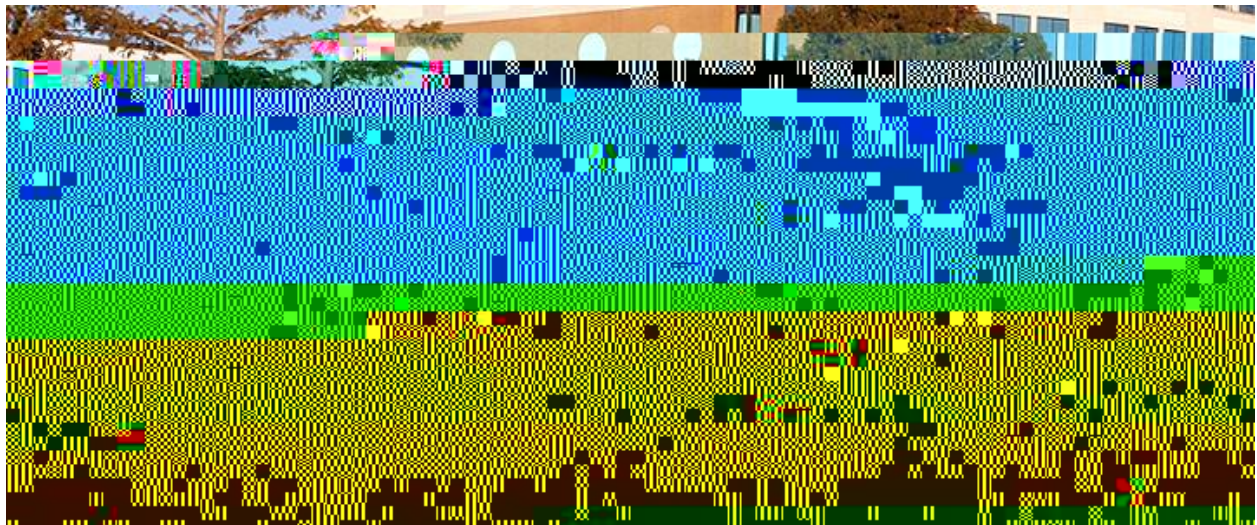




COUNSELING PROGRAM SPRING 2018

Concentrations: Clinical Mental Health Counseling & School Counseling



STUDENT HANDBOOK

COLLEGE OF HEALTH AND PHARMACEUTICAL SCIENCES

**Marriage & Family Therapy and Counseling Studies
School of Health Professions
College of Health and Pharmaceutical Sciences
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Introduction

Faculty members also maintain appropriate certification and/or licensure as professional mental health care providers. This ensures their awareness of current events and issues affecting the profession.

This process assures that you, the learner, are getting the best possible education and preparation.

Mission Statement

Mission

The mission of the counseling program is to create a supportive and collaborative learning environment for students from diverse backgrounds and cultures to acquire knowledge, attitudes, and skills essential in the practice of counseling; to prepare students to become highly skilled to provide supportive, educational, and counseling services to individuals from diverse backgrounds in a wide range of settings, including agencies and K-12 schools; to contribute to the knowledge in human services and counseling through scholarly contributions of faculty members and students; and to provide service to the human services and counseling professions, the community, ULM and humanity. Concentrations/Specializations are offered in Clinical Mental Health Counseling and School Counseling.

Mission and Program Review

Every year program faculty members assess and evaluate the statement of purpose and objectives for their respective programs. Statements of purpose and objectives guide the application of the curriculum.

In the program assessment and evaluation process, faculty members consider feedback from advisory groups, recent graduates of the programs, current students, and internship site supervisors. Acquired information is considered along with accreditation standards by regional and professional accrediting bodies, public policy changes that occur in the state of Louisiana or at the federal level that impact the profession, shifts in the field of practice as we know it, and new research findings pertinent to the profession. Information, thus acquired is integrated into the curricula as appropriate.

Goals and Objectives of the Counseling Program

To prepare skilled practitioners through a program of planned, sequenced, educational experiences, develop in each graduate, the following:

- I. A self-concept that includes:
 - ◁ Maturity in self-understanding and self-development
 - ◁ Ability to examine personal values, their origins, and appropriateness for the counseling profession
 - ◁ Ability to develop and demonstrate a process of on-going self-examination
 - ◁ An understanding of educational and counseling processes
 - ◁ Ability to effectively communicate feelings and factual information
 - ◁ Ability to attain and maintain openness to diverse populations

- II. An attitude toward others that is characterized by the following:
 - ◁ Respect for the dignity and worth of the individual
 - ◁ Commitment to that fulfillment of the human potential
 - ◁ A high degree of sensitivity and acceptance of others' behaviors, values, and life styles
 - ◁ Commitment to community and environmental well-being
 - ◁ Acceptance of persons with diverse cultural backgrounds, values, and lifestyles

- III. An attitude toward the profession of counseling and therapy that includes:
 - ◁ A proactive, developmental, and preventative, as well as a crisis and/or remedial model to promote high levels of individual and group functioning and wellness
 - ◁ Knowledge in his or her particular field of endeavor
 - ◁ Competence in the application of professional expertise
 - ◁ Knowledge, comprehension, and practice consistent with the ethical guidelines and legal aspects related to the counseling professions

In addition to the core goals, each area of specialty had required courses which are designed to provide direction and purpose to each area. The goals and objectives for each respective area follow:

The student will be prepared to:

Clinical Mental Health Counseling (Concentration)

- ◁ Promote change through well-developed and consistent theoretical application
- ◁ Respond to persons in need across the mental health continuum of care from high level wellness to severe and persistent mental illness

- ◁ Develop better ways to empower individuals by utilizing personality an assessment and behavior skills
- ◁ Understand and behave in accordance with the professional standards and the legal/ethical implications thereof
- ◁ Be aware of the many needs of individuals in culturally diverse environments
- ◁ Be eligible and appropriately trained to apply for Licensed Professional Counselors in the state of Louisiana

School Counseling (Concentration)

- ◁ Prepare and implement a developmental comprehensive school counseling program
- ◁ Understand and behave in accordance with the professional standards and the legal/ethical implications thereof
- ◁ Work effectively and therapeutically with student individually, in small groups, and in classrooms
- ◁ Give evidence of understanding the developmental stages and associates affective and cognitive behaviors appropriate for those stages
- ◁ Work effectively with teachers, administrators, families, and other members of the educational institution and the community
- ◁ Be aware of the many needs of individuals in culturally diverse environments
- ◁ Be eligible and appropriately trained to apply for Licensed Professional Counselors in the state of Louisiana

Program and Student Learning Outcomes

The Program Outcomes are as follows:

Clinical Mental Health Counseling Program Outcomes

1. Attain and Maintain CACREP Accreditation.
 - ◁ Present evidence of current CACREP Accreditation Status.
2. Prepare students to be eligible for licensure as LPCs.
 - ◁ Maintenance of a 75% pass rate of students on the Counselor Preparation Comprehensive Examination (CPCE), as determined by a score no lower than 1 standard deviation below the national average.
 - ◁ Maintenance of a 75% graduation rate.

2.

a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignments.

Sequence of Courses for Counseling Students

To maximize learning from the curriculum in the Clinical Mental Health and School Counseling specialty areas, the faculty had developed the following sequence of courses. Please note that this is the preferred (in some cases required) order in which students are advised to take these courses.

Clinical Mental Health Counseling (60 credits minimum)

Fall Admittance 1st Year

Fall Semester

COUN 5001 Intro to Counseling
COUN 6063 Legal & Ethical Issues
COUN 5005 Counseling Theories
COUN 5010 Methods of Counseling

Spring Semester

COUN 6067 Group Counseling
COUN 5011 Advanced Techniques
COUN 5060 Career Counseling
COUN/EDFN 5081 or PSYC 5023 Research

Summer Semester

COUN 6052 Multicultural Populations
COUN 6069 Crisis Counseling
COUN 5062 Assessment

2nd Year

Fall Semester

COUN 5022 Human Growth & Development
COUN 5065 Practicum
COUN 5021 or PSYC 5015 Maladaptive (Psychopathology)
COUN 6060 Intro to Marriage, Couples, & Family Counseling or MAFT 6010

Spring Semester

COUN 5025 Addictions Counseling
COUN 6070 Internship (3 credit hours)
COUN 5067 Principles & Administration of Mental Health Counseling Programs

Summer Semester

COUN 6040 Trauma
COUN 6070 Internship (3 credit hours)

Spring Admittance
1st

Spring Semester

COUN 6067 Group Counseling
COUN 5011 Advanced Techniques
COUN 5060 Career Counseling
COUN/EDFN 5081 or PSCY 5023 Research

Summer Semester

COUN 6052 Multicultural Populations
COUN 6069 Crisis Counseling
COUN 5062 Assessment
COUN 5066 School Counseling

2nd Year

Fall Semester

COUN 5022 Human Growth & Development
COUN 5065 Practicum 0 0 1 291.13 501.65 Tm0 G[(c)7(t)7(i)28(c)7(u)-20(m)] TJETQq0.00000912 0 612 792

Fall Semester

COUN 5001 Intro to Counseling
COUN 6063 Legal & Ethical Issues
COUN 5005 Counseling Theories
COUN 5010 Methods of Counseling

2nd Year

Spring Semester

COUN 5025 Addictions Counseling
COUN 5011 Advanced Techniques
COUN 5065 Practicum

Fall Semester

COUN 5022 Human Growth & Development
COUN 5021 or PSYC 5015 Maladaptive (Psychopathology)
COUN 6071 Internship (3 credit hours)
COUN 6060 Intro to Marriage, Couples, & Family Counseling or MAFT 6010

Spring Semester

COUN 6071 Internship (3 credit hours)

Eligibility to Remain in the Counseling Program

A student may be terminated from the master's program and from further graduate work at The

behavior, whereas problematic behavior may involve other aspects of professional behavior that may or

comments and faculty signatures must be placed in the student's file. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Remediation Interventions

Remediation interventions may consist of, but are not limited to the following:

- ◁ Personal therapy
- ◁ Increased faculty contact
- ◁ Increased supervision
- ◁ Repeat academic/clinical courses
- ◁ Removal from clinical work
- ◁ Additional assignments (journaling, research papers, tutoring)
- ◁ Require extra courses
- ◁ Leave of absence
- ◁ Workshops
- ◁ Dismissal from program

Professional Decorum

Counselor educators are required by the American Counseling Association code of Ethics to monitor the student's progress. As stated in the *Code of Ethics and Standards of Practice* as approved by the Governing Council in April 2005, Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitation of students and supervisees that might impede performance. Counselors assist students and supervisees when needed and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors assure that students and supervisees have recourse to address decisions made to require them to seek assistance or to dismiss them." (Section F: Teaching, Training, and Supervision, F.3.a, Limitations.) What this means is that there is more to evaluation than the academic performance of a student.

If the faculty senses that a student or supervisee has personal limitations that would impair him or her from being able to provide mental health care services, they may recommend that the student take additional course work to remedy the limitation(s), take some time off from their course work and seek personal counseling from an appropriately credentialed mental health professional, or that the student consider another career path. In very serious cases, the student may be administratively terminated from the program. Ideally, these decisions would be made with the consensus of both the faculty and the student in question. In every case, the faculty will attempt to work with the student to address specific limitations in a manner that will ensure the success of the student and protect the profession and any future clients the students' may have.

Counseling for Students

Counseling requires something more than most professions and that is self-awareness. Since the self of the counselor is an essential component of effective counseling, it is vital that we nourish our own wellness. It is also important for counselors to understand that there are risk factors inherent in the work and that noticing signs of stress or distress is a sign of health, not impairment. In order for you to be more self-aware, practice healthy coping skills, and understand the perspective of the client, you will attend counseling sessions during your graduate

studies. You will be required to attend six counseling session at the beginning of the Counseling program and six during Practicum.

If you live in or near the Monroe area, you can receive free counseling at ULM from the below centers.

ULM Community Counseling Clinic: (318) 342.1263

ULM Counseling Center: (318) 342.5220

ULM Marriage and Family Therapy Clinic: (318) 342.5678

Skills Attainment

Upon completion of four skills courses (COUN 5010 / Methods of Counseling; COUN 5011 / Advanced Techniques of Counseling; COUN 5065 / Practicum; COUN 6070 or 6071 / Internship), the instructor of the course will rate the student’s skills ability through a rubric system. See below for details. In addition, the student must pass the course with a “B” or higher in order to move to the next skills course.

COUN 5010 Methods Assessment Rubric

(To be submitted for Evaluation: Best Mock Counseling Session Videotape)

Rating Scale:

5=Excellent: Application and understanding demonstrates skills significantly beyond the developmental level; exhibits strong skills and a thorough understanding of concepts

3=Acceptable: Mastered basic skills at the developmental level—demonstrates good basic skills and understanding of concepts at a basic level

1=Unacceptable: Significant remediation needed; deficits in knowledge/skills

Note: Students must score at least 3 on each of the five objectives.

Skills	Score		
Skill 1: Skills Engaging a New Client	1	3	5
Skill 2: Skills for Developing the Therapeutic Relationship	1	3	5
Skill 3: Developing Ethical and Cultural competence	1	3	5

Skill 4:

2=Developing: Minor conceptual and skill errors; in process of developing skills

1=Deficits:

Included in the process is an assessment of comprehension of the knowledge base of the profession, competency in the application of skills considered essential for the profession, and personal growth, development, and suitability for the profession (professional decorum).

The milestones of this process are listed below. It is the student's responsibility to submit the following materials to the major professor at the appropriate intervals during their pursuit of the degree. Each student will maintain a **portfolio** that will reflect their progress throughout the program.

Student Background Check and Drug Screen Policy

I. PURPOSE

To provide the faculty, staff, and students with the policies and procedures for managing student background checks and drug screens.

II. POLICY

Background checks and drug screening tests are now required of Counseling students in order to participate in clinical work [defined as COUN5065, COUN 6070, and COUN 6071 both at the ULM Community Counseling Clinic (CCC) and at internship sites external to the university] in the Counseling Program. This policy was established to comply with emerging accreditation standards, to comply with the policies of the College of Health and Pharmaceutical Sciences (CHPS), and to promote the highest level of integrity in our program. This policy includes initial background checks and drug screenings as well as drug screening for suspicious behavior.

III. PROCEDURE

All Counseling students must complete a background check and drug screening from www.CastleBranch.com prior to beginning any clinical work (semester prior to Practicum course). The results will be valid throughout all clinical work in the Counseling Program. However, the student can be re-tested at any time during their course of study, especially if the student displays suspicious behavior during a clinical rotation.

All Counseling students will be informed of the College of Health and Pharmaceutical Sciences Background Check (BC) and Drug Screening (DS) policies both in writing (in the program handbooks) and in spoken form (during the applicant interviews and again at the program orientation). Those students enrolled in the Counseling program prior to the effective date of this policy (Spring 2016) will be informed both in writing and in spoken form. Students will sign an acknowledgement form as outlined on the CHPS Initial Background Checks and Drug Screening Policy.

Students must request a background check and drug screen from www.CastleBranch.com where they will register and pay for the services. The following steps outlined below should be followed by the student:

- ◁ Following the instructions provided by the Program Director the student should complete the on-line form at www.CastleBranch.com .
- ◁ Upon completing the forms, the student should be prepared to pay the fee for the background check and drug screen to be processed. This fee includes a national criminal background search.
- ◁ The student will receive a password and will be able to access the results when available.
- ◁ A receipt for the payment of the background check and drug screen must be

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Distribution of Practicum/Internship Hours

Practicum: 40 direct hours, 60 indirect hours (100 total hours)

Internship: 300 hours per semester for two semesters (600 hours total)

120 direct hours, 180 indirect hours (per semester)

Example of direct hours: direct counseling services, test administration, psychoeducational training, etc.

Example of indirect hours: site supervision, consulting, staffing, observing counseling sessions, writing case notes, treatment planning and report writing, etc.

Practicum and internship is for the entire semester (15 weeks) regardless if the student accrues the required hours prior to the end of the semester

Supervision Requirement for Practicum and Internship

Practicum students receive 2 hours and 45 minutes of supervision weekly by a program faculty member. Practicum students must provide their university supervisors with an audio or video recording each week of their interactions with clients. Students completing their practicum in the Community Counseling Clinic must provide video recording on DVD.

Internship students receive the equivalent of at least 2.5 hours of supervision each week. They receive 3 hours of group supervision every other week from their university supervisor in addition to 1 hour of weekly supervision from their internship site supervisor. Internship students must provide their university supervisors with an audio or video recording each week of their interactions with clients.

Applicant Interviews and New Student Orientation

Once the program faculty members receive completed applications, they are all reviewed and evaluated. Then, finalists are selected. All selected finalists are invited to interview with the faculty in order for application decisions to be made. Interviews are offered both in person and electronically, depending upon the geographic location of the applicant. During the interview, applicants' questions are answered and they are also informed of the program policies and procedures verbally, including the program's transition to a predominantly online format and

workshop during their initial interviews and when they receive and read their Counseling Student Handbook. Before students are admitted to the Counseling Program, they are required to sign and return an addendum agreeing to attend and participate in the workshop. Before students register and participate in the Summer Workshop, they will be asked to confirm their intention to attend using a Moodle survey: <http://moodle.ulm.edu/course/view.php?id=53369>.

The summer workshop serves to supplement skill level courses such as Counseling Methods (COUN 5010), Advanced Techniques (COUN 5011), and Group Counseling (COUN 6067) that will be taught as hybrid courses. Additionally, there will also be a Core Course Review, an ethics workshop, and a program orientation in which site supervisors will be present to discuss their sites and internship possibilities. **The workshop must be attended and successfully completed before students will be admitted into practicum and internship. Failure to participate in the summer workshop may delay graduation from the program. All students must reside on campus through the duration of the workshop.** During their residency students will interact

- ◁ Develop a comprehensive understanding of family and other systems theories and major models of family and related interventions
- ◁ Develop a better understanding of prevalent descriptions of dysfunctional behavior.
- ◁ Know the symptomatic behavior underlying various DSM-5 categories of dysfunctional behavior.
- ◁ Develop a better understanding of interpersonal, biological and societal influences on an individual's functioning.
- ◁ Begin to formulate strategies for dealing with problems of dysfunctional behavior.
- ◁ Become more sensitive to issues related to working with clients whose behavior is different from yours or who have special issues (sexual orientation differences, physical handicaps, gender issues which are different from yours, or long-term burdens).
- ◁ Become more competent in working with other health professionals in a collaborative capacity.

COUN-5010 & 5011-Counseling Methods and Advanced Techniques

At the completion of the Counseling Methods and Advanced Techniques workshop, students should be able to:

- ◁ Conceptualize the manner in which effective counseling proceeds from problem identification to problem resolution based on their understanding of themselves and counselor characteristics and behaviors that influence helping processes.
- ◁ Demonstrate essential interviewing and counseling skills so that they are able to develop therapeutic relationships with clients.
- ◁ Design, explain, and demonstrate rudimentary intervention strategies and successfully terminate counselor-client relationships.
- ◁ Conceptualize ethical and legal considerations regarding establishing and maintaining therapeutic relationships.

Specific Outcomes for Secondary Workshop Courses

COUN 5022- H1(s)-3(o)21(re)6(c)-13(om)7(pe)7(t)7(e)-13(nt)7()-20(i)7(n)21(w)-27(o)21 0 0 1 334.38 256.

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- < Acquire a working knowledge of school settings and curricula and the ideal interface of the above with a comprehensive school counseling and guidance program.
- < Demonstrate understanding of the qualities, principles, skills, and styles of effective leadership designed to enhance the learning environment of schools; discuss mental health wellness for school counselors.
- < Conceptualize and describe the role and function of the school counselor at each level, elementary, middle, and secondary.
- < Acquire a framework for critically evaluating and selecting resources appropriate to their school and community.
- < Develop an appreciation for the counseling implications of specific populations and counselor response to ethnic, cultural, biological, and gender factors related to working

At the completion of the Counseling with Special Populations: Multicultural Populations review,

12:15 – 1:15	Lunch	
1:15 – 1:45	Panel of Extern Sites	Site Representatives
1:45 – 2:15	Tour of Clinic	Peggy Buffington
2:15 – 2:30	Break	
2:30 – 3:30	Supervision and Consultation	Peggy Buffington
3:30 – 4:30	Prepare for Field Placement	Peggy Buffington

TUESDAY 7th

9:00 – 10:00	Trauma	Marty Holin
10:00 – 12:15	Counseling Theories w/Break	Marty Holin
12:15 – 1:15	Lunch On Your Own	
1:15 – 5:15	Group Work w/Break	Marty Holin

WEDNESDAY 8th

9:00 – 12:15	Counseling Methods and Techniques w/Break	Marty Holin
12:15 – 1:30	Lunch On Your Own	
1:30 – 3:30	Crisis Counseling and Suicide	Peggy Buffington 3:30 – 3:45
Break		
3:45 – 5:15	Research and Assessment	Aimee Galick

THURSDAY 9th

9:00 – 10:00	Human Growth and Development	Peggy Buffington
10:00 – 12:00	Professional Identity and Professional Engagement	Brian Canfield (Feature)
12:00 – 1:30	Lunch On Your Own	
1:30 – 3:00	Multi-Cultural Counseling	Marty Holin
3:00 – 3:15	Break	
3:15 – 5:15	Addiction	Wendel Ray (Feature)
6:00 – 8:00	Dinner at Geno's or Genusa's (School Counseling and Awards)	Jodey Edwards

Expenses

Students are responsible for their own travel to and from Monroe and **are required** to stay on campus in residence halls. With prior notification, representatives from the Counseling Program will be happy to pick up and return students from the Monroe Regional Airport. Students will be notified when they may enroll for their workshop at the ULM Continuing Education Portal [<https://webservices.ulm.edu/ce/>]. *Scholarships or financial aid is not available.*

Cost for the Summer Workshop is \$1,700, all-inclusive (Room/Board/Tuition/Fees) and is subject to change.

For more information regarding the registration process, please contact:

Ms. Katie Smith, Coordinator Non-Credit Programs
Extended Learning/Quality Enhancement
University Library 109
700 University Ave.,
Monroe, LA 71209
(318) 342-3022
ksmith@ulm.edu

Before students register and participate in the Summer Workshop, they will be asked to confirm their intention to attend using a Moodle survey:

<http://moodle.ulm.edu/course/view.php?id=53369>. Students will find the survey under the topic “Workshop Information”. Please click on the link with the ico link w

will be no refunds. Failure to participate in the summer workshop may delay graduation from the program.

Student Survey

Students will have the opportunity to evaluate their summer workshop experience. Post-summer workshop surveys will be e-mailed to students on the last day of summer workshop. These surveys address student opinions about perceived growth in specific program outcomes as well as satisfaction with summer workshop seminars, plenary sessions, logistics, and events.

Disability Services (Special Needs)

Students requesting accommodations at summer workshops must make arrangements with the Counseling Center several weeks prior to the event. Students with disabilities are encouraged to apply for assistance at www.ulm.edu/counselingcenter/special.html (include phone number) Faculty and/or staff members are informed of those accommodations if they affect the classroom environment, such as the following examples:

- < A sign language interpreter will be working in the classroom.
- < The student will need special seating arrangements.
- < Closed captioning will be required.
- < The student will need frequent breaks.

◁ **I noticed how busy we will be throughout the workshop. Will we have any free time?**

Yes, although it is not a great deal. We have designed the workshop experience so that students will not need to do workshop related homework or reading assignments when the day is over. With the exception of Thursday evening, evenings are free of arranged activities. On Thursday, dinner will be provided at or by a local restaurant. A speaker will be presenting at the dinner and therefore it is required that all students attend.

◁ **Where do I go for a parking permit?**

Upon arrival to the campus, proceed to the University Police on the corner of Desiard Street and University Avenue at 3811 Desiard Street Monroe, LA 71209. Bring CWID, driver's license, license plate information, and proof of temporary workshop or a letter of special accommodation. Summer workshop students will be issued a temporary hangtag. Hangtags must be displayed from the rearview mirror with the numbered side facing out the windshield. Students must park only in designated zones. Vehicles parked outside of designated areas will be ticketed and the student will be responsible for any fees assessed to the vehicle. For more information, call 318-342-5350 or 318-342-7850. Visit www.ulm.edu/police/parking for a map of campus zones and list of violations prior to parking on campus.

◁ **How should I dress during Workshop?**

The program is meant to train students to become professionals in the field of clinical mental health counseling or school counseling. While there is no specific dress code for the workshop, we expect students' attire to reflect their unique status as graduate students

successfully navigate our master's degree program. Please do not hesitate to contact Dr. David Hale, Summer Workshop Director, at (318) 342-1349 or by email: dhale@ulm.edu.

Comprehensive Examination Policies

are affiliates of the National Board for Certified Counselors). It is a highly valid and reliable way

that all elements of the portfolio are available at the time of comprehensive exams. While

American School Counselor Association

Chartered in 1953, ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.

1101 King St., Suite 625
Alexandria, VA 22314
(703) 683-ASCA
Toll-free: (800) 306-4722
(703) 683-1619, fax
asca@schoolcounselor.org

American Mental Health Counselors Association

801 N. Fairfax Street, Suite 304
Alexandria, VA 22314
(800) 326-2642
<http://www.amhca.org>

Association for Child and Adolescent Counseling

Association for Child and Adolescent Counseling aims to focus on the training needs of counselors who work with children and adolescents, while also providing professional support to those counselors, whether they are school counselors, play therapists, or counselor educators.

<http://acachild.com/>

Counselors for Social Justice (CSJ)

The mission of Counselors for Social Justice is to work to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and our clients and to assist in the positive change in our society through the professional development of counselors.

<http://counseling-csj.org/>

International Association of Marriage and Family Counselors

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

National Board for Certified Counselors

3 Terrace Way
Greensboro, North Carolina 27403-3660
(336) 547-0607
nbcc@nbcc.org
<http://www.nbcc.org>

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
(703) 535-5990
(703) 739-6209, fax
<http://cacrep.org/>

American Association of Marriage and Family Therapy (AAMFT)

Student membership is available in AAMFT and includes subscriptions to *The Journal of Marital Family Therapy*, and *Family Therapy News*. Membership is granted only to the national organization that automatically confers membership to the State division in which the member resides. Louisiana residents are automatically granted membership on the Louisiana Association of Marriage and Family Therapy (LAMFT). Student membership applications to AAMFT may be obtained by writing or calling:

The American Association of Marriage and Family Therapy
1100 17th St. NW, 10th Floor
Washington, DC 20036-4601.
Telephone (202) 452-0109

affiliated with campus-based chapters contributing to their counselor education programs and communities. Chapters are supported at least in part by funding from CSI.

One of the largest associations of professional counselors in the world, CSI's annual active membership is equally balanced between professional and student members. Among the professional members over 1,600 are counselor educators and supervisors while the remainder are practicing counselors in all settings and specialties of counseling.

Our Chapter

Chi Sigma Iota is an excellent organization supporting local needs based groups. Past members have participated in many local and long distance service projects that helped those in need which included the ULM Suicide Prevention Walk, Veterans Wall, La Tech Suicide Prevention Walk, Salvation Army projects, and many more.

Below, you will find

The online process to join CSI is available at this web link: https://www.csi-net.org/general/register_member_type.asp?

Once you apply to the national branch, Dr. Marty Holin will be notified as the Faculty Advisor.

ULM Out of the Darkness Walk to prevent suicide. It is free to all, includes activities for children, and is pet friendly. This is a great opportunity to help out your university and community by raising awareness about mental illness and preventing the tragic loss of loved ones to suicide.

Here is the link to the walk with more info about registering, starting a team, or donating:

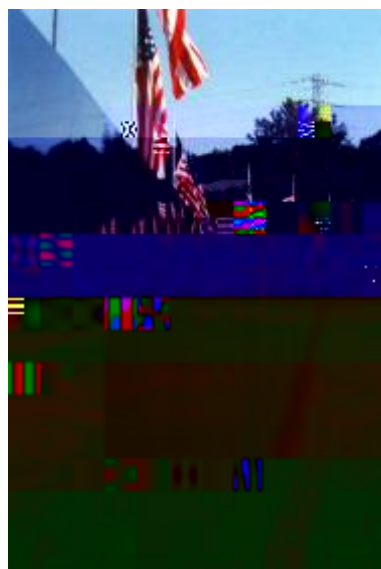
<http://afsp.donordrive.com>

Here is the Facebook link:

<https://www.facebook.com/pages/ULM-Out-of-the-Darkness-Walk/1557094151185599>

For more information, contact Dr. Marty Holin at Holin@ulm.edu.

Vietnam Memorial Traveling Wall



The Vietnam Traveling Memorial Wall, a replica of the Vietnam Memorial in Washington, D.C., comes to Monroe's Chennault Aviation and Military Museum, every other year. The Traveling Wall is 3/5 the size of the memorial in Washington, D.C. It is 6 feet in height and 300 feet in length and contains 58,272 names of military members who died in the Vietnam War.

The Vietnam Traveling Memorial Wall has been a powerful medium for processing of issues regarding the Vietnam War.

Students from the University of Louisiana at Monroe volunteer to listen to patrons of the wall who would like to talk. Students participating in this event in the past plan on participating again and shared that this experience was wonderful and valuable! Please visit the following link, or

Professional Recommendations for Credentialing and Employment

The faculty will not endorse a graduate of any program for a specialty for which they believe the student is not qualified. Copies of the endorsement statements for the various programs are available in the Department Office. This is based on the ACA Code of Ethics (Section F: Teaching, Training, and Supervision, Item F.I.h) which states, “Counselors do not endorse students or supervises for certification, licensure, employment or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement. Counselors take reasonable steps to assist students or supervisees who are not qualified for endorsement to become qualified.”

Professional recommendations for students or graduates are provided at the discretion of the

ADDENDUM

UNIVERSITY OF LOUISIANA MONROE

ULM Counseling Program Student Background Check and Drug Screen Policy

Acknowledgement

By signing this acknowledgement form, I agree that I have received, read, and understood the ULM Counseling Program Student Background Check and Drug Screen Policies and Procedures. I understand that if I choose not to sign this form, or not to follow the ULM Counseling Program Student Background Check and Drug Screen Policies and Procedures, I will not be permitted to continue in the Counseling Program.