

NICHOLLS STATE UNIVERSITY

Clinical Mental Health and School Counselling
Graduate Student Handbook

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MISSION

Mission of College of Education

The College of Education is dedicated to preparing high quality teachers, educational leaders, school and mental health counselors, school psychologists and human service professionals who effectively meet the diverse needs of Louisiana and the global community. The college is strongly committed to service in area school systems and community agencies. The mission of the College of Education is accomplished by a faculty committed to teaching, community service, professional service and research.

Mission of the Clinical Mental Health Counseling Program

The Master of Arts in Clinical Mental Health Counseling (MCMH) program has as its mission the professional training of students interested in working in mental health settings. We expect our students to compete successfully within the delivery of professional services as clinicians, advocates, and consultants in the mental health industry of the region and state. The program trains counselors who are culturally competent and sensitive, as well as ethical, to work effectively in a pluralistic society. The faculty design and deliver academic and clinical experiences to all students in ways that recognize, respect and value the diversity of students' backgrounds, characteristics, beliefs, and abilities. The MCMH program also provides training consistent with requirements for licensure as a "licensed professional counselor" in the state of Louisiana as well as other states.

Mission of School Counseling Program

The Master of Education in School Counseling program has as its mission the preparation of professional school counselors to provide a variety of counseling, consultation and student services to promote the healthy development of all students. Graduate students learn to create a safe and successful learning environment through school and community collaboration in order to reach all students through comprehensive school counseling programs. The program emphasizes clinical training and K-12 field experiences while providing the background knowledge necessary for an integrated approach to counseling, collaboration and program development. The program prepares culturally competent and responsive counselors who foster positive change by advocating in the school and larger community to promote access, equity, and success for all students. The faculty design and deliver academic and clinical experiences to all students in ways that recognize, respect and value the diversity of students' backgrounds, characteristics, beliefs, and abilities.

The curriculum is designed for those who hope to seek employment as a Certified School Counselor (K-12) and/or a Licensed Professional Counselor.

PROGRAM OBJECTIVES

Clinical Mental Health Counseling Program

The Master of Arts in Clinical Mental Health Counseling (MCMH) program has as its purpose the professional training of candidates interested in working in mental health settings. Our students are expected to work and collaborate effectively with professionals from all other disciplines associated with the delivery of mental health services. The program provides training consistent with requirements for licensure as a “Licensed Professional Counselor” in the state of Louisiana and other jurisdictions. More specific objectives of the program with respect to what it will enable its graduates to do upon the completion of training include the following:

- To develop and use the skills of counseling in a wide variety of settings and with a wide variety of diverse client populations.
- To develop an understanding of research skills and techniques and the ability to apply these skills in solving practical counseling problems.
- To conduct the practice of clinical mental health counseling in a manner consistent with the ethical standards of the field.
- To provide students with feedback on counseling skills and to facilitate a student’s ability to apply and interpret this information so as to benefit themselves, their clients and those with whom they have interpersonal relationships.

CACREP 2016 Standards for Clinical Mental Health Counseling:

1. History and development of clinical mental health counseling.
2. Theories and models related to clinical mental health counseling.
3. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
4. Neurobiological and medical foundation and etiology of addiction and co- occurring disorders.
5. Psychological tests and assessments specific to clinical mental health counseling.
6. Roles and settings of clinical mental health counselors.
7. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.
8. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.
9. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).
10. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.
11. Impact of crisis and trauma on individuals with mental health diagnoses.
12. Impact of biological and neurological mechanisms on mental health.

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13. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.
 14. Legislation and government policy relevant to clinical mental health counseling
 15. Cultural factors relevant to clinical mental health counseling.
 16. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
 17. Legal and ethical considerations specific to clinical mental health counseling.
 18. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.
 19. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
 20. Techniques and interventions for prevention and treatment of a broad range of mental health issues.
 21. Strategies for interfacing with the legal system regarding court-referred clients.
 22. Strategies for interfacing with integrated behavioral health care professionals.
 23. Strategies to advocate for persons with mental health issues.

The training program for the Master of Arts degree in Clinical Mental Health Counseling is geared toward teaching the students a developmental model of human growth. The counseling perspective emphasizes health and normalcy. The counseling perspective also stresses a basic respect for diversity in human relationships and individual freedom and dignity.

School Counseling Program

Throughout the curriculum, graduate candidates encounter learning experiences that facilitate the knowledge, skills, and attitudes to enable them to be competent counselors in educational settings that are able to:

- Design, implement and lead a comprehensive developmental counseling program that addresses the academic, career, and personal and social development of all students.
- Provide effective counseling, guidance and consultation services in educational settings.
- Advocate for all students by implementing individual, group and school-wide interventions
- Coordinate and team with parents, teachers, administrators and other school personnel to facilitate the educational, career, and social development of students.
- Develop, articulate and advocate a clearly defined identity as a professional school counselor.
- Apply professional counseling ethical standards as well as federal and state law to ethical dilemmas encountered in the school setting.

The specific program objectives with respect to what the school counselor will be able to do upon the completion of training include the following:

- a. Develop and apply counseling skills and interventions consistent with current professional research and practice in the field of counseling.

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- b. Develop knowledge of human development, counseling theories, and social and cultural contexts and use this knowledge to conceptualize client presentation and select appropriate counseling interventions.
 - c. Consult and collaborate with teachers, parents, and other professionals to support academic, career, and personal and social development of all students.
 - d. Collaborate with school and community stakeholders to plan and design comprehensive, developmental school counseling programs that are sensitive and responsive to diverse student needs and ecological situations.
 - e. Use developmentally appropriate and culturally affirming school counseling services to meet the needs of diverse students.
 - f. Demonstrate the ability to conduct the school counseling program within the guidelines provided by the local, state, and national curriculum standards and ethical standards of the profession.
 - g. Apply research based counseling and guidance strategies, and evaluate and reflect on the effectiveness of these strategies to improve student academic, career, and personal/social development.
 - h. Engage in research-based inquiry, self- assessment and reflective practices to evaluate professional experiences and to develop goals for professional growth.

CACREP 2016 Standards for School Counseling:

1. Possess knowledge of the historical background of school counseling programs.
2. Understand the organization and delivery of school counseling programs.
3. Possess the ability to design and implement a school counseling program evaluation.
4. Know the roles, duties, and responsibilities of a school counselor.
5. Possess the knowledge to make referrals inside and outside the school system.
6. Be knowledgeable of the diversity within the school environment and be able to recognize the needs of children from special populations.
7. Be able to function as a consultant to other school personnel.
8. Be familiar with the legislation and policies relevant to school counseling.
9. Understand the process of coordinating the guidance curriculum within the structure of the total school curriculum.
10. Know how to function as a school counseling advocate and as an advocate for the students.
11. Possess knowledge of standardized tests commonly utilized by school personnel.
12. Possess knowledge of career exploration and decision-making.
13. Possess skills to provide group guidance and group counseling in the schools.
14. Understand the legal and ethical issues of the school counseling profession

PROGRAM FACULTY

Dr. Jessica Fanguy Cortez

B.A., Nicholls State University; M.C.Ed., Nicholls State University; Ph.D., University of New Orleans: Prior to becoming a full-time assistant professor at Nicholls in the Fall, 2011, Dr. Jessica Fanguy Cortez worked for the Terrebonne Parish School System for 17 years. From August, 2000 to June, 2011 she worked as a school counselor in a middle school, high school and then junior high school setting. Dr. Cortez is a Licensed Professional Counselor, a Licensed Marriage and Family Therapist, a National Certified Counselor and a National Certified School Counselor. She is also a member of the American Counseling Association and the Louisiana Counseling Association. She is currently the Nicholls State University Masters of Clinical Mental Health program coordinator.

Dr. Amanda Elise Johns

B.S. University of Georgia, M.S. Troy University, Ph.D. University of New Orleans: Dr. Johns is a Licensed Professional Counselor, Licensed Professional Counselor Supervisor, and a National Board Certified Counselor. Dr. Johns has previously worked with a national hospice organization in pre and post bereavement counseling, as Clinical Director for a mental health rehabilitation agency, and in private practice prior to joining the faculty at Nicholls State University, Fall 2016. Dr. Johns continues to maintain her private practice in New Orleans. Dr. Johns is a member of the American Counseling Association, the Association of Counselor Educators and Supervisors, and the Louisiana Counseling Association. Dr. Johns' current research interests are in mindfulness and non- traditional therapy.

Dr. Chantrelle D. Varnado-Johnson

B.A. University of New Orleans; M.A. & M.Ed. University of New Orleans; Ph.D., University of New Orleans: Dr. Varnado-Johnson is a Licensed Professional Counselor, a Licensed Professional Counselor Approved Supervisor, a Registered Play Therapist, and a National Certified Counselor. Also, she has Louisiana Appraisal Privilege. Prior to joining the faculty at Nicholls State University in the Fall, 2018, Dr. Varnado-Johnson's clinical experience consisted of working in outpatient and inpatient behavioral health treatment centers, providing clinical mental health counseling to children, adolescents, and adults with a wide range of issues, crisis intervention, and collaborations in school and private practice. Dr. Varnado-Johnson's areas of clinical, scholarly, and advocacy interests include multicultural and social justice issues, career, clinical supervision and training, and mentorship. She is a member of the American Counseling Association, the Association of Counselor Educators and Supervisors, Association for Play Therapy, and the Louisiana Counseling Association.

Dr. Brian K. Knight

B.A., Social Work, University of Louisiana/Monroe; M.Ed., Clinical Mental Health, University of Louisiana/Monroe; Ph.D., University of New Orleans, Dr. Knight spent the majority of his career with the Louisiana Department of Health as a Licensed Professional Counselor in an outpatient clinical setting and ultimately as an Administrator with LDH until his departure in the summer of 2013. Dr. Knight is a Licensed Professional Counselor, a Board-approved supervisor, a Board Certified Counselor with the National Board of Certified

Counselors and a Certified Sexuality Therapist through the American Association of Sexuality Educators, Counselors, and Therapists. Dr. Knight maintains membership in various professional counseling organizations as well as maintaining a private practice working specifically with couples and individuals in matters of human sexuality. Dr. Knight's current research agenda focuses on human sexuality and the human experience.

MATRICULATION, ADMISSION AND REGISTRATION GUIDELINES

With regard to registration and advising, students are encouraged to communicate with the Department Administrative Assistant, by email, to coordinate communicate between students and program advisors, Dr. Chantrelle D. Varnado-Johnson (MESC) and Dr. Fanguy -Cortez (MCMH) Once admitted to the program, students are advised that the use and monitoring of Nicholls email is a MANDATORY requirement of the program.

Admission Requirements

1. A bachelor's degree from a regionally accredited institution.
2. A minimum GPA of 2.50 on the final 60 hours of undergraduate coursework attempted.
3. An applicant with significant and meaningful experience and a strong academic background may request that the GRE be waived as a requirement for admission. The request for the waivers shall be submitted in writing to the Graduate Coordinator and the Dean of the College of Education and clearly state the basis for the waiver. A current resume shall accompany the request. A final decision will be made by the Graduate Program Committee. Applicants who are unable to meet this requirement should submit acceptable score on the GRE. A minimum score of 335 is required on the formula: GPA on last 60 undergraduate hours times 20, plus the GRE General Test score. Acceptable scores must be submitted within the first semester of entering a Master's program.
4. Submit completed program application.
5. Submit three letters of recommendation.
6. Completion of a Criminal Background Check with "Certified Backgrounds". Submit to the program advisor (Dr. Fanguy Cortez MCMH/ Dr. Varnado-Johnson/MESC) a certified background check completed within 30 days prior to submitting application packet. Students may also submit a written statement not to exceed 4 pages to clarify any information contained in background check results.

Provisional Admission

A candidate who fails to earn the minimum score required or does not meet other program admission requirements, may be classified as a pre-program candidate until all criteria are met. Admission to Graduate Studies does not imply admission to candidacy for a degree.

Admission of Transfers

To be admitted to Graduate Studies at Nicholls State University, a candidate who has attended another graduate school must be eligible for readmission to the graduate school of the college or university from which the student transfers. A student admitted, must meet all requirements listed under the Procedure for Admission.

Admission as a Non-degree or Pre-Program Student

A non-degree student is a student who is admitted to Graduate Studies, but does not wish to pursue a graduate degree at Nicholls. A pre-program student is a student who is admitted to graduate school, but does not meet all of the requirements for admission to a graduate program. Examples include no GRE scores, letters of recommendation, transcripts, etc.

Only twelve semester hours, (no grade less than a B) of graduate credit earned as a non-degree or pre-program student can be applied towards a degree at Nicholls.

Admission to a Master's Degree Program

An applicant will be admitted to regular status as a graduate student, if the following criteria are met:

1. Holds a Bachelor's degree from a regionally accredited institution with a minimum GPA of 2.5 on all undergraduate coursework or a minimum GPA of 2.75 in the last 60 hours of undergraduate pursued,
2. Has attained the minimum combined GPA/GRE score required for the MCMH or MESC Program,
3. Submits transcript and three letters of recommendation.
4. Complete a personal statement
5. Complete a background check

Conditional Status

An applicant may be admitted on academic probation if the applicant meets all criteria for admission to regular status except grade-point average requirements. An applicant whose GPA is at least 2.0 on all undergraduate work attempted or who has a GPA of 2.5 on the final 60 hours may be admitted to the program on probation.

An applicant who does not meet the minimum GPA can petition the academic dean for admission on probation. The petition may be approved if the candidate provides the dean with appropriate GRE scores and other evidence as required by the dean to indicate the applicant's prospect for success at the graduate level. Approval will be granted only in cases of unusual and justifiable circumstances.

Residence Requirements

To satisfy residence requirements, a candidate must earn at least two thirds of the semester hours of degree program credits in residence at Nicholls State University.

Appeals

Appeals for readmission to Graduate Studies must be made to the Graduate Council. Academic grievance appeals may be brought to the attention of the Graduate Studies coordinator or the dean of the academic college in which the graduate candidate is enrolled.

Admission to Candidacy

Admission to Graduate Studies does not admit a candidate to candidacy for a degree. Admission to candidacy indicates a judgment by the Graduate Council that the candidate has shown sufficient promise to be permitted to complete work toward a degree.

For admission to candidacy for a Master's degree, a candidate must submit a formal application to his or her Graduate Studies Coordinator after satisfying each of these requirements for candidacy: (1) have met successfully all applicable admissions formulas, foundation courses, and teaching certificate requirements; (2) be classified as a regular candidate; (3) have completed 12

semester hours of graduate work at Nicholls; (4) have earned at least a 3.00 average in all graduate work.

Additionally, a candidate for the Master of Clinical Mental Health and Master of School Counseling must have been recommended for candidacy by the Counseling faculty.

Formal admission to candidacy will be granted by vote of the Graduate Council upon recommendation of the candidate's dean. Petitions for Candidacy may be accessed at <https://www.nicholls.edu/graduate/wp-content/uploads/sites/33/2019/10/Petition-for-Admission-to-Candidacy-1.docx>.

Financial Responsibility Obligation Agreement (FROA)

When advising begins each semester, students are to complete the FROA in Banner. Students who do not complete the FROA will not be able to register for courses until the FROA is accepted. Below are the steps to completing the FROA for each semester:

Steps to electronically sign the Financial Responsibility Obligation Agreement:

1. Enter Banner Self Service from the Nicholls web site
2. Enter Secure Area
3. Enter user ID (N number) and Pin (Date of Birth unless you have changed this)
4. Click on the Student Tab
5. Click on the Registration Link
6. Click on the Financial Responsibility Obligation Agreement--you will need to change the term to either Summer and/or Fall of the current year
7. Please read and click "Go"
8. Log off Banner

ADVISING AND REGISTRATION OF COURSES

When a candidate is admitted to graduate school, pre-status or fully admitted, for the first time in the College of Education, the student must meet with the appropriate program coordinator and/or department chair and discuss scheduling and advising.

Program Advisors

The program advisor for the Masters of School Counseling Program is Dr. Chantrelle D. Varnado-Johnson email: chantrelle.varnado-johnson@nicholls.edu. The program advisor for the Masters of Clinical Mental Health Counseling is Dr. Fanguy -Cortez email: jessica.fanguy.cortez@nicholls.edu Students must coordinate with the department administrative assistant to schedule appointments for advising. Students are advised that online registration is closed to students. The registration of coursework for the MESC Program and MCMH Program must be coordinated through the department administrative assistant.

Advising is conducted in accordance with the Nicholls State University Academic Calendar. Advising for the Summer and Fall Semesters typically begins mid-Spring. Advising for the Spring Semesters typically begins mid-Fall.

Class Scheduling Policy

The needs of graduate candidates and the limitations imposed by administrative factors determine course offerings. During any given semester or session, the University does not guarantee the offering of courses not justified by sufficient enrollment. Depending upon availability, candidates may schedule late afternoon, evening, hybrid, or online classes.

Evening classes are held Monday through Thursdays. Students should continue to monitor their Moodle account prior to the semester beginning to ensure they have been properly registered for courses and to obtain syllabus information for courses.

Pre-requisite courses

Throughout the course of the program of study for both MESC and MCMH certain courses will require prerequisites. All clinical courses will require a prerequisite in the following order (MCMH: COUN 500, COUN 520, COUN 521, COUN545, COUN 546) (MESC COUN 500, COUN 520, COUN 523, COUN 534/535) For both programs COUN 551 will require the prerequisites of COUN 511 and COUN 500 .For both programs COUN 595/596 will be the last course taken. It is the responsibility of the student to check schedule to confirm correct order of courses taken.

Full-Time and Part-time Course Loads

During a regular semester (Fall and Spring), graduate students taking at least 9 semester hours are considered full-time students. During the summer semester, graduate students taking six hours are considered full-time students. A graduate student taking less than nine hours in the regular semesters (Fall and Spring) and less than six hours in the summer semester is considered a part-time student. A candidate's course load may be reduced at the discretion of the student's academic department head and/or dean. Full-time status of graduate assistants is defined under Graduate Assistantships.

GRADING SYSTEM

A grade of A indicates superior work and has a value of four quality points per credit hour. A grade of B indicates satisfactory work and has a value of three quality points per credit hour. A grade of C indicates work of borderline quality and has a value of two quality points per credit hours. No more than six semester hours of C grades may be counted toward a degree. A grade of D indicates work below the minimum standard expected of a graduate candidate and has a value of one quality point per credit hour.

Courses with D grades may not be counted toward a degree. A grade of F indicates unsatisfactory work and has neither quality point nor credit hour value.

Graduate students must make a grade of B or better in each prerequisite course (COUN 500, COUN 511, COUN 520, COUN 521) in order to enroll in the next counseling skills course. In the event a student makes a grade of C or lower in a counseling skills course, the course must be repeated. If a second grade of C or lower is made in the same course, the student will be dismissed from the academic program. This will take effect Summer 2019.

A grade of I indicates that the candidate has been doing satisfactory work, but because of circumstances beyond his or her control the candidate has been unable to complete all course requirements. A grade of I is not given to a candidate doing unsatisfactory work and is not counted in the grade-point average until it is resolved into a final grade. The procedure used to change an I grade is as stated under Change of Grade in the Bulletin section devoted to University Academic Procedures and Requirements. A grade of I must be resolved within one calendar year following the semester in which the I grade was received, or the I grade will automatically be changed to F. In the event the faculty member assigning the I is temporarily not on campus that following calendar year, an appeal for a time extension may be made to the Graduate Council. A graduate candidate is expected to complete all requirements for each course within the semester during which scheduled unless prevented from doing so by circumstances beyond the candidate's control. If this occurs, it is the responsibility of the candidate to make known to the instructor these circumstances as soon as possible. An instructor who is not so notified proceeds under the assumption that failure to complete course requirements is due to candidate negligence and uses normal procedures for assigning a permanent semester grade.

A grade of U is assigned to a graduate candidate only for MCMH practicum (COUN 520, 521), MESC practicum (COUN 523), and internship (COUN 534, 535) work which could not be completed during the semester enrolled because of circumstances beyond candidate control. An Unsatisfactory (U) grade carries a one calendar year time limit for completing all course requirements, whether the candidate has re-enrolled in the University or not. The U converts automatically to an F unless the candidate re-registers for the appropriate course during the semester or session at the end of a one year time limit would expire. Only one such re-registration will be allowed. Re-registration does not extend the normal time limitation of six years in effect for a degree.

No candidate having an unresolved I or U will be cleared for graduation until the grade has been changed to a permanent grade. Grades of U resolved after the last day to drop a course or resign

from the University during a semester or session, but before expiration of the time limit, will be considered to have been resolved during the next semester or session. Grades of S and U for graduate candidates are assigned only for designated courses for which this grading procedure is specified. These grades and grades of I and U are not used in the computation of the grade-point average because the candidate does not receive quality points for these grades. When an I or U grade is resolved into a permanent grade, quality points are earned, and the candidate's scholastic standing is adjusted to reflect the influence of the permanent grade.

A candidate may drop a course or courses or may resign from the institution with a grade of W prior to a date specified in the official University calendar. After that date a candidate may not drop a course or resign from the institution. After that date in extraordinary circumstances the academic dean having jurisdiction may authorize resignation from the institution or dropping a course with the grade W. Extraordinary cases do not include dissatisfaction with an anticipated grade or the decision to change a major.

SECOND DEGREE

A graduate candidate shall be awarded a second Master's degree whenever all requirements for that degree have been fulfilled. The candidate will be required to satisfy all demands of the second degree which are different from the first degree. Credits from the first degree applicable to the second degree shall not exceed one half of the total credit required for the second degree.

The Comprehensive Examination required for the first degree (for some programs) will not be acceptable as meeting requirements of the second degree.

SUBSTITUTION OF COURSES

All course substitutions must be approved in writing by the candidate's academic dean, department head, and/or program coordinator before the course is substituted in scheduling. Students wishing to take a course at another university must present the course title, number, and description of the course.

TIME LIMITATION

It is expected that all requirements for the Master's degree (including transfer credits, if any) will be completed within six consecutive years.

A candidate who enrolls for a program of studies leading to a graduate degree is normally expected to complete requirements in effect at the time of initial enrollment in that program and to maintain continuous enrollment in Graduate Studies until the degree is earned. Candidates who fail to enroll continuously may find themselves out of sequence with course offerings and suffer delays in completion of degree requirements which could invoke the six calendar year limitations.

If requirements for a degree cannot be completed within the normal time period of six years, the candidate may petition for an extension of time. The petition must explain why the degree cannot be completed within the time schedule for completing the program.

Final authorization will be considered only in unusual and justifiable circumstances.

TRANSFER CREDITS

A candidate may transfer from a regionally accredited college or university a maximum of one third of the semester hours of degree program credit, with no grade lower than B, provided that such transfer credit shall be applicable to the degree program. Both resident and extension credits are thus acceptable. Transfer credits are subject to the six-year limitation. The candidate must formally petition his or her academic dean for acceptance of transfer graduate credit. Final authorization of transferred credit is made by the candidate's academic dean. Credit earned at another institution while under academic or non-academic suspension will not be accepted by Nicholls for transfer. In order to have transfer credits accepted by the University, the applicant must be eligible to re-enter the institution from which he or she wishes to transfer.

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Graduate Coursework

Sixty-hour emphasis for those who seek employment in human service delivery systems or for those interested in pursuing licensure. Note that licensure in Louisiana (and most states) requires completion of additional post-graduate supervised counseling experience and a passing grade on the National Counselor Exam. Format of course offerings will change. Basic computer knowledge is required for students to enroll in the MCMH program. Required Courses:

COUN 500 (3)- Basic Facilitative Skills
COUN 502 (3)- Introduction to Clinical Mental Health Counseling
COUN 504 (3)- Adult and Child Psychopathology and Diagnosis
COUN 505 (3)- Analysis of the Individual
EDFR 501 (3)- Educational Research or
PSYC 507 (3)- Statistical Analysis and Research Methods
PSYC 523 (3)- Crisis Prevention and Intervention
COUN 510 (3)- Theory and Procedure in Group Counseling
COUN 511 (3)- Theories of Counseling and Psychotherapy
COUN 519 (3)- Advanced Lifespan Developmental Psychology
COUN 520 (3)- Introduction to Counseling Practicum
COUN 521 (3)- Counseling Practicum
COUN 527 (3)- Career and Lifestyle Development
COUN 526 (3)-Introduction to Marriage and Family Therapy
COUN 541 (3)- Cross Cultural Counseling
COUN 545 (3)- Counseling Internship I
COUN 546 (3)- Counseling Internship II
COUN 549 (3)- Professional Issues and Ethics in Counseling
COUN 551 (3)- Applied Theories
COUN 596 (0)- Clinical Mental Health Master's Comprehensive Exam

Elective Courses: Candidates must complete six hours from the following courses:

PSYC 506 (3)- Applied Behavior Analysis
COUN 509 (3)- Clinical Sexuality for Mental Health Professionals
COUN 512 (3)- Cognitive Behavior Theory & Applications
COUN 513 (3)- Applied Psychopharmacology
COUN 522 (3)- Interventions for Diverse Needs
COUN 525 (3)- Problems in Counseling
COUN 530 (3)- Counseling Strategies with Children and Adolescents
COUN 537 (3)- Substance Abuse Counseling
COUN 538 (3)- Theory and Practice of Play Therapy in Counseling
COUN 550 (3)- Special Topics in Counseling: May be taken multiple times if topic differs

Degree Plan for CMHC

CMH Degree Plan

Student Name: _____

N #: _____

Semester and Year Entered Program: _____

Year 1	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____
Year 2	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____
Year 3	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____
Year 4	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____

Although matriculation through the program is not a perfect science, students are recommended to take the following courses each year:

Year 1

Year 2

Year 3

Psych 507 - Statistics COUN 502 – Intro to CMH COUN 511- Theories of Counseling COUN 519 – Advanced Lifespan COUN 549 – Professional Ethics COUN 500 – Basic Facilitative Skills COUN 504 – Adult and Child Psychopathology COUN 505 – Analysis of the Individual	COUN 527 – Career and Lifestyle COUN 541 – Cross Cultural COUN 510 – Group Counseling COUN 526 – Intro to Marriage and Fly COUN 520 – Intro to Practicum (Pre-requisites) COUN 551 – Applied Theories (Pre-requisites) Psych 523 – Crisis Prevention and Intervention	Elective COUN 521 – Practicum (Pre-requisites) COUN 545 – Internship (Pre-requisites) COUN 546 – Internship (Pre-requisites) COUN 596 – COMP – Taken last semester enrolled
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Note: Students must make a “B” or higher in the following courses: COUN 500, COUN 511, COUN 520 and COUN 520.

COUN 521, Practicum, may only be taken in the Fall and Spring semesters.

MASTER OF EDUCATION-SCHOOL COUNSELING

Graduate Coursework

Sixty hour emphasis for those who seek employment as a certified School Counselor (K- 12) and/or licensure (as Licensed Professional Counselor)

Required Courses

COUN 501 (3)- Introduction to School Counseling
COUN 511 (3)- Theories of Counseling and Psychotherapy
COUN 519 (3)- Advanced Lifespan Developmental Psychology
COUN 549 (3)- Professional Issues and Ethics in Counseling
COUN 500 (3)- Basic Facilitative Skills
COUN 504 (3)- Adult & Child Psychopathology & Diagnosis
COUN 505 (3)- Analysis of the Individual
COUN 510 (3)- Theory and Procedures in Group Counseling
COUN 520 (3)- Introduction to Counseling Practicum
COUN 522 (3)- Interventions for Diverse Needs
COUN 523 (3)- School Counseling Practicum I
COUN 526 (3)- Introduction to Marriage and Family Therapy
COUN 527 (3)- Career and Lifestyle Development
COUN 530 (3)- Counseling Strategies with Children and Adolescents
COUN 534 (3)- School Counseling Internship I
COUN 535 (3)- School Counseling Internship II
COUN 551 (3)- Applied Theories
EDFR 501 (3)- Educational Research or
PSYC 507 (3)- Statistical Analysis and Research Methods
PSYC 523 (3)- Crisis Prevention and Intervention
COUN 595 (0)- Master's Comprehensive Examination

Electives: Candidates must complete three semester hours of the following courses.

COUN 502 (3)- Introduction to Mental Health Counseling
COUN 509 (3)- Clinical Sexuality for Mental Health Professionals
COUN 512 (3)- Cognitive Behavior Theory & Applications
COUN 520 (3)- Introduction to Counseling Practicum
EDLE 535 (3)- Using Inquiry and Data to Lead Change
EDAS 535 (3)- Program Evaluation
COUN 537 (3)- Substance Abuse Counseling
COUN 550 (3)- Special Topics in Counseling. May be taken multiple times if topics differ.
EDCI 512 (3)- Exceptional Children
EDCI 557 (3)- Behavioral Intervention
EDCI 558 (3)- Social & Emotional Needs of the Gifted
EDCI 513 (3)- Advanced Methods in Classroom Management
EDLE 536 (3)- Program Eval & Implementation for School Improvement
EDLE 508 (3)- Practice of School Leadership and School Improvement
EDUC *421 (3)- Current Practices and Strategies in Teaching

Degree Plan for School Counseling

MESC Degree Plan

Student Name: _____

N #: _____

Semester and Year Entered Program: _____

Year 1	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____
Year 2	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____
Year 3	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____
Year 4	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____	Semester: _____ Courses: _____ _____

Although matriculation through the program is not a perfect science, students are recommended to take the following courses each year:

Year 1

Year 2

Year 3

Psych 507 - Statistics COUN 501 – Intro to School Counseling COUN 511- Theories of Counseling COUN 519 – Advanced Lifespan COUN 549 – Professional Ethics COUN 500 – Basic Facilitative Skills COUN 504 – Adult and Child Psychopathology COUN 505 – Analysis of the Individual	COUN 527 – Career and Lifestyle COUN 522 – Intervention of Diverse Needs COUN 510 – Group Counseling COUN 526 – Intro to Marriage and Fly COUN 530 – Child and Adolescent Counseling COUN 520 – Intro to Practicum (Pre- requisites) COUN 551 – Applied Theories (Pre- requisites) Psych 523 – Crisis Prevention and Intervention	Elective: COUN 523 – Practicum (Pre- requisites) COUN 534 – Internship (Pre- requisites) COUN 535 – Internship (Pre- requisites) COUN 596 – COMP – Taken last semester enrolled
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Note: Students must make a “B” or higher in the following courses: COUN 500, COUN 511, COUN 551 and COUN 520.

COUN 523, 534 and 535 may only be taken in the Spring and Fall semesters.

Students will complete a degree plan within one semester of beginning the program for their program advisor.

Master’s Comprehensive Portfolio Examination

During the final semester or session, candidates for the M.E.S.C. or the M.C.M.H. degree must register for COUN 595/595 Master’s Comprehensive Portfolio Examination. This will take the student the entire semester to compile and will be the cumulation of students experience in the program. Portfolio will include student work in suicide assessment, ethics, counseling skill, professionalism, group work, multicultural counseling competencies, and theoretical orientation. If the student's performance on the portfolio is unsatisfactory, the student, at the committee's discretion, may be permitted to take a written examination at the next or a later scheduled examination. A candidate must register for COUN 595 or COUN 596 at the beginning of the semester or session in which the examination is to be taken or the portfolio is to be submitted. No special examinations will be given. No candidate will be permitted a third examination.

HOW TO BECOME CERTIFIED AS A LOUISIANA PROFESSIONAL SCHOOL COUNSELOR (CHANGES AS OF JANUARY 2013)

1. Earn a Master's Degree in School Counseling from a CACREP accredited university.
2. Complete the Praxis Examination in School Guidance and Counseling.

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

The Professional School Counselor test measures whether entry-level school counselors have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. The test is designed to follow the American Association of School Counselors ASCA National Model. There are four major components of the test than mirror ASCA's model. The foundations component focuses on the history and role of professional counselor, knowledge about human development, and ethical and legal principles. The delivery of services component focuses on individual, group, classroom-guidance, and schoolwide interventions, as well as, consultation and collaboration. The management component focuses on appropriate methods for developing and maintaining a comprehensive guidance program. Finally, the accountability component focuses on program evaluation, research, and assessment.

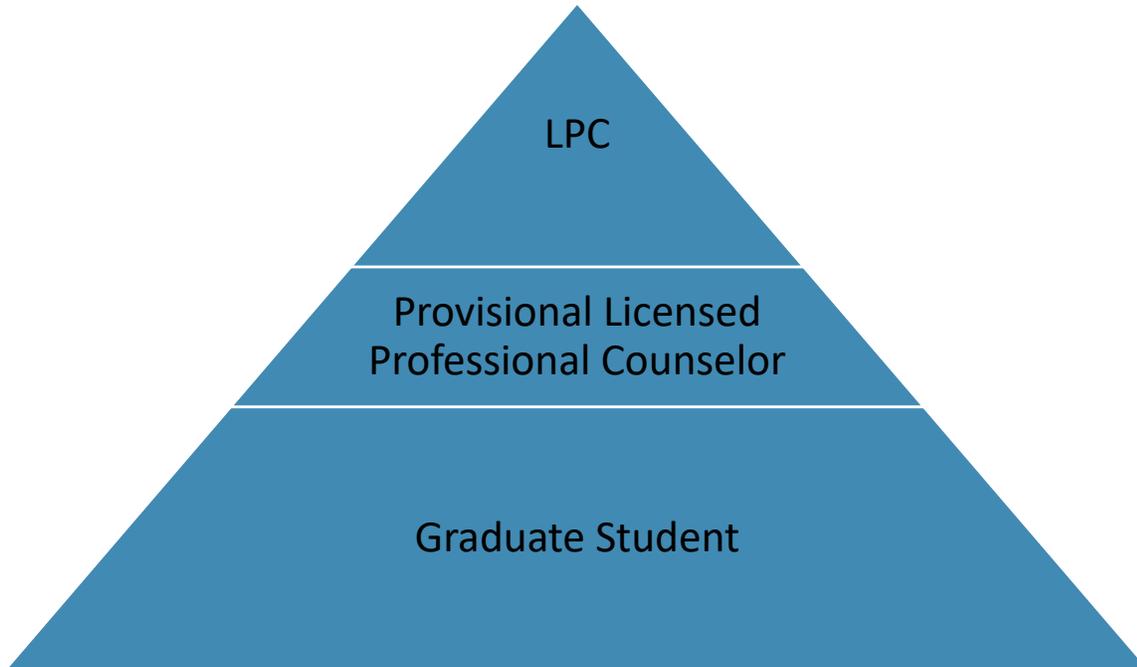
Test questions call on the individual's knowledge of research-based counseling practices as well as the ability to apply knowledge and principles to situations that apply in the schools. The test taker will be asked to analyze and respond to situations involving individual students, classroom situations, and school and community events at grade levels kindergarten through twelfth grade (The Praxis Study Companion, 2014).

You can also get more information about the Praxis and test dates at <http://www.ets.org/praxis>.

LICENSING INFORMATION FOR LICENSED PROFESSIONAL COUNSELORS

The laws that govern the requirements necessary for Licensed Professional Counselors are located at the following website:

<https://www.lpcboard.org/rules>



The process to become a licensed professional counselor begins as a graduate student. Upon completion of a graduate degree in professional mental health counseling with content that consists of graduate hours to include courses in theories; human growth and development; abnormal behavior; techniques of counseling; group dynamics; processes and counseling; lifestyle and career development; appraisal of individuals and ethics, students may apply to the Louisiana Licensed Professional Counselors Board of Examiners for approval to become a provisional licensed counselor.

Effective September 21, 2012, students who are practicing as mental health counselors and who are not licensed or registered as a provisional licensed professional counselor could have sanctioned imposed and fines assessed. Therefore, it is imperative that students who conduct mental health services following graduation register with the board as a Provisional Licensed Professional Counselor (PLPC). This information can be accessed at the following website: <https://www.lpcboard.org/page/policies-statements-board-guidelines>.

In order to be approved as a provisional licensed counselor, students must show proof of an earned graduate degree described above and be able to demonstrate to the board they are conducting counseling services at a site that is acceptable and are under the supervision of a board approved supervisor. Board approved supervisors usually charge for their services at rates that can be anywhere from \$30 to \$100 per session. If approved, students must work as a

provisional licensed counselor for at least two years. During that time frame, students must accumulate three thousand hours of supervised experience (1,900 direct, 1,000 indirect, 100 supervision) and successfully pass the National Counselors' Examination (NCE). Once all of these requirements are met, students can apply to the board for licensure.

Provisional licensed counselors must reapply to the Louisiana Licensed Professional Counselors Board every two years. During this time, evidence of at least one attempt at the NCE, acquisition of 20 CEUs, and proof of supervision hours must also be presented.

Once licensed, students must renew their license every two years by demonstrating forty clock hours of continuing education that were earned in that timeframe in an area of mental health counseling approved by the board.

Students should be aware that there are fees assessed to apply for provisional licensed counselor status, licensed professional counselor status and for renewal of licensed professional counselor status.

STUDENT PERFORMANCE

Professional Dispositions for Masters of Clinical Mental Health and School Counseling Students

Master of Clinical Mental Health and School Counseling students at Nicholls State University are expected to demonstrate appropriate skills and behaviors in the classroom as well as in clinical settings and supervisory relationships. Professional dispositions are defined as “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.” As a student in the MCMH and MESC programs, you are expected to exhibit the dispositions listed below.

Expectations of MCMH and MESC Students: Students are evaluated after they have completed COUN 500, Basic Facilitative Skills and COUN 520, Introduction to Practicum by program faculty and prior to admittance into COUN 523 or 521. Students are also evaluated after any infractions.

1. MCMH and MESC students engage in ethical behavior and decision making as outlined in the American Counseling Association’s Code of Ethics (2014) <https://www.counseling.org/Resources/aca-code-of-ethics.pdf> and American School Counseling Association’s Code of Ethics (2016) <https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>. The code of ethics states that the fundamental principles of professional ethical behavior are:
 - Autonomy - fostering the right to control the direction of one’s life;
 - Nonmaleficence - avoiding actions that cause harm;
 - Beneficence - working for the good of the individual and society by promoting mental health and well-being;
 - Justice - treating individuals equitably and fostering fairness and equality;
 - Fidelity - honoring commitments and keeping promises, including fulfilling one’s responsibilities of trust in professional relationships;
 - Veracity- dealing truthfully with individuals with whom counselors come into professional contact.
2. MCMH and MESC students demonstrate professionalism in all professional relationships and environments, including social media. They maintain appropriate boundaries.
3. MCMH and MESC students demonstrate multicultural competency. They are respectful and accepting of others’ differences in classroom discussions, clinical settings and in the community.
4. MCMH and MESC students engage in continuous self-evaluation and improvement.
5. MCMH and MESC students are open to constructive criticism from instructors and classmates and provide appropriate constructive criticism to classmates.
6. MCMH and MESC students engage in appropriate self-care. Students understand and recognize burn-out and take appropriate actions to prevent burnout or to recover from it.

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7. MCMH and MESC students give credit to authors for their work. They do not engage in plagiarism.
 8. MCMH and MESC students value class attendance and participation. They adhere to policies and procedures regarding tardiness, absences, and deadlines.
 9. Beginning Summer 2019, each candidate will be evaluated in EACH course for professionalism using a standardized rubric that will be provided to the student each semester (see Appendix A). Candidates who score low at any time by any faculty member will be required to meet with program faculty at the beginning of the following semester. Candidates who receive one low ranking may be put on a remediation plan for the subsequent semester. Candidates who continue to score low in professional dispositions the following semester will be referred to the Department's Committee on Admissions and Progression.

Netiquette Policy for Online Course Meetings

The program faculty for the Clinical Mental Health and School Counseling programs recognizes that in times of emergency, on campus instruction will need to be remote with class meetings become online meetings. Expectations of student conduct during online meetings is as follows:

1. **LEAVE THE KEYBOARD ALONE-** You should not be conducting sidebar "chats" with classmates or working on something else while class instruction is being conducted. Whether you are aware or not, we can tell when you are not engaged in an online meeting and are working on other tasks. Ask yourself: Would I be doing this if I were sitting in a classroom on campus?
2. **DRESS APPROPRIATELY** We know you are at home in "your space", but you should dress like you would if you were on campus.
3. **BE AWARE OF YOUR SURROUNDINGS** Again, we recognize and acknowledge that you are at home during online meetings, however, you should be in an environment without distractions. We are thrilled that you guys have children and pets, however, they should not be part of the meeting. Additionally, students should not join an online meeting if they are driving, at the grocery store, cooking dinner, or engaged in any other activity. While we recognize that students are really good at multi-tasking, this is not considered online attendance in the meeting. Ask yourself: Would I be doing this if I were on campus in a classroom for this meeting?
4. **MUTE THE MICROPHONE WHEN YOU ARE NOT SPEAKING.** This is necessary to avoid the echo noise that exists when everyone has their microphone on.
5. **NO FOOD ALLOWED** It is completely unprofessional to consume food while a meeting is being conducted. Ask yourself: Would I be doing this if I were in a classroom on campus?
6. **JOIN EARLY** Meeting times are established well in advance. You should adjust your schedule accordingly in order that meetings can begin on time.
7. **ONE PERSON TALKS AT A TIME** One of the big challenges to online meetings is when it is time to speak. There may be some lag time between when the other person stops talking so that you are able to make your comment. Let's be respectful of that and allow our colleagues to finish speaking before making your statement.

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8. **ENABLE YOUR VIDEO AT ALL TIMES** It is considered unprofessional and disrespectful when students turn off their video during an online meeting. Your video presence is documentation of your online attendance. Students who do not show up "visibly" are considered not in attendance.
 9. Online links that provide further explanation. <https://blog.gotomeeting.com/7-rules-virtual-meeting-etiquette-every-professional-know/>;
<https://www.expressvirtualmeetings.com/en-au/blog/etiquette-for-online-meetings-10-things-you-need-to-know>; <https://blogs.fireflies.ai/online-meeting-etiquette/>;
<https://zenexmachina.com/netiquette-for-online-meetings-for-remote-and-distributed-teams/>

Evaluation Timeframes

In this program, there are both formal and informal assessments that take place during coursework. As each student progresses through the curriculum, individual faculty members are conducting both academic and professional/personal assessment in a continuous and on-going observation of each student. As stated above, following completion of COUN 500 and 521, students will be formally evaluated by program faculty prior to placement in practicum. Evaluation will continue during practicum and during practicum and internship. Concerns about individual students are brought to the program faculty as a whole, and consultation is sought during faculty meetings throughout the student's program. This means that at any time, a student may be identified as needing remediation as outlined below. Academic struggles that exceed the limits of the Graduate School policy on grade point averages will cause the student to fall under the Graduate School's retention policy. In addition, behavior deemed by the Nicholls State University community to be unacceptable will subject the student to immediate dismissal per The Nicholls State University's Code of Student Conduct <https://www.nicholls.edu/sja/wp-content/uploads/sites/94/2019/10/Code-of-Student-Conduct-Handbook.pdf>. Additionally, program expectation regarding ethical behavior of students may be accessed at this website:

CACREP 2016 Standards for Evaluation of Students:

1. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.
2. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.
3. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

Retention Policy

In an attempt to promote student success, faculty will conduct evaluations of student skills and dispositions throughout their program of study. If deficits are identified, a remediation plan may be deemed necessary. At the completion of the remediation plan timeframe, the faculty member responsible for monitoring the remediation plan, the advisor, and the student will meet to discuss the success of the plan. If the evidence suggests that the plan has been successful, the advisor and responsible faculty member will advise the program faculty of the successful resolution of concerns. If the evidence of successful remediation is questionable, additional remediation activities may be deemed necessary, with all the conditions of appropriate remediation as outlined above. All of these discussions will be documented.

Remediation

If at any point during the student's program, the student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that prevent a student from performing the duties of a professional counselor, a remediation plan will be initiated and documented (assuming that the concerns do not warrant immediate removal from the program as specified in the Graduate School's academic policies, the University's Code of Student Conduct, or as deemed necessary to protect the public). This remediation plan, designed to address the issue(s) of concern, will be:

1. Established by the student's advisor with consultation from other program faculty, and when appropriate, the student's on-site supervisor, and other professionals who have relevant input into the situation;
2. Presented to the student;
3. Discussed relative to the faculty's concerns, and if applicable, protection of the public and field placement site; and
4. Agreed upon and signed by advisor, student, and the faculty member who will monitor the student's progress relative to the remediation plan, with notification to the program faculty.

These remediation plans may involve any or all of the following:

- A. For Academic Remediation: Retaking courses; Engaging in tutoring; Study skills training; Test-taking training; Writing lab assistance; Spoken and/or written language skills remediation; Other academic interventions, as deemed necessary and appropriate by the program faculty.
- B. For Professional Skill Remediation: Retaking courses (e.g. skills courses, ethics, content courses); Removal from placement site or Practicum; Reassignment of placement site; Specific assigned activities in placement site; Writing reflection papers; Additional supervision meetings; Other professional skills interventions, as deemed necessary and appropriate by the program faculty.

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- C. For Personal Remediation: Personal counseling; Writing reflection papers; Writing apology letters; Additional supervision meetings; Other personal remediation interventions, as deemed necessary and appropriate by the program faculty

The remediation plan will include, at a minimum:

1. Specific activities to be completed;
2. Target measures of accomplishment, which will be documented;
3. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student's advisor);
4. A timeframe for accomplishment; and
5. Contact information for the faculty member responsible for monitoring the student's progress.

Copies of the plan will be retained by the student's advisor, the monitoring faculty member, the program coordinator, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the course of the remediation process.

Dismissal

There are three entities that have published policies that determine continued enrollment at Nicholls State University. The policies that determine continued enrollment are itemized here and discussed below:

1. Those determined by the University in terms of behavior,
2. Those determined by the Graduate School in terms of academic standards;
3. Those determined by the Counseling Program in terms of academic success, professional success, and personal success.
4. Graduate students must make a grade of B or better in each prerequisite course (COUN 500, COUN 511, COUN 520, COUN 521) in order to enroll in the next counseling skills course. In the event a student makes a grade of C or lower in a counseling skills course, the course must be repeated. If a second grade of C or lower is made in the same course, the student will be dismissed from the academic program. This will take effect Summer 2019.

If the student is unable or unwilling to complete the remediation plan outlined in this document, then the faculty of the program would have the option of using dismissal from the program as an action of last resort. If this action is taken, the faculty will:

1. Document all evidence leading to this decision;
2. Inform the student of the decision;
3. Inform the Dean of the College of Education
4. Inform the student of his/her due process options; and
5. Provide the contact information for the person to whom an appeal would be made.

Questions about this policy are welcome. Please see the program coordinator or your advisor if you have concerns.

Academic Appeal Policy

If a student wishes to appeal an academic decision made by faculty, including dismissal from program, the following procedures must be followed in accordance with Nicholls State University guidelines. Further information may be found on Nicholls State University website www.nicholls.edu

1. The Office of Academic Affairs shall prepare a roster of students requesting waivers.
2. The Office of Records and Registration shall prepare copies of the transcripts for all students who request a waiver of the suspension period within the specified time, for use by the Academic Appeals Committee.
3. The committee chair shall convene the committee no later than the last day of regular registration.
4. The Academic Appeals Committee shall obtain all requests for waiver of suspension periods and transcripts from the Office of Academic Affairs.
5. The committee shall consider each appeal and vote to accept or deny the appeal. This procedure does not require that students appear before the committee. The committee, however, reserves the right to require that a student appear before the committee to clarify the written evidence submitted.
6. The chair shall record the acceptance or denial of each request on the appeal form, include committee recommendations, and return all appeal packets to the Office of Academic Affairs.

The entire appeal packet for each student, along with a copy of the results notification letter, will be sent to the Office of Records and Registration.

Endorsement Policy

The faculty of the Clinical Mental Health and School Counseling Programs will endorse candidates for licensure and employment only after all requirements of the university have been satisfactorily met.

Ethical Behavior and Academic Dishonesty

As a member of the Nicholls State University MCMH and MESC programs you, the student, are held responsible for your own ethical decisions. This being said, the faculty members expect each and every student to uphold to the highest ethical standards at all times.

Students are bound to follow the Code of Ethics established by the American Counseling Association for counselors which may be accessed at:

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf> and the Code of Ethics established by the American School Counseling Association which may be accessed at

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>. Unethical behavior and Academic Dishonesty can go hand in hand. Academic Dishonesty is not simply cheating on an exam or plagiarizing a paper; it is also purchasing instructor test material, lying, stealing, borrowing another student's notes, and sharing information about an exam. Unethical behavior can be identified as voicing inappropriate about other races or minorities either in class or on social media, failing to demonstrate a non-judgmental demeanor while in the program,

demonstrating a lack of empathy for others, failure to receiving feedback from instructors, engaging in dual relationships with clients and any and all actions that are prohibited by the Code of Ethics for ACA or ASCA. Academic Dishonesty can not only ruin a future career but also creates a negative image for the University.

OPPORTUNITIES FOR PROFESSIONAL INVOLVEMENT AND PROFESSIONAL ACTIVITIES

Throughout a student's program and subsequent career opportunities a student may secure, professional involvement will serve as continued professional development as well as a networking and professional advocacy opportunity. While in the program and post graduate, professional development opportunities will serve to enhance clinical development and robust counseling skill set. For this reason, it is required that students in MESC and MCMH programs join at least one professional development organization to include but are not limited to Chi Sigma Iota Honors Society (must have completed 2 semesters and have minimum GPA 3.5 or higher) or Louisiana Counseling Association. Certification of enrollment and participation in outside professional development organization will be a required portion of student's COUN 595/596 course but should be completed prior to enrollment in COUN 595/596 course. Please see section "Professional Organizations for further detailed information. Additionally, professional activities that are appropriate for students during their program of study and post graduate are memberships to professional organizations, attendance at professional conferences, research on topics related to counseling, writing and publication of articles related to counseling, serving in leadership roles for counseling organization in area of specialization, participating in awareness activities on campus and in the community to advocate for underserved populations, participation in webinars on topics related to counseling, reading and researching counseling techniques that are evidence-based practices in counseling, engaging in supervision with faculty to address ethical concerns, and engaging in personal counseling sessions.

RESOURCES ON CAMPUS

Services are available for candidates through the following offices at Nicholls State University.

Counseling Center

The University Counseling Center is located in 224 Elkins Hall and provides personal counseling for concerns such as depression, stress, self-esteem, anxiety, eating disorders, career issues, and relationship issues. Individual, group, and couples counseling sessions are offered. Services are provided by trained counselors. All services are confidential and free of charge to candidates, faculty, and staff. Call the UCC at (985) 448-4080 or drop by 224 Elkins Hall Monday through Friday from 8 a.m. to 4:30 p.m. to schedule a counseling appointment. For after-hours emergencies, call University Police at (985) 448-4911. The website for the counseling center is: <https://www.nicholls.edu/counseling/>

Student Access Center

The Student Access Center is located in 158 Shaver Gym. The Student Access Center (formally the Office of Disability Services) provides educational accommodations, information on university and outside resources and advocacy and mediation for candidates with disabilities on

the Nicholls campus and assists candidates in adjusting university life. Candidates with disabilities must first self-identify with this center and provide current documentation of their disabilities from licensed professionals regarding the nature and extent of the disabilities and the recommended accommodations. Office hours are 8 a.m. to 4:30 p.m., Monday through Friday. The website for the Student Access Center is: <https://www.nicholls.edu/student-access-center/>.

Louisiana Center for Dyslexia and Related Learning Disorders

The specialized program serving candidates with dyslexia/learning disabilities at Nicholls State University operates through the Center for the Study of Dyslexia, located in 132 Polk Hall. To be eligible for the program candidates must have a current diagnosis (within 3 years) from a recognized authority, have verification of average or above average intellectual abilities, complete admission procedures to Nicholls State University, take an untimed ACT, and apply to the Center with needed documentation on or before the July 15 deadline for fall semester or December 1 for spring semester. For all qualifying candidates the center provides services for support system, equipment, remediation, academic planning, resources, assistance, and assessment. Candidates are required to reapply each semester. The cost of the program is \$375 per semester. Office hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday. The website for this office is: <https://www.nicholls.edu/education/support-programs/dyslexia/>

Ellender Library

Ellender Library houses over 400,000 volumes, 3,000,000 titles, and 350,000 catalogued federal and state documents. It provides well-lit study areas for 1500 patrons. Library circulation is available to all registered candidates. Circulating items have a regular 3 week checkout period, with possible 3 renewals. Overdue fines are \$.25 per item per day. All days, including weekends, in which the library is opened, count towards overdue fine charges.

Interlibrary loan personnel offer personalized services to patrons who need materials from other libraries. The latest on-line computer technology is used to request materials from nearby and distant libraries. The Ellender collections can be found on all three floors. The Allen J. Ellender and the Multimedia Room (audio and visual media, and music listening rooms), and the Writing Across the Curriculum (WAC) Lab are located on the first floor. The second floor has the central reference desk, the circulation desk, and the reference, reserve, and the general book collection. The third floor houses serials (periodicals) and government documents. All collections are easily accessible through open shelving, convenient service stations, and the computerized card catalogue known as ELMO. The library hours vary each semester; therefore, it is your responsibility to verify the hours on their website, <https://www.nicholls.edu/library/>

University Health Services

The University Health Services is located in the Betsy Cheramie-Ayo Nursing Building. It provides both health education and healthcare services to candidates. The staff attends to candidates' acute health concerns and teaches health promotion and disease prevention strategies. Candidates are required to submit a statement of immunization status, which documents candidates' compliance with state and institution requirements. Immunization and health records are kept confidential. Students needing university health services can contact the office at 985-

493-2600 to schedule an appointment or can go to the website for detailed information on the services and hours at <https://www.nicholls.edu/health/>.

Family Resource Center

The Family Resource Center provides on-site support to families in the region. Its mission is to support and strengthen families by offering resources, information, and skill development classes. Family and individual support through the center is available through a toll-free telephone line, answered by volunteers to 4:30 p.m. with after hours and holiday coverage through an answer machine. The center provides skill building outreach programs and on-campus programs for candidates in parenting, budgeting, self-esteem, family communications, nutrition, positive discipline, conflict resolution and others on demand. A staff member is available to address, develop and implement new ideas and programs identified by professionals and community residents. Outreach programs are made available through schools, daycare centers, churches, businesses, and recreation facilities. The center is open for the lending of resources, parent support groups, and services. The website is:

<https://www.nicholls.edu/education/support-programs/family-resource-center/>

Office of Information Technology

This site provides information, training, and support on computer hardware, software and services at Nicholls State University. Students will find answers to most of the common problems people encounter while using campus computers, as well as lots of specialized information. Functions of this office are (1) Management of the University Learning Management System (Moodle) (2) Management of the University email for students (GMail) (3) Providing highly available computer labs for students, and assistance for faculty to integrate course materials into the curriculum. (4) Ongoing procedural and educational training of students and faculty. (5) Provide accountability to University and State Auditors, the SGA, and to the University Louisiana System board. (6) Management and technical support of the compressed video network and VBrick streaming video systems. (7) Provide computing resources to the faculty. The website may be accessed at: <https://www.nicholls.edu/information-tech/>

PROFESSIONAL ORGANIZATIONS

Students are required to join professional organizations. Professional organizations advocate for the profession, provide valuable resources about the counseling profession, keep students and professionals informed about the latest trends in counseling and allow students and professionals the opportunity to network with other professionals.

Memberships to the organizations listed should be considered by students in the program. Most organizations have offered to reduce fees for graduate students.

American Counseling Association <http://www.counseling.org/>

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

American School Counseling Association <http://www.schoolcounselor.org/>

Louisiana School Counseling Association <http://www.louisianaschoolcounselor.com/>

Chi Sigma Iota Honor Society <http://www.csi-net.org/>

PRACTICUM AND INTERNSHIP

PRACTICUM

Master's degree students are required to register for a 3-credit practicum course that includes 100 hours of field experience (40 direct contact hours, and 60 indirect hours) during an academic term. In the second year of the curriculum, students enroll in counseling practicum, which means they will counsel and consult. Practicum is the initial supervised clinical experience in which the student applies and develops basic counseling and conceptual skills and integrates professional knowledge under close supervision at an agency or at an approved school site. Students must complete prerequisites before enrolling in Practicum.

Before beginning an internship, students must meet all requirements for Practicum. Students who are ready to start Practicum must complete the following checklist:

- ✓ Submit Proof of Liability Insurance
- ✓ Submit Contract/MOU sign off with site location including total number of direct and indirect hours to be collected
- ✓ Submit job description written off and signed by site supervisor on company letterhead
- ✓ Attend Mandatory Orientation and sign the attendance sheet
- ✓ Turn in signed supervision agreement/Practicum agreement

Course Content: The NSU Department of Psychology, Counseling and Family Studies prepares students for professional counseling practice by providing live counseling experience in practicum. Practicum students obtain placement at a variety of area counseling agencies, hospitals, and schools to complete their required hours. Students will begin the search for a Practicum placement while in their Introduction to Practicum course. It is the student's responsibility to obtain and maintain Practicum placement. There is a site placement list available for students to consult when considering Practicum placement. In addition, practicum students develop and refine clinical skills in weekly group/peer supervision sessions, and in individual supervision sessions with practicum faculty.

Students study basic counseling techniques in the reading material and those to be modeled by the instructor, practice and demonstrate basic counseling skills using each other as clients, make videotapes of counseling sessions for self-study and class presentation, write case conceptualizations and treatment plans, conduct appropriate personal and professional self-exploration in the supervision group, and begin to develop a helping professional identity.

Practicum is probably the most important phase of a graduate student counselor training. During practicum, students will integrate and apply the knowledge and theory learned in classes as they counsel clients in a mental health setting. Students have two roles: student and counselor. In addition to counseling clients from the community, students will be expected to conduct themselves as a professional at all times, including being responsible and acting ethically, seeking supervision on a weekly basis and cooperating with colleagues.

Commitment: The commitment to practicum includes fifty-minute sessions with clients each week, an hour of individual supervision, and an hour and a half of group supervision. Outside of the counseling and supervision requirement, practicum students must write progress notes,

prepare treatment-plans, review video-taped sessions, and complete clinical assessments. Students are expected to conduct themselves as professionals during their field experiences. This role means that students follow the rules, regulations, and calendar of the agency/school to which they are assigned. This includes arriving on time, not leaving early (unless specific arrangements are made), calling the agency/school if ill, observing the dress code, determining and adhering to policies concerning confidentiality and tape-recording sessions and other professional behaviors. In addition, students' conduct must be in accordance with the ACA and ASCA ethical standards (ACA Code of Ethics: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>; ASCA Code of Ethics: <http://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>).

Laws such as those dealing with child abuse and confidentiality are to be followed explicitly. If legal or ethical questions arise, students should contact their site supervisor and individual university supervisor immediately. Failure to conduct oneself in a professional manner is grounds for a U in the course or dismissal from the program. It is recommended that a minimal number of additional courses be taken during practicum. Because of the time demands, it is recommended that students not work outside of their field placement or work only part time. If students choose to work in addition to their practicum placements, they should be fully aware of the impact their choices will have on their family, friends, hobbies, and abilities to meet practicum requirements. Practicum requires a substantial time commitment.

Course Objectives: Upon completion of this course the student should be able to:

1. Demonstrate professional behavior appropriate for a counselor in a practice setting.
 - a. Arrive on time consistently
 - b. Use time effectively
 - c. Inform supervisor and make arrangements for absence
 - d. Reliably complete requested or assigned tasks on time
 - e. Complete required number of hours at site
 - f. Responsive to norms about clothing, language, etc. on site
 - g. Communicate responsibly for self
 - h. Exhibit the behaviors and attitudes of a competent and professional counselor
2. Demonstrate appropriate ethical awareness and conduct
 - a. Knowledge of professional ethical guidelines
 - b. Awareness and sensitivity to ethical issues
 - c. Personal behavior consistent with ethical guidelines
 - d. Consult supervisors and/or other practicum students about ethical issues if necessary
3. Demonstrate the capacity of active participation in expanding and applying his/her knowledge of the counseling process and counseling with diverse populations
 - a. Receptive to learning when new information is offered
 - b. Actively seek new information from staff or supervisors
 - c. Ability to learn and understand new information

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- d. Broadening and deepening of understanding of concepts, theories, and information
 - e. Ability to apply new information in clinical setting
4. Take an active role in the supervision process
 - a. Actively seek supervision on a weekly basis
 - b. Receptive to feedback and suggestions from supervisors
 - c. Responsible for understanding information communicated in supervision
 - d. Successfully implement suggestions from supervisors
 - e. Aware of areas that need improvement
 - f. Willing to explore personal strengths and weaknesses
 5. Demonstrate appropriate process skills with clients
 - a. Build rapport and respect with clients
 - b. Facilitate client expression of thought and feeling
 - c. Keep control of the therapy session
 - d. Respond to important developments in the session
 - e. Recognize the significance of client statements in relation to the presenting problem
 - f. Is sensitive and responsive to client's needs
 - g. Is sensitive to cultural differences
 - h. Is sensitive to issues of gender differences
 - i. Convey competence to the client
 6. Demonstrate acceptable conceptualization skills with clients
 - a. Comprehend the client's issue
 - b. Recognize and interpret client's covert messages
 - c. Identify relationships among conceptual themes as expressed by the client
 - d. Keep the session moving toward some therapeutic outcome
 - e. Help the client identify appropriate outcome and/or process goals
 7. Demonstrate appropriate personalization skills with clients
 - a. Trust his or her insights during session
 - b. Appear comfortable in the role of therapist
 - c. Allow the client to see the person behind the role of therapist
 - d. Resist being threatened by, or defensive with the client
 - e. Convey warmth and caring to the client
 8. Interact with practicum students and related staff appropriately
 - a. Initiates interactions with practicum students/staff
 - b. Communicates effectively with practicum students/staff
 - c. Effectively conveys information and expresses own opinions
 - d. Effectively receives information and opinions from others
 - e. Written and verbal reports are accurate and factually correct
 - f. Written and verbal reports are presented in professional manner

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- g. Reports are clinically or administratively useful

Insurance: For your own protection, you are required to purchase a professional liability insurance policy. Students are to purchase their policy prior to submitting the P/I application. This ensures the student will be covered at the start of their practicum A professional liability insurance policy is available at a student discount rate for master's level students from the American Counseling Association (ACA) Insurance Trust (liability insurance is included with ACA membership). Visit the website at www.counseling.org or call 800-347-6647. Students must show evidence to the clinic managers of having liability insurance prior to seeing clients. Clinic managers have more details. Continued current proof of insurance will be maintained through the practicum and internship experience.

Taping of Sessions:

Taping of sessions with clients for supervision purposes MUST be allowed by the site. While clinical mental health and school settings may vary for many reasons such as clients, structure of setting, availability or access to clients, students must provide a counseling session each week to the individual university supervisor.

Taping Requirements

1. Students must provide an audible audio or videotape of a 30 min-1 hour counseling session (individual or group) each week (beginning no later than week 3 of the semester in fall/spring, an no later Week 2 during summer semesters) to the Individual University Supervisor via an encrypted password protected jump-drive. The Lab Coordinator will inform students of the specific requirements.
 - a. Tapes must be saved in the following format with the clients initials and the date the session was taped (example: SJ.June.5.2017).
 - b. Students should never submit tapes from a previous semester or previous weeks (i.e. submitting a tape from week 2 at week 12 in the semester.) Weekly tapes are required to assess students' development and therefore only the most recent tapes will be accepted for students to count hours for any given week.
2. Submission and exchange of weekly tapes is decided by the Individual University Supervisor and P/I student.
3. If students do not submit a tape by Week 3 of the semester or any week thereafter, students will not be able to count hours for the week was not submitted. Individual University Supervisors must inform the Faculty Supervisor and Faculty P/I Coordinator when tapes are not submitted.
4. Feedback Records. Students will receive written record of feedback for each tape submitted from their Individual University Supervisors. The written record will be used to document that students have fulfilled his or her taping requirements at midterm and final. Students should submit all written feedback records stapled, with their midterm and final paperwork.

Class Structure/Staffing/Group supervision: Practicum students meet weekly in group supervision for 1.5 hours. In addition, students will meet with a supervisor in weekly individual

sessions of 1.0 hour. Individual sessions may be triadic. Staffing and group supervision is a place to discuss textbook material, videos, staff client cases, and work on counseling skills, case conceptualizations, treatment plans and professional/personal development.

Students are expected to be on time for group staffing, individual supervision, and all counseling sessions. Cell phone use is not allowed during class. Students must inform supervisors if they will be late for class or supervision.

Direct client contact:

Students are expected to accumulate 40 direct client contact hours minimum for Practicum to achieve a grade of “satisfactory” for Practicum. Forty direct hours are the minimum for the Louisiana LPC Board licensure as well as CACREP. Students, at supervisor discretion, may be required to complete more than 40 direct contact hours. Direct contact hours consist of individual counseling, group counseling, family, counseling, couples counseling, assessment and intake, consultation, and psychoeducation. Consult the program Practicum and Internship manual for further explanation of direct and indirect service hours.

Students who do not complete the 40 hour requirement (but are in good standing) will receive an “incomplete” grade at the end of Practicum and be allowed to finish in the next regular Practicum.

Indirect contact time:

In addition to the scheduled clients, students must make time to be at the clinic to complete the following: Individual/group supervision; Review of sessions; Complete paperwork on clients (progress notes and treatment goals, assessment interview, reports to outside agencies, termination summaries); Make client phone calls (only using the clinic phones provided—never give out personal numbers)

Evaluation and Grades: Practicum grading is S/U. A student will be judged to have passed if they meet the following requirements:

- ✓ Receive an acceptable score on all criteria of the performance evaluation
- ✓ Attendance at all staffing’s and individual/small group supervisions
- ✓ Completion of any outside assignments (on time)
- ✓ No major ethical violation
- ✓ Professional behavior at all times while on practicum time
- ✓ Client session videotapes for review upon demand
- ✓ Maintain liability insurance
- ✓ All client files up to date at the end of the semester (case notes, termination summaries, etc.)

CACREP Standards for Practicum 2016:

1. Self-care strategies appropriate to the counselor role
2. the role of counseling supervision in the profession
3. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s view of others

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4. multicultural counselor competencies
 5. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
 6. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
 7. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
 8. counselor characteristics and behaviors that influence the counseling process
 9. essential interviewing, counseling, and case conceptualization skills

INTERNSHIP

Once the graduate student completes the required practicum and is in their last semester(s) of either the CMHC or MESC program, they are allowed to enroll in Internship.

CACREP 2016 Standards for Internship

1. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
2. Internship students complete at least 240 clock hours of direct service.
3. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
4. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Goals and Objectives of Supervision

The overall objective of field experience is to provide interns with supervised day-to-day practice in a traditional setting that fosters professional growth. The intern student will demonstrate:

- ✓ Clinical/counseling orientation and task assumption competencies
- ✓ Essential professional identity and ethical code competencies
- ✓ Interviewing and counseling (theory and practice) competencies
- ✓ Assessment and appraisal skill competency
- ✓ Counseling and guidance competencies
- ✓ Essential case management competencies including knowledge of available references and resources; and
- ✓ Consultation, administration, and leadership competencies

Students will provide the following information about the counseling case: presenting problem, history of presenting problem, previous attempts at problem solution, important information about the client.

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- ✓ Counseling Plan: goals, action-step, and desired outcomes (Do these goals match the presenting problem?)
 - ✓ Techniques: skills, strategies, and interventions
 - ✓ Initial Impression: how does the counselor's first impression of the client affect service delivery? (What am I thinking about this client that may interfere with my ability to help them?)
 - ✓ Diversity: the counselor's self-awareness (thoughts, feelings about the client, about self, and about the counseling process)
 - ✓ Counselor needs: what would be helpful in the future with a client such as this one?
 - ✓ Supervision Techniques: watch/listen to video/audio record, evaluate the student

Provide Feedback:

- ✓ About counselor strengths and areas needing improvement
- ✓ About the counseling case and future counseling direction
- ✓ About resistance to supervision
- ✓ About future work with client

Evaluation

Clinical supervision will help counselors to master the self-evaluation skills that will aide them throughout their careers. Clinical supervisors provide fair and helpful evaluations by:

1. Making sure that agency policies, including job descriptions, responsibilities and expectations are easily accessible and understood by the supervisee.
2. Giving specific explanations of how the supervisee is to be evaluated
3. Offering timely and honest feedback of the supervisee's actions
4. Suggesting behaviors to the supervisee that will improve their work
5. Allowing the supervisee the opportunity to correct their mistakes on their own

STUDENT AGREEMENT

I understand the terms and policies stated in this handbook and agree to abide by these terms and policies as outlined herein. I understand that if I do not agree to the terms, that I am not allowed to register for any courses or continue in the Clinical Mental Health and School Counseling programs, until I have agreed to the terms. I understand that I can obtain a copy of this handbook from the Nicholls State University, Department of Psychology website. My signature indicates that I have attended at least one New Student Orientation.

Additionally, I understand that a criminal background check is required upon admission into the program. I agree that I will notify the program faculty of the Clinical Mental Health and School Counseling programs of additional criminal offenses that may occur following the submission of the required Criminal Background Check.

Student Signature

Date

Student Name -- Printed

Address

Phone number

Email address

APPENDIX “A” PROFESSIONAL ASSESSMENT RUBRIC

Beginning Summer 2019, each candidate will be evaluated in EACH course for professionalism using a standardized rubric that will be provided to the student each semester. Candidates who score low at any time by any faculty member will be required to meet with program faculty at the beginning of the following semester. Candidates who receive one low ranking may be put on a remediation plan for the subsequent semester. Candidates who continue to score low in professional dispositions the following semester will be referred to the Department's Committee on Admissions and Progression.

Professionalism Evaluation CACREP 2016 Section 4. G.; 4.H.; 5C.2.j.; 5C.2.l.; 5.G.n.	1	2	3
	Strongly Agree	Agree	Disagree
1. Student shows willingness to appropriately self-disclose personal concerns that may affect performance as a professional counselor.			
2. Student demonstrates willingness to engage in professional interactions with persons from diverse cultures.			
3. Student exhibits flexibility when scheduling appointments with others.			
4. Student conveys feedback to others in an appropriate manner.			
5. Student exhibits growth in willingness and ability to share knowledge of resources with others.			
6. Student exhibits cooperative behavior as evidenced by a willingness to give others time and space to articulate their views.			
8. Student conveys an interest in the welfare of others.			
9. Student acknowledges feedback from professors, supervisors, and peers as evidenced by listening to clarifying, evaluating, and implementing the feedback of others.			
10. Student shows a respect for individual differences			
11. Student demonstrates a willingness to address personal prejudices and biases.			
12. Student expresses appropriate empathy for clients without over-identifying on a consistent basis.			
13. Student addresses issues of conflict that arise in counseling sessions and supervision.			
14. Student recognizes that conflict may be an area of growth.			
15. Student appears to maintain a balance in his or her life.			
16. Student appears to be alert to signs of stress.			
17. Student recognizes the causal link between his or her personal behaviors and their consequences.			
18. Student demonstrates an openness to take interpersonal risks.			
19. Student respects self and possesses an awareness of strengths and limitations.			
20. Student demonstrates a willingness to respect viewpoints which differ from his or her own.			
21. Student maintains client/colleague/peer confidentiality as defined by the ACA Code of Ethics.			
22. Student demonstrates appropriate verbal and written skills.			