LOUISIANA STATE UNIVERSITY IN SHREVEPORT
COLLEGE OF BUSINESS, EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF PSYCHOLOGY

MASTER OF SCIENCE IN COUNSELING

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A MEMBER OF THE LSU SYSTEM
INTRODUCTION

This handbook is designed to assist graduate students pursuing the Master of Science in Counseling (MSC) degree. This handbook presents the program mission, philosophy, the model for assessment of students, and program requirements. Also included are descriptions of course work, practicum, internship, comprehensive examination, and thesis requirements. Graduate students will be expected to use the handbook as a resource during their participation in the program; however, students are best advised to maintain frequent and regular faculty contact.

In addition to providing a description of the program and its requirements, the handbook is intended to supplement the university catalog and the Louisiana State University in Shreveport (LSUS) Graduate Student Handbook, both of which pertain to all graduate students and programs offered at LSUS.

MSC COMMITTEE MEMBERS
Yong Dai, Chair, Dept. of Psychology, ex officio
Kacie Blalock, Ph. D.
Hsin-Ya Tang, Ph. D.
Robert Minnear, Ph. D., MSC Community Member
Meredith G. Nelson, Ph. D., MSC Program Director
Kevin Jones, Ph.D., Director, Specialist in School Psychology
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1. PROGRAM MISSION AND GOALS

The MSC program is designed to develop licensable professional counselors and to prepare students for further graduate study in related doctoral programs. The program promotes scholarship, professionalism, excellence in counseling, and recognizes high attainment in the pursuit of academic and clinical excellence.

Professional counselors practice in a variety of settings including hospitals, substance abuse treatment centers, schools, colleges, universities, rehabilitation facilities, community counseling agencies, court systems, and other settings in which counseling or other mental health services are offered. Graduates are prepared throughout their program of study in regard to professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research. It is recognized that advances in knowledge, skills, and technology within the profession require life-long continuing education for counselors.

2. ACCREDITATION

Accreditation of universities and university programs is voluntary. Universities and programs within universities choose to seek accreditation to ensure that their programs meet the highest academic and professional standards.

State counseling licensure boards require that students have graduate degrees from universities that are regionally accredited. In addition, most jobs require that graduate degrees be granted from accredited universities. LSUS is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and master’s degrees.

The LSUS College of Education and Human Development is accredited by the National Council for Accreditation of Teacher Education (NCATE). Some states offer special consideration to graduates of NCATE accredited programs when they apply for state certification as school counselors.

3. TRAINING MODEL

The MSC program is based upon the practitioner-scientist model of training. While professional counselors work primarily in applied settings, it is important for them to be knowledgeable consumers of scientific literature. The program places primary emphasis on counseling related skills and theory. A secondary emphasis is placed on teaching research design and methodology to maintain the relationship between clinical practice and its empirical basis, with the purpose of encouraging students to stay current in research relevant to their practice.

The program encourages the use of a wellness model. Although professional counselors are trained to recognize and treat pathology, they utilize this model to assess a client’s level of functioning and assist the client to reach his or her optimal level of well-being. Cognitive, emotional, and behavioral problems are viewed from a developmental perspective in that various stages of life present problems that must be addressed in order to progress successfully to the
next stage of life. The program develops in students the knowledge, skills, and dispositions to provide mental health services to increase the quality of life for clients across the lifespan.

4. MSC COMMITTEE

The MSC Committee is responsible for the development, maintenance, and growth of the LSUS MSC program. This interdisciplinary committee, composed of core MSC faculty and community-based practitioners, serves both advisory and administrative functions. The MSC Committee is charged by the Department of Psychology to formulate policy recommendations for departmental approval. This model has been selected to ensure that the vision, mission, and goals of the MSC program reflect the overall vision, mission, and goals of the Department of Psychology, the College of Business, Education and Human Development, and the university. Typical advisory duties may include, but are not limited to, recruitment, development, review, and revision of curriculum, programmatic operating procedures, and administrative policy. These duties may include, but are not limited to, deciding candidacy issues, advising students, mediating student grievances, conducting student evaluations, performing program evaluation, and creation and enforcement of administrative policy. Finally, the MSC Committee provides a forum for concerns of faculty and field supervisors regarding student performance and progress toward the fulfillment of requirements to become an effectively functioning licensed professional counselor.

5. PROGRAM OF STUDY

Upon admission to the MSC program, the student will be assigned an advisor by the MSC Program Director. It is the student’s responsibility to initiate contact with the advisor for the purpose of developing an approved program of study for completion of the degree.

Once admitted to the MSC program, students must complete a program of study (Appendix E). The program of study is developed with the advice of the graduate advisor and with the concurrence of the MSC Program Director. The student’s program of study must be signed and initially filed upon completion of 12 semester hours, not including prerequisite courses. In order for courses to be counted toward degree requirements, they must be included in the student’s approved program of study. All requests for program of study changes must be made to and formally approved by the student’s advisor or, in some cases, the MSC committee. The MSC Program Director has final approval over all program changes.

Programs of study for the MSC degree incorporate the academic requirements for subsequent licensure as a Licensed Professional Counselor in Louisiana. Programs of study may also be designed to meet the requirements of certification as a school counselor, or for licensure as a professional counselor in many other states. Finally, programs of study may be designed to provide a foundation from which to pursue doctoral degrees in counseling or other mental health degrees.

THESIS OPTION

Students wishing to pursue a doctoral degree in the future, or those who are interested in learning more about the research process, may elect to complete a master’s thesis. Students wishing to
complete a thesis must declare this intention on their approved program of study. Successful completion of the document requires a minimum of six credit hours in PSYC 799, a defense, and all appropriate administrative approvals.

The thesis requires the student to complete a comprehensive literature review of a theoretical position or question in the field, and to develop and test at least one specific hypothesis from that theory. The thesis must follow formatting guidelines as spelled out by the thesis advisory committee and the graduate school. For the student electing the thesis option, a three person advisory committee will be selected in consultation with the Program Director. This committee will consist of the student’s advisor and two additional faculty members, one of which may come from outside the department of psychology. Registration for the thesis option will be in accordance with the current LSU-S catalog. Upon completion of 24 graduate semester hours, the student may submit a prospectus for their thesis. The student’s advisory committee must accept the prospectus before the candidate begins the work on this project.
### MSC CURRICULUM

**Total Hours: 60**

#### First Year of Study

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>PSYC 701 (Introduction to Counseling)</td>
<td>3</td>
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<tr>
<td></td>
<td>PSYC 716 (Intermediate Statistics)</td>
<td>3</td>
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<td>PSYC 720 (Theory and Practice of Counseling Psychology)</td>
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<td>PSYC 728 (Ethics)</td>
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<td><strong>Spring Semester</strong></td>
<td>PSYC 718 (Introduction to Research Design)</td>
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<tr>
<td></td>
<td>PSYC 721 (Analysis of the Individual)</td>
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<td></td>
<td>PSYC 705 (Advanced Human Development)</td>
<td>3</td>
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<td>PSYC 723 (Counseling Methods and Techniques)</td>
<td>3</td>
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<tr>
<td><strong>Summer Term</strong></td>
<td>PSYC 733 (Career Counseling)</td>
<td>3</td>
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<td>PSYC 732 (Social and Cultural Foundations in Counseling)</td>
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#### Second Year of Study

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<tr>
<td><strong>Fall Semester</strong></td>
<td>PSYC 783 (Counseling Practicum)</td>
<td>3</td>
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<tr>
<td></td>
<td>PSYC 747: (Case Formulation)</td>
<td>3</td>
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<tr>
<td></td>
<td>PSYC 722 (Group Processes)</td>
<td>3</td>
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<td></td>
<td>PSYC 709 (Human Development)</td>
<td>3</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td>PSYC 740 (Psychopharmacology)</td>
<td>3</td>
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<td></td>
<td>PSYC 780 (Consultation &amp; Crisis)</td>
<td>3</td>
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<tr>
<td></td>
<td>PSYC 786 (Internship I)</td>
<td>3</td>
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<td></td>
<td>Elective</td>
<td>3</td>
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<tr>
<td><strong>Summer Term</strong></td>
<td>PSYC 787 (Internship 2)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 724: (Marriage &amp; Family Counseling)</td>
<td>3</td>
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</table>

**60 total**

**NOTE:** Prerequisite courses are PSYC 216, and 9 additional undergrad psych courses

**Approved electives:** Any 600 or 700 level PSYC course or 799 (6 hours for thesis only)
6. STUDENT EXPECTATIONS

A. STUDENT ORIENTATION
Prior to enrolling in classes for the MSC program, the student will schedule a face-to-face or online meeting with the MSC Program Director. After this meeting, if the student intends to pursue this degree, the Program Director will assign the student to an advisor. During the meeting with the advisor, the student will be assisted in planning her/his course of study and in the scheduling of classes. Prior to each semester, the student should make arrangements to meet with this advisor to select courses for that semester. Around the 3rd week of the Fall and Spring semesters, a formal orientation will be required for entering Fall, Spring, or Summer students to attend. The notification for this orientation will be posted on Moodle and emailed to all enrolled students.

During the semester BEFORE graduation, the student must contact the Program Director to schedule a graduation checkout. This is an institution-wide policy.

B. Personal Counseling
Master’s students in the LSUS Counseling Graduate Program are encouraged to seek personal counseling services during the time they are students in the program. Students are informed that faculty members may not serve as their counselors and they are given information about counseling services offered on campus through the Student Development Center. Professional counseling services on campus include assistance through a variety of means including: individual, support groups, educational workshops, online mental health screenings, and self-help information. These on-campus services are free of charge and students are also given resources about counseling services available in the community. If a student is found to be struggling with any issues that affect their personal or academic life, they may be required to receive counseling to remain in the program. Upon request, off-campus counseling providers that offer reduced rates or sliding scale fees are also given as resources to students.

B. GRADE POLICY
The MSC Committee expects students in the program to maintain a minimum of a 3.00 grade point average in graduate courses. Students are allowed no more than one grade of C in graduate classes. A second grade of C in graduate coursework requires remediation, which will consist of repeating the course and obtaining a grade of B or higher. A third grade of C in graduate coursework, including this remedial semester, will result in dismissal from the program. Any grade below a C in graduate coursework will result in dismissal from the program.

This policy is different for PSYC 783, 786, and 787 (the practicum/internship progression). If a student receives a grade of C for any part of their field placement, they will be required to repeat that course. Students will not be allowed to continue to the next course in the progression without signing up for the course again and obtaining an improved evaluation from their site supervisor and obtaining a grade of B or higher. Students who receive a grade of C for PSYC 787 (Intern II) will not be allowed to graduate unless they successfully re-take the course. Students who receive a grade of C in Practicum or Internship will meet with MSC faculty to determine the reasons for this performance. Poor performance in Practicum or Internship work will be discussed by the MSC Committee, and will result in a specific remediation plan. The
Committee may also suspend the student from field work or all classes for one or more semesters as a part of the remediation plan. Students may be allowed to retake practicum or internship one time, and only with the approval of the MSC committee.

In addition, the MSC Committee expects students to abide by the LSUS code of conduct as well as the ethics codes of the American Counseling Association in both their coursework and their field placement. Students are required to demonstrate appropriate professional behavior while enrolled in the program. Should a student be found by the Committee to have violated an ethical standard, the committee may take one of several actions, including but not limited to probation or dismissal from the program.

C. EVALUATION OF INTERPERSONAL CHARACTERISTICS

The practice of counseling is an art and science for which counselor characteristics are a critical set of variables in the therapeutic encounter. As such, the program has an ethical responsibility to address the issue of non-academic competencies essential for effective functioning in the counseling field. Satisfactory academic performance alone is not a guarantee of successful program completion. Along with the traditional academic indices of student progress, the student’s interpersonal and intrapersonal functioning will be continually reviewed and evaluated by the Program Director, faculty, adjunct instructors, and field supervisors. All individuals involved in a student’s training may have input into the student’s fitness for the program beyond academic assessment. Students will be evaluated on their level of personal insight, judgment, sensitivity, ethical behavior, attitude, communication skills, and other qualities that are essential to becoming an effective professional counselor.

The MSC program has clear guidelines for assessing academic performance. It will also use the Interpersonal Disposition Survey (IDS) form, which provides a systematic means for evaluation of interpersonal and intrapersonal competencies. These include but are not limited to openness to learning and supervision, constructive use of feedback, and openness to different worldviews. In addition to academic performance, faculty are asked to assess their students for the dispositional characteristics of an effective counseling professional. Each term, the Program Director will ask the instructors of students in the program to complete an IDS form (Appendix G) on students that are exhibiting characteristics that do not match this disposition. Any instructor or staff member that has concerns about the competence of any MSC student is asked to complete an assessment on that particular student. The submission of this form for review by any faculty member will result in review of the student’s status in the program by the MSC committee. Concerns raised by field supervisors will also result in review by committee.

Once per academic year, the core faculty review each student’s academic progress in tandem with the Interpersonal Disposition Survey and complete a survey for each student. If remediation or correction is required, students are notified and will meet with core faculty for a specific remediation plan.

Master’s degree-seeking students may be dismissed from the academic program by a majority vote of the Committee as a result of the performance and interpersonal characteristics evaluation
process, or for unethical or illegal conduct. Students are notified of this in writing by the MSC Program Director.

D. PROBATION AND DISMISSAL
When ethical, legal, dispositional, or academic problems arise, the specific concerns will be processed by the MSC Committee. At this time, the committee may decide to place the student on probation. If this decision is made, the MSC faculty will create a written remediation plan that the student will be required to complete. The remediation plan may take many different forms and will be tailored to the specific needs of the student. This plan will consist of ethical, dispositional, or academic goals that the student will be required to meet. Students must meet these goals within a specific timeline set by MSC faculty. Students may be required to retake courses as appropriate. Other possibilities may include specific dispositional goals (e.g., a student will work on their ability to appropriately use supervision). Personal counseling may be required in order to address issues that affect the student’s performance as a clinician or interaction with peers and students.

The MSC Committee will review the student’s unsatisfactory progress according to the schedule on the student’s remediation plan via ongoing reports from faculty and field supervisors. If the Committee determines that the student is not making appropriate progress, they will request additional information to ensure the clearest possible understanding of the situation. The student is responsible for acquiring and presenting any written statements that they consider pertinent to their case. After all material is reviewed, the Committee may decide to remove the student from the program at this time. The Committee may also choose to revise the student’s remediation plan to meet the changing situation, including suspension from the program for a set period of time. If the student is removed from the program, this information will be forwarded to the Psychology Department, the Graduate Dean’s office, and the Registrar’s office so that the student may be dropped from current classes and prevented from re-enrolling in future semesters. The program director will inform the student of the committee’s decision and ensure that the appropriate documentation is placed in the student’s file.

E. APPEALS PROCEDURES
See the current Student Handbook for the complete Code of Conduct for an appeal. The Student Handbook can be found online at the following link: http://www.lsus.edu/offices-and-services/policies-and-manuals/student-handbook.

F. SUSPENSION AND REINSTATEMENT
As noted, students may be suspended from the MSC program for a set number of semesters if personal or academic issues are severely interfering with their progress. Shortly before the completion of the suspension period (30 days before the end of the semester prior to reinstatement), the student must present a letter requesting for the submission to be lifted. They will include all documentation in support of this request (e.g., letters from personal counselors). The next MSC Committee meeting will assess the student’s progress and determine whether the student will be allowed to continue on a probationary status or be removed from the program. If
the student is allowed to continue, they will follow the plan for students on probation outlined above.

G. EXIT INTERVIEW
Students completing the program are required to participate in an exit survey conducted by administrators of the program for the purposes of program development and quality assurance. Results of exit surveys will be used by the Committee to evaluate, refine, and expand upon existing program elements.

H. PROFESSIONAL DEVELOPMENT
Students in the MSC program are encouraged to participate in professional organizations. Appropriate organizations include the Louisiana Counseling Association, the Northwest Louisiana Counseling Association, the American Counseling Association, the National Board of Certified Counselors, and Chi Sigma Iota (international honor society in counseling), an organization committed to enhancing the professional development of the students. (See Appendix G)

7. COMPREHENSIVE EXAMS AND FIELDWORK

A. COMPREHENSIVE EXAM

Students will be expected to successfully complete a comprehensive examination prior to placement in internship. The comprehensive examination the program has adopted is the Counselor Preparation Comprehensive Examination (CPCE). It is an objective and standardized measure developed by the Center for Credentialing and Education (CCE), an affiliate of the National Board of Certified Counselors, Inc. (NBCC). The purpose of the exam is to assess counseling students' knowledge of counseling-related issues that are a focus of licensure, accrediting bodies, and existing models of best practice. The exam will be used by the committee to judge students' progress in these areas and help determine their fitness to practice. The CPCE was designed to provide a summative evaluation of pertinent and professionally relevant knowledge obtained through the program. The CPCE consists of 160 items that reflect the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) eight required training areas:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation and Ethics
The CPCE registration fee is the responsibility of the student. The administration of the CPCE will be coordinated by LSUS non-program faculty or staff. Individuals who perform well on the CPCE should perform similarly on LPC licensure exams. The MSC Committee will determine criterion scores for successful completion of the comprehensive examination, which will be based on the nationwide means and standard deviations provided by CCE. Students are allowed to retake the comprehensive examination twice after an initial failure. Failing the comprehensive examination a third time results in dismissal from the program. Students who fail the comprehensive exam will not be allowed to continue in their internship experience until they successfully retake and pass the CPCE. The program faculty will set the comprehensive exam dates and two dates will be offered per academic year.

B. PRACTICUM

Students must complete at least 24 semester hours of the approved program of study prior to enrolling in practicum. Prerequisites to practicum are PSYC 705 (Abnormal Psychology), PSYC 728 (Ethics), PSYC 701 (Introduction to Counseling), PSYC 720 (Theory and Practice of Counseling Psychology), PSYC 721 (Analysis of the Individual), and PSYC 723 (Counseling Methods and Techniques). Grades in practicum will be determined using a performance assessment which includes applied work samples, on-site visits, and formal evaluations completed by site supervisors. Practicum grades are subject to the MSC program grade policy as noted above. Students are expected to complete the comprehensive examination during practicum. If students do not pass the comprehensive exam, they will not be allowed to progress to internship I and II.

After prerequisites are completed, students are required to register for a three credit hour supervised practicum that totals a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student’s practicum includes all of the following:

1. a minimum of 40 hours direct service with clients, including experience in individual and group work;
2. one hour each week of on-site supervision;
3. a weekly class which includes advanced instruction in counseling skills and at least an average of one and a half hours of group supervision of the work students perform at their practicum site. The time spent in supervision counts toward the 100 hours requirement. In order to meet the 100 hours requirement, students usually spend 5-6 hours each week at their sites during a regular semester. (Summer terms will require more hours each week);
4. formal evaluation of the student’s performance throughout the practicum.

The list of potential practicum sites will be available to students through the Program Director and starting in Fall, 2016, the Clinical Coordinator of Field Experiences. The MSC Committee has the sole discretion in approving and/or continuing to approve a practicum site.

Before contacting potential practicum and internship sites, discuss placement possibilities with your faculty advisor. You must have your faculty advisor’s approval before contacting a site. You must obtain the site supervisor’s approval before registering for practicum. Once registered,
a contract must be submitted to your faculty advisor during the first week of classes. In addition, proof of student liability insurance must be presented to your instructor the first week of classes. Generally, a $1,000,000 liability policy can be obtained at a reasonable rate.

Utilization of more than one site for practicum and internship is generally not allowed or advised. However, exceptions may be made in specific cases, such as an existing job that has appropriate content and supervision. If more than one site is utilized, on-site supervision must be provided at each site with appropriate evaluations and a separate application must be filed and approved for each site.

C. INTERNSHIP

Students will be expected to complete their internship following successful completion of practicum and comprehensive examination requirements. Performance in internship will be judged using a portfolio assessment to include a case presentation, applied work samples, and formal evaluations completed by site supervisors. Internship grades will also be determined using a structured evaluation completed by the internship faculty supervisor. Internship grades are subject to the MSC program grade policy as noted above. Students will be evaluated on the following classes of characteristics:

- Professional presentation and demeanor
- Knowledge and use of personal strengths and weaknesses
- Counseling skills
- Assessment and diagnostic skills
- Evidence of expertise in coordinating with other agencies and professionals
- Commitment to professional growth and development
- Dispositional characteristics (warmth, empathy, genuineness, openness to feedback, self-awareness, etc.)

The program requires students to complete two (2) internships of 300 clock hours each that will begin after successful completion of practicum. The internship provides further opportunities to develop counseling skills and professional identity. Each student’s internship includes all of the following:

1. 120 hours of direct service with clients, including experiences in individual and group work;
2. taped sessions with clients for supervision purposes or live observation by the supervisor;
3. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings)
4. one hour each week of on-site supervision;
5. opportunities to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research;
6. formal evaluation of the student’s performance during the internship by a program faculty member in consultation with the site supervisor.
D. STATEMENT ON FIELD WORK SUPERVISOR REQUIREMENTS

Clinical instruction includes supervised practica and internships that have been completed within a student’s program of study. Practicum and internship requirements are considered to be the most critical experiential elements in the program.

A site supervisor must have:
1. a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate mental health certifications and/or licenses (Licensed Professional Counselor supervisors are preferred).
2. a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
3. knowledge of the program’s expectations, requirements, and evaluation procedures for students. Supervisors are expected to adhere to the specific goals and objectives listed in the LSUS MSC practicum and internship syllabi.

Site supervisor responsibilities include but are not limited to:
1. arrangement of suitable work environment for their students.
2. providing an orientation to the site including informing students of confidentiality procedures to be used.
3. including students in staff meetings and activities whenever possible.
4. ensuring students are treated as counselors in training with appropriate training responsibilities.
5. providing crisis intervention training specific to the site.
6. informing students about services provided to clients outside the range of usual counseling activities (such as being required to use the students’ vehicles for transport of clients).
7. providing site strategies for developing new groups and co-leading existing groups;
8. providing at least one hour of individual supervision each week. Supervision sessions should include reviews of audio and/or video taped sessions throughout the internship or live observation;
9. completion of two formal evaluations of each student at midterm and at the end of the semester.

8. ADMISSIONS

In addition to the general university requirements for admission to graduate studies as outlined in the university catalog, applicants for admission to the MSC program must meet all requirements outlined below.

A. PREREQUISITES
The student must have completed all foundational or prerequisite courses, or their equivalents, with a grade of “C” or better. These are:

PSYC 216    Introductory Statistics for the Behavioral Sciences
9 Additional Hours of Undergraduate Psychology Courses
B. CANDIDACY

A student may be admitted to the MSC program after meeting the following standards:

1. Completion of an Application for Admission to Candidacy in the Master of Science in Counseling degree program (Appendix B). Such application may include the completion of a professional portfolio, case presentation, or other appropriate assessments of the applicant’s readiness for candidacy status, as determined by the Committee.

2. Copies of transcripts from all colleges and universities attended.

3. Completion of a letter of intent expressing the candidate’s desire to be in the program. It should contain the student’s reasons for wanting to become a counselor. This letter also should include reasons why this program is a good fit for them and why they are a good fit for this program.

4. Submission of GRE scores that reflect a combined scored of 288 in the Verbal and Quantitative Areas. Exceptions are made only by student appeal to the MSC Committee.

5. Submission of two (2) reference letters, forms available in the Department of Psychology office or on the MSC website. Reference possibilities include past faculty professors, employers or supervisors, preferably from relevant career areas. No material from relatives will be accepted. Reference forms must be sent to the MSC Committee, Department of Psychology, Louisiana State University-Shreveport, One University Place, Shreveport, LA 71115.

6. Completion of the required prerequisites (3 hours of Introductory Statistics for the Behavioral Sciences and 9 additional hours of undergraduate Psychology courses. These can be taken concurrently while newly admitted to the program.

7. Submitting evidence of freedom from emotional and physical limitations that would jeopardize success as a professional counselor.

A formal interview will be required either face-to-face or on-line with program faculty once all the admissions paperwork is complete. The admission procedure will be coordinated by the MSC Committee through the MSC Program Director, who will make the recommendations for admission to the Dean of Graduate Studies. Due to limited space in the program, acceptance in the program is on a competitive basis.

D. TRANSFER STUDENTS

Students seeking the MSC degree may transfer a maximum of 6 graduate semester hours by routine transcript and course content review and approval of the MSC Committee and/or the MSC Program Director. By formal request, an additional 6 hours may be considered for approval at the discretion of the MSC Committee and the Graduate Council on an individual basis. The transferred credit must be from a regionally accredited institution and be at the level of B or better. Courses taken as part of a completed graduate degree may be considered by the committee for transfer into this degree program.

All course work applied to this degree has an eight year limit for the credit to be accepted. Special exceptions to this policy must be requested in writing by the student via the MSC Committee and approved by the LSUS Graduate Council.
Because the field experiences (practicum and internship) are essential components of this program, these courses will not be transferred in from another program. In addition, Psyc 723: Counseling Theories and Techniques will not be transferred in from another program without approval from the MSC Committee due to its experiential nature.
9. FACULTY

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<th>FACULTY MEMBERS</th>
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<th>EMAIL</th>
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<tbody>
<tr>
<td>Dr. Kacie Blalock</td>
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<td>BE 355</td>
<td><a href="mailto:jevans@lsus.edu">jevans@lsus.edu</a></td>
</tr>
<tr>
<td>Mr. Michael Welch</td>
<td>BE 351</td>
<td><a href="mailto:mwelch@lsus.edu">mwelch@lsus.edu</a></td>
</tr>
<tr>
<td>Dr. Jean H. Hollenshead</td>
<td>BE 352</td>
<td><a href="mailto:jhollens@lsus.edu">jhollens@lsus.edu</a></td>
</tr>
<tr>
<td>Dr. Mary Margaret Lusk</td>
<td>BE 357</td>
<td><a href="mailto:mlusk@lsus.edu">mlusk@lsus.edu</a></td>
</tr>
<tr>
<td>Dr. Kevin Krug</td>
<td></td>
<td><a href="mailto:kkrug@lsus.edu">kkrug@lsus.edu</a></td>
</tr>
<tr>
<td>Dr. Meredith G. Nelson</td>
<td>BE 350</td>
<td><a href="mailto:mnelson@lsus.edu">mnelson@lsus.edu</a></td>
</tr>
<tr>
<td>Dr. Rebecca F. Nolan</td>
<td>BE 353</td>
<td><a href="mailto:rnelson@lsus.edu">rnelson@lsus.edu</a></td>
</tr>
<tr>
<td>Dr. Hsin-Ya Tang</td>
<td>BE 373</td>
<td><a href="mailto:hsin-ya.tang@lsus.edu">hsin-ya.tang@lsus.edu</a></td>
</tr>
</tbody>
</table>

10. LOCATION
The Department of Psychology is located within the Business/Education (BE) building on the third floor in Room 348. Counseling classes are primarily taught in the classrooms or laboratories of the BE building.
APPENDICES

APPENDIX A: STUDENT CONTRACT

APPENDIX B: APPLICATION FOR ADMISSION TO CANDIDACY

APPENDIX C: REFERENCE FORM

APPENDIX D: PROGRAM OF STUDY

APPENDIX E: THESIS PROPOSAL COVER SHEET

APPENDIX F: STUDENT MEMBERSHIP INFORMATION

APPENDIX G: INTERPERSONAL DISPOSITIONS FORM (IDS)
APPENDIX A: STUDENT CONTRACT

MASTER OF SCIENCE IN COUNSELING PROGRAM

STUDENT CONTRACT

I have read the Masters in Counseling Student Handbook, and I agree to participate in the program under the provisions detailed in this document and the university catalog. I understand that the Masters in Counseling Committee is free to revise the handbook to reflect programmatic needs and that I will be made aware of these changes as they are approved by the Committee. I agree to abide by the ethics code of the American Counseling Association (ACA). Any violation of the provisions documented in the Student Handbook, the university student code of conduct, and/or the ethics code may result in appropriate disciplinary actions, which may include dismissal from the Master of Science in Counseling program.

________________________________________  ________________________
Student Signature                               Date
APPENDIX B: ADMISSION TO CANDIDACY APPLICATION

Louisiana State University in Shreveport
MASTER OF SCIENCE IN COUNSELING
ADMISSION APPLICATION

Name: _____________________________    Student Number: _____________________________
Address: ____________________________
City: ____________________ State: _____ Zip: _______ Phone: _____________________________
Email: _____________________________
GRE: V _____ + Q _____ = Total: _________ Date of GRE: _____________________________
Undergraduate GPA: Overall ________ Major GPA: _________ Graduate GPA: ____________

Prerequisite Undergraduate Semester Hours

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Equivalent</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>PSYC 216</td>
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<tr>
<td>PSYC</td>
<td>PSYC</td>
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</tbody>
</table>

Please be sure to submit the following information with your application:

1. Current Transcripts
2. Two reference forms or letters
3. A copy of your GRE results
4. Current address and contact information.
5. Letter of intent (essay) which addresses personal qualifications, relevant experiences, and professional goals. This statement should be comprehensive and concise

References

<table>
<thead>
<tr>
<th>Name of Reference</th>
<th>Type</th>
<th>Address</th>
<th>Phone</th>
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</table>
APPENDIX C: REQUEST FOR REFERENCE FORM

LOUISIANA STATE UNIVERSITY IN SHREVEPORT

DEPARTMENT OF PSYCHOLOGY
One University Place
Shreveport, Louisiana 71115
(313) 797-5044

~Master of Science in Counseling Request for Reference~

Under the provision of the Family Educational Rights Act of 1974, this applicant (if admitted and enrolled) will have access to information provided below unless he/she has waived such access.

(Applicant completes this section)

Name of Applicant ____________________________________________

(Optional) I hereby waive my right to access to the material recorded below.

__________________________________________________________
Signature of Applicant                                           Date

The applicant should provide three references, one of which should be from a faculty member and the others preferably from an employer and/or supervisor. Respondents should mail this form to the:

Department of Psychology, Louisiana State University in Shreveport
One University Place, Shreveport, Louisiana 71115.

To the respondent: May we have your judgment of this candidate’s qualifications and potential; the candidate’s intellectual ability and motivation; the quality of previous work in which you have observed his performance; his/her character and personality; and his promise as a candidate for a professional training program in counseling. *I would compare the applicant with other students of the same level as follows:*

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>EXCEPTIONAL</th>
<th>ABOVE AVERAGE</th>
<th>AVERAGE</th>
<th>BELOW AVERAGE</th>
<th>No Opportunity to Observe</th>
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<tbody>
<tr>
<td>INTELLECTUAL ABILITY</td>
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<tr>
<td>COMMUNICATIVE SKILL:</td>
<td>ORAL</td>
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<td>WRITTEN</td>
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<tr>
<td>ACADEMIC PREPARATION</td>
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<td>MATURITY</td>
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<td>TEACHING ABILITY</td>
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<td>WORK HABITS</td>
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<tr>
<td>CREATIVITY</td>
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<td>EMOTIONAL STABILITY</td>
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<td>Ability to Work</td>
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Cooperatively

DEPENDABILITY

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What would you list as the applicant’s strongest characteristics? ________________________________
_____________________________________________________________________________________

What would you list as the applicant’s weakest characteristics? ________________________________
_____________________________________________________________________________________

Based on our overall rating above, do you think this applicant has the potential for success as a counselor? __________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
If not, why?
_____________________________________________________________________________________

To your knowledge has this person been in any mental, physical, or legal difficulties? ________
If so, please describe briefly: _____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Please use the reverse side to elaborate on those traits which differentiate this person from other individuals. If the respondent wishes, please feel free to supplement this reference form with a formal letter of reference.

I have known the applicant for approximately _____ years in my capacity as his/her_____________________

Respondent’s Signature: ___________________________ Title: ___________________________ Date: ___________

Typed or Printed Name: __________________________________________
Address_____________________________________________________
_____________________________________________________________
Appendix D: Program of Study:

Master of Science in Counseling
Final Program of Study

Name: __  Student Number: __
Degree: M.S.  GRE: ______+______ = ______
Concentration: Counseling
Advisor: __  Admission Date: ______

Prerequisites (up to 12 hours required, including 216) # Prerequisites required

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Alternate</th>
<th>Semester</th>
<th>Grade</th>
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<tr>
<td>PSYC 216</td>
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Core Curriculum (18 hours)

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<tbody>
<tr>
<td>PSYC 701/ED 750</td>
<td>Intro to Counsel</td>
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<td>PSYC 709</td>
<td>Development</td>
<td></td>
<td>F15</td>
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<td>Statistics</td>
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<tr>
<td>PSYC 718</td>
<td>Research</td>
<td></td>
<td>SPR</td>
<td></td>
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<tr>
<td>PSYC 728</td>
<td>Ethics</td>
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<td>PSYC 732</td>
<td>Multicultural</td>
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Theory and Application Courses (39 hours)

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<tr>
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<tr>
<td>PSYC 705</td>
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<tr>
<td>PSYC 720</td>
<td>Theory</td>
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<tr>
<td>PSYC 723</td>
<td>Techniques</td>
<td></td>
<td>Spr</td>
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<td>PSYC 721</td>
<td>Analysis of Ind</td>
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<td>Marr/Family</td>
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<td>ED/PSYC 733</td>
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<td>PSYC 787</td>
<td>Intern 2</td>
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Electives (PSYC 611, 626, 655, 702, 714, 719, 799) (3 hours)

<table>
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<tr>
<th>Course Number</th>
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<td>LSUS</td>
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</table>

Alternate course selection will be listed where appropriate. No other courses may be used to meet degree requirements unless previously approved by advisor and program coordinator or department chair.

Program of Study Approval:

______________________________  ________________
Student  Date  Director, MSCP Program  Date
### Mandatory Courses

<table>
<thead>
<tr>
<th>Mandatory Courses</th>
<th>After Mandatory Courses</th>
</tr>
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<tbody>
<tr>
<td>PSYC 701-Intro</td>
<td></td>
</tr>
<tr>
<td>PSYC 720-Theories</td>
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</tr>
<tr>
<td><em>PSYC 716-Statistics</em></td>
<td>PSYC 718-Research and Design</td>
</tr>
<tr>
<td>PSYC 701-Intro</td>
<td>PSYC 723-Techniques</td>
</tr>
<tr>
<td>PSYC 720-Theories</td>
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<td>PSYC 723-Techniques</td>
<td>PSYC 728-Ethics</td>
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<tr>
<td>PSYC 721-Assessment</td>
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<td>PSYC 705-Abnormal</td>
<td>PSYC 747-Case Formulation</td>
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<tr>
<td>PSYC 783-Practicum</td>
<td>PSYC 786-Internship I</td>
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<tr>
<td>PSYC 786-Internship I</td>
<td>PSYC 787-Internship II</td>
</tr>
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</table>

### No Mandatory Course Requirements

- PSYC 733-Career
- PSYC 709-Development
- PSYC 732-Multicultural
- PSYC 780-Consultation
- PSYC 724-Marriage/Family
- PSYC 740-Psychopharmacology

### Electives (Maximum of 3 credit hours)

- Any 600/700 level PSYC
- Study Abroad would be great!

*This course is negotiable*
APPENDIX E: THESIS PROPOSAL COVER SHEET

Louisiana State University in Shreveport
DEPARTMENT OF PSYCHOLOGY
MASTER OF SCIENCE IN COUNSELING

THESIS PROPOSAL COVER SHEET

Name: __________________________________ Date: -
__________________________________________

Student Number: __________________________

Title of Proposed Thesis

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Please include a copy of your thesis proposal appended to this document.

Required Signatures

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature for Approval</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Committee Chair</td>
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<td></td>
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<table>
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<th>Name</th>
<th>Signature for Approval</th>
<th>Position</th>
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<tr>
<td></td>
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<td>MSCP Program Director</td>
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</table>
Signatures indicate that the thesis proposal has been approved. Students will not be allowed to defend the thesis unless they have this form on file prior to their defense date.
APPENDIX F: STUDENT MEMBERSHIP INFORMATION

Students are strongly encouraged to become active in their future professions. One way to become familiar with the professional identity is to join their professional organizations as student members. Although membership is not free, it usually includes such benefits, as receipt of professional newsletters, scientific journals, and access to information which the general public is not granted. Please search the web sites of the Louisiana Counseling Association, the American Counseling Association, Chi Sigma Iota (an international honor society in counseling committed to enhancing the professional development of students), and the National Board for Certified Counselors for membership information. Web addresses are listed below:

Louisiana Counseling Association: www.lacounseling.org
Northwest Louisiana Counseling Association: www.nwlca.org
American Counseling Association: www.counseling.org
Chi Sigma Iota: www.csi-net.org
National Board for Certified Counselors: www.nbcc.org
Louisiana Professional Counselors Board of Examiners: www.lpcboard.org
APPENDIX G: INTERPERSONAL DISPOSITIONS FORM

Student Name: ____________________ Instructor: ____________________ Course #: ____________

INTERPERSONAL DISPOSITIONS SURVEY (IDS)

The 21-item survey is included below. Students are invited to examine the survey and use it as a means to assess their non-academic competencies that are so essential for effective counseling.

1 = never  2=sometimes   3=most of the time  4=all of the time  N/A= No opportunity to observe

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<td>3</td>
<td>4</td>
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<td></td>
<td>Student shows willingness to appropriately self-disclose personal concerns that may affect performance as a professional counselor.</td>
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<td>Student demonstrates willingness to engage in professional interactions with persons from diverse cultures.</td>
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<td>Student exhibits flexibility when scheduling appointments with others.</td>
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<td>N/A</td>
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<td>Student conveys feedback to others in an appropriate manner.</td>
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<td>Student exhibits growth in willingness and ability to share knowledge of resources with others.</td>
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<td>Student exhibits cooperative behavior as evidenced by a willingness to give others time and space to articulate their views.</td>
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<td>Student understands and recognizes the limits of power in the counseling relationship.</td>
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<td>Student conveys an interest in the welfare of others.</td>
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<td>Student acknowledges feedback from professors, supervisors, and peers, as evidenced by listening to, clarifying, evaluating, and implementing the feedback of others.</td>
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<td>Student shows a respect for individual differences.</td>
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<td>N/A</td>
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<td>Student demonstrates a willingness to address personal prejudice and biases.</td>
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<td></td>
<td>N/A</td>
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</tbody>
</table>
1 2 3 4  Student expresses appropriate empathy for clients without over identifying
N/A on a consistent basis.

1 2 3 4  Student addresses issues of conflict that arise in counseling sessions and
N/A supervision.

1 2 3 4  Student recognizes that conflict may be an area of growth.
N/A

1 2 3 4  Student appears to maintain a balance in his or her life.
N/A

1 2 3 4  Student appears to be alert to signs of stress.
N/A

1 2 3 4  Student recognizes the causal link between his or her personal behaviors
N/A and their consequences.

1 2 3 4  Student demonstrates an openness to take interpersonal risks.
N/A

1 2 3 4  Student respects self and possesses an awareness of strengths and
N/A limitations.

1 2 3 4  Student demonstrates a willingness to respect viewpoints which differ
N/A from his or her own.

1 2 3 4  Student maintains client/colleague/peer confidentiality as defined by the
N/A ACA code of Ethics.

**ADDITIONAL COMMENTS**