals of Practicum and Internship.

Faculty view the Practicum and Internship as the culminating experiences, and students will take these courses in their final three semesters.

Students must enroll in Fundamentals of Practicum and Internship one semester prior to enrolling in Practicum. Students must find a clinical site and inform the Clinical Coordinator by the last day of finals during the previous semester or they will not be allowed to begin Practicum. If students have any questions during the semester prior to their field placement, they should contact the Clinical Coordinator. If a student wishes to change sites at any point during their clinical year, they must meet with the Clinical Coordinator and receive approval.

Students may take two courses concurrently with a fall or spring Practicum and one additional course if Practicum occurs in the summer. Students are normally only permitted to take one additional course with Internship. Students need permission from the Graduate Counseling Committee to register for two academic classes while enrolled in Internship.

Professional Liability Insurance

Loyola provides professional liability insurance coverage for all students performing counseling services (e.g. Practicum and Internship) related to such curriculum. There is no need to purchase your own liability insurance while you are in the program.

If you chose to purchase your own liability insurance for additional coverage there are several options available, including purchasing it through student membership in the American Counseling Association (ACA). ACA's Student membership includes liability insurance for all ACA student members enrolled and engaged in a master's degree counseling curriculum at a post-secondary institution. The insurance solely covers students who are performing counseling services (e.g. Practicum and Internship) related to such curriculum. This information can be obtained online at www.counseling.org or from the Practicum and Internship Coordinator.

Transfer Credit

Practicum/Internship may not be completed at another university. Loyola will not accept Practicum or Internship as transfer credits.

Encrypted Flash Drives

In order to protect client confidentiality, all Fundamental, Practicum, and Internship students will purchase and use encrypted flash drives for client video storage. Students may not store video sessions on phones, personal computers, counseling department computers, or unencrypted flash drives.

Practicum and Internship Placement and Settings

The student and Clinical Coordinator work together to place the student in a Practicum and Internship setting. Students can meet with the Clinical Coordinator to discuss field placement options. Students are encouraged to explore potential settings for their Practicum and Internship placements, and to do so early in the semester prior to their Practicum and Internship semester. Students are encouraged to visit several potential settings and to interview at those sites. Faculty

encourage students to prepare to be able to answer the following questions as a result of the interview process:

- Does this setting offer me the range of learning experiences I desire with a client population that matches my career goals?
- Does this setting meet all Practicum/Internship requirements outlined in the handbook?
- Does this setting have a qualified supervisor on site that is willing to provide the supervision I require?
- Is this setting willing to accept me as an intern if such a request is made?
- Does this setting have a time commitment that must be considered?

Students wishing to apply for the School Counseling Certification in the state of Louisiana must intern in a school setting for at least two semesters of their clinical experience, and earn a passing score on the Praxis Professional School Counselor examination.

The Greater New Orleans area offers a wealth of potential Practicum and Internship settings from which students may choose. In past semesters, students have worked in such diverse settings as elementary schools, secondary schools, colleges, family service centers, women's shelters, hospitals, juvenile and adult correctional facilities, and child guidance centers. The Clinical Coordinator keeps an up-to-date list of Practicum and Internship sites and current student evaluations of the sites and the site supervisors. Students are expected to meet with the Clinical Coordinator and use these resources to help determine if some of the sites they are interested in will be a good match.

Private Practice: The Counseling Department has affiliations with private practices in the Greater New Orleans area. Please contact the Clinical Coordinator for approval prior to considering a private practice site because many private practices experience a shift in clientele throughout the calendar year, which often happens during the summer months. If you choose to have your Practicum or Internship experience at a private practice, be advised that you may be at risk for delaying your expected graduation date due to this shift.

Students must complete their Practicum and Internship experience at only one site per semester, and may not leave their site mid-semester (unless granted permission by the faculty following a review of extenuating circumstances). The Practicum/Internship facility must meet the following requirements:

- provide direct counseling services by qualified professionals,
- provide an opportunity for the Practicum/Internship student to perform all activities that a regularly employed staff member in the setting would be expected to perform, subject to limitations imposed by liability considerations, setting specific policies, and confidentiality considerations,
- provide the Practicum student with at least **140** hours of meaningful and appropriate work, at least **40** clock hours of which are in direct service* to clients, per semester,
- provide the Internship student with at least **300** hours of meaningful and appropriate work, at least **120** clock hours of which are in direct service to clients, per semester,

- have at least one qualified supervisor* on site who agrees to provide supervision to the Practicum/Internship student, and allow the student to become familiar with a variety of professional activities other than direct service,
- allow the Practicum/Internship student to obtain video recording within the bounds of preservation of client confidentiality for use in supervision,
- allow the Practicum/Internship student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research,
- provide an evaluation of the Practicum/Internship student - both formative and summative,
- be located no farther than 200- miles from Loyola University New Orleans

***Direct Service:** Hours can only be counted as direct service hours when a student is engaging in counseling services such as an intake, counseling session, couple or group counseling, and classroom guidance in a primary (K-12) school. Observations of counseling sessions, assisting school age students with disabilities in testing (such as reading a test to a student), and role playing with volunteers or actors does not count as direct counseling service.

***Co-leading Sessions:** Co-therapy is typically done with couples or families, where you and another therapist are equally engaged and contributing within the session (direct hour). Afterward, both therapists meet to discuss the session, treatment goals, and next steps (indirect hour). Co-therapy is very different from observation, which is considered an indirect hour and only allows minimal contribution. While co-therapy is not common during individual sessions, if you are contributing 75% or more during sessions, you may count this as a direct hour. Before agreeing to co-lead during an individual session, please contact the Clinical Coordinator and your faculty practicum/ internship supervisor for approval.

***Qualified Supervisor:** A professional at the Practicum/Internship site who is a Licensed Professional Counselor, Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, licensed psychologist, or some other equivalent licensed mental health professional, who agrees to supervise the Practicum and Internship student and will have a minimum of one continuous hour of individual supervision with the Practicum and Internship student weekly.

The on-site Practicum/Internship Supervisor must meet the following requirements:

- hold an appropriate master's or doctoral degree (such as counseling, psychology, social work, or other relevant degree)
- hold credentials appropriate to the setting, such as Licensed Professional Counselor, Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, psychologist, or some other equivalent licensed mental health professional
- provide the intern with a minimum of one hour of face-to-face continuous supervision per week, including case consultation and formative evaluation of the intern's work
- work closely with the intern to ensure that the intern has a variety of experiences which represent the activities that a regularly employed staff member in the setting is expected to perform

- meet with the university supervisor during the university supervisor's site visits, at least once during the semester, and
- provide a summative evaluation of the intern on the form provided, which will remain on file with the university.

Site Contracts

Students are allowed to intern at sites within a 200- mile radius from Loyola University New Orleans' campus.

The Clinical Coordinator works with the various sites to secure contracts for the students enrolled in Practicum and Internship. Once established, contracts are typically for a two-year period. The university maintains a formal contract with each of these settings and students are not permitted to go to a site for Practicum or Internship for which there is no formal contract. Students should never contract independently with particular sites. Any student wishing to establish a new contract must meet with the Clinical Coordinator prior to contacting the site. Sites must be able to provide students with enough direct and indirect contact hours required for the course in which they are currently registered. Each site must have a licensed or certified mental health professional that can provide the student with a scheduled hour of supervision each week.

Practicum and Internship Course Requirements

Although specific requirements for Practicum and Internship may vary according to the instructor, the course provides students with opportunities to apply their training in a closely supervised clinical setting with clients who present with a variety of problems. Practicum and Internship requirements include:

Counseling – Practicum students will work with clients approximately one hour per week per client. Students will spend approximately 4-6 hours per week in direct contact with clients in counseling. Students are not allowed to accept more than six active clients without approval from their Practicum instructor. **Internship** students will work with clients approximately one hour per week per client. Students will spend approximately 10-12 hours per week in direct contact with clients in counseling. Students may work with children, adolescents, adults, or older adults using individual, group, and marriage and family counseling approaches.

Supervision - Loyola Faculty Supervision: The minimum required supervision a student will receive for each semester includes 1½ hours of group supervision weekly, as outlined by CACREP for both Practicum & Internship. Additionally, Practicum students must meet with their faculty instructor one continuous hour each week for supervision (individual or triadic) the duration of the semester. Internship students must meet with their faculty instructor for four, one-hour supervision sessions per semester.

Site Supervisor Supervision: Students will also receive a minimum of one hour of continuous individual supervision each week at their field site. Some field sites require further supervision.

The student will receive a Professional Performance and Disposition Evaluation from both their Faculty and Site supervisor (see Appendix III) at least once at the end of each semester.

Clinical Experience Log – Practicum students will complete **140** clock hours of Practicum work during the semester including **40** direct and **100** indirect hours. **Internship** students will complete a minimum of **300** clock hours per semester of Internship work during the semester including **120** direct and **180** indirect hours. These hours will include time spent in direct contact with clients, observation of other students, preparation for counseling sessions, reviewing and scoring tests, writing reports, and other related activities approved by the instructor. These direct and indirect services for the site must be logged using the Clinical Experience Log. If students cannot complete their Practicum or Internship hour requirements, they will receive an “In Progress” for the course and the Graduate Counsel Committee will meet to discuss a remediation plan.

Evaluations –Students will be evaluated in writing by their onsite supervisor at midterm and end of the semester. The student must provide the supervisor with the Loyola University Department of Counseling Shorter Midterm Evaluation (See Appendix VI) and the Professional Performance and Dispositions Evaluation form (see Appendix III). The student is required to turn in the completed evaluations to their Practicum/Internship Instructor. At the end of every semester, the student should submit a Supervisee’s Evaluation of Supervisor and Supervision Site form and any other paperwork required by that faculty member.

Informed Consent – Students are required to collect their client or a minor client’s parent/guardian signed permission to receive videotaped counseling sessions from the student. Students need to provide their clients with the program’s informed consent document and verbally explain that they are in training and ensure clients understand what they are signing.

Case Presentation - Students will conduct many case presentations during their Practicum and Internship experience. Case presentations will be reviewed with a videotape of the Practicum or Internship student in session with the client. A transcript of the session may also be required.

Students may not use intake sessions or group sessions for their case presentations. The case presentation guidelines will be outlined in the Practicum or Internship instructor’s syllabus.

Case Coordination - Students must maintain client records in accordance with their site and the Practicum and Internship policies. Although Practicum and Internship is a three-credit hour course, students should be aware that this is a laboratory course and that they will actually spend 10 hours or more per week completing the requirements of the course.

Practicum and Internship at the Student's Place of Employment

Practicum and Internship placements are **not** permitted at locations where the student is currently working or under the supervision of close personal friends or family members. Students are not permitted to be placed at a site where they were previously employed, or currently or previously volunteered. This policy exists as a safeguard against dual relationships, conflicts of interest, and other potential ethical problems.

Practicum and Internship Paperwork

Updated versions of all the Practicum and Internship paperwork are on the department webpage under Forms: <http://cnh.loyno.edu/counseling/forms>. Students will receive a Practicum and

Internship Handbook that contains all the updated required paperwork. Students will be informed of all the program policies concerning Practicum and Internship and will have the opportunity to ask any questions concerning the Practicum and Internship experience.

Financial Aid

Students enrolled in Practicum and Internship are considered full-time for financial aid purposes even if they are only registered for 1.5 hours of Internship. The Office of Scholarship and Financial Aid defines full-time as six hours. However, because students in Practicum or Internship are working at least 10 hours a week at their site, they are considered full-time students and are therefore eligible for financial aid.

Students in need of financial aid and only registered for Practicum or Internship should inform their financial aid advisor that they are eligible for aid and considered a full-time student.

Between Semester Policy for Practicum and Internship

According to the Louisiana LPC Board, students must be registered in a Practicum or Internship course and receive supervision in order to see clients during semester breaks. The Department of Counseling faculty expects students to continue counseling their clients during semester breaks in order to avoid client abandonment and offer the best continuity of care possible. This is only applicable when a student remains at the same site; if a student terminates with one site at the end of one semester and begins another site the subsequent semester, the student is not required to see clients or attend supervision between semesters.

Students will be given an “In Progress” (IP) grade for the semester prior to the break in order to maintain registration. In addition, students must attend group supervision for 1 ½ hours each week on campus. A departmental supervisor will facilitate supervision. Formal case consultation will not be required, however, students are required to participate in informal case consultations, and may be randomly chosen to present if no other student has volunteered. Students are also required to receive supervision from their on-site supervisor.

Banking hours for Internship during a Semester Break

Students may begin banking hours for Internship as long as the following criteria are met:

- Students are continuing at the same site they interned the semester before.
- Students have received a grade for either Practicum or Internship.
- Student’s site has been approved by the Clinical Coordinator.
- Students are receiving onsite supervision for a minimum of one hour each week.
- Students attend on-campus weekly supervision of 1 ½ hours per week, during the break.

Practicum and Internships Students’ Responsibilities to Clients

In addition to following Loyola University’s Hurricane Emergency Preparedness Plan, students should follow the disaster and evacuation policy of their site.

DEPARTMENT OF COUNSELING HURRICANE EMERGENCY PREPAREDNESS PLAN

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Canvas.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

1. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
2. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Canvas courses.
3. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

1. Logon to university website within 48 hours of an evacuation/suspension.
2. Monitor the main university site (www.loyno.edu) for general information.
3. Logon to each course through Canvas or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
4. Complete Canvas and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened).
5. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

Note: If the evacuation extends more than one (1) week, students should expect to meet at their regularly scheduled class time for a synchronized class with their instructor and classmates.

Communications

The University maintains a hurricane emergency web page www.loyno.edu/emergency/ with regularly updated guidelines and resources to assist students, faculty, and staff in making adequate preparations. The current version of the hurricane plan is always posted to this page. The Director of Public Affairs and External Relations issues advisories as necessary so that students, faculty, and staff are fully informed of a developing threat and can prepare to take appropriate action. Advisories are communicated via the Loyola home page (www.loyno.edu) and the emergency information lines 504-865-2186 and toll-free at 888-94LOYNO. During a hurricane threat, these sources carry the latest and most complete information.

Student Personal Evacuation Plan

All Loyola students are required to file a Personal Evacuation Plan, indicating an evacuation location and emergency contact information, through their LORA account. Students are not allowed to remain on Loyola's campus, including residence halls, when an evacuation is ordered. Students must make transportation and lodging arrangements so that they will be safely outside the storm area. Resident students will not receive their room keys without first filling out a Personal Evacuation Plan.

Responsibilities of Students

In addition to the forms of communication mentioned above, the University may choose to update students by sending important information to their official Loyola e-mail address. Students should regularly check their account. Students are to regularly check the Canvas account for their courses to remain current with announcements and assignments from their professors.

Responsibilities of Faculty and Staff

Faculty and staff are to contact their chairs or supervisors within a reasonable time according to plans developed in their departments and units. Faculty members are to maintain regular communication with students enrolled in their courses via Canvas in the case of an evacuation.

Contingency Residential Student Shelter

All residential students are responsible for evacuating when the university is evacuated. No students are allowed to remain on Loyola's campus, including their own rooms in a residence hall. For residential students unable to comply, such as international students, Loyola has a temporary rugged shelter with very limited space. Residential Life staff members, led by the Director of Residential Life, remain with these students until the campus is open or until they make arrangements for a place to stay in case of an extended evacuation.

Timetable for Reopening

Normal operations will resume on campus when the President deems that the safety of students, faculty, and staff can reasonably be assured. The schedule for reopening will be communicated via Loyola's web page and the emergency information line.

Appendix I

Loyola University New Orleans Informed Consent Statement

Because Loyola's Counseling Department is a CACREP accredited Clinical Mental Health Counselor and Couples Marriage and Family Counselor professional development program, faculty and student expectations differ from what would be expected in other more common types of academic programs. The following informed consent statement makes these expectations explicit. The Counseling Student Handbook includes more details and outlines further steps for students and faculty, as needed.

1. I understand that the Counseling Department is a diverse community of people of varying backgrounds, cultures, ethnicities, nationalities, ages, sexual orientations, gender identifications, socioeconomic statuses, religious backgrounds, abilities, and lived experiences. I am aware that the department is engaging in creating an active culture of inclusion and open communication. Statements, actions, insinuations, and /or comments that are overtly or inadvertently hurtful, harmful, and/or discriminatory are addressed by following the "micro/macro aggression" policy outlined in the Counseling Student Handbook with hope of restorative communication, healing, and growth.
 - a. **micro/macroaggression** (Kevin Nadal) "Microaggressions are defined as the everyday, subtle, intentional — and oftentimes unintentional — interactions or behaviors that communicate some sort of bias toward historically marginalized groups. The difference between microaggressions and overt discrimination or macroaggressions, is that people who commit microaggressions might not even be aware of them."
2. In order to successfully complete the Counseling Program at Loyola University New Orleans, I will be expected to demonstrate academic competence, cultural competence, professional dispositions, and counseling skills, including conducting appropriate sessions with clients, practicing in a professional and ethical manner, and establishing appropriate clinical relationships with clients to facilitate client progress. Failure to attain clinical and professional skills, as well as demonstrate professional dispositions, may result in my being required to repeat coursework, adhere to a remediation plan, or my dismissal from the program.
 - a. I understand that I must abide by the American Counseling Association Code of Ethics and manage myself as a student and intern in an ethical manner.
 - b. I understand that my First Amendment Rights do not allow me the option to discriminate against clients with different values than my own and non-discrimination is required of student and professional counselors.
3. I understand that I am assigned a faculty advisor upon admission to the program. I am required to contact this faculty advisor and co-create a Degree Plan Course Listing (DPCL) by November 1, 2022. Once I have a DPCL, I may register for courses following our agreed on plan. If I decide to make adjustments to my degree plan/ DPCL, I will meet with my advisor to officially change my DPCL with the faculty advisor's signature required. My DPCL is in my Student File and I will be given a copy for my records. Failure to have a DPCL on file by November 1 will result in a registration hold on my student account.
4. I understand that the subject matter to be covered in the Counseling Program is contained in the Counseling Student Handbook, including course sequence, projected course offerings, prerequisites, program requirements, and remediation procedures.
5. I understand that my performance in the Counseling Program will be evaluated based on academic achievement, professional dispositions, and clinical skill demonstration components. The method of evaluation for each individual course will be covered by the instructor of that course and reflected in the syllabus. A

Professional Performance and Dispositions Evaluation (PPDE) will be used in multiple clinical courses and in the case of competency and professional disposition concerns.

6. I understand that students are required to complete a background check during their first semester. Additionally, most clinical field sites require each student to complete a background check prior to beginning Practicum and Internship. This is a contractual requirement and obligations with our affiliates (field sites). Background Checks must be completed and submitted by **November 1** to avoid any registration hold.
7. I understand that the Counseling Program encourages self-growth and requires participation in experientially-based courses that are also CACREP required. The Group Counseling course requires participation in a ten-week Racial Identity Processing Group, which is a personal growth laboratory group facilitated by a Licensed Mental Health Professional. Self-disclosures will not be used as a basis for grading in these courses, and although the group is confidential, there are limits to that confidentiality. ***The limits to confidentiality include:***
 - a. disclosing information indicating impairment in any of the areas outlined in the Gatekeeping policy in Counseling Student Handbook.
 - b. disclosing information indicating the potential for harm to my current or future clients, or my peers/classmates.
 - c. disclosing information indicating the intent to harm myself or another person.
 - d. disclosing the current or past abuse of a child, elderly or developmentally dependent adult, or abuse of a licensed clinical mental health worker.
8. I am aware that I must complete a Practicum and a minimum of two (2) Internship(s). This requirement takes a minimum of one (1) year to complete. Supervision is provided by Loyola faculty and a licensed field site supervisor. Requirements for internship sites and supervisors are contained in the Counseling Student Handbook and the Counseling Practicum & Internship Handbook. I am responsible for attaining field placement and meeting the CACREP minimum requirements for direct contact clinical hours, clinical supervision, and indirect hours in my practicum and internship experiences.
9. Proficiency as a Counseling intern is expected for the successful completion of the Counseling Program at Loyola University New Orleans. Regular performance and disposition evaluations of my progress will be provided during Practicum and Internship through the use of a Professional Performance and Dispositions Evaluation (PPDE). If I fail to meet performance standards in these courses or behave in an unprofessional or unethical manner, I may be required to repeat coursework, to obtain assistance or remediation, and/or terminate my enrollment in the program.
10. Once I complete the accredited 60-hour graduate degree in Clinical Mental Health Counseling (CMHC) or Couples Marriage and Family Counseling (CMFC), I may choose to pursue a professional license, also known as a Licensed Professional Counselor (LPC). In order to do so, I must document a minimum of 3,000 hours of post-masters supervised experience under the clinical supervision of a Board-Approved Supervisor. This supervised experience should occur over a period of no less than two years and not more than six years from the original date such supervision was approved. I must also pass the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE). (<https://www.lpcboard.org/>)
 - a. I understand that Loyola is CACREP accredited in Clinical Mental Health Counseling (CMHC) and Couples Marriage and Family Counseling (CMFC). And all students who graduate from Loyola's CMHC or CMFC are eligible to pursue the LPC.
 - b. I understand that the LPC requirements in different states may be slightly different than Louisiana and I will work with my advisor and Clinical Coordinator to determine any special courses needed if I am planning to move to another state after graduation.
 - c. I understand that Loyola is not CACREP accredited in School Counseling.

- d. I understand that Loyola prepares students interested in school counseling to be certified school counselors in Louisiana only and I may need to meet significant additional deficiency requirements for certification in other states.
- e. I understand that pursuing a license as a marriage and family therapist (LMFT) may be very difficult in Louisiana and other states, and may require me to take several more academic and clinical courses to be eligible for licensure as an LMFT. If I plan to pursue LMFT in Louisiana or any state, I understand that I should work with my advisor, the Clinical Coordinator, and the state MFT licensing board to determine course and clinical work requirements.

11. I understand that I should be familiar with the policies and procedures outlined in the Counseling Student Handbook (online), Graduate Bulletin (online) and the University Bulletin (online). These policies include, but are not limited to, student rights, student privacy, academic honesty and plagiarism, financial regulations, enrollment and registration, accommodations, student petitions, grade appeals, leave of absence, university withdrawals, support services, and graduation.

I, _____, have read the Loyola Counseling Department Informed Consent and the Loyola University Graduate Counseling Student Handbook and understand the requirements of the program. In addition, I have reviewed the information in the Loyola University Bulletin (<https://bulletin.loyno.edu/>), and the Loyola University New Orleans Graduate Bulletin (<https://bulletin.loyno.edu/graduate-bulletin>). I understand that my capacity to perform the minimal competencies of professional dispositions, clinical skills of an ethical counselor, respect for diversity, and openness in supervision and communication will be continually evaluated by the counseling faculty in classroom, social, and clinical settings. I also understand that some experiential components of the counseling program may cause psycho-emotional discomfort and/or may reveal to me patterns or problem areas in my life that need to be addressed in professional counseling. I agree that if I experience discomfort that affects my performance in the program or my overall well-being, I will schedule a professional counseling appointment with the University Counseling Center or an off campus mental health professional and make every effort to address these personal issues.

I understand all of the foregoing information and agree to abide by the rules and policies of Loyola University New Orleans and of the Counseling Program. **I understand that this *signed and dated* Informed Consent is due no later than September 6 and failure to submit/ sign is reason for dismissal from the program.**

Student Signature

Date

Student Name Printed

Appendix II

Becoming a Licensed Professional Counselor

The following information is a synopsis of the Louisiana Mental Health Counselor Licensing Act and the Board rules on licensure. Before one can make application for licensure, one must have obtained a graduate degree in mental health counseling, a minimum of 3,000 hours of supervised mental health counseling experience over a minimum two-year post-graduate degree period, and have passed the National Counselors Examination.

LICENSING REQUIREMENTS

1. is at least 21 years of age;
2. is of good moral character;
3. is not in violation of any of the provisions of R.S. 37:1101-1123 and the rules and regulations adopted herein;
4. has received a graduate degree in professional mental health counseling from a regionally-accredited institution of higher education offering a master's and/or doctoral program in counseling that is approved by the board and has accumulated at least 60 graduate credit hours as part of the graduate degree plan containing the eight required areas, the supervised mental health practicum and supervised internship in mental health counseling;
5. has obtained a board-approved supervisor;
6. has obtained a board-approved practice setting;
7. has provided to the board a declaration of practices and procedures;
8. has completed a criminal background check;
9. has received a letter from the board certifying that all the requirements for provisional licensed professional counselor were met before accruing supervised experience hours.

SPECIFIC ACADEMIC COURSE REQUIREMENTS

The following eight (8) areas are required to have at least one semester course:

Loyola Courses

- | | |
|--|---|
| 1. Counseling/Theories of Personality | CNSL 830 Counseling Theories |
| 2. Human Growth and Development | CNSL 725 Lifespan Development |
| 3. Abnormal Behavior | CNSL 855 Diagnostics in Counseling |
| 4. Techniques of Counseling | CNSL 835 Introduction to Counseling |
| 5. Group Dynamics, Processes, and Counseling | CNSL 840 Group Counseling |
| 6. Lifestyle and Career Development | CNSL 841 Career Counseling |
| 7. Appraisal of Individuals | CNSL 776 Clinical Assessment and Psychometrics |
| 8. Ethics | CNSL 864 Ethics in Individual,
Marriage, and Family Counseling |

Appendix III
Loyola University
Professional Performance and Dispositions Evaluation

Student _____ Semester & Year _____ Name of Evaluator _____

Please Circle: Introduction to Counseling Fundamentals of Practicum and Internship
 Practicum Internship I (specify if half _____) Internship II (specify if half _____)

Rating Scale

N –No Opportunity to observe 1 –Meets criteria minimally or inconsistently for program level
 0 –Does not meet criteria for program level 2 –Meets criteria consistently at this program level
 3 –Exceeds criteria consistently at this program level

Communication Skills and Abilities

1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective communication skills including:					
a. Creating appropriate structure –setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content –understanding the primary elements of the client’s story.	N	0	1	2	3
c. Understanding context –understanding the uniqueness of the story elements and their underlying meanings.	N	0	1	2	3
d. Responding to feelings –identifying affect and addressing those feelings in a therapeutic manner.	N	0	1	2	3
e. Congruence –genuineness; external behavior consistent with internal affect.	N	0	1	2	3
f. Establishing and communicating empathy –taking the perspective of the individual without over identifying and communicating this experience to the individual.	N	0	1	2	3
g. Non-verbal communication –demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy –communicating by staying in the here and now.	N	0	1	2	3
i. Timing –responding at the optimal moment.	N	0	1	2	3
j. Intentionality –responding with a clear understanding of the student’s therapeutic intention.	N	0	1	2	3
k. Self-disclosure –skillfully and carefully –considered for a specific strategic purpose.	N	0	1	2	3
3. The student demonstrates effective written communication skills including:					
a. Appropriate case notes.	N	0	1	2	3
b. Maintaining updated files on each client.	N	0	1	2	3
c. Creating appropriate treatment plan(s) for client(s).	N	0	1	2	3
d. Graduate level work for written assignments.	N	0	1	2	3
4. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3
5. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2	3
6. The student facilitates movement toward the individual’s goals.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner.	N	0	1	2	3
8. The student creates a safe environment.	N	0	1	2	3
9. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2	3
Supervision					
1. The student accepts and uses supervision appropriately.	N	0	1	2	3
2. The student is open to feedback given by supervisor and/or group members.	N	0	1	2	3
3. The student utilizes feedback given.	N	0	1	2	3
4. The student gives feedback to others in a constructive manner.	N	0	1	2	3
5. The student comes prepared for supervision with appropriate documents and materials.	N	0	1	2	3

Loyola University
Professional Performance and Dispositions Evaluation

Student Name: _____

Professional Responsibility					
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
5. The student arrives on time for class, meetings, and clients.	N	0	1	2	3
6. The student is reliable and accountable.	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of their particular competencies and the limitations of their expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for their deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of their expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which they are qualified by education, training, and experience.	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others.	N	0	1	2	3
6. The student is able to conceptualize client cases from a theoretical and philosophical perspective.	N	0	1	2	3
Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
3. The student demonstrates an awareness of own belief systems, values, needs and limitations and the effect of these on their work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, professors, and supervisors.	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2	3
3. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2	3
5. 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.	N	0	1	2	3

Loyola University
Professional Performance and Dispositions Evaluation

Student Name: _____

Advocacy					
1. If needed, the student advocates for themselves when professional needs are not being met by the supervisor.	N	0	1	2	3
2. If needed, the student advocates for themselves when professional needs are not being met by the site.	N	0	1	2	3
3. The student engages in activities to advocates for the client.	N	0	1	2	3
4. The student engages in activities to advocate for the practicum/internship site.	N	0	1	2	3
5. The student engages in activities to advocate for the counseling profession.	N	0	1	2	3
Initiative					
1. The student takes responsibility/initiative to learn about the history of the site.	N	0	1	2	3
2. The student takes responsibility/initiative to learn about current trends, including populations served, of the site.	N	0	1	2	3
3. The student takes initiative in addressing needs of the site.	N	0	1	2	3

PLEASE PRINT COMMENTS:

Please comment on any of the above if that would be useful (i.e., no opportunity to observe, concerns about certain traits of the student, etc.)

Please list what you see as the student's strengths.

Please suggest areas for further development appropriate to the current level of the student's training.

Please list any goals for the future.

Signature/Date*****

*******Evaluator**

Appendix IV

Professional Organizations

Professional organizations allow students to keep abreast of current research and trends in the field of counseling. Most professional organizations hold annual conferences that supply continuing education resources as well as vital networking opportunities. Listed below are some professional organizations and their contact information.

American Counseling Association:

<http://www.counseling.org> 5999 Stevenson Ave.

Alexandria, VA 22304

ACA Fax Number: (800) 473-2329

TDD: (703) 823-6862

ACA Toll-Free Numbers: (800) 347-6647

ACA provides professional organization at the national level. Before enrolling in Practicum, you are required to obtain liability insurance. The ACA Student membership now includes liability insurance to ACA student members enrolled and engaged in a master's degree counseling curriculum at a post-secondary institution. Coverage is solely while performing counseling services (e.g. Practicum and Internship) related to such curriculum.

ACA Divisions

There are 19-chartered divisions within the American Counseling Association. These divisions provide leadership, resources and information unique to specialized areas and/or principles of counseling. Divisions chartered by ACA elect division officers who govern their activities independently and carry a voice in national ACA governance. Enhance your professional identity and practice by joining one or more divisions. For more information about ACA divisions, click the above link. Links to division websites are also included.

Association for Assessment in Counseling and Education (AACE): <https://aacrc-counseling.org/>

Association for Adult Development and Aging (AADA): <https://www.aadadivision.org/>

Association for Creativity in Counseling (ACC): <https://www.creativecounselor.org/>

American College Counseling Association (ACCA): www.collegecounseling.org

Association for Counselors and Educators in Government (ACEG):

https://www.ncda.org/aws/NCDA/pt/sd/news_article/27462/PARENT/CC_layout_details/false

Association for Counselor Education and Supervision (ACES): <https://acesonline.net/>

Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC):

<https://www.counseling.org/about-us/governance-bylaws/candidate-profiles/divisions-and-regions/association-for-lesbian-gay-bisexual-and-transgender-issues-in-counseling>

Association for Multicultural Counseling and Development (AMCD):

<https://www.multiculturalcounselingdevelopment.org/>

American Mental Health Counselors Association (AMHCA): www.amhca.org

American Rehabilitation Counseling Association (ARCA): <http://www.arcaweb.org/>

American School Counselor Association (ASCA): www.schoolcounselor.org/

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC): <http://www.aservic.org/>

Association for Specialists in Group Work (ASGW): <http://www.asgw.org/>

Counselors for Social Justice (CSJ): <https://www.counseling-csj.org/>

International Association of Addictions and Offender Counselors (IAAOC): <https://www.iaaocounselors.org/>

International Association of Marriage and Family Counselors (IAMFC): <https://www.iamfconline.org/>

National Career Development Association (NCDA): <http://ncda.org/>

National Employment Counseling Association (NECA): <http://www.employmentcounseling.org/>

Louisiana Counseling Association: <http://www.lacounseling.org>

353 Leo Avenue
Shreveport, LA 71105
(888) 522-6362
Fax: (318)868-3341

LCA provides professional organization at a state level. This organization works for the professional identity of counselors in Louisiana. The conference is a great way to meet local colleagues and you are encouraged to speak with faculty about presenting at the conference, either with faculty or other students.

Louisiana LPC Board:

<http://www.lpcboard.org>

11410 lake Sherwood Ave North, Suite A Baton Rouge, LA 70816

Phone: 225-295-8444

Fax: 225-295-8448

You can explore this website for information related to licensure changes and post-master's supervision regulations. All the forms needed to apply for supervision are located on-line.

NBCC: <http://www.nbcc.org/> 3 Terrace Way
Greensboro, NC 27403

The National Board for Certified Counselors (NBCC) is the nation's premier professional certification board devoted to credentialing counselors who meet standards for the general and specialty practices of professional counseling. Satisfactory performance on the National Counselor Examination (NCE®) is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC). The State of Louisiana requires a passing score on the NCE as a requirement to become a Licensed Professional Counselor in the state of Louisiana. Students need to register to take the NCE in their last semester. Students should speak with their advisor concerning applications and study materials.

CACREP: <http://www.cacrep.org/> 1001 North Fairfax Street, Suite 510
Alexandria, VA 22314

Fax: (703) 739-6209

Phone: (703) 535-5990

CACREP Accreditation defines quality assurance for counselor preparation programs.

CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit graduate degree programs in:

- addiction counseling
- career counseling
- clinical mental health counseling
- marriage, couple, and family counseling
- school counseling
- student affairs and college counseling
- doctoral degree programs

Chi Sigma Iota. Alpha Chapter:

CSI is an international counseling Honors Society. Loyola students are invited to join the Alpha Phi chapter upon completion of nine (9) hours of coursework if they have maintained an overall 3.5 GPA.

Appendix V
University Student Resources

Bookstore

<https://loyno.bncollege.com/shop/loyno/home>

Danna Student Center

504-865-3262

Bursar's Office <http://finance.loyno.edu/bursar>

Thomas Hall, Room 206

504-865-2388

Campus Dining

<http://studentaffairs.loyno.edu/residential-life/campus-dining>

Danna Center and Around Campus 504-865-2127

Career Development Center

<http://success.loyno.edu/careers> Monroe Library,
Room 229 504-865-3860

Commuter Services

<https://studentaffairs.loyno.edu/student-life-ministry/student-life/commuters>

Danna Student Center, Lower Level 504-865-3622

Health Education

<https://studentaffairs.loyno.edu/health>

Danna Student Center, Room 208 504-865-3835

Loyola Express Card

<https://operations.loyno.edu/bursar/loyola-express-debit-card>

Biever Hall, 1st Floor 504-865-2445

Loyola University Community Action Program

<https://studentaffairs.loyno.edu/student-life-ministry/ministry/lucap>

504-865-2141

Monroe Library <http://library.loyno.edu/> 504-864-7111

Pan-American Life Student Success Center <http://success.loyno.edu/>
Monroe Library, Room 229 504-865-2990

Parking Services

<https://publicsafety.loyno.edu/parking-id-services>

Biever Hall, 1st Floor across from University Police

504-865-3000

Scholarships and Financial Aid <http://www.loyno.edu/financialaid/>

Thomas Hall, Room 410

504-865-3231

Student Financial Services

<https://www.loyno.edu/admissions/student-financial-services>

Thomas Hall, Room 406

504-865-3337

Student Health Services <http://studentaffairs.loyno.edu/health> Danna
Student Center, Basement 504-865-3326

Student Records <http://academicaffairs.loyno.edu/records> Thomas
Hall, Room 204

504-865-3237

Tulane-Loyola Federal Credit Union <https://www.tulane-loyolafcu.com/> 1440 Canal St. Ste 101

504-988-7420

University Counseling Center

<http://studentaffairs.loyno.edu/counseling> Danna Student Center,
Room 208

504-865-3835

University Ministry <http://mm.loyno.edu/> Bobet
Hall, Room 104 504-865-3226

University Police
[https://publicsafety.loyno.edu/loyola-university-
police-department](https://publicsafety.loyno.edu/loyola-university-police-department)
Biever Hall, 1st Floor
504-865-3434

University Sports Complex
<https://studentaffairs.loyno.edu/athletics/university-sports-complex>
504-864-7539

Women's Resource Center
<http://www.loyno.edu/assets/test/wrc/>
Marquette Hall, Rooms 315 and 318

Appendix VI

Faculty and Staff List

Faculty

John Dewell, PhD, LPC-S

Research Interests: Adolescent aggression and adolescent development, counselor development and values Ph.D. William & Mary
Email: jadewell@loyno.edu Office Phone: (504) 864-7859

Christine Ebrahim, Ph. D., LPC-S, NCC

Research Interests: Counselor supervision and professional identity, children and adolescents, Ethics, School Counseling
Ph.D. University of New Orleans Email: cebrahim@loyno.edu Phone: (504) 864-7864

Kevin Foose, M.S., LPC

Research Interests: philosophy of counseling, counselor development MS: Loyola University New Orleans
Email: kjfoose@loyno.edu Phone : (504) 864-7857

Denise Gilstrap, PhD, LPC, NCC

Research Interests: school-based trauma-informed practices, play therapy, youth behavioral interventions, family counseling, and counselor preparation and supervision.

PhD: University of Mississippi (2016) Email: dagilstr@loyno.edu
Phone: 504-864-7868

Mary Hermann, J.D. Ph.D.

Research Interests: women's development and legal and ethical issues in counseling.

Ph.D. University of New Orleans

Email: mhgarcia@loyno.edu Office Phone: (504) 864-7867

LeAnne Steen, Ph. D., LPS-S, Registered Play Therapist-Supervisor

Research Interests: Play Therapy, Child Counseling Ph.D. University of North Texas Email: lsteen@loyno.edu

Phone: (504) 864-7855

Staff

Semonne' A. Pierre, LPC, NCC Admissions and Clinical Coordinator Email: saaguill@loyno.edu

Phone: 504-864-7853

Dianna Whitfield Department Assistant Email: dhwhitfi@loyno.edu

Phone: 504-864-7848; Fax: 504-864-7844