



**LOYOLA UNIVERSITY NEW ORLEANS**

**College of Nursing and Health**

**Department of Counseling**

**Student Handbook**

**2025-2026**

CACREP-Accredited

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## INTRODUCTION

Loyola's Counseling Program in the Department of Counseling, College of Nursing and Health, is accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) which offers a master's level curriculum that leads to counselor licensure and certification. We offer in person and some online synchronous course options, making earning your degree flexible. Our students are trained according to a scientist- practitioner model; we emphasize academic preparation and clinical training, in equal amounts. The task of helping others entails a wide range of responsibilities, which requires a thorough understanding of mental health issues and demands a deep personal commitment. While faculty members represent various counseling theoretical orientations, they rigorously support the idea that counseling interventions, regardless of the approach taken, must nurture client independence, freedom, sound decision-making, and accountability. We as faculty embrace these same ideas for you. Your familiarity with this handbook, along with regular student-faculty advising and academic conversations, will help to advance the goals that we embrace for our students, our clients, and ourselves.

The Counseling Program Faculty

## **PROGRAM PHILOSOPHY AND MISSION STATEMENT**

Loyola's Counseling Program offers students a purposefully designed curriculum that will prepare them personally, academically, and professionally to become skilled clinical mental health or marriage, couple, and family counselors. One of the program's main tenets centers on the blending of three types of learning: academic preparation, experiential processing, and self- reflection.

Consistent with the Jesuit philosophy of educating the whole person, the faculty have designed this program to help students gain knowledge and clinical skills in a planned sequence that builds toward more advanced concepts and more sophisticated interventions. We also emphasize ethical, social, and cultural dimensions throughout the program.

### **Academic Preparation**

The faculty trains students to assess, diagnose, and treat mental and emotional disorders using ethically informed individual, group, and relationship interventions. In utilizing these methods, students will learn to ethically conceptualize clients from a theoretical, developmental, vocational, and multicultural perspective. Students will become effective research consumers and producers who will evaluate research within the counseling profession.

### **Academic Learning**

The professional counseling Primary Courses extend knowledge to include an understanding of the range of exceptionalities among young people and/or adults and a sensitive understanding of the nature of our pluralistic society. These courses are important and should be taken at the beginning of the program. These courses include CNSL 830 Counseling Theories, CNSL 835 Introduction Counseling, CNSL 836 Individual Counseling Skills Lab, CNSL 864 Ethics in Individual, Marriage, and Family Counseling, CNSL 706 Philosophy and Counseling, CNSL 840 Group Counseling, CNSL 843 Group Counseling Skills Lab, and CNSL 704 Research Writing Lab. Subsequent required coursework will train students to assess, diagnose, and treat mental and emotional disorders using individual, group, and marriage, couple, and family interventions. Students will learn to ethically conceptualize clients from a theoretical, developmental, vocational, and multicultural perspective. Further, students will learn to conduct and evaluate research and become informed consumers. (See chart on p. 14 for a complete list of all Prerequisite Courses, Core Requirement Courses, Primary Courses, and Required Courses).

### **Experiential Learning**

The faculty provide experiential learning throughout the program that focuses on developing and refining basic and advanced counseling skills. Students work with client actors to practice their skills at the individual and group level, and receive both individual and group supervision. The program offers several electives that utilize experiential processing methods, similar to the required courses. Additionally, students will participate in a confidential, semester long personal growth group.

The experiential learning process culminates in the Practicum and Internship courses, during which students begin to see clients in a clinical setting. The entire sequence provides opportunities for students to observe counseling activities, develop counseling skills, and interact with clients. Students will receive feedback and supervision as they develop their personal counseling style.

## **Learning about Self**

Counselors are more effective when they examine their own values, biases, personal characteristics, motivations, and relationships with others. Students will extend their personal philosophies and become aware of themselves and how they relate to others. Throughout the program, faculty will provide many opportunities for self-reflection.

Faculty encourage students to attend individual and/or group counseling during their time in the program. Attending counseling as a client will assist in the process of self-growth, provide a deeper understanding of how the process feels from the perspective of the client, and is beneficial to counselor development.

Students will sign an Informed Consent at the beginning of their coursework agreeing that if at any point, impairment is indicated, they may be required to repeat coursework, to obtain assistance or remediation, and/or terminate their enrollment in the program. Students also understand that in order to successfully complete the counseling program, they will be expected to demonstrate academic competence, cultural competence, professional dispositions, and counseling skills appropriate for a counseling intern. This includes but is not limited to: conducting appropriate interviews and sessions with clients; practicing in a professional and ethical manner; and establishing appropriate relationships with clients to facilitate client progress. Failure to attain such skills may result in students being required to repeat coursework or be dismissed from the program. See Informed Consent in Appendix I.

## **Program Objectives**

In accordance with the program's mission to incorporate academic, experiential, and intra/interpersonal learning, Loyola University New Orleans' counseling program offers a carefully chosen curriculum that blends these three components of learning. The program seeks to educate and train students to be ethical, competent, effective, and thoughtful clinical mental health practitioners. The program's objectives include the following:

1. Provide a diverse and enriching collection of training experiences during the course of the student's academic preparation
2. Educate students to be clinically competent in the practice of clinical mental health and/or marriage, couple, and family counseling
3. Educate students to be theoretically competent in the practice of clinical mental health and/or marriage, couple, and family counseling
4. Ensure that all counseling students understand the ethical principles, social cultural diversity, and justice issues associated with counseling
5. Students will demonstrate the knowledge and skills to be critical consumers of research and demonstrate competency in clinical assessment and diagnosis
6. Promote student professional counseling identity and encourage students to pursue additional training, continued personal and professional development, and advanced certification throughout their professional careers

(See Appendix II for a checklist on becoming a Licensed Professional Counselor)

## **CACREP: Council for Accreditation of Counseling and Related Educational Programs**

CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit both masters and doctoral degree programs. Currently, CACREP provides the accreditation for the program. Specifically, CACREP accredits Loyola's Counseling program in Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling.

CACREP outlines standards regarding coursework, clinical experiences, clinical sites, supervision requirements, program development, faculty degrees and expertise, etc. The faculty will not make accommodations for students that are not in accordance with CACREP standards. More information on CACREP and accreditation can be found at [www.cacrep.org](http://www.cacrep.org).

### **Advising**

Students are assigned a faculty advisor upon admission to the program. It is the student's responsibility to contact this faculty advisor and schedule an appointment to co-prepare a Degree Plan Courses Listing (DPCL). Students who are planning or considering moving to another state after their internship year and post-graduation, should declare this to their advisor. The advisor can work with the student to ensure they meet the requirements for their state as in some states, electives are required courses. There is also a live database in Canvas where students may check the state they are planning to move to for current and future courses and other license requirements (Appendix II).

Students may register themselves for classes based on their DPCL and are encouraged to meet with their advisor on a semester basis; students are required to meet with their advisor if their DPCL changes. It is the student's responsibility to ensure they are following the DPCL constructed with their advisor. Due to the transformative nature of this program and the high levels of outside reading, writing, research, and personal reflection, students typically take nine hours per fall and spring semesters (some semesters may be more than nine hours due to labs), 6 hours in summer. Any student wishing to take more than the recommended course load should consult with their advisor. Students will not be eligible to take more than 13 hours during the fall and spring semesters or more than 9 hours in the summer. The number of courses taken during Practicum and Internship is limited. Students taking Practicum in the Fall and Spring are limited to 2 additional courses. Summer Practicum students can only take 1 additional course unless given approval in writing by their advisor.

### **Professional Licensure State Declarations**

Loyola has determined that the licensure program's curriculum meets the state educational requirements for professional licensure or certification. There are multiple states that requires specific coursework to apply for licensure in their state, and that information is routinely updated and available to all students when enrolled, in the *Counseling Program Info* Canvas course. Access the *Canvas app* through LORA > Select *Dashboard* (left column)> Select *Counseling Program Info* under Published Courses> Select *Files* (left column)> In the *search for files* search bar, type *Professional Licensure* to access the excel spreadsheet. Be sure to check the file routinely, as updates may occur without prior notice.

## **Supervision and Evaluation**

Supervision in counseling refers to the relationship between a faculty member or clinical supervisor and the student while in laboratory and clinical classes. Supervision is given individually as well as in small groups. Supervision is a CACREP requirement, therefore, it is integrated into many courses in the counseling program. Supervision can feel very intense.

Personal counseling can enhance ones' understanding of self throughout the process. In addition, faculty members will evaluate a student's clinical skills, professional conduct, and ethical practice throughout their time in the program. Faculty and site supervisors will evaluate students during their clinical training. Please see the Professional Performance and Disposition Evaluation (PPDE) in Appendix III.

## STUDENT REQUIREMENTS AND RESPONSIBILITIES

The Loyola University New Orleans' 60-hour CACREP accredited counseling program cumulates into a Master of Science in Counseling degree. The faculty offer various electives in Clinical Mental Health, Marriage, Couple, and Family Counseling, Addictions Counseling, School Counseling, Play Therapy, etc.

### Conditional Acceptance

Students under a conditional acceptance may not receive a grade lower than a "B" in the first 18 hours of their counseling department required coursework. Students who earn a grade lower than a "B" (this includes a B-) in any of the first 18 hours of coursework will be dismissed from the program. In order to facilitate conditionally admitted students' success, the student and their advisor create a DPCL that is conducive to their needs, which may include enrolling in a reduced number of courses.

### Non-Degree Seeking Students

Non-degree seeking applicants need to contact the Admissions Coordinator to discuss the process to be admitted as a non-degree seeking student.

### Criminal Background Checks

Students will complete a background check no later than **November 1<sup>st</sup>**. Failure to submit a background check is reason for dismissal from the program. Additionally, most clinical field sites require each student to complete a background check prior to beginning Practicum and Internship. This is a contractual requirement and obligations with our affiliates.

Currently, a background check will review the following:

- County Criminal
- National Sexual Offender Registry
- Social Security Alert
- Residence History

Requirements of the background checks may change depending on the contractual agreements with our affiliates. Negative information from the above reviews may disqualify an individual from being considered to participate in a specific internship site and completing the program.

In order to complete this background check, students are directed to the following website for Castle Branch, an on-line third-party vendor: <https://discover.castlebranch.com/> prior to nursing, music, or counseling practice experiences or any other internship program that requires a background check. Students will cover the current cost of the background check that is paid on- line to Castle Branch.

Once the background check has been completed, the student is provided with a password to view the background check on-line. One representative from the counseling department has access to the on-line information. In the event there are negative findings in any area listed above, the Chair of the department will be notified.

## Instructional Practice Options

The Counseling Department faculty offers students multiple instructional practice options, depending on the course in which they are registered:

***In-person instruction*** - students are required to physically attend and participate in a live class at a predetermined location, day, and time each week.

***Online synchronous instruction*** - students are required to log into a HIPAA compliant platform (Zoom) and participate in a live class at a specific day and time each week (including individual and group supervision).

***Online asynchronous instruction*** - allows students to view instructional materials (in Canvas) each week on any day and at any time they choose and does not include a live video lecture component.

*\*All course delivery is "in-person" or "online synchronous" as defined by Loyola University New Orleans, although there may be "online asynchronous" engaged activity elements, in some courses.*

In addition to the instructional practices mentioned above, the University and the Counseling Department may choose to digitally communicate important information to their official ***Loyola email address***. Students should regularly check their account.

The University and the Counseling Department utilizes Canvas. ***Canvas*** is a web-based learning management system, or LMS. It is used to access and manage online course learning materials and communicate about skill development and learning achievement. Canvas is not used for storing PHI (Protected Health Information). Students are to regularly check the Canvas account for their courses to remain current with announcements and assignments from their professors.

The University and the Counseling Department utilizes ***LORA (Loyola Online Records Access)***. LORA is used to register for classes, view grades and transcripts, view account summaries and billing statements, view financial aid information, store emergency information, change mailing addresses, and add non-Loyola email addresses.

The Counseling Department utilizes [Supervision Assist](#), a comprehensive, HIPAA-secure application that integrates all the tools the Counseling Department faculty and staff, supervisors, and students need for successful practicum and internship training. Accessible on this training platform are midterm and final evaluations, logs, ability to video record, store, and review counseling sessions, and additional clinical documents for ease of access and quality training.

## Digital Delivery Policy

In an effort to provide a well-structured environment that balances faculty management and student participation, here are a few guidelines to follow before and during online synchronous instruction:

1. ***Test run***: Please log in at least one day before the live session to make sure your computer setup works and get the necessary technical support if it doesn't (<https://it.loyno.edu/>).
2. ***Log in***: Arrive to class approximately 10 - 15 minutes early, if possible. Login from a location with minimal distractions such as noise, people, etc. One suggestion is to make a sign that informs those around you that you are in class and unavailable. For example, "Online Class In Session! Please Do Not Interrupt. Thank You!"
3. ***Technical Difficulties***: If you have technical difficulties when logging in, try three times. If after three attempts, you are unable to connect, simply email your instructor to explain the issue and await a reply.
4. ***Focus***: It's recommended that you close all other browser windows and applications (e.g., email, games, work, etc.) so that your focus can be on class.

5. **Participation:** Please use your webcam at all times, and your microphone only when prompted. This helps you to be present during class and helps reduce possible chaos that can ensue when participants are speaking over each other, etc.
6. **Chat:** Zoom allows participants to chat semi-privately with one another. These chats are visible to the moderators/participants and can be distracting at times. Therefore, please keep private chats to a minimum unless prompted and used to discuss course content.
7. **Attire:** In addition to coursework and clinical practice, students are evaluated for professionalism, and that includes dress attire. Please dress professionally and avoid racy/inappropriate attire. Dress as if you are meeting with a client.
8. **Questions:** If you have questions during the class, please raise your hand and wait to be called on.

### **Prerequisite Course Work**

Students will enroll in the counseling primary courses during their first year to ensure that prerequisites for other classes are met (see DPCL on pg.15). Students must complete prerequisites as outlined in the current Loyola University Graduate Bulletin and the Counseling Student Handbook. Students who enroll in course work without having completed the prerequisites will be administratively withdrawn.

Additionally, students are required to enroll in the Group Counseling lab and participate in a ten-week Cultural Awareness Group, which is a CACREP required personal growth laboratory group facilitated by a Licensed Mental Health Professional. The lab explores, among other things, intersectionality, biases, and other levels of multicultural competency. Verification of this process must be presented to the Fundamentals of Practicum and Internship professor. This Group Counseling lab is offered every spring as a co-requisite to the Group Counseling course and is a pre-requisite for enrolling in Practicum.

*In the ten-week Cultural Awareness Group, self-disclosures will not be used as a basis for grading in the course, and although the group is confidential, there are limits to that confidentiality. **The limits to confidentiality include:***

- a. *disclosing information indicating impairment in any of the areas outlined in the Gatekeeping policy in Counseling Student Handbook.*
- b. *disclosing information indicating the potential for harm to my current or future clients, or my peers/classmates.*
- c. *disclosing information indicating the intent to harm myself or another person.*
- d. *disclosing the current or past abuse of a child, elderly or developmentally dependent adult, or abuse of a licensed clinical mental health worker.*

### **Grade Point Average Requirements**

Students in the counseling program must maintain a 3.0 grade point average (GPA) in their coursework throughout their tenure in the counseling program as outlined in the Loyola University Graduate Bulletin. Students who are in a dual degree program may not count the courses from the other degree towards their Counseling GPA. Students who fall below the 3.0 GPA requirement (who are not under the conditional acceptance requirements outlined in the previous section), will be notified in writing that they are on academic probation. The Graduate Counseling Committee will meet to review the student's status and make recommendations (including possible dismissal from the program).

Several courses exist for which students are not allowed to receive less than a "B", even if they are able to maintain the 3.0 GPA (see list of courses on page 13). These courses are considered by the counseling faculty to be so important, that if a student receives lower than a "B" (including B-), the student will be asked to retake the

course. If the student is still unable to get a grade of “B” or higher on the second attempt, the student will be dismissed from the program.

These requirements are based on the grading scale listed below. Please see the worksheet outlining all of the courses on page 14 of this Counseling Student Handbook.

### **Use of Artificial Intelligence (AI) Tools Policy**

The use of artificial intelligence (AI) tools—including but not limited to ChatGPT, Grammarly, Quillbot, and other generative programs—is rapidly expanding and increasingly accessible. As a program committed to training ethical, reflective, and skilled counselors, we acknowledge both the promise and the limitations of these tools in academic and clinical training contexts.

According to Loyola University’s institutional policy on AI, *students are strictly prohibited from using AI tools to engage in academically dishonest practices, including but not limited to submitting work generated by AI as their own without appropriate citation* (for example, “ChatGPT, 2024”). Students who engage in unauthorized or prohibited use of generative AI are subject to the University’s academic honor code (and/or their college’s honor code, when applicable), including the section on potential violations of the code. By default, students will violate the academic honor code if they use AI without citation (as this constitutes plagiarism) or without instructor permission. Students will also violate academic integrity if they fail to verify that AI has provided correct and factual information, when applicable. To review Loyola University’s *full* institutional policy on AI, please visit [https://academicaffairs.loyno.edu/sites/default/files/ai\\_policy\\_final\\_0.pdf](https://academicaffairs.loyno.edu/sites/default/files/ai_policy_final_0.pdf)

In addition to the university’s policy, our program maintains the following departmental guidelines:

### **Confidentiality and Clinical Work**

Students must never use AI tools to input, analyze, or generate content involving identifiable client information. This includes—but is not limited to—clinical documentation, supervision notes, and case reflections, whether based on real or hypothetical clients. Such use may compromise confidentiality and could violate HIPAA, FERPA, and the ethical standards set forth by professional counseling organizations (e.g., ACA, NBCC). For more information, see the [ACA’s recommendations on AI use in counseling](#).

As future counselors, students are expected to critically reflect on the evolving role of AI in society, clinical practice, and mental health care. Our program encourages ongoing dialogue about the impact of emerging technologies on therapeutic relationships, professional identity, and client welfare.

**Loyola University New Orleans**  
**Department of Counseling**  
**Grading Scale**

Grade	Scaling	Quality Points (GPA)	Percentage (%)
A	Excellent	The grade is assigned 4.0 quality points per semester hour.	92.6 – 100
A-	Excellent	The grade is assigned 3.7 quality points per semester hour.	90 – 92.5
B+	Above Average	The grade is assigned 3.3 quality points per semester hour.	87.5 – 89.9
B	Above Average	The grade is assigned 3.0 quality points per semester hour.	82.6 – 87.4
B-	Average	The grade is assigned 2.7 quality points per semester hour.	80 – 82.5
C+	Average	The grade is assigned 2.3 quality points per semester hour.	77.5 – 79.9
C	Average	The grade is assigned 2.0 quality points per semester hour.	72.6 – 77.4
C-	Below Average	The grade is assigned 1.7 quality points per semester hour.	70 – 72.5
D+	Minimally Passing	The grade is assigned 1.3 quality points per semester hour.	67.5 – 69.9
D	Minimally Passing	The grade is assigned 1.0 quality points per semester hour.	65 – 67.4
F	Failure or Failure to Withdraw	No quality points are assigned.	<65

## **Family Educational Rights and Privacy Act (FERPA)**

The counseling faculty, and Loyola University New Orleans intends to fully comply with FERPA guidelines. FERPA affords students certain rights with respect to their education records. FERPA has been designated to protect the privacy of educational records. There are penalties for violating FERPA regulations. If you would like additional information or if you believe your FERPA rights have been violated, you can access additional information on the Loyola website <https://academicaffairs.loyno.edu/student-records/policies-guidelines/annual-ferpa-notice>.

## **Timeline of Coursework for the Master's Degree**

Students must complete the degree within seven years of initial enrollment/matriculation. No coursework may be more than seven years old at the time of graduation.

## **Gatekeeping Policy**

Students should be aware that while they are enrolled, faculty members conduct an ongoing evaluation of students' cognitive and psychological capacity to perform the minimal competencies of a professional counselor. It is important to note that even though the student may be evidencing satisfactory performance in academic coursework, student behaviors may be deemed inappropriate for practice in the profession of counseling (see Informed Consent in Appendix I). Faculty members have adopted the following policy in order to fulfill their professional responsibility to protect the rights and emotional wellbeing of the community, other candidates enrolled in the program, as well as those of the student.

Faculty will conduct an ongoing assessment of:

- Class behaviors
- Interactions with other students
- Ability to listen and hear others
- Acceptance of feedback
- Trust level
- Appropriateness of remarks
- Ability to contribute to class discussions
- Communication of ideas
- Level of maturity and professionalism

If in the professional judgment of a department faculty member, a student's behavior is deemed either unethical and/or potentially harmful to self or others, the following steps will be taken:

- The faculty member who has become aware of a problem will meet with the student, offer, and document suggestions for possible changes in the student's behavior.
- The faculty member will fill out a Professional Performance and Dispositions Evaluation (PPDE) to be given to, and signed by, the student and the Admission and Retention Committee (ARC) of the faculty. A copy will be placed in the student's file. See Appendix III for a copy of the Professional Performance and Dispositions Evaluation (PPDE).
  - The Admission and Retention Committee will review the case to monitor progress and/or determine if a remediation success plan needs to be created to offer the student the most support possible in continuing in the program. If the ARC determines that a remediation plan is in order, they will draft one and a faculty member will meet with the student for review and signature.

- If the student petitions to appeal any of the above steps, the student will follow the appropriate appeal or petition outlined in the Counseling Student Handbook. If the student is unable to resolve the petition/ appeal with the Department Chair, the Graduate Counseling Committee (GCC) will be convened to review the case.
  - The GCC meets as needed to review student petitions and appeals. The GCC consists of the Department Chair, two (2) full time Counseling Department faculty, and one (1) representative of the Dean's office.
  - The GCC may request documentation, your attendance at a meeting, and other materials to review regarding your petition/ appeal.
  - Once the GCC makes a recommendation for further action or dismissal from the program, the student will be informed in writing of the department's recommendation or decision. You may decide to accept the recommendation/decision or escalate your appeal to the college level.
  - The student may be requested to comply with any number of recommendations, including but not limited to, attending individual or group counseling with documentation of attendance, professional development, taking a semester or more off, slowing your pace in the curriculum, etc.
- At the college level, appeals and other petitions are also moved to a committee. The College Committee consists of the Associate Dean, one (1) Counseling Department faculty (not the instructor of record in grade appeals), one (1) faculty of another department, one (1) alumni who has taken the same course (for grade appeals). A final decision will be made.

### **Plan for Microaggressions, Macroaggressions, and Other Concerns**

When a student, faculty and/or staff becomes aware of a micro/macro-aggression, micro/macro- insult, or micro/macro-invalidation that has occurred between students, faculty, or staff, or if a student has another concern about peer or faculty/staff member, the student may take the following steps:

#### **Step 1: Resolve the issue with the involved party**

The ACA Code of Ethics (2014) encourages counselors to approach ethical dilemmas “with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary” (p. 18). As a counselor training program, we strongly support and promote this approach to problem resolution. Students are expected to engage in respectful and direct communication when addressing concerns with the individual involved—whether that be a peer, faculty member, or staff. This behavior is also reflected in our Professional and Personal Dispositions Evaluation (PPDE) form and is a core expectation throughout students’ time in the program.

Students may choose to follow the following problem resolution steps outlined by Johnson & Johnson (2020) in “Training Students to Become Peacemakers” (4th ed):

#### **1. Identify the Issue Clearly**

1. Articulate the specific problem, ensuring all parties understand the nature of the conflict.
2. Use “I” statements to express feelings and perspectives without placing blame (e.g., “*I felt frustrated when...*” rather than “*You always...*”).

#### **2. Active Listening**

- a. Take turns sharing their perspective while the others practice reflective listening (e.g., summarizing what they heard). This promotes empathy and ensures everyone feels heard.

#### **3. Clarify Misunderstandings**

- a. Ask clarifying questions to identify any misinterpretations or assumptions.
- b. Paraphrase each other’s statements to confirm understanding.

#### **4. Brainstorm Solutions Collaboratively**

- a. Generate multiple solutions together.

- b. Avoid evaluating the ideas immediately; focus on creativity and inclusivity.
5. **Negotiate and Agree on a Solution**
- a. Discuss the potential consequences of each solution.
  - b. Choose an option that is fair and realistic for everyone involved.
6. **Follow Up**
- a. Set a time to check in and assess whether the solution is working.
  - b. Be open to modifying the agreement if necessary.

If the student filing the complaint does not wish to resolve it independently with the involved parties, or an attempt was made and no resolution was determined or the problem is on-going, they may file a formal departmental-level complaint using the form [below](#), or [use the following URL](#):  
<https://forms.gle/JjYt9cPL5BMJvzRf7>

### [Formal Student Complaint Form \(Departmental-Level\)](#)

Complaints that are submitted using the Formal Student Complaint Form are considered “formal complaints”. Student issues that are brought to the attention of faculty members, the program chair, or the clinical and admissions coordinator via email or in-person conversation are considered “informal complaints”.

If a student wishes to consult about the appropriate steps to take when resolving a problem with the involved party, filing a formal student complaint at the departmental level, or wish to report a complaint anonymously, they may reach out to the admissions and clinical coordinator.

Formal student complaints, as well as issues related to gatekeeping and micro/macroaggressions inside and outside of the classroom observed by the faculty and staff, will be reviewed once a month during the Admissions and Retention Committee (ARC) meeting. Any of the following steps may be taken, if deemed necessary:

**Step 1:** The faculty ARC will require a meeting to review the reported offense, provide feedback, and, if deemed necessary (based on the criteria in the Counseling Student Handbook), fill out a departmental Professional Performance and Dispositions Evaluation (PPDE), and/or a university Behavior Intervention Team (BIT) report.

**Step 2:** If the offense/situation warrants it, the ARC will develop a success plan for further education/remediation for the offending party.

**Step 3:** The Department Chair will contact the University Counseling Center to offer the offended party a facilitated restorative meeting with the offender, at the offended party request and on an as needed basis.

\*The faculty and staff of the Department of Counseling will honor your confidentiality during this process, as we will not mention your name at any point during the remediation process. Please be advised that due to our small community, it is not possible to guarantee that an offending party will not be able to identify who you are. If you choose to participate in the restorative meeting, the offender will know it is you who reported the offense.

If the student filing the complaint believes this is an ongoing issue, possibly discrimination, and/or a Title IX violation, they have a right to report it through the university in the following ways, in addition to reporting within our department:

[Student Conduct Reporting Forms](#)  
[Report a Concern](#)

## **Appeal Process**

If a student is dismissed from the program, they may appeal the dismissal by submitting a letter to the Chair of the Counseling Department no later than 45 days after receiving the dismissal letter. The letter should include the student's request to be re-admitted, a self-appraisal of why they were previously unsuccessful, and a strategy for success if they are re-admitted. The Graduate Counseling Committee will meet to review the appeal letter and make a decision regarding the student's re-admittance. If a student is re-admitted, generally a remediation plan is created to help facilitate the student's success in the program. The student will receive a letter regarding the committee's decision.

## **Student Petitions and Grade Appeals**

*\*this usually only applies in grade or evaluation appeals, not in curriculum adjustment requests*

1. Read the section of the University Bulletin on [Integrity of Scholarship and Grades](#) and understand the University Policy regarding the Grade Appeal Process
2. Document attempt to resolve the grade/issue with the instructor
3. Document attempt to resolve the grade/issue with the Departmental Chairperson
4. Provide a Petition of Appeal outlining the grounds for a grade appeal/resolution that includes a timeline of events and efforts taken to resolve the issue with the instructor and Departmental Chairperson and submit to the Department Chair who will convene the Graduate Counseling Committee (GCC) for review of the Student Petition of Appeal
  - a. The GCC may seek further information, request your presence at a meeting, request copies of student work, or request further information of the instructor before making a recommendation or decision
  - b. The petition should be submitted within 30 days of the grade being posted, in most cases
5. If the student is not satisfied with the recommendation and/ or decision of the GCC, the student should submit their petition to the Associate Dean\* of the College of Nursing and Health along with the Grade Appeal Form: <https://bulletin.loyno.edu/sites/default/files/pdf/Regulations-Forms/grade-appeal-form.pdf>

## **Remediation**

Remediation is an opportunity for the faculty to assist students who are struggling by providing them with the opportunity to learn, grow, and improve themselves. The faculty hope a remediation will be viewed as a success plan. Students who are asked to complete a remediation plan are students who the faculty believes have the capacity to be successful. Some students need more support through the process of becoming a counselor.

Students may be required to complete a remediation plan for a variety of deficiencies, such as incomplete coursework, ethical or professional issues, personal relationship issues, incomplete clinical hours, and/or student handbook violations. In the event that a student needs remediation, the Graduate Counseling Committee will meet to discuss possible remediation options.

Remediation requirements may involve academic and/or personal growth. Students may be required to attend counseling, reduce their course load, or take time off from the program in order to facilitate growth.

The remediation plan will be explained both in writing and verbally. If a student chooses not to complete the remediation plan presented by the Graduate Counseling Committee, the student will be withdrawn from the program.

## **Transfer Credit**

Students who have taken graduate courses prior to entering the program may request transfer credit. Students may obtain no more than six credit hours of transfer credit. Students may not obtain transfer credit for the following courses:

- CNSL 830 Counseling Theories
- CNSL 835 Introduction to Counseling
- CNSL 840 Group Counseling
- CNSL 843 Group Counseling Skills Lab
- CNSL 864 Ethics in Individual, Marriage, and Family Counseling
- CNSL 855 Diagnostics in Counseling
- CNSL 863 Fundamentals of Practicum and Internship
- CNSL 865 Practicum
- CNSL 866 Internship

Graduate Petitions for transfer credit must identify which courses were taken, where they were taken, and where the transfer credit is to be applied within the student's curriculum. The decision to award transfer credit rests with the counseling faculty. Students will submit a copy of the syllabus from the course used to petition for transfer credit. If a transfer credit is approved and the student appears to be deficient in this area, the student may be required to complete the course within Loyola's counseling program.

## **Incomplete Courses/Assignments**

Incomplete courses and assignments are highly discouraged as a general rule as professional dispositions are expected as a part of your growth in the program. More information regarding incompletes, including the form to request an incomplete grade, can be found in the Graduate Bulletin <https://bulletin.loyno.edu/regulations/grades-grade-point-averages#incomplete-grade-policy>.

## **Comprehensive Examination**

All counseling students are required to pass a comprehensive examination before they are permitted to graduate. The comprehensive examination covers all course work completed in the counseling program. Students who fail to achieve a satisfactory level of performance on the examination components will not be permitted to graduate. Prospective graduates will be enrolled in a COMPS Canvas course where they will have access to all information related to COMPS (instructions, announcements, etc.). Prospective graduates must take the comprehensive examination in their final semester. Summer graduates must take the exam in the spring semester prior to graduation. A study guide will be available from the Admissions and Clinical Coordinator prior to the comprehensive examination.

## **Graduation**

Students need to apply for graduation by October 31<sup>st</sup> the year before they plan on graduating. The application can be found in your LORA self-service portal. Late applications cannot be accepted, and students who do not apply on or before the deadline may not be eligible to graduate that semester.

Students are asked to complete an exit survey before graduation. The exit survey will be given to the graduating students the semester they graduate.

## **Endorsement Policy**

At various times students require an endorsement (verbal or written recommendation) from their program faculty

in order to gain employment or credentials. A graduate will be endorsed by program faculty only for a position or credential for which the graduate has been prepared.

Internship site supervisors also are urged to follow this policy.

Students should be aware of this policy and seek endorsements only for employment and credentials that are appropriate given the student's training, coursework, and supervised experience.

Before an endorsement is given to a student, the records are thoroughly checked to make sure that the student graduated, maintained an acceptable grade point average, completed all requirements, and is seeking endorsement only for a position or credential for which the graduate has been prepared.

### **Email Policy**

Students are required to check their Loyola email account, which is connected to the LORA and Canvas systems, on a daily basis for any communications from faculty or staff. Students who fail to check their Loyola email account may experience grading repercussions.

### **Graduate Bulletin**

Please be advised that there is a Graduate Bulletin. Students are responsible for the information found in both this handbook and the Graduate Bulletin. <https://bulletin.loyno.edu/graduate-bulletin>.

## **COUNSELING PROGRAM GRADUATE CURRICULUM (60 HOUR)**

The Master of Science in Counseling offered at Loyola University New Orleans is a CACREP accredited 60-hour program in Clinical Mental Health Counseling and in Marriage, Couple, and Family Counseling. Students will complete 17 hours of Primary coursework, 31 hours of Required coursework, and 12 hours of electives consistent with their interest and approved by their advisor. Students may also pursue a dual degree in Criminology and Justice, Music Therapy, or Pastoral Studies and receive a second master's degree in those fields. The dual degree in Criminology and Justice, Music Therapy, and Pastoral Studies require 75, 75, and 78 hours of coursework, respectively. The capstone experience, which involves translating what is learned in the classroom into clinical practice under supervision, includes one semester of Practicum and two consecutive semesters of Internship. Students will meet with their advisor on a regular basis to ensure a timely graduation.

**Table 1. Primary and Elective Courses with Prerequisites**

<b>Primary Courses (17 hours)</b>	<b>Prerequisites</b>
CNSL 702 Research and Statistical Methods in Counseling	
CNSL 704 Research Writing Lab (1 credit hour)	
CNSL 706 Philosophy and Counseling	
CNSL 830 Counseling Theories*	
CNSL 835 Introduction to Counseling*	836**
CNSL 836 Individual Counseling Skills Lab (1 credit hour)	835**
CNSL 864 Ethics in Individual, Marriage, and Family Counseling*	
<b>Required Courses (31 hours)</b>	
CNSL 776 Clinical Assessment and Psychometrics	
CNSL 840 Group Counseling*	835, 836, 843**
CNSL 843 Group Counseling Skills Lab (1 credit hour)	835, 836, 840**
CNSL 841 Career Counseling	
CNSL 855 Diagnostics in Counseling*	702, 704, 830, 835, 836, 864, 776, 842, 706***
CNSL 725 Lifespan Development	
CNSL 842 Multicultural Counseling*	
CNSL 863 Fundamentals of Practicum and Internship*	All Primary Courses, 776, 842, 840***, 843***, 855***
CNSL 865 Practicum	All Primary Courses, 776, 840, 842, 843, 855, 863
CNSL 866 Internship	All Primary Courses, 776, 840, 842, 843, 855, 863, 865
CNSL 866 Internship	All Primary Courses, 776, 840, 842, 843, 855, 863, 865
<b>Counseling Electives (12 hours)</b>	
CNSL 851 School Counseling	
CNSL 837 Child Counseling: Play Therapy	
CNSL 845 Addiction Counseling	
CNSL 849 Activity Group Therapy	
CNSL 850 Introduction to Family Counseling	
CNSL 852 Relationships in Counseling	
CNSL 853 Child/Parent Relationship Therapy	
CNSL 862 Family Systems	
CNSL 856 Clinical Thanatology: Death and Dying	
CNSL 857 Psychopathology in Counseling	
CNSL 858 Scholarship in Counseling	
CNSL 868 Crisis Intervention	
CNSL 825 Human Sexuality	

**Note.**

\* Student cannot get a grade below a B (including B-) in these courses. Failure to receive a passing grade in Practicum or Internship would require review by the Graduate Committee of the Department of Counseling. The review would result in either a remediation plan or removal of the student from the program.

\*\* Co-requisites: Courses must be taken concurrently.

\*\*\* Co or Pre requisites: Courses must be taken prior to or concurrently.

## Projected Course Offerings 60-Hour Curriculum

Courses are not offered every semester. The following is intended to assist students in planning and scheduling. Students are advised to consult the preliminary timetables for each semester, as scheduled offerings are subject to change.

Course	Title	Term Usually Offered
<b>COUNSELING REQUIRED COURSES (48 HRS.)</b>		
CNSL 702	Research and Statistical Methods in Counseling	Fall
CNSL 704	Research Writing Lab	Fall
CNSL 706	Philosophy and Counseling	Spring
CNSL 830	Counseling Theories	Fall
CNSL 835	Introduction to Counseling	Fall
CNSL 836	Individual Counseling Skills Lab	Fall
CNSL 864	Ethics in Individual, Marriage, and Family Counseling	Spring
CNSL 725	Lifespan Development	Spring, Summer
CNSL 776	Clinical Assessment and Psychometrics	Fall
CNSL 840	Group Counseling	Spring
CNSL 843	Group Counseling Skills Lab	Spring
CNSL 841	Career Counseling	Summer
CNSL 842	Multicultural Counseling	Fall
CNSL 855	Diagnostics in Counseling	Spring
CNSL 863	Fundamentals of Practicum and Internship	Spring
CNSL 865	Practicum	Fall, Spring, Summer
CNSL 866	Internship	Fall, Spring, Summer
<b>ELECTIVES (12 HRS.)</b>		
CNSL 825	Human Sexuality Counseling	Even Summer
CNSL 837	Child Counseling: Play Therapy	Fall
CNSL 845	Addiction Counseling	Summer
CNSL 848	Play Therapy Theories	Summer (as needed)
CNSL 849	Activity Group Therapy	Even Summers
CNSL 850	Introduction to Family Counseling	Even Summer
CNSL 851	School Counseling	Summer
CNSL 852	Relationships in Counseling	Spring
CNSL 853	Child/Parent Relationship Therapy	Even Spring
CNSL 856	Clinical Thanatology: Death and Dying	Even Summers
CNSL 857	Psychopathology in Counseling	Spring
CNSL 858	Scholarship in Counseling	Spring (as needed)
CNSL 862	Family Systems	Fall
CNSL 868	Crisis Intervention	Fall
CNSL 894	Experimental Courses (with advisor's approval)	As Needed

Loyola University New Orleans  
 Master of Science in Counseling  
**Clinical Mental Health Counseling**  
 Degree Plan Course Listing (DPCL) 2025-2026

Name: \_\_\_\_\_

Course Number	Title	Hours	Semester
<b>REQUIRED COURSES (48 HRS.):</b>			
CNSLA702	Research and Statistical Methods in Counseling	3	
CNSLA704	Research Writing Lab	1	
CNSLA706	Philosophy and Counseling	3	
CNSLA830	Counseling Theories	3	
CNSLA835	Introduction to Counseling	3	
CNSLA836	Individual Counseling Skills Lab	1	
CNSLA864	Ethics in Individual, Marriage, and Family Counseling	3	
CNSLA725	Lifespan Development	3	
CNSLA776	Clinical Assessment and Psychometrics	3	
CNSLA840	Group Counseling	1	
CNSLA843	Group Counseling Skills Lab	3	
CNSLA841	Career Counseling	3	
CNSLA842	Multicultural Counseling	3	
CNSLA855	Diagnostics in Counseling	3	
CNSLA863	Fundamentals of Practicum and Internship	3	
CNSLA865	Counseling Practicum	3	
CNSLA866	Counseling Internship	3	
CNSLA866	Internship II	3	
<b>ELECTIVES COURSES (12 HRS.):</b>			
CNSL 825	Human Sexuality Counseling	3	
CNSL 837	Child Counseling: Play Therapy	3	
CNSL 845	Addiction Counseling	3	
CNSL 848	Play Therapy Theories	3	
CNSL 849	Activity Group Therapy	3	
CNSL 850	Introduction to Family Counseling	3	
CNSL 851	School Counseling	3	
CNSL 852	Relationships in Counseling	3	
CNSL 853	Child/Parent Relationship Therapy	3	
CNSL 856	Clinical Thanatology: Death and Dying	3	
CNSL 857	Psychopathology in Counseling	3	
CNSL 858	Scholarship in Counseling	3	
CNSL 862	Family Systems	3	
CNSL 868	Crisis Intervention	3	
CNSL 894	Experimental Courses (with advisor's approval)	3	
Student:	Advisor:		
Date:	Date:		

Loyola University New Orleans  
 Master of Science in Counseling  
 Marriage, Couple, and Family Counseling  
 Degree Plan Course Listing (DPCL) 2025-2026

Name: \_\_\_\_\_

Course Number	Title	Hours	Semester
<b>REQUIRED COURSES (48 HRS.):</b>			
CNSLA702	Research and Statistical Methods in Counseling	3	
CNSLA704	Research Writing Lab	1	
CNSLA706	Philosophy and Counseling	3	
CNSLA830	Counseling Theories	3	
CNSLA835	Introduction to Counseling	3	
CNSLA836	Individual Counseling Skills Lab	1	
CNSLA864	Ethics in Individual, Marriage, and Family Counseling	3	
CNSLA725	Lifespan Development	3	
CNSLA776	Clinical Assessment and Psychometrics	3	
CNSLA840	Group Counseling	1	
CNSLA843	Group Counseling Skills Lab	3	
CNSLA841	Career Counseling	3	
CNSLA842	Multicultural Counseling	3	
CNSLA855	Diagnostics in Counseling	3	
CNSLA863	Fundamentals of Practicum and Internship	3	
CNSLA865	Counseling Practicum	3	
CNSLA866	Counseling Internship	3	
CNSLA866	Internship II	3	
<b>REQUIRED ELECTIVES (9 HRS.):</b>			
CNSLA850	Introduction to Family Counseling	3	
CNSLA852	Relationships in Counseling	3	
CNSLA862	Family Systems	3	
<b>ADDITIONAL ELECTIVE COURSES (3 HRS.):</b>			
CNSL 825	Human Sexuality Counseling	3	
CNSLA837	Child Counseling: Play Therapy	3	
CNSLA845	Addiction Counseling	3	
CNSLA848	Play Therapy Theories	3	
CNSLA849	Activity Group Therapy	3	
CNSLA851	School Counseling	3	
CNSLA853	Child/Parent Relationship Therapy	3	
CNSLA856	Clinical Thanatology: Death and Dying	3	
CNSLA857	Psychopathology in Counseling	3	
CNSLA858	Scholarship in Counseling	3	
CNSL 868	Crisis Intervention	3	
CNSLA894	Experimental Courses (with advisor's approval)	3	
Student:	Advisor:		
Date:	Date:		

Loyola University New Orleans  
Dual Degree Plan  
Master of Science in Clinical Mental Health Counseling and Criminology and Justice  
Degree Plan Course Listing (DPCL) 2025-2026

Name: \_\_\_\_\_

Course Number	Title	Hours	Semester
<b>REQUIRED COURSES (48 HRS.):</b>			
CNSLA702	Research and Statistical Methods in Counseling	3	
CNSLA704	Research Writing Lab	1	
CNSLA706	Philosophy and Counseling	3	
CNSLA830	Counseling Theories	3	
CNSLA835	Introduction to Counseling	3	
CNSLA836	Individual Counseling Skills Lab	1	
CNSLA864	Ethics in Individual, Marriage, and Family Counseling	3	
CNSLA725	Lifespan Development	3	
CNSLA776	Clinical Assessment and Psychometrics	3	
CNSLA840	Group Counseling	1	
CNSLA843	Group Counseling Skills Lab	3	
CNSLA841	Career Counseling	3	
CNSLA842	Multicultural Counseling	3	
CNSLA855	Diagnostics in Counseling	3	
CNSLA863	Fundamentals of Practicum and Internship	3	
CNSLA865	Counseling Practicum	3	
CNSLA866	Counseling Internship	3	
CNSLA866	Internship II	3	
<b>CNSL ELECTIVES (CHOOSE 1) (3 HRS.0):</b>			
<b>REQUIRED CRIMINAL JUSTICE COURSES (15 HRS.):</b>			
CRIM A705	Seminar in Criminal Justice	3	
CRIM A712	Graduate Statistics	3	
CRIM A718	Seminar in Criminal Justice Administration I	3	
CRIM A850	Seminar in Criminology	3	
CRIM A893	Directed Readings in Criminal Justice	3	
		3	
<b>CRIM REPLACEMENTS FOR CNSL ELECTIVES (9 HRS.):</b>			
CRIM A700	Theories of Criminal Behavior	3	
CRIM A800	Select Problems in CJ	3	
CRIM A805	Program Planning and Evaluation	3	
Student:	Advisor:		
Date:	Date:		

Loyola University New Orleans  
Dual Degree Plan  
Master of Clinical Mental Health Science in Counseling and Pastoral Studies  
Degree Plan Course Listing (DPCL) 2024-2025

Name: \_\_\_\_\_

Course Number	Title	Hours	Semester
<b>REQUIRED COURSES (48 HRS.):</b>			
CNSLA702	Research and Statistical Methods in Counseling	3	
CNSLA704	Research Writing Lab	1	
CNSLA706	Philosophy and Counseling	3	
CNSLA830	Counseling Theories	3	
CNSLA835	Introduction to Counseling	3	
CNSLA836	Individual Counseling Skills Lab	1	
CNSLA864	Ethics in Individual, Marriage, and Family Counseling	3	
CNSLA725	Lifespan Development	3	
CNSLA776	Clinical Assessment and Psychometrics	3	
CNSLA840	Group Counseling	1	
CNSLA843	Group Counseling Skills Lab	3	
CNSLA841	Career Counseling	3	
CNSLA842	Multicultural Counseling	3	
CNSLA855	Diagnostics in Counseling	3	
CNSLA863	Fundamentals of Practicum and Internship	3	
CNSLA865	Counseling Practicum	3	
CNSLA866	Counseling Internship	3	
CNSLA866	Internship II	3	
<b>REQUIRED PASTORAL STUDIES COURSES (15 HRS.):</b>			
LIM 703	Introduction to Practical Theology	3	
LIM 704	Spirituality, Morality, and Ethics	3	
LIM 849	Introduction to Pastoral Care and Counseling	3	
LIM 861	Pastoral Leadership and Organization	3	
LIM 863	Family Systems	3	
<b>LIM REPLACEMENTS FOR CNSL ELECTIVES (15 HRS.):</b>			
Lim elective chosen in consultation with advisor			
LIM 711	Jewish Roots of Christian Faith: Intro to Old Testament	3	
LIM 712	Christian Origins: Intro to New Testament	3	
LIM 714	Grace, Christ, and Spirit	3	
LIM 722	Church, Sacrament, and Liturgy	3	
LIM XXX	Elective (chosen in consultation with advisor)	3	
Student:	Advisor:		
Date:	Date:		

Loyola University New Orleans  
Dual Degree Plan  
Master of Science in Clinical Mental Health Counseling and Music Therapy  
Degree Plan Course Listing (DPCL) 2024-2025

Name: \_\_\_\_\_

Course Number	Title	Hours	Semester
<b>REQUIRED COURSES (48 HRS.):</b>			
CNSLA702	Research and Statistical Methods in Counseling	3	
CNSLA704	Research Writing Lab	1	
CNSLA706	Philosophy and Counseling	3	
CNSLA830	Counseling Theories	3	
CNSLA835	Introduction to Counseling	3	
CNSLA836	Individual Counseling Skills Lab	1	
CNSLA864	Ethics in Individual, Marriage, and Family Counseling	3	
CNSLA725	Lifespan Development	3	
CNSLA776	Clinical Assessment and Psychometrics	3	
CNSLA840	Group Counseling	3	
CNSLA843	Group Counseling Skills Lab	3	
CNSLA841	Career Counseling	1	
CNSLA842	Multicultural Counseling	3	
CNSLA855	Diagnostics in Counseling	3	
CNSLA863	Fundamentals of Practicum and Internship	3	
CNSLA865	Counseling Practicum	3	
CNSLA866	Counseling Internship	3	
CNSLA866	Internship II	3	
<b>REQUIRED MUSIC THERAPY COURSES (18 HRS.):</b>			
MUTY M703	Advanced Practicum	2	
MUTY M704	Music Therapy Supervision	3	
MUTY M705	Advanced Music Psychotherapy Models	3	
MUTY M706	Music Therapy in Medicine	3	
MUTY M718	Music Therapy Theories	2	
MUGN M810 or M812	Thesis or Scholarly Project	2	
NURS G905	Ethics & Social Justice	3	
<b>MUTY REPLACEMENTS FOR CNSL ELECTIVES (10 HRS.):</b>			
Students may select courses from the following areas: MUTY Music Therapy MUGN General Music, MUED Music Education, or MUJZ Jazz Studies.			
Student:	Advisor:		
Date:	Date:		

## **STUDENT REQUIREMENTS AND RESPONSIBILITIES: PRACTICUM AND INTERNSHIP**

The Practicum/Internship in Counseling is generally considered the most challenging and important portion of the Counseling curriculum. These courses permit students to translate theoretical training into effective clinical practice and challenge the students to develop methods and strategies for the appropriate care of clients in their charge. In the semester immediately preceding a student's enrollment in Counseling Practicum, a student must enroll in CNSL863 Fundamentals of Practicum and Internship. Students will enroll in Internship during the semesters immediately following their Practicum enrollment. Practicum and Internship are offered in the fall, spring, and during the 10-week summer session. Practicum and Internships may not be taken concurrently. For continuity of care, students remaining at their sites for subsequent semesters are required to see clients at their site and receive between semester supervision.

Practicum is a 140-hour requirement that includes a minimum of 40 direct client hours and a minimum of 100 indirect hours. Students register for one, three-hour graduate course to complete this requirement, which translates to a 10-hour per week commitment at the placement site.

Internship is a 600-hour requirement that includes 240 direct client hours. Students typically take two, three-hour graduate courses to complete this requirement, which translates to a 20-hour per week commitment at the placement site. Some students elect to take a "Half Internship" option which spreads the 600-hour requirement over 4 semesters and cuts the weekly commitment to 10 hours.

In addition to the development of individual counseling skills, during either Practicum or Internship, students are required to lead or co-lead a counseling or psycho-educational group. The department has a tracking sticker on each student's file to be sure that student files are complete, including evaluations, logs, and other required materials for Practicum and Internship. One of the requirements that must be checked on the sticker is having led or co-led a counseling or psycho-educational group, while in the program. Our administrative assistant reviews each student file to make sure that their signed hours log from their clinical work (Practicum and Internship) have signified that the student completed direct clinical experience leading or co-leading a group. If they have not, they will not be certified for graduation.

Students will plan for their Practicum and Internship experience as they progress through the program. Faculty design core and elective courses to help students decide which clinical sites will best serve their professional needs. Students and advisors will collaborate with the Clinical Coordinator to select an appropriate field site. Students should be aware that certain sites require a one-year commitment. Only for exceptional circumstances, if space is available, and with prior approval from the Clinical Coordinator will LCCE serve as an ad hoc site.

A Canvas course was created for all current students to access digital copies of all of the current information regarding the P&I handbook, contracted P&I sites, evaluations, the change of site form, state-to-state licensure, and other pertinent information believed to be helpful to students (if available). Physical copies of site evaluations are located in the Big Room. This information is routinely updated and available to all students when enrolled in the Counseling Program Info Canvas course. Access the Canvas app through LORA > Select Dashboard (left column)> Select Counseling Program Info under Published Courses> Select Files (left column). Be sure to check the files routinely, as updates may occur without prior notice.

If you are interested in gaining your clinical experience in the state of your choice, please contact the Clinical Coordinator well in advance for approval, and to allow ample time for a contractual agreement. Students are not allowed to begin at a site without a contract in place.

Failure to receive a passing grade in Practicum or Internship would require review by the Graduate Counseling Committee of the Department of Counseling and would result in either a remediation plan or removal of the student from the program. If you have any questions regarding Practicum and Internship, the Clinical Coordinator is your first person of contact to remedy most issues. It is also important to keep your Faculty and Site supervisor aware of any concerns or issues.

### **Before Enrolling in Practicum**

Students will successfully complete 36-hours of counseling coursework prior to enrolling in Practicum that includes all Primary Courses and Fundamentals of Practicum and Internship.

Faculty view the Practicum and Internship as the culminating experiences, and students will take these courses in their final three semesters.

Students must enroll in Fundamentals of Practicum and Internship one semester prior to enrolling in Practicum. Students must find a clinical site and inform the Clinical Coordinator by the last day of finals during the previous semester or they will not be allowed to begin Practicum. If students have any questions during the semester prior to their field placement, they should contact the Clinical Coordinator. If a student wishes to change sites at any point during their clinical year, they must meet with the Clinical Coordinator and receive approval.

Students may take two courses concurrently with a fall or spring Practicum and one additional course if Practicum occurs in the summer. Students are normally only permitted to take one additional course with Internship. Students need permission from the Graduate Counseling Committee to register for two academic classes while enrolled in Internship.

### **Professional Liability Insurance**

Loyola provides professional liability insurance coverage for all students performing counseling services (e.g. Practicum and Internship) related to such curriculum. There is no need to purchase your own liability insurance while you are in the program.

If you chose to purchase your own liability insurance for additional coverage there are several options available, including purchasing it through student membership in the American Counseling Association (ACA). ACA's Student membership includes liability insurance for all ACA student members enrolled and engaged in a master's degree counseling curriculum at a post-secondary institution. The insurance solely covers students who are performing counseling services (e.g. Practicum and Internship) related to such curriculum. This information can be obtained online at [www.counseling.org](http://www.counseling.org) or from the Practicum and Internship Coordinator. The Clinical Coordinator provides a copy of the Certificate of Insurance (COI) to all site supervisors.

## Transfer Credit

Practicum/Internship may not be completed at another university. Loyola will not accept Practicum or Internship as transfer credits.

## Supervision Assist

[Supervision Assist](#) is a comprehensive, HIPAA-secure application that integrates all the tools the Counseling Department faculty and staff, supervisors, and students need for successful practicum and internship training. Accessible on this training platform are midterm and final evaluations, logs, ability to video record, store, and review counseling sessions, and additional clinical documents for ease of access and quality training.

## Encrypted Flash Drives

If Supervision Assist is not available, in order to protect client confidentiality, all Fundamental, Practicum, and Internship students must purchase and use encrypted flash drives for client video storage. *Videos of client sessions are never to be stored on phones, personal computers, counseling department computers, or unencrypted flash drives.*

## Practicum and Internship Placement and Settings

The student and Clinical Coordinator work together to place the student in a Practicum and Internship setting. Students are expected to meet with the Clinical Coordinator to discuss field placement options. Students are encouraged to explore potential settings for their Practicum and Internship placements, and to do so early in the semester prior to their Practicum and Internship

semester. Students are encouraged to visit several potential settings and to interview at those sites. Faculty encourage students to prepare to be able to answer the following questions as a result of the interview process:

- Does this setting offer me the range of learning experiences I desire with a client population that matches my career goals?
- Does this setting meet all Practicum/Internship requirements outlined in the handbook?
- Does this setting have a qualified supervisor on site that is willing to provide the supervision I require?
- Is this setting willing to accept me as an intern if such a request is made?
- Does this setting have a time commitment that must be considered?

Students wishing to apply for the School Counseling Certification in the state of Louisiana must take the school counseling course, intern in a school setting for at least two semesters of their clinical experience, and earn a passing score on the Praxis Professional School Counselor examination.

The Greater New Orleans area offers a wealth of potential Practicum and Internship settings from which students may choose. In past semesters, students have worked in such diverse settings as elementary schools, secondary schools, colleges, family service centers, women's shelters, hospitals, juvenile and adult restorative justice centers, and child guidance centers. The Clinical Coordinator keeps an up-to-date list of Practicum and Internship sites and current student evaluations of the sites and the site supervisors. It is highly recommended that students meet with the Clinical Coordinator and use these resources to help determine if some of the sites they are interested in will be a good match.

A Canvas course was created for all current students to access digital copies of all of the current information regarding the P&I handbook, contracted P&I sites, evaluations, the change of site form, state-to-state licensure, and other pertinent information believed to be helpful to students (if available). Physical

copies of site evaluations are located in the Big Room. This information is routinely updated and available to all students when enrolled in the Counseling Program Info Canvas course. Access the Canvas app through LORA > Select Dashboard (left column)> Select Counseling Program Info under Published Courses> Select Files (left column). Be sure to check the files routinely, as updates may occur without prior notice.

### **Out of State Practicum and Internship**

If you are interested in gaining your clinical experience in the state of your choice, please contact the Clinical Coordinator well in advance for approval, and to allow ample time for a contractual agreement. Students are not allowed to begin at a site without a contract in place.

### **Private Practice**

The Counseling Department has affiliations with private practices in the Greater New Orleans area. Please contact the Clinical Coordinator for approval prior to considering a private practice site because many private practices experience a shift in clientele throughout the calendar year, which often happens during the summer months. If you choose to have your Practicum or Internship experience at a private practice, be advised that you may be at risk for delaying your expected graduation date due to this shift.

Students must complete their Practicum and Internship experience at only one site per semester, and may not leave their site mid-semester (unless granted permission by the faculty following a review of extenuating circumstances). The Practicum/Internship facility must meet the following requirements:

- provide direct counseling services by qualified professionals,
- provide an opportunity for the Practicum/Internship student to perform all activities that a regularly employed staff member in the setting would be expected to perform, subject to limitations imposed by liability considerations, setting specific policies, and confidentiality considerations,
- provide the Practicum student with at least **140** hours of meaningful and appropriate work, at least **40** clock hours of which are in direct service\* to clients, per semester,
- provide the Internship student with at least **300** hours of meaningful and appropriate work, at least **120** clock hours of which are in direct service to clients, per semester,
- have at least one qualified supervisor\* on site who agrees to provide **1 hour of continuous or triadic supervision each week** to the Practicum/Internship student, and allow the student to become familiar with a variety of professional activities other than direct service,
- allow the Practicum/Internship student to obtain video recording within the bounds of preservation of client confidentiality for use in supervision,
- allow the Practicum/Internship student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research,
- provide an evaluation of the Practicum/Internship student - both formative and summative,
- be located anywhere in the United States of America, with prior approval from the Clinical Coordinator

### **\*Direct Service**

When a student is engaging in counseling services such as an intake, counseling session, caregiver consult, couple, family, or group counseling, and classroom lessons in a primary (K-12) school. Observations of counseling sessions, assisting school age students with disabilities in testing (such as reading a test to a student), and role playing with volunteers or actors does not count as direct counseling service.

### **\*Co-leading Sessions**

Co-therapy is typically done with couples or families, where you and another therapist are equally engaged and contributing within the session (direct hour). Afterward, both therapists meet to discuss the session, treatment goals, and next steps (indirect hour). Co-therapy is very different from observation, which is considered an indirect hour and only allows minimal contribution. While co-therapy is not common during individual sessions, if you are contributing 75% or more during sessions, you may count this as a direct hour. Before agreeing to co-lead during an individual session, please contact the Clinical Coordinator and your faculty Practicum/ Internship supervisor for approval.

**\*Qualified Supervisor:** A professional at the Practicum/Internship site who is a Licensed Professional Counselor, Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, Licensed Psychologist, or some other equivalent licensed mental health professional, who agrees to supervise the Practicum and Internship student and will have a minimum of one continuous hour of individual or triadic supervision with the Practicum and Internship student weekly.

The on-site Practicum/Internship Supervisor must meet the following requirements:

- hold an appropriate master's or doctoral degree (such as counseling, psychology, social work, or other relevant degree) and have at least 2 years of relevant experience,
- hold credentials appropriate to the setting, such as Licensed Professional Counselor, Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, Licensed Psychologist, or some other equivalent licensed mental health professional
- provide the intern with a minimum of one hour of face-to-face continuous supervision per week, including case consultation and formative evaluation of the intern's work
- work closely with the intern to ensure that the intern has a variety of experiences which represent the activities that a regularly employed staff member in the setting is expected to perform
- meet with the university supervisor during the university supervisor's site visits, at least once during the semester,
- provide continuous feedback to the intern, and
- provide a summative evaluation of the intern on the form provided, which will remain on file with the university.

### **Site Contracts**

Students are allowed to intern at sites across the United States of America with prior approval from the Clinical Coordinator, signed CACREP Contract with the site, and the state of their choice allows interns enrolled in programs in other states.

If you are interested in gaining your clinical experience in another state, please contact the Clinical Coordinator well in advance for approval, and to allow ample time for a contractual agreement. Students are not allowed to begin at a site without a contract in place.

The Clinical Coordinator works with various sites to secure contracts for the students enrolled in Practicum and Internship. Once established, contracts are typically for a two-year period. The university maintains a formal contract with each of these settings and students are not permitted to go to a site for Practicum or Internship for which there is no formal contract. Students should never contract independently with particular sites. Any student wishing to establish a new contract must meet with the Clinical Coordinator prior to contacting the site. Sites must be able to provide students with enough direct and indirect contact hours required for the course in

which they are currently registered. Each site must have a licensed or certified mental health professional that can provide the student with a scheduled hour of supervision each week.

### **Practicum and Internship Course Requirements**

Although specific requirements for Practicum and Internship may vary according to the instructor, the course provides students with opportunities to apply their training in a closely supervised clinical setting with clients who present with a variety of presenting issues. Practicum and Internship requirements include:

**Counseling – Practicum** students will work with clients approximately one hour per week per client. Students will spend approximately 4-6 hours per week in direct contact with clients in counseling. Students are not allowed to accept more than six active clients without approval from their Practicum instructor. **Internship** students will work with clients approximately one hour per week per client. Students will spend approximately 10-12 hours per week in direct contact with clients in counseling. Students may work with children, adolescents, adults, or older adults using individual, group, and relationship counseling approaches.

**Supervision - Loyola Faculty Supervision:** The minimum required supervision a student will receive for each semester includes 1½ hours of group supervision weekly, as outlined by CACREP for both Practicum & Internship. Additionally, Practicum students must meet with their faculty instructor one continuous hour each week for supervision (individual or triadic) the duration of the semester. Internship students must meet with their faculty instructor for four, one-hour supervision sessions per semester.

**Site Supervisor Supervision:** Students will also receive a minimum of one hour of continuous individual or triadic supervision each week at their field site. Some field sites require additional supervision.

The student will receive a Professional Performance and Disposition Evaluation from both their Faculty and Site supervisor (see Appendix III) at least once at the end of each semester.

\*Triadic Supervision - The Counseling Department recognizes triadic supervision to be one (1) continuous hour each week involving two (2) supervisees and one (1) supervisor.

**Clinical Experience Log – Practicum** students will complete **140** clock hours of Practicum work during the semester including **40** direct and **100** indirect hours. **Internship** students will complete a minimum of **300** clock hours per semester of Internship work during the semester including **120** direct and **180** indirect hours. These hours will include time spent in direct contact with clients, observation of other students, preparation for counseling sessions, reviewing and scoring tests, writing reports, and other related activities approved by the instructor. These direct and indirect services for the site must be logged using the Clinical Experience Log. If students cannot complete their Practicum or Internship hour requirements, they will receive an “In Progress” (IP) for the course and the Graduate Counsel Committee will meet to discuss a remediation plan. An IP turns into an F after a year, unless the student takes action by filling out an IP form at least one week before the 1 year deadline. The IP form must be signed by the instructor or Associate Dean, and a form must be filled out each year the student needs an IP grade.

**Evaluations** –Students will be evaluated in writing by their onsite supervisor at midterm and end of the semester. The student must provide the supervisor with the Loyola University Department of Counseling Shorter Midterm Evaluation (See Appendix VI) and the Professional Performance and Dispositions Evaluation form (see Appendix III). The student is required to turn in the completed evaluations to their Practicum/Internship Instructor. At the end of every semester, the student should submit a Supervisee’s Evaluation of Supervisor and Supervision Site form and any other paperwork required by that faculty member.

**Informed Consent** – Students are required to complete and collect all signed permission to receive videotaped counseling sessions from their adult clients or a minor client’s parent/guardian. Students need to provide their clients with the program’s informed consent document and verbally explain that they are in training and ensure clients understand what they are signing.

**Case Presentation** - Students will conduct many case presentations during their Practicum and Internship experience. Case presentations will be reviewed with a videotape of the Practicum or Internship student in session with the client. A transcript of the session may also be required.

Students may not use intake sessions or group sessions for their case presentations. The case presentation guidelines will be outlined in the Practicum or Internship instructor’s syllabus.

**Case Coordination** - Students must maintain client records in accordance with their site and the Practicum and Internship policies. Although Practicum and Internship is a three-credit hour course, students should be aware that this is a laboratory course and that they will actually spend a minimum of 10 hours per week at their site during Practicum and a minimum of 20 hours per week during Internship.

### **Practicum and Internship at the Student's Place of Employment**

Practicum and Internship placements are **not** permitted at locations where the student is currently working or under the supervision of close personal friends or family members. Students are not permitted to be placed at a site where they were previously employed, or currently or previously volunteered. This policy exists as a safeguard against dual relationships, conflicts of interest, and other potential ethical problems. Although it would often be more convenient to complete the Practicum/Internship at a location where the student is currently working, volunteering, or generally familiar with the staff and supervisors, the counseling faculty do not believe that it represents an ethically sound decision nor does it provide the student with the novel challenges that are required to further enhance their training.

### **Practicum and Internship Paperwork**

Updated versions of all the Practicum and Internship paperwork are on the department webpage under Forms: <http://cnh.loyno.edu/counseling/forms>. Students will receive a Practicum and Internship Handbook that contains all the updated required paperwork. Students will be informed of all the program policies concerning Practicum and Internship and will have the opportunity to ask any questions concerning the Practicum and Internship experience.

### **Financial Aid**

Any student taking 6.0 credit hours or more in any semester (fall, spring, and summer) is considered a full-time student. Any student taking less than 6.0 credit hours is considered to be a part-time student. This applies for all university purposes including the Student Health Insurance. Part-time students do not qualify for Student Health Insurance. If you are a part-time student who would like to have the university insurance, you may send an email to Student Health at [shsbilling@loyno.edu](mailto:shsbilling@loyno.edu) and make a request to have the coverage.

The ONLY exception is for financial aid. If you are taking Practicum, Internship I, or Internship II, you are counted as full-time for the purpose of qualifying for financial aid due to the 10+ hour clinical time requirement. For all other university purposes, you are considered part-time.

If you are a veteran and seeking veteran's certification, 3.0 credit hours qualifies as full-time ONLY in the summer because it is a condensed term.

### **Between Semester Policy for Practicum and Internship**

According to the Louisiana LPC Board, students must be registered in a Practicum or Internship course and receive supervision in order to see clients during semester breaks. *The Department of Counseling faculty expects students to continue counseling their clients during semester breaks in order to avoid client abandonment and offer the best continuity of care possible.* This is only applicable when a student remains at the same site; if a student terminates with one site at the end of one semester and begins another site the subsequent semester, the student is not required to see clients or attend supervision between semesters.

Students will be given an "In Progress" (IP) grade for the semester prior to the break in order to maintain registration. In addition, students must attend group supervision for 1 ½ hours each week on campus. A departmental supervisor will facilitate supervision. Formal case consultation will not be required however, students are required to participate in informal case consultations, and may be randomly chosen to present if no other student has volunteered. Students are also required to receive 1 hour of continuous supervision each week from their on-site supervisor during the between semester breaks.

### **Banking hours for Internship during a Semester Break**

Students may begin banking hours for Internship immediately after the conclusion of the semester, as long as the following criteria are met:

- Students are continuing at the same site they interned the semester before.
- Students have received a grade for either Practicum or Internship I.
- Students are receiving onsite supervision for a minimum of one continuous hour each week.
- Students attend on-campus weekly supervision of 1 ½ hours per week during the break.

### **Practicum and Internships Students' Responsibilities to Clients**

In addition to following Loyola University's Hurricane Emergency Preparedness Plan, students should follow the disaster and evacuation policy of their site.

## **DEPARTMENT OF COUNSELING HURRICANE EMERGENCY PREPAREDNESS PLAN**

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Canvas.
2. Provide regular and alternative email address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

1. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
2. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Canvas courses.
3. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

1. Logon to university website within 48 hours of an evacuation/suspension.
2. Monitor the main university site ([www.loyno.edu](http://www.loyno.edu)) for general information.
3. Logon to each course through Canvas or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
4. Complete Canvas and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened).
5. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <https://studentaffairs.loyno.edu/residential-life/about-residential-life/emergency-protocols>

**Note: If the evacuation extends more than one (1) week, students should expect to meet at their regularly scheduled class time for a synchronized class with their instructor and classmates.**

## **Communications**

The University maintains a hurricane emergency web page [www.loyno.edu/emergency/](http://www.loyno.edu/emergency/) with regularly updated guidelines and resources to assist students, faculty, and staff in making adequate preparations. The current version of the hurricane plan is always posted to this page. The Director of Public Affairs and External Relations issues advisories as necessary so that students, faculty, and staff are fully informed of a developing threat and can prepare to take appropriate action. Advisories are communicated via the Loyola home page ([www.loyno.edu](http://www.loyno.edu)) and the emergency information lines 504-865-2186 and toll-free at 888-94LOYNO. During a hurricane threat, these sources carry the latest and most complete information.

## **Student Personal Evacuation Plan**

All Loyola students are required to file a Personal Evacuation Plan, indicating an evacuation location and emergency contact information, through their LORA account. Students are not allowed to remain on Loyola's campus, including residence halls, when an evacuation is ordered. Students must make transportation and lodging arrangements so that they will be safely outside the storm area. Resident students will not receive their room keys without first filling out a Personal Evacuation Plan.

## **Responsibilities of Students**

In addition to the forms of communication mentioned above, the university may choose to update students by sending important information to their official Loyola email address, and/or send text messages to their phone. Students should regularly check their account. Students are to regularly check the Canvas account for their courses to remain current with announcements and assignments from their professors. Information on using Canvas is posted at <https://ctrl.loyno.edu/>. When students first login to Canvas they should contact their instructors and let them know their location and contact information.

## **Responsibilities of Faculty and Staff**

Faculty and staff are to contact their chairs or supervisors within a reasonable time according to plans developed in their departments and units. Faculty members are to maintain regular communication with students enrolled in their courses via Canvas in the case of an evacuation.

## **Contingency Residential Student Shelter**

All residential students are responsible for evacuating when the university is evacuated. No students are allowed to remain on Loyola's campus, including their own rooms in a residence hall. For residential students unable to comply, such as international students, Loyola has a temporary rugged shelter with very limited space. Residential Life staff members, led by the Director of Residential Life, remain with these students until the campus is open or until they make arrangements for a place to stay in case of an extended evacuation.

## **Timetable for Reopening**

Normal operations will resume on campus when the President deems that the safety of students, faculty, and staff can reasonably be assured. The schedule for reopening will be communicated via Loyola's web page and the emergency information line.

## Appendix I Informed Consent Statement

*Because Loyola's Counseling Department is a CACREP accredited Clinical Mental Health Counselor and Marriage, Couple, and Family Counselor professional development program, faculty and student expectations differ from what would be expected in other more common types of academic programs. The following informed consent statement makes these expectations explicit. The Counseling Student Handbook includes more details and outlines further steps for students and faculty, as needed.*

1. I understand that the Counseling Department is a diverse community of people of varying backgrounds, cultures, ethnicities, nationalities, ages, sexual orientations, gender identifications, socioeconomic statuses, religious backgrounds, abilities, and lived experiences. I am aware that the department is engaging in creating an active culture of inclusion and open communication. Statements, actions, insinuations, and /or comments that are overtly or inadvertently hurtful, harmful, and/or discriminatory are addressed by following the "micro/macro aggression" policy outlined in the Counseling Student Handbook with hope of restorative communication, healing, and growth.
  - a. **micro/macroaggression** (Kevin Nadal) "Microaggressions are defined as the everyday, subtle, intentional — and oftentimes unintentional — interactions or behaviors that communicate some sort of bias toward historically marginalized groups. The difference between microaggressions and overt discrimination or macroaggressions, is that people who commit microaggressions might not even be aware of them."
2. In order to successfully complete the Counseling Program at Loyola University New Orleans, I will be expected to demonstrate academic competence, cultural competence, professional dispositions, and counseling skills, including conducting appropriate sessions with clients, practicing in a professional and ethical manner, and establishing appropriate clinical relationships with clients to facilitate client progress. Failure to attain clinical and professional skills, as well as demonstrate professional dispositions, may result in my being required to repeat coursework, adhere to a remediation plan, or my dismissal from the program.
  - a. I understand that I must abide by the American Counseling Association Code of Ethics and manage myself as a student and intern in an ethical manner.
  - b. I understand that my First Amendment Rights do not allow me the option to discriminate against clients with different values than my own and non-discrimination is required of student and professional counselors.
3. I understand that I am assigned a faculty advisor upon admission to the program. I am required to contact this faculty advisor and co-create a Degree Plan Course Listing (DPCL) by **October 1<sup>st</sup>**. Once I have a DPCL, I may register for courses following our agreed on plan. If I decide to make adjustments to my degree plan/ DPCL, I will meet with my advisor to officially change my DPCL with the faculty advisor's signature required. My faculty signed DPCL is in my Student File and I will be given a copy for my records. Failure to have a DPCL on file by November 1 will result in a registration hold on my student account.
4. I understand that the subject matter to be covered in the Counseling Program is contained in the Counseling Student Handbook, including course sequence, projected course offerings, prerequisites, program requirements, and remediation procedures.
5. I understand that the Counseling Department offers multiple digital delivery instructional practice options and it is my responsibility to carefully review the course catalog when registering for classes, adhere to the instructor's syllabus, and ensure that I follow all pertinent procedures and deadlines to facilitate a successful academic experience.
6. I understand that my performance in the Counseling Program will be evaluated based on academic achievement, professional dispositions, and clinical skill demonstration components. The method of evaluation

for each individual course will be covered by the instructor of that course and reflected in the syllabus. A Professional Performance and Dispositions Evaluation (PPDE) will be used in multiple clinical courses and in the case of competency and professional disposition concerns.

7. I understand that students are required to complete a background check during their first semester. Additionally, most clinical field sites require each student to complete a background check prior to beginning Practicum and Internship. This is a contractual requirement and obligations with our affiliates (field sites). Background Checks must be completed and submitted by **November 1<sup>st</sup>** to avoid any registration hold.
8. I understand that the Counseling Program encourages self-growth and requires participation in experientially-based courses that are also CACREP required. The Group Counseling course requires participation in a ten-week Cultural Awareness Group, which is a personal growth laboratory group facilitated by a Licensed Mental Health Professional. Self-disclosures will not be used as a basis for grading in these courses, and although the group is confidential, there are limits to that confidentiality. ***The limits to confidentiality include:***
  - a. disclosing information indicating impairment in any of the areas outlined in the Gatekeeping policy in Counseling Student Handbook.
  - b. disclosing information indicating the potential for harm to my current or future clients, or my peers/classmates.
  - c. disclosing information indicating the intent to harm myself or another person.
  - d. disclosing the current or past abuse of a child, elderly or developmentally dependent adult, or abuse of a licensed clinical mental health worker.
9. I am aware that I must complete a Practicum and a minimum of two (2) Internship(s). This requirement takes a minimum of one (1) year to complete. Supervision is provided by Loyola faculty and a licensed field site supervisor. Requirements for internship sites and supervisors are contained in the Counseling Student Handbook and the Counseling Practicum & Internship Handbook. I am responsible for attaining field placement and meeting the CACREP minimum requirements for direct contact clinical hours, clinical supervision, and indirect hours in my practicum and internship experiences.
10. Proficiency as a Counseling intern is expected for the successful completion of the Counseling Program at Loyola University New Orleans. Regular performance and disposition evaluations of my progress will be provided during Practicum and Internship through the use of a Professional Performance and Dispositions Evaluation (PPDE). If I fail to meet performance standards in these courses or behave in an unprofessional or unethical manner, I may be required to repeat coursework, to obtain assistance or remediation, and/or terminate my enrollment in the program.
11. Once I complete the accredited 60-hour graduate degree in Clinical Mental Health Counseling (CMHC) or Marriage Couples and Family Counseling (MCFC), I may choose to pursue a professional license, also known as a Licensed Professional Counselor (LPC). In order to do so, I must document a minimum of 3,000 hours of post-masters supervised experience under the clinical supervision of a Board-Approved Supervisor. This supervised experience should occur over a period of no less than two years and not more than six years from the original date such supervision was approved. I must also pass the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE). (<https://www.lpcboard.org/>)
  - a. I understand that Loyola is CACREP accredited in Clinical Mental Health Counseling (CMHC) and Marriage Couples and Family Counseling (MCFC). And all students who graduate from Loyola's CMHC or MCFC are eligible to pursue the LPC.
  - b. I understand that the LPC requirements in different states may be slightly different than Louisiana and I will work with my advisor and Clinical Coordinator to determine any special courses needed if I am planning to move to another state after graduation.

- c. I understand that Loyola is not CACREP accredited in School Counseling.
  - d. I understand that Loyola prepares students interested in school counseling to be certified school counselors in Louisiana only and I may need to meet significant additional deficiency requirements for certification in other states.
  - e. I understand that pursuing a license as a marriage and family therapist (LMFT) may be very difficult in Louisiana and other states, and may require me to take several more academic and clinical courses to be eligible for licensure as an LMFT. If I plan to pursue LMFT in Louisiana or any state, I understand that I should work with my advisor, the Clinical Coordinator, and the state MFT licensing board to determine course and clinical work requirements.
12. I understand that I should be familiar with the policies and procedures outlined in the Counseling Student Handbook (online), Graduate Bulletin (online) and the University Bulletin (online). These policies include, but are not limited to, student rights, student privacy, academic honesty and plagiarism, financial regulations, enrollment and registration, accommodations, student petitions, grade appeals, leave of absence, university withdrawals, support services, and graduation.

I, \_\_\_\_\_, have read the Loyola Counseling Department Informed Consent and the Loyola University Graduate Counseling Student Handbook and understand the requirements of the program. In addition, I have reviewed the information in the Loyola University Bulletin (<https://bulletin.loyno.edu/>), and the Loyola University New Orleans Graduate Bulletin (<https://bulletin.loyno.edu/graduate-bulletin>). I understand that my capacity to perform the minimal competencies of professional dispositions, clinical skills of an ethical counselor, respect for diversity, and openness in supervision and communication will be continually evaluated by the counseling faculty in classroom, social, and clinical settings. I also understand that some experiential components of the counseling program may cause psycho-emotional discomfort and/or may reveal to me patterns or problem areas in my life that need to be addressed in professional counseling. I agree that if I experience discomfort that affects my performance in the program or my overall well-being, I will schedule a professional counseling appointment with the University Counseling Center or an off campus mental health professional and make every effort to address these personal issues.

I understand all of the foregoing information and agree to abide by the rules and policies of Loyola University New Orleans and of the Counseling Program. **I understand that this *signed and dated* Informed Consent is due no later than October 1<sup>st</sup> and failure to submit/ sign is reason for dismissal from the program.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name Printed

## **Appendix II**

### **Becoming a Licensed Professional Counselor**

The following information is a synopsis of the Louisiana Mental Health Counselor Licensing Act and the Board rules on licensure. Before one can submit an application for licensure, one must have obtained a graduate degree in mental health counseling, a minimum of 3,000 hours of supervised mental health counseling experience over a minimum two-year post-graduate degree period, and have passed the National Counselors Examination.

#### **LICENSING REQUIREMENTS**

1. is at least 21 years of age;
2. is of good moral character;
3. is not in violation of any of the provisions of R.S. 37:1101-1123 and the rules and regulations adopted herein;
4. has received a graduate degree in professional mental health counseling from a regionally-accredited institution of higher education offering a master's and/or doctoral program in counseling that is approved by the board and has accumulated at least 60 graduate credit hours as part of the graduate degree plan containing the eight required areas, the supervised mental health practicum and supervised internship in mental health counseling;
5. has obtained a board-approved supervisor;
6. has obtained a board-approved practice setting;
7. has provided to the board a declaration of practices and procedures;
8. has completed a criminal background check;
9. has received a letter from the board certifying that all the requirements for provisional licensed professional counselor were met before accruing supervised experience hours.

#### **SPECIFIC ACADEMIC COURSE REQUIREMENTS**

The following eight (8) areas are required to have at least one semester course:

	<u>Loyola Courses</u>
1. Counseling/Theories of Personality	CNSL 830 Counseling Theories
2. Human Growth and Development	CNSL 725 Lifespan Development
3. Abnormal Behavior	CNSL 855 Diagnostics in Counseling
4. Techniques of Counseling	CNSL 835 Introduction to Counseling
5. Group Dynamics, Processes, and Counseling	CNSL 840 Group Counseling
6. Lifestyle and Career Development	CNSL 841 Career Counseling
7. Appraisal of Individuals	CNSL 776 Clinical Assessment and Psychometrics
8. Ethics	CNSL 864 Ethics in Individual, Marriage, and Family Counseling

#### **Professional Licensure State Declarations**

Loyola has determined that the licensure program's curriculum meets the state educational requirements for professional licensure or certification. There are multiple states that require specific coursework to apply for licensure in their state, and that information is routinely updated and available to all students when enrolled in the Counseling Program Info Canvas course. Access the Canvas app through LORA > Select Dashboard (left column)> Select Counseling Program Info under Published Courses> Select Files (left column)> In the search for files search bar, type Professional Licensure to access the excel spreadsheet. Be sure to check the file routinely, as updates may occur without prior notice.

## **Appendix III Professional Performance and Dispositions Evaluation**

<http://cnh.loyno.edu/sites/default/files/images/ppde-updated-2021.pdf>

This form can also be downloaded from our web page <http://cnh.loyno.edu/counseling/forms>

## **Appendix IV Professional Organizations**

Professional organizations allow students to keep abreast of current research and trends in the field of counseling. Most professional organizations hold annual conferences that supply continuing education resources as well as vital networking opportunities. Listed below are some professional organizations and their contact information.

### **American Counseling Association:**

<http://www.counseling.org>

5999 Stevenson Ave.  
Alexandria, VA 22304

ACA Fax Number: (800) 473-2329

TDD: (703) 823-6862

ACA Toll-Free Numbers: (800) 347-6647

ACA provides professional organization at the national level. Before enrolling in Practicum, you are required to obtain liability insurance. The ACA Student membership now includes liability insurance to ACA student members enrolled and engaged in a master's degree counseling curriculum at a post-secondary institution. Coverage is solely while performing counseling services (e.g. Practicum and Internship) related to such curriculum.

### **ACA Divisions**

There are 19-chartered divisions within the American Counseling Association. These divisions provide leadership, resources and information unique to specialized areas and/or principles of counseling. Divisions chartered by ACA elect division officers who govern their activities independently and carry a voice in national ACA governance. Enhance your professional identity and practice by joining one or more divisions. For more information about ACA divisions, click the above link. Links to division websites are also included.

Association for Assessment and Research in Counseling (AARC): <https://aarc-counseling.org/>

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

Association for Creativity in Counseling (ACC): <https://www.creativecounselor.org/>

American College Counseling Association (ACCA): [www.collegecounseling.org](http://www.collegecounseling.org)

Association for Counselor Education and Supervision (ACES): <https://acesonline.net/>

Military and Government Counseling Association (MGCA): <https://mgcaonline.org/>

Association for Humanistic Counseling (AHC): <https://www.humanisticcounseling.org/>

(AMCD): <https://www.multiculturalcounselingdevelopment.org/>

Association of Counseling Sexology and Sexual Wellness

(ACSSW): <https://www.counselingsexology.com/>

International Association for Resilience and Trauma Counseling (IARTC): <https://www.iartc.org/>

International Association of Marriage and Family Counselors (IAMFC): <https://www.iamfconline.org/>

Society for Sexual, Affectional, Intersex, and Gender Expansive Identities

(SAIGE): <https://saigecounseling.org/>

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

American Mental Health Counselors Association (AMHCA): [www.amhca.org](http://www.amhca.org)

American Rehabilitation Counseling Association (ARCA): <https://www.arcaweb.org/>

American School Counselor Association (ASCA): [www.schoolcounselor.org/](http://www.schoolcounselor.org/)

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) <http://www.aservic.org/>

Association for Specialists in Group Work (ASGW): <http://www.asgw.org/>

Counselors for Social Justice (CSJ): <https://www.counseling-csj.org/>

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

National Career Development Association (NCDA): <http://ncda.org/>

National Employment Counseling Association (NECA): <http://www.employmentcounseling.org/>

**Louisiana Counseling Association:**

<https://www.lacounseling.org/lca/default.asp>

Phone: 318 861-0657

Fax: 318 868-3580

Email: [Diane@lcala.com](mailto:Diane@lcala.com)

LCA provides professional organization at a state level. This organization works for the professional identity of counselors in Louisiana. The conference is a great way to meet local colleagues and you are encouraged to speak with faculty about presenting at the conference, either with faculty or other students.

**Louisiana LPC Board:**

<http://www.lpcboard.org>

11410 Lake Sherwood Ave North, Suite

A Baton Rouge, LA 70816

Phone: 225-295-8444

Fax: 225-295-8448

You can explore this website for information related to licensure changes and post-master's supervision regulations. All the forms needed to apply for supervision are located on-line.

**NBCC:**

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

3 Terrace Way  
Greensboro, NC 27403

The National Board for Certified Counselors (NBCC) is the nation's premier professional certification board devoted to credentialing counselors who meet standards for the general and specialty practices of professional counseling. Satisfactory performance on the National Counselor Examination (NCE®) is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC). The State of Louisiana requires a passing score on the NCE as a requirement to become a Licensed Professional Counselor in the state of Louisiana. Students need to register to take the NCE in their last semester. Students should speak with their advisor concerning applications and study materials.

**CACREP:**

<https://www.cacrep.org/>

500 Montgomery Street, Suite 350  
Alexandria, VA 22314  
Phone: (703) 535-5990 Fax: (703)  
739-6209

CACREP Accreditation defines quality assurance for counselor preparation programs.

CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit graduate degree programs in:

- addiction counseling
- career counseling
- clinical mental health counseling
- marriage, couple, and family counseling
- school counseling
- student affairs and college counseling
- doctoral degree programs

**Chi Sigma Iota, Alpha Chapter:**

CSI is an international counseling Honors Society. Loyola students are invited to join the Alpha Phi chapter upon completion of nine (9) hours of coursework if they have maintained an overall 3.5 GPA.

## Appendix V University Student Resources

### Academic Affairs

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

Marquette Hall, Room 221

504-865-3237

### Bookstore <https://loyno.bncollege.com/shop/loyno/home>

Danna Student Center

504-865-3262

### Bursar's Office <http://finance.loyno.edu/bursar> Thomas

Hall, Room 206

504-865-2388

### Campus Dining

<http://studentaffairs.loyno.edu/residential-life/campus-dining>

Danna Center and Around Campus

504-865-2127

### Career Development Center

<http://success.loyno.edu/careers>

Monroe Library, Room 101

504-865-3860

### Commuter Services

<https://studentaffairs.loyno.edu/student-life-ministry/student-life/commuters>

Danna Student Center, Lower Level

504-865-3622

### Loyola Express Card

<https://operations.loyno.edu/bursar/student-services>

Thomas Hall, Room 206

504-865-2388

### Loyola University Community Engagement

<https://www.loyno.edu/community/community-engagement>

### Monroe Library

<http://library.loyno.edu/>

504-864-7111

### Pan-American Life Student Success Center

<http://success.loyno.edu/>

Monroe Library, 2<sup>nd</sup> Floor

504-865-2990

### Parking Services

<https://publicsafety.loyno.edu/parking-id-services>

Biever Hall, 1<sup>st</sup> Floor across from University Police

504-865-3000

### Scholarships and Financial Aid

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

Thomas Hall, Room 302

504-865-3231

### Student Financial Services

<https://www.loyno.edu/admissions/student-financial-services>

Thomas Hall, Room 302

504-865-3337

### Student Health Services

<http://studentaffairs.loyno.edu/health>

Danna Student Center, Basement

504-865-3326

### Student Records

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

Thomas Hall, Room 204

504-865-3237

### Tulane-Loyola Federal Credit Union

<https://www.tulane-loyolafcu.com/>

1440 Canal St. Ste 101

504-988-7420

### University Counseling Center

<http://studentaffairs.loyno.edu/counseling>

Danna Student Center, Room 208

504-865-3835

### Student Life & Ministry

<https://studentaffairs.loyno.edu/student-life-ministry>

Bobet Hall, Room 104 504-865-3226

### University Police <https://publicsafety.loyno.edu/loyola-university-police-department>

Biever Hall, 1<sup>st</sup> Floor

504-865-3434

### University Sports Complex

<https://studentaffairs.loyno.edu/athletics/university-sports-complex>

504-864-7539

### Women's Resource Center

<https://wrc.loyno.edu/>

Marquette Hall, Rooms 315 and 318

## Appendix VI

### Faculty

#### **John Dewell, PhD, LPC-S**

Research Interests: Adolescent aggression and adolescent development, counselor development and values  
Ph.D. William & Mary  
Email: [jadewell@loyno.edu](mailto:jadewell@loyno.edu)  
Office Phone: (504) 864-7859

#### **Christine Ebrahim, Ph. D., LPC-S, NCC**

Research Interests: Counselor supervision and professional identity, children and adolescents, Ethics, School Counseling  
Ph.D. University of New Orleans  
Email: [cebrahim@loyno.edu](mailto:cebrahim@loyno.edu)  
Phone: (504) 864-7864

#### **Kevin Foose, M.S., LPC**

Research Interests: philosophy of counseling, counselor development  
MS: Loyola University New Orleans  
Email: [kjfoose@loyno.edu](mailto:kjfoose@loyno.edu)  
Phone : (504) 864-7857

#### **Denise Gilstrap, PhD, LPC, NCC**

Research Interests: school-based trauma-informed practices, play therapy, youth behavioral interventions, family counseling, and counselor preparation and supervision.  
PhD: University of Mississippi  
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Phone: 504-864-7868

#### **LeAnne Steen, Ph. D., Department Chair**

Research Interests: Play Therapy, CPRT, Trauma,  
Digital Addiction in Children and Adolescents,  
Caregiver/ Parent Education and Support  
Ph.D. University of North Texas  
Email: [lsteen@loyno.edu](mailto:lsteen@loyno.edu)  
Phone: 504-864-7855

#### **Tamia Randolph-Alvarez, PhD, NCC**

Research Interests: Multicultural and addictions counseling, consultation and collaboration in counseling specialty areas, quantitative research methods  
Ph.D. University of New Orleans  
Email: [trandolp@loyno.edu](mailto:trandolp@loyno.edu)  
Phone: 504-864-7851

#### **Sarah Stillwell, PhD, LPC-S**

Research Interests: Affirmative Therapy, Gender-Affirming Therapy,  
Healthcare, Ethical Therapy, Non-Monogamy, Kink Affirmative Counseling  
Ph.D. Texas A & M, Commerce  
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**Staff**

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