



College of Nursing and Health

Department of Counseling

Student Handbook

2018-2019

CACREP-Accredited

Updated 11/2018

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INTRODUCTION

Loyola's Counseling Program in the Department of Counseling, College of Graduate and Professional Studies, 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. Counselors must be carefully trained because 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 traditions and theoretical orientations, they rigorously support the idea that counseling interventions, regardless of the approach taken, must foster 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 foster the important 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, we 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

We train students to assess, diagnose, and treat mental and emotional disorders using 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. They 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 to Clinical Mental Health 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, lifespan developmental, vocational, and multicultural perspective and learn to conduct and evaluate research and become informed consumers of the research in their professional field. (See chart on p. 11 for a complete list of all Prerequisite Courses, Core Requirement Courses, Primary Courses, and Required Courses).

Experiential Learning

We provide experiential learning throughout the student's program that focuses 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. We offer 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, where 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 can examine their own values, personal characteristics, motivations, and relationships with others. Students will extend their personal philosophies and become aware of themselves and they how 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 to make them aware that should they disclose information indicating impairment or the potential for harm to clients, 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 at Loyola University New Orleans, they will be expected to demonstrate academic competence and counseling skills appropriate for a counseling intern, including 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. Our goal 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 marriage and couples counseling
3. Educate students to be theoretically competent in the practice of clinical mental health and marriage and couples counseling
4. Ensure that all counseling students understand the ethical principles and 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 Loyola University New Orleans Counseling Program. Specifically, CACREP accredits Loyola's Counseling program in Clinical Mental Health Counseling. Currently, the marriage and family counseling track is not accredited but is in the process of seeking accreditation.

CACREP has standards regarding coursework, clinical experiences, clinical site standards, 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 at the beginning of their first semester. It is the student's responsibility to contact this faculty advisor and schedule an appointment to prepare a Plan of Study (POS). Students may register themselves for classes based on their POS and may meet with their advisor on an as needed basis or if their POS changes. It is the student's responsibility to ensure they are following the POS 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 semester 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 and more than 9 hours in the summer. The number of courses taken during Practicum and Internship is limited.

Supervision and Evaluation

Supervision in counseling refers to the relationship between the 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 in many of the courses at Loyola. Students are provided supervision during many courses in the counseling program. Supervision can feel very intense for the student. Personal counseling can enhance the student's understanding of self throughout the process. In addition, faculty members will evaluate a student's clinical skills, professional conduct, and ethical practice at any time during their coursework. Faculty and site supervisors will evaluate students during their clinical training. Please see the Professional Counseling Performance Evaluation in Appendix III.

STUDENT REQUIREMENTS AND RESPONSIBILITIES

The Master of Science in Counseling degree offered at Loyola University New Orleans is a 60-hour CACREP accredited program. The department offers various electives in response to the range of issues Clinical Mental Health and Marriage and Family Counselors encounter in practice and based on their particular interests.

Conditional Acceptance

Students under a conditional acceptance must receive a grade no 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 required coursework will be dismissed from the program. In order to facilitate conditionally admitted students' success, the student and their advisor create a POS 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 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.

Currently, a background check will review the following:

- Unlimited County Criminal
- National Sexual Offender Registry
- Social Security Alert
- Residence History
- Alias and Maiden Names

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://portal.castlebranch.com/LO20> 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 plan of study on pg.13). Students must complete prerequisites as outlined in the current Loyola University Graduate Bulletin and the Student Handbook. Students who enroll in course work without having completed the prerequisites will be administratively withdrawn.

Grade Point Average Requirements

Students in the counseling program must maintain a 3.0 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 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 11). 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. The student will not be allowed to take further courses until he or she has received a “B” or higher in that course. If the student is still unable to get a grade of “B” or higher on the second attempt, he or she 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 11 of this 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 LUNO website <http://2018bulletin.loyno.edu/academic-regulations/privacy-student-records-student-rights#ferpa>

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.

Competency Evaluation and Dismissal 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 and offer suggestions for possible changes in the student's behavior.
- The faculty member will fill out a Professional Counseling Performance Evaluation to be given to the student. A copy will be placed in the student's file. See Appendix III for a copy of the Professional Counseling Performance Evaluation.
- If the problem is not resolved, the faculty member will consult with other professors in the department regarding the student's case to determine the most suitable course of action.
- If the problem continues, the faculty member will write a letter to the Counseling Chair concerning the meeting with the student. A copy of this letter will be sent to the student.
- After monitoring the student's progress, should the Chair deem the student's problem to be serious enough in nature, the Chair will appoint a committee composed of three

current, regular program faculty members to investigate all aspects of the situation. The student will have the opportunity to appear before the committee. The Chair will report the findings to the program faculty.

- Based on the findings of the committee, the program faculty will participate in making recommendations for further action or a final decision. The student will be informed in writing of the department's recommendation or decision.
- The student may be requested to comply with any numbers of recommendations, including attending individual or group counseling with documentation of attendance.
- The student may be dismissed from the program.

Appeal Process

If a student is dismissed from the program, he or she 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 he or she was previously unsuccessful, and a strategy for success if he or she is 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.

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, he or she 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 Clinical Mental Health Counseling
- CNSL 840 Group Counseling
- 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.

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 will check their Loyola email account, which is tied in to the LORA and Blackboard systems, that faculty members use regularly to communicate with students. Students are required to check their Loyola email account on a daily basis for any communications from faculty. Students who fail to check their Loyola email account may experience grading repercussions.

COUNSELING PROGRAM GRADUATE CURRICULUM (60 HOUR)

The Master of Science in Counseling offered at Loyola University New Orleans is a 60-hour program that offers the Clinical Mental Health track (CACREP accredited) and a Marriage and Family track. 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 Criminal Justice, Music Therapy, or Pastoral Studies and receive a second master's degree in those fields. The dual degree in Criminal 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 Clinical Mental Health Counseling* | |
| CNSL 836 Individual Counseling Skills Lab (1 credit hour) | |
| 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, 704**, 706**, 830**, 864** |
| CNSL 843 Group Counseling Skills Lab (1 credit hour) | 835, 836, 704**, 706**, 830**, 864** |
| CNSL 841 Career Counseling | |
| CNSL 855 Diagnostics in Counseling* | All Primary Courses, 776, 863** |
| CNSL 725 Lifespan Development | |
| CNSL 842 Multicultural Counseling | |
| CNSL 863 Fundamentals of Practicum and Internship* | All Primary Courses, 855**, 840**, 843** |
| CNSL 865 Practicum** | 863, 840**, 843** |
| CNSL 866 Internship** | 865, 840**, 843**, 855 |
| CNSL 866 Internship** | 865, 840**, 843**, 855 |
| 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 866 Internship | |

Note. * Student cannot get a grade below a B (including B-) in these courses. ** Instructor approval required. Practicum and Internship may be taken simultaneously with CNSL 840, 843, 854 and 855. 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 may be completed simultaneously. *** This course replaces CNSL 706 for students completing the dual degree in Counseling and Pastoral Studies

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 PRIMARY COURSES (17 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 | Intro. to Clinical Mental Health Counseling | Fall |
| CNSL 836 | Individual Counseling Skills Lab | Fall |
| CNSL 864 | Ethics in Individual, Marriage, and Family Counseling | Spring |
| REQUIRED COUNSELING COURSES (31 HRS.) | | |
| 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 855 | Diagnostics in Counseling | Spring |
| CNSL 725 | Lifespan Development | Summer |
| CNSL 842 | Multicultural 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 851 | School Counseling | Summer |
| CNSL 837 | Child Counseling: Play Therapy | Fall |
| CNSL 845 | Addiction Counseling | Summer |
| CNSL 849 | Activity Group Therapy | Even Summers |
| CNSL 848 | Play Therapy Theories | Summer as needed |
| CNSL 850 | Introduction to Family Counseling | Even Spring |
| CNSL 852 | Marriage and Couples Counseling | Odd Spring |
| CNSL 853 | Child/Parent Relationship Therapy | Even Spring |
| CNSL 862 | Family Systems | Fall |
| 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 894 | Experimental Courses (with advisor's approval) | As Needed |

Loyola University New Orleans
 Master of Science in Counseling **Clinical Mental Health Counseling**
INDIVIDUAL PLAN OF STUDY

Name: _____

| √ | Course Number & Title | Semester/ Year | Grade |
|-----|--|-------------------|-------|
| | COUNSELING PRIMARY COURSES (14 HRS.): | | |
| ___ | CNSL 702 Research and Statistical Methods in Counseling | _____ | _____ |
| ___ | CNSL 704 Research Writing Lab | _____ | _____ |
| ___ | CNSL 706 Philosophy and Counseling | _____ | _____ |
| ___ | CNSL 830 Counseling Theories | _____ | _____ |
| ___ | CNSL 835 Introduction to Clinical Mental Health Counseling | _____ | _____ |
| ___ | CNSL 836 Individual Counseling Skills Lab | _____ | _____ |
| ___ | CNSL 864 Ethics in Individual, Marriage, & Family Counseling | _____ | _____ |
| | REQUIRED COUNSELING COURSES (31 HRS.): | | |
| ___ | CNSL 776 Clinical Assessment and Psychometrics | _____ | _____ |
| ___ | CNSL 840 Group Counseling | _____ | _____ |
| ___ | CNSL 843 Group Counseling Skills Lab | _____ | _____ |
| ___ | CNSL 841 Career Counseling | _____ | _____ |
| ___ | CNSL 855 Diagnostics in Counseling | _____ | _____ |
| ___ | CNSL 725 Lifespan Development | _____ | _____ |
| ___ | CNSL 842 Multicultural Counseling | _____ | _____ |
| ___ | CNSL 863 Fundamentals of Practicum and Internship | _____ | _____ |
| ___ | CNSL 865 Practicum | _____ | _____ |
| ___ | CNSL 866 Internship | _____ | _____ |
| ___ | CNSL 866 Internship | _____ | _____ |
| | ELECTIVES (12 HRS.): | | |
| ___ | CNSL 851 School Counseling | _____ | _____ |
| ___ | CNSL 837 Child Counseling: Play Therapy | _____ | _____ |
| ___ | CNSL 845 Addiction Counseling | _____ | _____ |
| ___ | CNSL 849 Activity Group Therapy | _____ | _____ |
| ___ | CNSL 848 Play Therapy Theories | _____ | _____ |
| ___ | 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 894 Experimental Courses (with advisor's approval) | _____ | _____ |
| | TOTAL HOURS: | 60 | |

Student Signature: _____ Date: _____
 Advisor Signature: _____ Date: _____

Loyola University New Orleans
Dual Degree Plan
Master of Science in Counseling and Criminal Justice
INDIVIDUAL PLAN OF STUDY

Name: _____

| √ | Course Number & Title | Semester/ Year | Grade |
|-----|--|-------------------|-------|
| | COUNSELING PRIMARY COURSES (14 HRS.): | | |
| ___ | CNSL 702 Research and Statistical Methods in Counseling | _____ | _____ |
| ___ | CNSL 704 Research Writing Lab | _____ | _____ |
| ___ | CNSL 706 Philosophy and Counseling | _____ | _____ |
| ___ | CNSL 830 Counseling Theories | _____ | _____ |
| ___ | CNSL 835 Introduction to Clinical Mental Health Counseling | _____ | _____ |
| ___ | CNSL 836 Individual Counseling Skills Lab | _____ | _____ |
| ___ | CNSL 864 Ethics in Individual, Marriage, & Family Counseling | _____ | _____ |
| | REQUIRED COUNSELING COURSES (31 HRS.): | | |
| ___ | CNSL 776 Clinical Assessment and Psychometrics | _____ | _____ |
| ___ | CNSL 840 Group Counseling | _____ | _____ |
| ___ | CNSL 843 Group Counseling Skills Lab | _____ | _____ |
| ___ | CNSL 841 Career Counseling | _____ | _____ |
| ___ | CNSL 855 Diagnostics in Counseling | _____ | _____ |
| ___ | CNSL 725 Lifespan Development | _____ | _____ |
| ___ | CNSL 842 Multicultural Counseling | _____ | _____ |
| ___ | CNSL 863 Fundamentals of Practicum and Internship | _____ | _____ |
| ___ | CNSL 865 Practicum | _____ | _____ |
| ___ | CNSL 866 Internship | _____ | _____ |
| ___ | CNSL 866 Internship | _____ | _____ |
| | REQUIRED CRIMINAL JUSTICE COURSES (15 HRS.): | | |
| ___ | CRJU 705 Seminar in Criminal Justice | _____ | _____ |
| ___ | CRJU 720 Seminar in Criminal Justice Administration II | _____ | _____ |
| ___ | CRJU 850 Seminar in Criminology | _____ | _____ |
| ___ | CRJU 893 Directed Readings in Criminal Justice | _____ | _____ |
| ___ | CRJU 712 Graduate Statistics | _____ | _____ |
| | CRJU REPLACEMENTS FOR CNSL ELECTIVES (9 HRS.): | | |
| ___ | CRJU 700 Theories of Criminal Behavior | _____ | _____ |
| ___ | CRJU 800 Selected Problems in Criminal Justice | _____ | _____ |
| ___ | CRJU 805 Program Planning, Implementation, and Evaluation | _____ | _____ |
| | TOTAL HOURS: | 75 | |

Student Signature: _____ Date: _____
 Advisor Signature: _____ Date: _____

Loyola University New Orleans
Dual Degree Plan
Master of Science in Counseling and Music Therapy
INDIVIDUAL PLAN OF STUDY

Name: _____

| √ | Course Number & Title | Semester/ Year | Grade |
|-----|--|-------------------|-------|
| | COUNSELING PRIMARY COURSES (14 HRS.): | | |
| ___ | CNSL 702 Research and Statistical Methods in Counseling | _____ | _____ |
| ___ | CNSL 704 Research Writing Lab | _____ | _____ |
| ___ | CNSL 706 Philosophy and Counseling | _____ | _____ |
| ___ | CNSL 830 Counseling Theories | _____ | _____ |
| ___ | CNSL 835 Introduction to Clinical Mental Health Counseling | _____ | _____ |
| ___ | CNSL 836 Individual Counseling Skills Lab | _____ | _____ |
| ___ | CNSL 864 Ethics in Individual, Marriage, & Family Counseling | _____ | _____ |
| | REQUIRED COUNSELING COURSES (31 HRS.): | | |
| ___ | CNSL 776 Clinical Assessment and Psychometrics | _____ | _____ |
| ___ | CNSL 840 Group Counseling | _____ | _____ |
| ___ | CNSL 843 Group Counseling Skills Lab | _____ | _____ |
| ___ | CNSL 841 Career Counseling | _____ | _____ |
| ___ | CNSL 855 Diagnostics in Counseling | _____ | _____ |
| ___ | CNSL 725 Lifespan Development | _____ | _____ |
| ___ | CNSL 842 Multicultural Counseling | _____ | _____ |
| ___ | CNSL 863 Fundamentals of Practicum and Internship | _____ | _____ |
| ___ | CNSL 865 Practicum | _____ | _____ |
| ___ | CNSL 866 Internship | _____ | _____ |
| ___ | CNSL 866 Internship | _____ | _____ |
| | REQUIRED MUSIC THERAPY COURSES (17 HRS.): | | |
| ___ | MUTY 718 Music Therapy Theories | _____ | _____ |
| ___ | MUTY 704 Music Therapy Supervision | _____ | _____ |
| ___ | MUTY 705 Advanced Music Psychotherapy Models | _____ | _____ |
| ___ | MUTY 706 Music Therapy in Medicine | _____ | _____ |
| ___ | NURS G905 Ethics & Social Justice | _____ | _____ |
| ___ | MUGN 810 Thesis or Scholarly Project | _____ | _____ |
| ___ | MUTY 703 Advanced Practicum | _____ | _____ |
| | MUTY REPLACEMENTS FOR CNSL ELECTIVES (10 HRS.): | | |
| ___ | Students may select courses from the following areas: MUPR Private | _____ | _____ |
| ___ | Lessons, MUEN Ensembles, MUGN General Music, MUPC Class Lessons, | _____ | _____ |
| ___ | MUED Music Education, or MUJZ Jazz Studies | _____ | _____ |
| | TOTAL HOURS: | 76 | |

Student Signature: _____ Date: _____
 Advisor Signature: _____ Date: _____

Loyola University New Orleans
Dual Degree Plan
Master of Science in Counseling and Pastoral Studies
INDIVIDUAL PLAN OF STUDY

| √ | Course Number & Title | Semester/ Year | Grade |
|-----|---|-------------------|-------|
| | COUNSELING PRIMARY COURSES (14 HRS.): | | |
| ___ | CNSL 702 Research and Statistical Methods in Counseling | _____ | _____ |
| ___ | CNSL 704 Research Writing Lab | _____ | _____ |
| ___ | CNSL 706 Philosophy and Counseling | _____ | _____ |
| ___ | CNSL 830 Counseling Theories | _____ | _____ |
| ___ | CNSL 835 Introduction to Clinical Mental Health Counseling | _____ | _____ |
| ___ | CNSL 836 Individual Counseling Skills Lab | _____ | _____ |
| ___ | CNSL 864 Ethics in Individual, Marriage, & Family Counseling | _____ | _____ |
| | REQUIRED COUNSELING COURSES (31 HRS.): | | |
| ___ | CNSL 776 Clinical Assessment and Psychometrics | _____ | _____ |
| ___ | CNSL 840 Group Counseling | _____ | _____ |
| ___ | CNSL 843 Group Counseling Skills Lab | _____ | _____ |
| ___ | CNSL 841 Career Counseling | _____ | _____ |
| ___ | CNSL 855 Diagnostics in Counseling | _____ | _____ |
| ___ | CNSL 725 Lifespan Development | _____ | _____ |
| ___ | CNSL 842 Multicultural Counseling | _____ | _____ |
| ___ | CNSL 863 Fundamentals of Practicum and Internship | _____ | _____ |
| ___ | CNSL 865 Practicum | _____ | _____ |
| ___ | CNSL 866 Internship | _____ | _____ |
| ___ | CNSL 866 Internship | _____ | _____ |
| | REQUIRED PASTORAL STUDIES COURSES (12 HRS.): | | |
| ___ | LIM 703 Introduction to Practical Theology | _____ | _____ |
| ___ | LIM 704 Spirituality, Morality, and Ethics | _____ | _____ |
| ___ | LIM 849 Introduction to Pastoral Care and Counseling | _____ | _____ |
| ___ | LIM 863 Family Systems | _____ | _____ |
| | LIM REPLACEMENTS FOR CNSL ELECTIVES (12 HRS.): | | |
| ___ | LIM 711 Jewish Roots of Christian Faith: Intro to Old Testament | _____ | _____ |
| ___ | LIM 712 Christian Origins: Intro to New Testament | _____ | _____ |
| ___ | LIM 714 Grace, Christ, and Spirit | _____ | _____ |
| ___ | LIM 722 Church, Sacrament, and Ministry | _____ | _____ |
| | TOTAL HOURS: | 72 | |

Name: _____

Student Signature: _____ Date: _____

Advisor Signature: _____ 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 students' 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.

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 Practicum and one course concurrently with Internship. Students need permission from the Graduate Counseling Committee to register for two academic classes while enrolled in Internship.

Professional Liability Insurance

Students must obtain professional liability insurance coverage prior to starting Practicum. There are several options from which to obtain liability insurance including the American Counseling Association (ACA). ACA's 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. This information can be obtained online at www.counseling.org and in the Department of Counseling office.

The Practicum or Internship instructor will collect proof of the each student's professional liability insurance on the first day of class. A copy of their insurance will be kept on file. If a student does not have up-to-date liability insurance, he or she is not allowed to begin working with clients at the site. He or she may be withdrawn from the course and removed from the placement site if he or she is unable to obtain insurance.

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, students should be able to answer the following questions:

- 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 one semester of their clinical experience.

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.

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, and
- 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.

* 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 - The minimum required supervision a student will receive for each semester includes 1½ hours of group supervision weekly. Additionally, Practicum students must meet with their faculty instructor one hour per week for the duration of the semester. Internship students must meet with their faculty instructor for four, one-hour supervision sessions per semester. 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 Counseling Performance Evaluation from their Faculty and Site supervisor (see Appendix III).

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 Professional Counseling Performance Evaluation form (see Appendix III). See Appendix VI for the Shorter Midterm Evaluation. The student is required to provide the on-site supervisor with the evaluation as well as turning in the completed evaluation 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.

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. 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 LPC Board, students must be registered in a Practicum or Internship course and receive supervision in order to see clients between 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

Please review the University’s Hurricane Emergency Preparedness Plan at

www.loyno.edu/studentaffairs/hurr_brief.html

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 Blackboard account for their courses to remain current with announcements and assignments from their professors. Information on using Blackboard is posted at blackboard.loyno.edu. When students first login to Blackboard, they should contact their instructors and let them know their updated contact information.

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 Blackboard 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 Counseling Program Orientation Outline Informed Consent Statement

Because Loyola's Counseling Program is a professional school, faculty and student expectations differ somewhat from what would be expected in other more common types of academic programs. The following outline/informed consent statement makes these expectations explicit and it outlines appropriate courses of action should students encounter difficulty achieving the personal level of functioning necessary for carrying out safe and effective counseling services.

1. In order to complete the Counseling Program at Loyola University New Orleans, I will be expected to demonstrate academic competence and counseling skills appropriate for a counseling intern, including 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 my being required to repeat coursework or my dismissal from the program.

2. The subject matter to be covered in the Counseling Program is contained in the Counseling Student Handbook, including course sequence, projected course offerings, prerequisites, and program requirements.

3. I understand that my performance in the Counseling Program will be evaluated based on both academic and skills components. Method of evaluation for each individual course will be covered by the instructor of that course.

4. I understand that the Counseling Program encourages self-growth and requires participation in experientially-based courses. Courses which require a self-growth/experiential component include but may not be limited to: Counseling Theories, Introduction to Clinical Mental Health Counseling, Multicultural Counseling, Practicum and Internship. In addition, the Group Counseling course requires participation in a semester-long personal growth laboratory group facilitated by a Licensed Professional Counselor. Self-disclosures will not be used as a basis for grading in these courses; however, should I disclose information indicating impairment or the potential for harm to clients, I may be required to repeat coursework, to obtain assistance or remediation, and/or terminate my enrollment in the program.

5. I am aware that I must complete a Practicum and off-campus Internship(s). Supervision is provided by Loyola faculty and, in the case of Internship, by a site supervisor as well. Requirements for Internship sites and supervisors are contained in the Counseling Student Handbook.

6. Proficiency as a Counseling intern is expected for the successful completion of the Counseling Program at Loyola University New Orleans. Regular evaluations of my progress will be provided during Practicum and Internship. 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.

7. Employment prospects for the field of Counseling are rapidly changing. Licensed Professional Counselors work in a variety of settings including public and private agencies, in-patient settings, and college or university counseling centers and advisement offices. Due to managed care and other health care issues, employment prospects and earning potential are decreasing somewhat. Certified School Counselors often find employment in public or private school settings. Schools typically employ one to three counselors, depending on the grade level. The job turnover rate is relatively low, and job security, relatively high.

Informed Consent

I, _____, have read the Loyola University Graduate Counseling Handbook and understand the requirements of the program. In addition, I have read the information in the Loyola University Graduate Catalog relating to the M. S. in Counseling. I understand the student retention policy and procedures which indicate that my cognitive and psychological capacity to perform the minimal competencies of a professional counselor will be continually evaluated by the counseling faculty and that the completion of coursework does not guarantee practice in the profession of counseling. I also understand that some experiential components of the counseling program may cause psychological discomfort and/or may reveal to me patterns or problem areas in my life that need to be addressed in professional counseling. I understand that if I experience discomfort that negatively affects my performance in the program or my overall well-being, I might be asked to 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.

Date

Student Signature

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 48 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 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 Intro to Clinical Mental Health Counseling |
| 5. Group Dynamics, Processes, and Counseling | CNSL 840 Group Counseling |
| 6. Lifestyle and Career Development | CNSL 841 Vocational Counseling |
| 7. Appraisal of Individuals | CNSL 776 Clinical Assessment and Psychometrics |
| 8. Ethics | CNSL 864 Ethics in Individual, Marriage, and Family Counseling |

Applying to Become a PLPC in the State of Louisiana

In order to apply to be a PLPC and work towards becoming a Licensed Professional Counselor in Louisiana individuals need to submit:

1. an application
2. an application fee
3. an Official Graduate Transcript
4. a Transcript Form
5. a copy of the individual's Declaration of Policies and Procedures

Students can find all forms and more information about the State of Louisiana's LPC requirements at www.lpcboard.org.

Appendix III

**Loyola University
Professional Counseling Performance Evaluation**

PLEASE PRINT

Student _____ Semester & Year _____ Name of Evaluator _____

Please Circle: Practicum Internship I (specify if half _____) Internship II (specify if half _____)

Midterm or Final

Rating Scale

N –No Opportunity to observe program level
 0 –Does not meet criteria for program level
 1 –Meets criteria minimally or inconsistently for
 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. 0 1 2 3 | N |
| 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. 0 1 2 3 | N |
| 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 herself/himself 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 her/his particular competencies and the limitations of her/his expertise. N 0 1 2 3 | |
| 2. The student takes responsibility for compensating for her/his deficiencies. N 0 1 2 3 | |
| 3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise. N 0 1 2 3 | |
| 4. The student provides only those services and applies only those techniques for which she/he is 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 his/her own belief systems, values, needs and limitations and the effect of these on her/his 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 her/his 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 that 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 |
| Advocacy | |
| 1. If needed, the student advocates for himself/herself when professional needs are not being met by the supervisor. | N 0 1 2 3 |
| 2. If needed, the student advocates for himself/herself 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.

*****Student Signature/Date*****

*****Evaluator Signature/Date*****

Created by the Professional Counseling Program of the Department of Educational Administration and Psychological Services,
Texas State University-San Marcos (Revised 2/15/12)

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):

<http://www.theaaceonline.com/>

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

Association for Creativity in Counseling (ACC): <http://www.aca-acc.org/>

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

Association for Counselors and Educators in Government (ACEG):

http://www.dantes.doded.mil/dantes_web/organizations/aceg/index.htm

Association for Counselor Education and Supervision (ACES): www.siu.edu/~epsel/aces/

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

www.agltbic.org/

Association for Multicultural Counseling and Development (AMCD): www.amcdaca.org/

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

American Rehabilitation Counseling Association (ARCA):
www.nchrtn.okstate.edu/ARCA/index.html

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): <http://counselorsforsocialjustice.com/>

International Association of Addiction and Offender Counselors (IAAOC)
<http://www.iaaoc.org/>

International Association of Marriage and Family Counselors (IAMFC)
<http://www.iamfc.com/>

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>

8631 Summa Avenue
Baton Rouge, Louisiana 70809
Phone (225) 765-2515
FAX (225) 765-2514

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

Academic Resource Center

<http://www.loyno.edu/arc/>

Bookstore

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

Bursar's office

<http://www.loyno.edu/bursar/>

Career Development Center

<http://www.loyno.edu/careerservices/>

Commuter Services

<http://www.loyno.edu/commuters/>

Dining Services

<http://sdxcampusservices.com/loyno/>

Health Education

<http://www.loyno.edu/studentaffairs/heal.html>

Loyola Express Card

<http://www.loyno.edu/loyola.express.card/>

Loyola University Community Action Program

<http://mm.loyno.edu/community-service/loyola-university-community-action-program>

Parking Services

<http://www.loyno.edu/police/parking/>

Scholarships and Financial Aid

<http://www.loyno.edu/financialaid/>

Student Finance

<http://www.loyno.edu/studentfinance/>

Student Health Services

<http://www.loyno.edu/studenthealth/>

Student Records

<http://www.loyno.edu/records/>

Tulane/Loyola Federal Credit Union

<http://www.tulane-loyolafcu.com/portal/page/portal/Tulane%20Loyola/Home%20Page>

University Counseling Services
<http://www.loyno.edu/counselingservices/>

University Ministry
<http://mm.loyno.edu/university-ministry>

University Police
<http://www.loyno.edu/police/>

University Sports Complex
<http://www.loyno.edu/recsports/>

Writing across the Curriculum
<http://www.loyno.edu/wac/>

Appendix VI

Faculty and Staff List

Faculty

John Dewell, Ph. D., LPC, NCC

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

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

Jennifer Chamberlain, MS, PLPC, NCC

Admissions and Clinical Coordinator

Email: jmprice@loyno.edu

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Dianna Whitfield

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Email: dwhitfi@loyno.edu

Phone: 504-864-7848

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