

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

MASTER OF SCIENCE IN COUNSELING

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A MEMBER OF THE LSU SYSTEM

LOUISIANA STATE UNIVERSITY IN SHREVEPORT
DEPARTMENT OF PSYCHOLOGY

MASTER OF SCIENCE IN COUNSELING

PROGRAM HANDBOOK

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, and comprehensive examination. 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, Ph.D., Department Chair, ex officio

Kacie Blalock, Ph.D., MSC Program Director

Meredith G. Nelson, Ph.D.

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 (SACS-COC).

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.

The MSC program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

3. 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. 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 two (2) reference letters (Appendix C). Forms are 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 in Shreveport, One University Place, Shreveport, LA 71115.
5. 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 online 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.

B. 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 coursework 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, COUN 723: Counseling Methods and Techniques will not be transferred in from another program without approval from the MSC Committee due to its experiential nature.

4. FACULTY

FACULTY MEMBERS	OFFICE	EMAIL
Dr. Michael Becerra	BE 347	Michael.becerra@lsus.edu
Dr. Kacie Blalock	BE 356	kacie.blalock@lsus.edu
Dr. Yong Dai	BE 348A	ydai@lsus.edu
Dr. Meredith G. Nelson	BE 350	mnelson@lsus.edu

5. 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.

6. 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 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.

7. PROGRAM OBJECTIVES

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 MSC program objectives include the following:

1. Prepare students to master counseling related skills and theory.

2. Teach students 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.
3. Encourage the use of a wellness model. Students 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.
4. View cognitive, emotional, and behavioral problems 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.
5. Utilize ethical decision-making models to promote integrity and meet optimal professional standards.
6. Develop and provide a social and cultural environment that facilitates awareness, knowledge, and skills for professional counseling in a diverse society.
7. Prepare students who are knowledgeable and skilled in helping clients make life and career decisions.
8. Train students who are knowledgeable and skilled in providing group counseling.
9. Prepare students who are knowledgeable and skilled in the use of assessment techniques, in addition to analyzing and interpreting data about individuals.

8. 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 D). 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. 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 overall 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 in other states, as well as licensure as a professional counselor in 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.

MSC SAMPLE CURRICULUM**Total Hours: 60****First Year of Study**

Term	Course	Hours
Fall Semester	COUN 701 (Introduction to Counseling)	3
	PSYC 716 (Intermediate Statistics)	3
	COUN 720 (Theory and Practice of Counseling)	3
	COUN 728 (Ethics and Law in Counseling)	3
Spring Semester	PSYC 718 (Introduction to Methodology & Research Design)	3
	COUN 721 (Analysis of the Individual)	3
	PSYC 705 (Advanced Psychopathology)	3
	COUN 723 (Counseling Methods and Techniques)	3
Summer Term	COUN 722 (Group Processes)	3
	Elective (any 600 or 700 level PSYC or COUN course)	3

Second Year of Study

Term	Course	Hours
Fall Semester	COUN 783 (Counseling Practicum)	3
	PSYC 747 (Case Formulation)	3
	COUN 732 (Social and Cultural Foundations in Counseling)	3
	PSYC 709 (Advanced Human Development)	3
Spring Semester	COUN 733 Career & Lifestyle Development in Counseling	3
	PSYC 740 (Psychopharmacology)	3
	PSYC 780 (Consultation & Crisis)	3
	COUN 786 (Internship I)	3
Summer Term	COUN 787 (Internship 2)	3
	COUN 724 (Marriage & Family Counseling)	3
		60 total

COMPREHENSIVE EXAM 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. The Clinical Coordinator will schedule a mandatory individual meeting in February with students who plan on taking practicum in Summer or Fall and in October with students who plan on taking practicum in Spring. Each student is expected to meet with the Clinical Coordinator to discuss a potential practicum site. The list of potential practicum sites that the MSC program establishes partnerships with are posted on Grad-Counseling Moodle page. However, students should be aware that the available sites may change every semester based upon site supervisor availability and/or special requests. The MSC Committee has the sole discretion in approving and/or continuing to approve a practicum site. The Clinical Coordinator will connect each student with a potential site after a mandatory individual meeting. Each student will be assigned to no more than one site. No changes can be made after the mandatory individual meeting. An interview might be scheduled by a site supervisor according to a site supervisor's schedule. If an interview is conducted, a site supervisor will notify a student of the result after the interview. Students are expected to respond to site supervisors within a week. If a student would like to decline the practicum opportunity offered by a site supervisor, the student is expected to conduct themselves in a professional manner and the student is obligated to locate their own site. Failure to remain professional throughout the

process may result in a mandatory meeting with the MSC committee along with a remediation plan.

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.

Students must obtain the site supervisor's approval before registering for practicum. A practicum site agreement along with all the other practicum forms listed on the Grad-Counseling Moodle page must be completed and turned in to the practicum course instructor by the end of the semester. A 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.

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.

A three-credit hour supervised practicum totals a minimum of 100 clock hours. 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-hour requirement. In order to meet the 100-hour 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.

C. INTERNSHIP

Students will be expected to complete their internship following successful completion of practicum and comprehensive examination requirements. All the internship forms listed on the Grad-Counseling Moodle page must be completed and turned in to the internship course instructor by the end of the semester. 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 course instructor. 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 practicum 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 videotaped 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.

9. 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 a course of study and in the scheduling of classes. Prior to each semester, the student should 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 orientation, students must provide a signed student contract (See Appendix A).

During the semester BEFORE graduation, the student must contact the Program Director or the academic advisor 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.

C. 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 COUN 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 COUN 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.

D. 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. 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 (Appendix G) 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.

E. 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.

F. APPEAL PROCEDURE

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.

G. 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 potential reinstatement), the student must present a letter requesting the suspension 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.

H. EXIT SURVEY

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.

I. 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 F)

APPENDICES

APPENDIX A: STUDENT CONTRACT

APPENDIX B: APPLICATION FOR ADMISSION TO CANDIDACY

APPENDIX C: REFERENCE FORM

APPENDIX D: PROGRAM OF STUDY

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: _____

Undergraduate GPA: Overall _____ Major GPA: _____ Graduate GPA: _____

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

1. Current Transcripts (copies are acceptable)
2. Two reference forms
3. Current address and contact information
4. Letter of intent which addresses personal qualifications, relevant experiences, and professional goals. This statement should be comprehensive and concise.

NOTE: Original transcripts should be sent to the Office of Graduate Admissions, while copies of transcripts should be sent to the MSC program. **You must also send a separate application to the LSUS Office of Graduate Admissions.**

References

Name of Reference	Type	Email Address	Phone

WORK COOPERATIVELY					
DEPENDABILITY					

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: _____

Email Address _____

Phone _____

Mandatory Courses	After Mandatory Courses
COUN 701-Introduction to Counseling COUN 720-Theory & Practice of Couns.	COUN 723-Counseling Techniques
PSYC 716-Intermediate Statistics	PSYC 718- Research Design
COUN 701-Introduction to Counseling COUN 720-Theory & Practice of Couns. COUN 723-Counseling Techniques COUN 728-Ethics and Law in Counseling COUN 721-Analysis of the Individual	COUN 783-Counseling Practicum
PSYC 705-Advanced Psychopathology	PSYC 747-Case Formulation
COUN 783-Counseling Practicum	COUN 786-Internship in Counseling I
COUN 786-Internship in Counseling I	COUN 787-Internship in Counseling II
No Mandatory Course Requirements	
COUN 733-Career and Lifestyle Development in Counseling PSYC 709-Advanced Human Development COUN 732-Social and Cultural Foundations in Counseling PSYC 780-Consultation COUN 724-Marriage & Family Counseling PSYC 740-Psychopharmacology	
Electives (Maximum of 3 credit hours)	
Any 600 or 700 level COUN or PSYC Study Abroad would be great!	

*It is possible to take PSYC 718 before PSYC 716 with permission.

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:	<u>www.lacounseling.org</u>
Northwest Louisiana Counseling Association:	<u>www.nwlca.org</u>
American Counseling Association:	<u>www.counseling.org</u>
Chi Sigma Iota:	<u>www.csi-net.org</u>
National Board for Certified Counselors:	<u>www.nbcc.org</u>
Louisiana Professional Counselors Board of Examiners:	<u>www.lpcboard.org</u>

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

- 1 2 3 4
N/A Student shows willingness to appropriately self-disclose personal concerns that may affect performance as a professional counselor.
- 1 2 3 4
N/A Student demonstrates willingness to engage in professional interactions with persons from diverse cultures.
- 1 2 3 4
N/A Student exhibits flexibility when scheduling appointments with others.
- 1 2 3 4
N/A Student conveys feedback to others in an appropriate manner.
- 1 2 3 4
N/A Student exhibits growth in willingness and ability to share knowledge of resources with others.
- 1 2 3 4
N/A Student exhibits cooperative behavior as evidenced by a willingness to give others time and space to articulate their views.
- 1 2 3 4
N/A Student understands and recognizes the limits of power in the counseling relationship.
- 1 2 3 4
N/A Student conveys an interest in the welfare of others.
- 1 2 3 4
N/A Student acknowledges feedback from professors, supervisors, and peers, as evidenced by listening to, clarifying, evaluating, and implementing the feedback of others.
- 1 2 3 4
N/A Student shows a respect for individual differences.
- 1 2 3 4
N/A Student demonstrates a willingness to address personal prejudice and biases.

- | | |
|----------------|---|
| 1 2 3 4
N/A | Student expresses appropriate empathy for clients without over identifying on a consistent basis. |
| 1 2 3 4
N/A | Student addresses issues of conflict that arise in counseling sessions and supervision. |
| 1 2 3 4
N/A | Student recognizes that conflict may be an area of growth. |
| 1 2 3 4
N/A | Student appears to maintain a balance in his or her life. |
| 1 2 3 4
N/A | Student appears to be alert to signs of stress. |
| 1 2 3 4
N/A | Student recognizes the causal link between his or her personal behaviors and their consequences. |
| 1 2 3 4
N/A | Student demonstrates an openness to take interpersonal risks. |
| 1 2 3 4
N/A | Student respects self and possesses an awareness of strengths and limitations. |
| 1 2 3 4
N/A | Student demonstrates a willingness to respect viewpoints which differ from his or her own. |
| 1 2 3 4
N/A | Student maintains client/colleague/peer confidentiality as defined by the ACA code of Ethics. |

ADDITIONAL COMMENTS