



# **Our Lady of the Lake University**

Counseling Program

Department of Education

## **Master of Arts in Counseling Student Handbook**

## Table of Contents

WELCOME.....	4
NOTICE TO STUDENTS.....	4
HISTORY .....	5
AN EQUAL OPPORTUNITY EDUCATIONAL INSTITUTION .....	5
OVERVIEW OF THE OLLU COUNSELING PROGRAM SPECIALIZATION AREAS.....	5
Counseling Program Core Faculty .....	6
MISSION STATEMENT OLLU COUNSELING DEPARTMENT .....	7
PROGRAM VISION.....	7
Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards.....	7
PROGRAM OBJECTIVES & PROGRAM LEARNING OUTCOMES .....	7
MASTER OF ARTS IN COUNSELING .....	10
Clinical Mental Health Counseling Specialization .....	10
School Counseling Specialization.....	11
Clinical Rehabilitation Counseling Specialization.....	12
COMMITMENT TO DIVERSITY .....	13
JOB OUTLOOK FOR GRADUATES .....	13
STUDENT EVALUATION OF FACULTY .....	13
PROFESSIONAL ORGANIZATIONS.....	13
National Organizations.....	13
State Organizations.....	14
DEGREE PLANNING AND REGISTRATION.....	14
Degree Plans .....	14
Course Registration .....	14
Add/Drop Courses.....	14
Course Cancellation .....	15
ADVISING .....	15
Who is my Faculty Advisor? .....	15
ACADEMIC POLICIES.....	16
Course Load and Continuous Enrollment.....	16
Attendance and Participation Policy .....	16
Time Limitations.....	17
Policy on Academic Dishonesty and Plagiarism .....	17
Policy on Students with Disabilities.....	17
Statement on a Positive Learning Environment.....	17
Counseling Services Department .....	17

Grading System.....	17
DEGREE REQUIREMENTS .....	18
Satisfactory Academic Progress .....	18
Fitness to Practice .....	18
Academic Discipline.....	18
General Guidelines and Policies for Practicum and Internship.....	18
Comprehensive Examination.....	19
Degree Completion.....	19
Compliance with University and Professional Regulations and Standards.....	19
Consequences of Unsatisfactory Performance or Conduct .....	20
Departmental Probation .....	20
Psychological Remediation.....	20
Dismissal from the Program .....	20
Policy on Student Impairment.....	21
Student Concerns & Grievances.....	22
Student Concerns Procedure .....	22
Student Grievance Procedure.....	22
APPENDIX A: Master of Arts Degree, Counseling - Clinical Mental Health Specialization - 60 credit hours.....	24
APPENDIX B: Master of Arts, Counseling - School Counseling Specialization - 60 credit hours.....	25
APPENDIX C: Master of Arts Degree, Counseling - Clinical Rehabilitation Specialization - 60 credit hours.....	26
APPENDIX D: Fitness to Practice Standards and Process .....	27

## WELCOME

On behalf of the OLLU Counseling Faculty and Staff, we welcome you to the Master of Arts in Counseling graduate program at Our Lady of the University. We are a fully on-line counseling program, offering three professional specializations: Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling.

## NOTICE TO STUDENTS

The OLLU Counseling Handbook is not intended to supersede any of the policies and codes of conduct in the OLLU Student Handbook. Students are expected to adhere to the ethical standards for all counseling specialties including the Ethical Standards for School Counselors, the Ethical Standards for Licensed Professional Counselors, and the Ethical Standards for Clinical Rehabilitation Counseling, along with all applicable state and federal laws.

Our Lady of the Lake University and the Counseling Program reserve the right to delete, add, or change courses in the OLLU Counseling Program Handbook and in the degree plan for any reason and cannot guarantee enrollment in specific courses or sections. OLLU also reserves the right to effect changes in tuition cost and fees without notice.

The faculty of the OLLU Counseling Program encourage students to take responsibility for their own development as a graduate student. During the matriculation through the program, students will have an opportunity to examine the relationship between self-development and professional competency. Some of the courses offered will include experiential components designed to foster student self-examination in relation to course content, competencies, and professional development. Courses and field experience will also include material and activities that require personal exploration about the psychological, social, and cultural processes of human behavior. This self-exploration process is imperative to the development as an ethical counselor and at times, may be difficult for students to experience.

OLLU counseling students are strongly encouraged to experience the counseling process from the client's perspective by participating in their own counseling sessions. The faculty reserve the right to request a student engage in a psychotherapeutic relationship and may require such a relationship as a condition of remediation or re-admittance into the Counseling Program.

I understand that my educational success is a collaborative effort between the faculty and myself, the outcomes of which cannot be guaranteed. My progress in the program depends on my personal dedication and effort as a graduate student. I agree that I will accept responsibility for adhering to the policies in the OLLU Master of Arts Counseling Handbook and the OLLU Clinical Manual. I also agree to adhere to the ACA Code of Ethics, the Ethical Standards for School Counselors, the Ethical Standards for Licensed Professional Counselors, the Ethical Standards for Clinical Rehabilitation Counseling, and all applicable state and federal laws.

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Student Signature      Date

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Printed Signature      Date

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Advisor Signature      Date

## HISTORY

Our Lady of the Lake University was founded by the Sisters of the Congregation of Divine Providence, a religious order beginning in the 18th century in Lorraine, France. Members of the Congregation arrived in Texas in 1866, where they initially established themselves in Austin in 1866, and then in Castroville in 1868. The Order continues as the sponsoring organization of the University.

By 1896, educational programs were started at the current site of the main campus of OLLU. The first college program began in 1911 as a two-year curriculum for women. In 1919, the curriculum was expanded to four years and the institution was admitted to membership in the Texas Association of Colleges and Schools.

In 1923, OLLU became the first San Antonio institution of higher education to receive regional accreditation; it continues to be accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. In 1927, OLLU became the third Texas school to be approved by the American Association of Universities.

Graduate work has been coeducational from its inception in 1942. All programs became fully coeducational in 1969. In 1975, the name of the institution changed from Our Lady of the Lake College to Our Lady of the Lake University of San Antonio.

Living up to the mission of providing education to those with limited access, OLLU introduced Weekend College to Texas in 1978, starting in San Antonio. The undergraduate Weekend College was expanded to Houston in 1986 followed by graduate and MBA programs with complete class schedules on the weekends. Today OLLU schedules alternatives, including summer sessions, daytime, evening, and online classes at the main campus in San Antonio, as well as undergraduate and weekend degree programs in San Antonio, Houston, and South Texas.

## AN EQUAL OPPORTUNITY EDUCATIONAL INSTITUTION

OLLU believes in equal access to education and does not discriminate against members of any group because of their ancestry, religion, gender, sexual orientation, ethnicity, age, national origin, veteran status, genetic information, or any characteristic or status that is protected by federal or Texas law. OLLU follows Department of Education guidelines; Executive Order 11246 of October 1, 1972; Title IX of the Educational Amendments of 1972; and subsequently issued federal guidelines and regulations.

## OVERVIEW OF THE OLLU COUNSELING PROGRAM SPECIALIZATION AREAS

The OLLU Master of Arts in Counseling Program is designed to teach students skills needed to be competent, effective, and influential professional counselors. Graduates are prepared to meet the needs of today's diverse populations and become leaders within the counseling profession.

Students are admitted into the OLLU Counseling program and are offered three specializations to choose from including:

1. **Clinical Mental Health (CMH).** The Clinical Mental Health Counseling program prepares students for licensure in professional counseling. Upon graduation, the graduate is eligible to sit for the National Counselor's Examination and the Texas Jurisprudence Examination. With these requirements complete, the graduate will apply with the state of Texas for a temporary license, becoming a Licensed Professional Counselor Associate (LPC-Associate). LPC-Associates are required to complete 3000 hours of direct and indirect counseling services under the supervision of a Texas Behavioral Health Executive Council (TBHEC) approved supervisor. After 3000 hours of supervision, the LPC Intern may submit the required documentation to TBHEC requesting approval for full licensure. The graduate is responsible for all necessary steps required for licensure post-graduation. Students, not residing in Texas, interested in qualifying for licensure will need to familiarize themselves with their state requirements for license and licensure

examination requirements.

2. **School Counseling (SC).** Upon completion of the School Counseling Specialization, graduates are prepared to serve as educational leaders in schools, trained to facilitate student growth through services in guidance curriculum, responsive services, individual planning, and systems support. In addition to direct student services such as teaching and counseling, school counselors also engage in significant advocacy, coordination, and collaboration with programs and agencies within their school and community. Students who wish to receive School Counselor Certification in Texas must meet all the requirements by the Texas Education Agency including successful completion of the TEXES examination (Texas Examinations for Educator Standards) examination. Students who do not reside in Texas and are interested in qualifying for their current state licensure examination requirements will need to become familiarized with their state requirements.
3. **Clinical Rehabilitation Counseling (CRC).** The Clinical Rehabilitation Counseling (CRC) specialization allows you to gain the knowledge and skills to support people with complex diagnoses and disabilities as they work to live healthy, independent and fulfilling lives. You will learn the importance of working closely with medical doctors, occupational therapists, physical therapists, and other medical professionals to provide holistic care. You will learn to help clients seek opportunities in their education, career, and community while ensuring they look after their mental health and wellness needs. Graduates from this 60-credit hour, 100 percent-online specialization are prepared to work in a variety of clinical rehabilitation settings, including both private and public agencies, hospitals, non-profit organizations and beyond. Completion of the degree program allows you to apply for certification as a Clinical Rehabilitation Counseling or a candidate for licensure as a Licensed Professional Counselor through your state board of examiners. Additional supervision for an internship will be required before your licensure approval; however, this program gives you the academic essentials you need to begin that process for most states. Please check with your respective state for licensure requirements.

#### Faculty Endorsement of Students:

MAC program students are encouraged to request endorsement from faculty for credentialing and employment purposes. Endorsements may be provided in the form of written reference letters, recommendations and/or verification of completed requirements for licensure/certification. Please note that faculty reserve the right to decline requests for endorsement if the requesting individual has not demonstrated qualifications necessary for the endorsement being requested. An endorsement may be also be withheld if it is believed that the individual is impaired in any way that may interfere with their performance related to the endorsement. This policy aligns with the ethical standards of the counseling profession (ACA, 2014):

*F.6.d. Endorsements. Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.*

#### Counseling Program Core Faculty

Faculty Member	Position	Specialization
Melissa Brennan, Ph.D., LPC, CSC	Assistant Professor	School Counseling
Katrina Cook, Ph.D., LPC-S, CSC	Associate Professor; Counseling Program Director	School Counseling
Demetrius Donseroux, PhD, LPC-S	Visiting Professor	Clinical Mental Health
Cullen Grinnan, Ph.D., NCC	Associate Professor	Clinical Mental Health
Bianca Goodrum, Ph.D., LPC-S	Assistant Professor; Fitness to Practice Coordinator	Clinical Mental Health
Mary Mayorga, Ph.D., LPC-S	Associate Professor	Clinical Mental Health
Marv Ann Rocha, Ph.D., LPC-S, CRC	Assistant Professor	Clinical Rehabilitation Counseling
Melissa Shiplett-Jupe, Ph.D., LPC, NCC	Assistant Professor; Clinical Director	Clinical Mental Health

## **MISSION STATEMENT OLLU COUNSELING DEPARTMENT**

The mission of the Master of Arts in Counseling program, in support of the mission of Our Lady of the Lake University, is to empower our graduates to serve the needs of diverse communities as ethical, reflective, and knowledgeable counselors. The program promotes a learning environment rich in appreciation for diversity, inclusiveness, social justice, and accessibility by fostering the professional, personal, and spiritual development of our students.

## **PROGRAM VISION**

The OLLU Master of Arts in Counseling Program strives to be the national online counseling program of choice for those who are seeking a learner centered, strength-based, and application-focused program with a low student to teacher ratio. We inspire our graduates to become leaders in the field, advocates for social justice and underscore importance of global citizenship.

## **Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is designed to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. The OLLU Counseling Program uses the CACREP standards to develop and deliver the best educational opportunities for OLLU counseling students. Please review the standards in their entirety here: [2016 CACREP Standards](#)

## **MAC PROGRAM EVALUATION AND ASSESSMENT PLAN**

### **PROGRAM OBJECTIVES**

#### **PROGRAM OBJECTIVE 1:**

Make continuous efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

Measures: Student demographics data, admissions/retention/matriculation data, alumni surveys

#### **PROGRAM OBJECTIVE 2:**

Provide counselors-in-training with learning experiences that build knowledge and skills in the eight core areas designated by CACREP and their chosen specialization: (a) professional counseling orientation and ethical practice; (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) counseling and helping relationships; (f) group counseling and group work; (g) assessment and testing; (h) research and program evaluation; and (i) Clinical Mental Health, Clinical Rehabilitation, or School Counseling.

Measures: Program Learning Outcomes and Key Performance Indicators (**listed on following page**)

#### **PROGRAM OBJECTIVE 3:**

Develop and graduate competent counselor candidates that demonstrate the knowledge, skills, and disposition expected of professional counselors (according to student's respective specialization area).

Measures: Site supervisor evaluations, fitness to practice evaluations, employer surveys, comprehensive exams

## **PROGRAM LEARNING OUTCOMES (PLOs) AND KEY PERFORMANCE INDICATORS (KPIs)**

### **CORE AREA 1: PROFESSIONAL COUNSELING ORIENTATION & ETHICAL PRACTICE**

**PLO 1:** Facilitate professional counselor identity development as ethically sound, reflective, and multiculturally competent counselors who adhere to the standards of professional counseling organizations and credentialing bodies.

**KPI 1.1** (Knowledge SLO): Counselors-in-training will demonstrate knowledge of multiculturally-competent ethical and legal considerations of professional counseling practices.

**KPI 1.2** (Skill SLO): Counselors-in-training engage in multiculturally-competent personal and professional self-evaluation practices aligned with ethical and legal standards of the counseling profession.

### **CORE AREA 2: SOCIAL & CULTURAL DIVERSITY**

**PLO 2:** Prepare multiculturally competent counselors-in-training to effectively serve diverse populations through ethical and socially just counseling and advocacy strategies.

**KPI 2.1** (Knowledge SLO): Counselors-in-training will demonstrate knowledge of multicultural counseling competencies.

**KPI 2.2** (Skill SLO): Counselors-in-training demonstrate multicultural counseling competencies when working with diverse clients.

### **CORE AREA 3: HUMAN GROWTH & DEVELOPMENT**

**PLO 3:** Prepare counselors-in-training to promote optimal development and wellness of diverse clients across the lifespan through utilization of ethical and multiculturally sensitive counseling strategies.

**KPI 3.1** (Knowledge SLO): Counselors-in-training will demonstrate knowledge of biological, neurological, and physiological factors that affect human development, functioning, and behavior of diverse clients.

**KPI 3.2** (Skill SLO): Counselors-in-training apply ethical and multiculturally sensitive strategies for promoting resilience, optimal development, and wellness of diverse clients across the lifespan.

**PLO 4:** Prepare counselors-in-training to address career development through use of ethical and multiculturally sensitive theories and models of career counseling with diverse clients.

**KPI 4.1** (Knowledge): Counselors-in-training demonstrate knowledge of theories and models of career development, counseling, and decision making.

**KPI 4.2** (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for addressing career development with diverse clients.

### **CORE AREA 5: COUNSELING & HELPING RELATIONSHIPS**

**PLO 5:** Prepare counselors-in-training to establish and maintain helping relationships that utilize appropriate counseling theories, models, and skills to ethically and multiculturally promote the welfare of diverse clients.

**KPI 5.1** (Knowledge): Counselors-in-training demonstrate knowledge of ethical and multiculturally sensitive theories and models of counseling that promote establishment and maintenance of helping relationships with diverse clients.

**KPI 5.2** (Skill): Counselors-in-training apply ethical and multiculturally sensitive counseling theories and techniques to establish and maintain helping relationships with diverse clients.

### **CORE AREA 6: GROUP COUNSELING & GROUP WORK**

**PLO 6:** Prepare counselors-in-training to design and facilitate counseling groups using ethical and multiculturally sensitive strategies informed by theoretical foundations of group work.

**KPI 6.1 (Knowledge):** Counselors-in-training demonstrate knowledge of group counseling theories, as well as ethical and multiculturally sensitive strategies for designing and facilitating counseling groups.

**KPI 6.2 (Skill):** Counselors-in-training apply ethical and multiculturally sensitive strategies for designing and facilitating counseling groups.

#### **CORE AREA 7: ASSESSMENT & TESTING**

**PLO 7:** Prepare counselors-in-training to effectively utilize assessments for diagnostic and intervention planning in an ethical and multiculturally sensitive manner.

**KPI 7.1 (Knowledge):** Counselors-in-training demonstrate knowledge of assessments appropriate for use in diagnostic and intervention planning with diverse clients.

**KPI 7.2 (Skill):** Counselors-in-training apply ethical and multiculturally sensitive strategies for selecting, administering, and/or interpreting assessment and test results.

#### **CORE AREA 8: RESEARCH & PROGRAM EVALUATION**

**PLO 8:** Prepare counselors-in-training to effectively utilize ethical and multiculturally sensitive research strategies to inform counseling practice and program evaluation.

**KPI 8.1 (Knowledge):** Counselors-in-training identify ethical and multiculturally sensitive research strategies for utilization in counseling practice and/or program evaluation.

**KPI 8.2 (Skill):** Counselors-in-training apply ethical and multiculturally sensitive strategies for conducting, interpreting, and/or reporting the results of research and/or program evaluation.

#### **CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION:**

**PLO 9:** Prepare Clinical Mental Health Counselors-in-training to meet the needs of diverse client populations through ethical and multiculturally sensitive counseling techniques in varied roles and settings within the counseling profession.

**KPI 9.1 (Knowledge):** Counselors-in-training identify ethical and multiculturally sensitive interventions for a

**KPI 9.2 (Skill):** Counselors-in-training apply ethical and multiculturally sensitive interventions for a broad range of mental health issues to meet the needs of diverse client populations.

#### **SCHOOL COUNSELING SPECIALIZATION:**

**PLO 10:** Prepare school counselors-in-training to plan, deliver, and evaluate a comprehensive school counseling program that is responsive to the educational, career, personal, and social needs of all students.

**KPI 10.1 (Knowledge):** School counselors-in-training demonstrate knowledge of comprehensive school counseling program models that meet the needs of diverse student populations through delivery of ethical and multiculturally sensitive school counseling services.

**KPI 10.2 (Skill):** School counselors-in-training provide ethical and multiculturally sensitive school counseling services according to comprehensive school counseling program models to meet the needs of diverse student populations.

#### **CLINICAL REHABILITATION COUNSELING SPECIALIZATION:**

**PLO 11:** Prepare clinical rehabilitation counselors-in-training to apply ethical and multiculturally sensitive rehabilitation counseling interventions to serve diverse clients in a wide variety of circumstances within the clinical rehabilitation counseling context, including persons with disabilities.

**KPI 11.1 (Knowledge):** Counselors-in-training identify roles, skills, and activities performed by rehabilitation counselors in a wide variety of circumstances within the clinical rehabilitation counseling context.

**KPI 11.2 (Skill):** Counselors in training apply ethical and multiculturally sensitive strategies for rehabilitation counseling services and rehabilitation service delivery systems including case management.

## MASTER OF ARTS IN COUNSELING

### Clinical Mental Health Counseling Specialization

OLLU's online Master of Arts in Counseling with a specialization in Clinical Mental Health Counseling offers a comprehensive curriculum equipping you with the ability to address circumstances you'll face as a clinical mental health professional. You'll learn to identify, assess and address mental health symptoms to help clients of all ages and cultures improve their emotional health and well-being using Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria. An MA in Clinical Mental Health Counseling will set you up for success in private practice, inpatient or outpatient agencies, government and non- government facilities, or community organizations. Completion of the degree program allows you to apply as a candidate for licensure as a Licensed Professional Counselor through your state board of examiners. Additional supervision for an internship will be required before your licensure approval; however, this program gives you the academic essentials you need to begin that process for most states. Please check with your respective state for licensure requirements.

Master of Arts Degree in Counseling - Clinical Mental Health Specialization Degree Plan (60 semester credit hours)

Course Number	Course Title	Completed
<b>Counseling Core Courses. – should be taken within the first 24 hours in the program. * Pre-Requisites for Practicum COUN 8390</b>		
COUN 6315	Professional Orientation & Ethics*	
COUN 8302	Counseling Theories and consultation*	
COUN 7335	Human Development across the Lifespan*	
COUN 8314	Multicultural Issues in Counseling*	
COUN 8310	Ethical Issues in Counseling*	
COUN 6360	Research Methods and Program Evaluation	
COUN 8312	Group Dynamics in Counseling*	
COUN 7337	Clinical Diagnosis <i>Pre-requisite for COUN 8370</i>	
COUN 8317	Interventions with Abnormal Behaviors	
COUN 6325	Assessment and Appraisal	
COUN 6330	Career Counseling	
COUN 8355	Child and Adolescent Counseling	
COUN 8360	Addictions in Counseling	
COUN 8370	Couple and Family Counseling	
COUN 8352	Pre-Practicum: Basic Interview Skills*	
COUN 8390	Clinical Mental Health Counseling Practicum <i>required for COUN 8391</i>	
COUN 8391	Clinical Mental Health Counseling Internship I <i>Pre-requisite COUN 8390</i>	
COUN 8392	Clinical Mental Health Counseling Internship II <i>Pre-requisite COUN 8391</i>	
COUN 8393	Clinical Mental Health Counseling Internship III <i>Pre-requisite COUN 8392</i> . Students must complete a total of 600 hours in internship. If they complete a minimum of 300 hours in both COUN 8390 and COUN 8391, they can take an elective instead of COUN 8393. Students who complete a minimum of 200 hours in each internship course, must take all three internship courses to complete their 600 hours of internship	
<b>Electives - any elective can be paired with internships:</b>		
COUN 8365	Trauma, Crisis and Grief Counseling	
COUN 8321	Play Therapy	
COUN 6351	Professional Orientation: School Counseling	
COUN 6323	Professional School Counseling Services: Implementation & Evaluation	
<b>Total hours = 60</b>		

## School Counseling Specialization

Our Lady of the Lake University's (OLLU) online Master of Arts in Counseling with a specialization in School Counseling is designed to prepare you to excel in primary and secondary educational institutions, helping foster psychological wellness among children and adolescents. With a combination of comprehensive relationship-building, leadership, and group dynamics skills, you'll graduate ready to meet the needs of today's diverse student populations and become a leader within your school. This flexible online program prepares you with the essential knowledge and academic requirements you need to apply for Texas School Counseling Certification or School Counseling Certification in many other states. For those seeking certification in Texas, OLLU's program includes the required internship and fieldwork. Out of state students should confirm their respective state's certification requirements.

Master of Arts Degree in Counseling – School Counseling Specialization Degree Plan (60 semester credit hours)

Course Number	Course Title	Completed
<b>School Counseling Courses</b>		
COUN 6351	Professional Orientation: School Counseling*	
COUN 6323	Professional School Counseling Services: Implementation and Evaluation	
<b>Counseling Core Courses* (Pre-requisites for Practicum COUN 8390)</b>		
COUN 6315	Professional Orientation and Ethics	
COUN 8302	Counseling Theories*	
COUN 7335	Human Development across the Lifespan*	
COUN 8314	Multicultural Issues in Counseling*	
COUN 8310	Ethical Issues in Counseling*	
COUN 6360	Research Methods and Program Evaluation	
COUN 8312	Group Dynamics in Counseling*	
COUN 6330	Career Counseling	
COUN 7337	Clinical Diagnosis	
COUN 8317	Interventions with Abnormal Behaviors	
COUN 6325	Assessment and Appraisal	
COUN 8355	Child and Adolescent Counseling	
COUN 8360	Addictions in Counseling	
COUN 8370	Couple and Family Counseling	
<b>Clinical Competency Courses</b>		
COUN 8352	Pre-Practicum: Basic Interview Skills*	
COUN 8390	Counseling Practicum	
COUN 8325	School Counseling Internship 1 Pre-requisite COUN 8390	
COUN 8330	School Counseling Internship 2 Pre-requisite COUN (SCI I)	
COUN 8341	School Counseling Internship 3 Pre-requisite COUN (SCI II)	
	Students must complete a total of 600 hours in internship. If they complete a minimum of 300 hours in both COUN 8390 and COUN 8391, they can graduate with 48 hours. Students who complete a minimum of 200 hours in each internship course, must take all three internship courses to complete their 600 hours of internship and will graduate with 51 hours	
Total hours = 60 hours		

## Clinical Rehabilitation Counseling Specialization

The Clinical Rehabilitation Counseling (CRC) specialization allows you to gain the knowledge and skills to support people with complex diagnoses and disabilities as they work to live healthy, independent and fulfilling lives. You will learn to the importance of working closely with medical doctors, occupational therapists, physical therapists and other medical professionals to provide holistic care. You will learn to help clients seek opportunities in their education, career, and community while ensuring they look after their mental health and wellness needs. Graduates from this 60-credit hour, 100- percent-online specialization are prepared to work in a variety of clinical rehabilitation settings, including both private and public agencies, hospitals, non-profit organizations and beyond. Completion of the degree program allows you to apply as a candidate for Clinical Rehabilitation Counselor Certification or for licensure as a Licensed Professional Counselor through your state board of examiners. Additional supervision for an internship will be required before your licensure approval; however, this program gives you the academic essentials you need to begin that process for most states. Please check with your respective state for licensure requirements.

Master of Arts Degree in Counseling - Clinical Rehabilitation Counseling Specialization Degree Plan (60 semester credit hours)

Course Number	Course Title	Completed
Counseling Core Courses (12 hrs.). – should be taken within the first 24 hours in the program. *Pre-Requisites for Practicum COUN 8390		
COUN 6315	Professional Orientation & Ethics*	
COUN 8302	Counseling Theories and consultation*	
COUN 7335	Human Development across the Lifespan*	
COUN 6360	Research Methods and Program Evaluation	
COUN 8314	Multicultural Issues in Counseling*	
COUN 6330	Career Counseling	
COUN 8310	Ethical Issues in Counseling*	
COUN 6325	Assessment and Appraisal	
COUN 7337	Clinical Diagnosis	
COUN 8370	Couple and Family Counseling	
COUN 8312	Group Dynamics in Counseling*	
COUN 8317	Interventions with Abnormal Behavior	
COUN 8360	Addictions in Counseling	
COUN 8368	Introduction to Rehabilitation Counseling	
COUN 8334	Rehabilitation Service Delivery and Case Management	
COUN 8346	Medical & Psychosocial Aspects of Disability	
COUN 8352	Pre-Practicum: Basic Interview Skills*	
COUN 8390	Counseling Practicum - must be completed before COUN 8391	
COUN 8375	Clinical Rehabilitation Counseling Internship (300 Hours) Students must complete a minimum of 120 direct service hours and 300 total hours. Students who complete a minimum of 300 total hours internship must repeat the course to complete the required 600 hours of internship.	
COUN 8600	Clinical Rehabilitation Counseling Internship (600 hours) Students must complete a minimum of 240 direct service hours and 600 total hours. This course requires approval from the clinical coordinator and is reserved for students at an approved clinical field experience site that requires a 600-hour internship.	
Total hours = 60		

## **COMMITMENT TO DIVERSITY**

The OLLU Master of Arts in Counseling Program recognizes the importance of addressing the needs of a progressively growing diverse population. The program strives to increase the educational opportunities for all student populations and to create an atmosphere where the values and concerns of diverse populations receive attention and respect. These values are integrated into the Program's curriculum and support the ethical guidelines of the counseling profession.

## **JOB OUTLOOK FOR GRADUATES**

If you are interested in learning more about career opportunities in the counseling field, please consult the Center for Career Development and Testing (CCDT).

CCDT Career Development Services Main Building, Room 123

(210) 431-3971

[ccdt@ollusa.edu](mailto:ccdt@ollusa.edu)

Office Hours: Monday-Friday, 9:00 a.m. to 5:00 p.m.

The CCDT delivers career development programs as well as testing and assessment services to OLLU students, alumni, and community members in San Antonio and across the country. CCDT staff supports students and alumni with career planning and job search assistance. The staff helps with resumes, cover letters, job search techniques, and interviewing skills. Students can schedule an appointment with a career coach for advising or to take a career assessment to learn more about their skills, values, and interests in relation to academic majors and occupations.

## **STUDENT EVALUATION OF FACULTY**

It is highly recommended that you communicate with your professors throughout your course work on specific needs and concerns you may have as you matriculate through the course work. If you have concerns with your professor or peers in the program, please refer to Appendix D - Fitness to Practice Policy. We strongly recommend that you voice concerns immediately to address issues appropriately and promptly.

You will be offered the opportunity to formally evaluate courses as well as your instructors at the end of each semester. We ask that your evaluations be objective and facilitative, with a spirit of constructive reflection. The evaluations are processed by a national firm and the scores and comments are mailed back to the individual instructor, the Department Chair, and the Dean.

Evaluations are anonymous and instructors receive the compiled information on their courses after all grades are finalized. Student evaluations may be considered in evaluating professional competence when faculty members are reviewed for tenure, promotion, and merit distributions.

## **PROFESSIONAL ORGANIZATIONS**

The Master of Arts in Counseling Program encourages you to obtain a membership or affiliation in professional organizations available at the national, state, and local levels. Affiliation with these organizations will enhance your professional development and provide important information and networking possibilities.

### **National Organizations**

American Counseling Association (ACA). ACA is a not-for-profit, professional, educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, the ACA is the world's largest association exclusively representing professional counselors in a variety of practice settings.

ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents

interests of the profession before congress and federal agencies and strives to promote recognition of professional counselors to the public media.

Students are encouraged to join the ACA and network with many professionals and peers dedicated to the profession of counseling. Memberships are available to both undergraduate and graduate students enrolled at least half-time or more at the college level. Student members must present proof of academic credentials upon request. A professor signature is required. Students interested in obtaining ACA's competitive insurance rates for their clinical courses may contact ACA staff directly or download insurance information at <http://www.counseling.org>. For additional information, please contact:

American Counseling Association  
5999 Stevenson Avenue  
Alexandria, VA 22304-3300  
Telephone: (800) 347-6647  
Fax: (800) 473-2329

### **State Organizations**

Under the umbrella of the American Counseling Association, each state has a branch counseling organization. In Texas, the Texas Counseling Association (TCA) is open to individuals interested in promoting the counseling profession. Any person who has met the qualifications for regular membership and has paid the prescribed dues shall be eligible to attend meetings of the association, to vote, and to hold office. Student membership is open to graduate and undergraduate students who are currently enrolled in three hours or more of a counseling-related program. Student certification by instructor is required at the time of joining the association. Any person who has met the qualifications for student membership shall be eligible to attend meetings of the association, but student members may not vote or hold office. For additional information:

Texas Counseling Association  
1204 San Antonio, Suite 201  
Austin, Texas 78701  
Website: <http://www.txca.org>

### **Texas Local Chapters**

Under the umbrella of the ACA and TCA organizations, local organizations may be available for students and professional counselors. Students may reach out to these organizations for local opportunities.

Students specializing in Clinical Rehabilitation Counseling are encouraged to explore a myriad of professional organizations. You can find out more information at <https://www.ccccertification.com/professional-organizations>

## **DEGREE PLANNING AND REGISTRATION**

### **Degree Plans**

Students develop an individualized Degree Plan with their Student Services Coordinator and Faculty Advisor during their first semester of study. Students should take courses in the order listed on the degree plan contained in the student handbook.

### **Course Registration**

The Student Services Coordinator assists students with course registration and registration related questions. The graduate admissions staff will assist students with course enrollment for the first term. After beginning coursework, students will be contacted by the Student Services Coordinator, who will enroll students for subsequent terms. Please be aware that there are particular courses only offered in the fall and spring semesters.

### **Add/Drop Courses**

The academic calendar, available on the OLLU Registrar's Office web page, lists the 'add and drop' dates for each semester. A student who is considering dropping a course should contact the Student Services Coordinator for assistance with the add/drop procedures and to discuss a new sequence of courses. Under ordinary circumstances, a

course may not be added after the first week of the semester. The academic calendar also contains information about when courses may be dropped without academic and/or financial penalty.

### **Course Cancellation**

The University reserves the right to cancel any course that has insufficient enrollment. For a Master's course to "make", a minimum of six (6) students must be enrolled.

### **ADVISING**

MAC program students receive advising support through their Student Services coordinator and Faculty Advisor. These roles are described in more detail below.

#### ***Student Services Coordinator***

Ms. Jacey Grooms- [jgrooms@ollusa.edu](mailto:jgrooms@ollusa.edu)

- Course Registration
- Degree Planning and Course Sequencing
- Includes withdrawals, leave of absences, course overload requests

#### ***Faculty Advisor***

(Assigned According to Last Name & Specialization of Student- See Below)

- Counseling Field Related Questions

### **Who is my Faculty Advisor?**

#### **Clinical Mental Health Faculty Advisors**

Students with <b>Last Names: A-C</b>	Dr. Cullen Grinnan	<a href="mailto:ctgrinnan@ollusa.edu">ctgrinnan@ollusa.edu</a>
Students with <b>Last Names: D-F</b>	Dr. Bianca Goodrum	<a href="mailto:Bgoodrum@ollusa.edu">Bgoodrum@ollusa.edu</a>
Students with <b>Last Names: G-I</b>	Dr. Cullen Grinnan	<a href="mailto:ctgrinnan@ollusa.edu">ctgrinnan@ollusa.edu</a>
Students with <b>Last Names: J-L</b>	Dr. Bianca Goodrum	<a href="mailto:Bgoodrum@ollusa.edu">Bgoodrum@ollusa.edu</a>
Students with <b>Last Names: M-O</b>	Dr. Melissa Shiplett-Jupe	<a href="mailto:Mshiplett-jup@ollusa.edu">Mshiplett-jup@ollusa.edu</a>
Students with <b>Last Names: P-R</b>	Dr. Mary Ann Rocha	<a href="mailto:Marocha@ollusa.edu">Marocha@ollusa.edu</a>
Students with <b>Last Names: S-U</b>	Dr. Mary Mayorga	<a href="mailto:Mmayorga@ollusa.edu">Mmayorga@ollusa.edu</a>
Students with <b>Last Names: V-Z</b>	Dr. Katrina Cook	<a href="mailto:kcook@ollusa.edu">kcook@ollusa.edu</a>

#### **School Counseling Faculty Advisors**

All Students in SC Specialization	Dr. Melissa Brennan	<a href="mailto:mabrennan@ollusa.edu">mabrennan@ollusa.edu</a>
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#### **Clinical Rehabilitation Faculty Advisors**

All Students in CRC Specialization	Dr. Mary Ann Rocha	<a href="mailto:Marocha@ollusa.edu">Marocha@ollusa.edu</a>
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## ACADEMIC POLICIES

### Course Load and Continuous Enrollment

OLLU Counseling students typically take two courses (6 semester hours) per term, which is considered full-time enrollment at OLLU. Taking less than six semester hours in a term may limit the availability of financial aid. Students are expected to enroll in courses each term until they complete the program. Students must notify their student services coordinator and faculty advisor if they would like to temporarily discontinue their enrollment in the program. Students who fail to register for courses in two consecutive semesters will be required to reapply to the program. Students who would like to enroll in more than two courses per term must contact their student services coordinator and faculty advisor to request approval. The following conditions must be met for a course overload request to be granted:

- A written request must be submitted no earlier than seven weeks before, and no later than three weeks before, the end of the prior semester. No late requests will be considered.
- The student's cumulative GPA in the Counseling Program must be 3.5 or higher.
- Students will not be approved to take three courses during their first year in the counseling program.
- Financial aid is based on 2 courses a semester (6 courses in an academic year). Students may not qualify for financial aid assistance during the summer semester if they have already taken five or six courses for that academic year. (If you have questions about financial aid, please contact the financial aid office.)
- The counseling program is designed for two courses a semester. The student understands that some of the courses that may be needed later may not be offered during the semester in which they originally planned to enroll. The counseling program will not add courses to the schedule in order to accommodate students who are taking three courses a semester.
- Students understand that courses will not be overloaded and additional sections of courses will not be added to accommodate course overload requests. Approval to take three courses is dependent on class enrollment and openings.
- A new request must be submitted for each semester that a course overload is desired.

### Attendance and Participation Policy

Students are expected to participate every week in each course in which they are enrolled. Attendance policies for each course are described in the course syllabus. Students are allowed to miss one (1) class per semester without penalty. With the second absence, a drop of one (1) letter grade will occur and the Program Director will be notified. Any subsequent absences will result in a Fitness to Practice Evaluation. As this is an online program, participating in weekly discussion board posts and assignments is mandatory and constitute attendance in the class.

Participation means that you have logged into the course and you have interacted with the professor or classmates through discussion postings and/or email exchanges. Active participation and total completion of the required assignments are an obligation of the student. Special circumstances may prevail. It is your responsibility to consult with the instructor of record regarding any special circumstances prior to the anticipated absence and gain approval. It is preferable to provide notification a minimum of a week in advance. Please note that the instructor has the discretion to grant all requests.

Discussions are to enhance the development of critical thinking and public communication skills. Student participation during the discussion forums is expected. You are required to respond to the original discussion topic posted by the instructor and to at least two classmates. You are welcome to respond to as many of your classmates as you like, but two will be the minimum to receive an average grade. Discussions will be the medium most frequently used for communication in the non- synchronous courses. Please remember that the discussion is public and can be read by the entire class unless you post a private reply.

**Time Limitations**

All degree requirements, including courses transferred from previous graduate work must be completed within six (6) years from the date of enrollment in your first graduate course in the OLLU Master of Arts in Counseling Program. Extensions to the 6-year limit are highly unusual, rarely granted, and require the approval of the Faculty Advisor and the Department Chair.

**Policy on Academic Dishonesty and Plagiarism**

Academic dishonesty refers to student conduct in academic assignments or situations which violates the norms of the academic community of students and scholars. In practice, it usually refers to the academic cheating or plagiarism. OLLU distinguishes between Academic Dishonesty, which is handled through Academic Affairs Division, and other violations to the Student Code of Conduct, which handled through the Student Affairs Office. Penalties for academic dishonesty may include expulsion or suspension from OLLU, failure or grade reduction in the affected course or assignment, or a lesser penalty as appropriate.

**Policy on Students with Disabilities**

Students who have qualified disabilities covered through the Americans with Disabilities Act Amendments Act or Section 504 of the Rehabilitation Act and who desire assistance should contact the Accessibility Services Office at (210) 431-4010, email [ada@ollusa.edu](mailto:ada@ollusa.edu), or visit the office located in Walter Center Suite 206.

**Statement on a Positive Learning Environment**

OLLU places a high commitment to the core values of community, integrity, trust, and service, and it is our policy to provide an educational experience free from sexual harassment, misconduct, violence, or discrimination. Faculty members are considered “responsible employees” who must report all incidents of sexual misconduct with full detail within 72 hours of learning of the event. If you believe that you are the victim of sexual harassment, misconduct, violence, or discrimination, and you are a student, please visit the Title IX website to contact a Deputy Coordinator.

**Counseling Services Department**

The Counseling Services Department at Our Lady of the Lake University offers free mental health support to currently enrolled students. Counseling Services provides a wide range of multiculturally inclusive counseling, consultation, training, and educational services to assist students in achieving academic and personal success. Licensed mental health professionals are available by appointment for individual, couples, and family therapy. Additionally, Therapy Assistance Online (TAO) is available for all students and can be utilized via telephone, app, or by visiting the following website: [taoconnect.org](http://taoconnect.org). Moreover, should online, satellite campus, and/or out-of-state students desire mental health services, Counseling Services clinical staff provides one-time telephone consultations and referrals to more accessible mental health resources. For more information, please contact Counseling Services, we're happy to help!

**Grading System**

In order to receive course credit, students must be able to demonstrate successful mastery of the course's specified academic outcomes. Faculty members must use a variety of evaluative tasks for this purpose including quizzes, examinations, APA standard papers, presentations, field work, and external assessments. Students are expected to meet faculty specifications and deadlines for these assessment activities.

A = 100 – 90

B = 89 – 80

C = 79 – 70

F = 69 – below

## **DEGREE REQUIREMENTS**

### **Satisfactory Academic Progress**

The OLLU counseling curriculum coursework has been developed to meet the requirements for CACREP Accreditation, the Texas State Board of Examiners of Licensed Professional Counselors, the Texas Education Agency, and The Commission on Rehabilitation Counselor Certification. These content areas will aid the development of basic competencies in awareness, knowledge, and skills fundamental for professional counselors. Course instructors will provide a syllabus with expectations regarding course content mastery, activities, and due dates at the beginning of each semester.

Students enrolled in the OLLU Master of Arts in Counseling Program, must maintain a 'B' average in all clinical coursework. Students may receive one 'C' in non-clinical coursework. If a student receives more than one 'C' or a 'C' in the clinical coursework, they must repeat the course or will not be allowed to continue as a student in the program. Students must maintain a 3.0 grade point average throughout the program of study.

### **Fitness to Practice**

Admission into the MAC program does not guarantee fitness to remain in the program; Students who meet and maintain program standards will be allowed to continue in the program. Every student will be evaluated on fitness to practice when enrolled in the following courses: COUN 6315 Professional Orientation & Ethics; COUN 8312 Group Dynamics in Counseling; COUN 8352 Pre-Practicum: Basic Counseling Skills; COUN 8390 Counseling Practicum; COUN 8391 Counseling Internship 1; COUN 8392 Counseling Internship 2; COUN 8393 Counseling Internship 3; COUN 8325 School Counseling Internship 1; COUN 8330 School Counseling Internship 2; COUN 8341 School Counseling Internship 3; COUN 8375 CRC Internship (300 Hr); and COUN 8600 CRC Internship (600 Hr).

If areas of concern are identified, which may prohibit your ability to ethically practice as a professional counselor, these concerns will be discussed with you, documented, and when necessary, a plan of action will be formulated. The only exception to this process would occur if your behavior is highly unethical or egregious, which would cause an immediate dismissal from the program without a plan of action.

The program's 'Fitness to Practice Standards and Procedures' can be found in Appendix D of this handbook. The 'Fitness to Practice Evaluation Form' is also included (Appendix D).

### **Academic Discipline**

Students who fail to maintain a 3.0 GPA will be placed on scholastic probation for the next nine (9) semester hours of coursework, as outlined in the Graduate Catalog. Students on scholastic probation are not eligible to take comprehensive examinations. Failure to increase the GPA to 3.0 or receiving a grade of 'F' at any time will result in Enforced Scholastic Withdrawal.

### **General Guidelines and Policies for Practicum and Internship**

The practicum and internship experiences are clinical courses placed at the end of the student's program of study and involve direct client contact in professional counseling settings. The prerequisite courses for admission into practicum for all specializations are as follows: COUN 6315: Professional Orientation & Ethics; COUN 8302: Counseling Theories & Consultation; COUN 7335: Human Development Across a Lifespan; COUN 8314: Multicultural Issues in Counseling; COUN 8310: Ethical Issues in Counseling; COUN 8312: Group Dynamics in Counseling; COUN 8352: Pre-Practicum: Basic Counseling Skills.

OLLU Counseling Department requires all students to successfully complete a practicum course (100 total hours) and a minimum of two (2) internship courses (600 total hours). All students are required to receive one (1) hour of weekly site supervision and one and a half hours (1.5) of synchronous supervision with fellow students and university professor. The time and days for this synchronous supervision will be determined by your university professor. Students in the school counseling specialization are required to receive field supervision two (2) times each semester. All further details regarding practicum and internship requirements can be found in the OLLU Counseling Program Clinical Manual.

All clinical courses require a completed application process in the semester prior to the clinical course. The application window is open for six weeks three times a year, once for the spring semester, once for summer semester, and once for fall semester. Students are expected to secure a site meeting the requirements listed in the Clinical Manual.

### **Comprehensive Examination**

The Master of Arts in Counseling Clinical Mental Health and Clinical Rehabilitation Counseling specializations require students to successfully complete a comprehensive program exit examination with a passing score. Comprehensive examinations are offered each semester (3rd Saturday in March, July, and October each year). Students take the specialization-appropriate examination the semester prior to their anticipated graduation. Spring candidates sit for their exit examination the preceding Fall semester; Summer candidates sit for their exit examination the preceding Spring; Fall candidates sit for the exit examination the preceding Summer. The procedures for this examination are as follows:

1. The purpose of the comprehensive examination is to reinforce the counseling principles which are the foundational tenets for a professional career in counseling.
2. Student responses will provide OLLU Faculty in evaluating student growth and program development.
3. Depending upon state and university requirements, students will sit for either a state-administered examination or will sit for the university-administered examination.
4. Check with your Faculty Advisor and the Certification Officer for times and dates for when the examination for your specialty will be offered.
5. Availability of examination results is typically 10 to 14 days. You will be notified by a member of the MAC core faculty.
6. Students who are unsuccessful on their first attempt may sit for a second attempt without required formal intervention. Failing a second attempt will trigger a faculty intervention where the faculty and the student will collaboratively develop a plan for success.
7. A third failure will necessitate faculty consultation and the possibility of course remediation.

Master of Arts in Counseling students with a School Counseling specialization must successfully complete the certification exam from the state they are seeking certification.

### **Degree Completion**

Students who have fulfilled all the requirements for the M.A. in Counseling have earned the right to participate in commencement exercises. No later than one term prior to the date on which a degree is conferred, a degree candidate must file with the Registrar an application for a master's degree. Students who fail to apply for the graduation by the deadline set by the Registrar's Office will not be conferred that semester. Information regarding the deadline for application for graduation may be found on the OLLU Registrar's webpage. OLLU confers degrees each semester (Spring, Summer, and Fall), but please note that commencement ceremonies are held in Spring and Fall (May and December). Students have a responsibility to apply for graduation in accordance with university policies. Deadlines for graduation are not dependent on completing comprehensive exam prior to applying.

### **Compliance with University and Professional Regulations and Standards**

It is expected that students, staff, supervisors, and faculty conduct themselves in a professional and respectful manner that reflects the ethical and professional behavior associated with the counseling profession. Students must conduct themselves with the awareness that their conduct, personal appearance, attitudes, values, and behavior influence client, peer, and general public opinions.

The faculty expect that students will conduct themselves in accordance with the ethical standards of the profession. Students are also expected to adhere to the code of conduct described in the OLLU Student Handbook. Students are expected to adhere to the ethics and codes of conduct, to consult them whenever questions may arise about their conduct, and to seek faculty clarification of any part of the documents that they do not understand.

### **Consequences of Unsatisfactory Performance or Conduct**

Unsatisfactory or unacceptable performance or behaviors in any facet of the program including coursework, practicum/internship, or comprehensive examinations will result in a full review of the student's file. Events which can trigger this full review include, but are not limited to, the following:

- A grade of less than C in any class will result in Enforced Scholastic Withdrawal from the University.
- A second grade of a C.
- An unsatisfactory practicum evaluation by either the site supervisor, field supervisor (School Counseling Specialization only), or faculty supervisor (this may include an evaluation of any items marked as "Unacceptable" or several items marked "Needs Improvement" at the discretion of the faculty).
- Being asked to leave a practicum/internship placement due to unsatisfactory performance in any aspect of the internship.
- Unprofessional conduct. This may include any situation or event that may constitute an ethical or legal violation that would prevent a student from receiving a professional license or certification upon graduation.

This review will be conducted by the Program Director, Professional Disposition Coordinator, the academic advisor, the program faculty, adjunct faculty, and supervisors as needed. The outcome of such a review may permit the student to continue in the program without consequences. Recommendations may include any or all of the following: departmental probation, remediation of a course or other academic requirement, withdrawal from practicum/internship, additional supervision, counseling, or termination from the program.

### **Departmental Probation**

Departmental probation is considered when serious concerns persist about a student's competence, professionalism, emotional stability, or ethical practice. Grounds for probation include, but are not limited to: failure to make adequate progress in the remedial action plan; consistent lack of responsibility in one's professional duties at a practicum or internship site; significant psychological or medical instability that interferes with the ability to deliver adequate services to clients or work with other staff and faculty; serious breach of professional codes of ethics, the laws of counseling practice in the State of Texas (or other state in which the student resides), or a violation of the student code of conduct outlined in the OLLU Student Handbook. Dismissal from the program may be indicated if a breach of conduct, professionalism, or ethics is of an egregious nature (violation of laws of practice or codes of ethics).

When the faculty places a student on departmental probation, they will designate the length of the probationary status as well as the requirements that must be met before the probationary status will be lifted. These conditions will be communicated verbally, in writing, and documented in the student's permanent file. Failure to comply with the plan and make progress will result in dismissal from the program.

### **Psychological Remediation**

In some instances, the faculty may require a student to undertake extensive remedial actions. In circumstances where professional and interpersonal conduct is a concern, the faculty may require that the student engage in counseling at the student's expense. Resumption in the program is contingent upon successful completion of these requirements.

### **Dismissal from the Program**

Unsatisfactory performance in any aspect of the academic program may be cause for dismissal from the program. Unacceptable behaviors that violate student codes of conduct, professional codes of conduct, or the law may cause immediate dismissal from the program without the option for remediation. If a decision is made to dismiss a student from the program, the student's academic advisor will conduct an exit interview.

## **Policy on Student Impairment**

The students in the OLLU Counseling Program are held to professional codes of ethics and state laws concerning the practice of counseling.

Accountability to the public and the maintenance of professional standards are the responsibilities of all mental health professionals. When mental health professionals become aware of colleagues or counselors in training whose performance has been impaired by medical conditions, psychiatric/psychological disorders, distressful personal problems, or substance abuse, they have a professional responsibility to intervene.

The ACA, ASCA, CRCC professional ethical codes address this issue by prohibiting professionals from delivering psychological services when their objectivity or effectiveness is impaired. Faculty members are required by all of these bodies to intervene to protect the public as well as the profession.

Students in the OLLU Counseling Program have a responsibility to address personal issues that may impair their own performance in academic or practicum/internship or may jeopardize the well-being of others.

Of course, it is preferable for impairments to be dealt with through prevention or voluntary intervention. The OLLU Counseling faculty may occasionally be required to intervene and insist that a student take steps to remediate impairment issues. Impaired students will be treated respectfully and supportively. Although it is a goal of the faculty to help students reach their professional goals it remains the primary responsibility of the faculty to protect the public, the student body, and the profession.

### **Definition**

Impairment is a significant interference in functioning at the academic, clinical, or interpersonal levels due to medical or mental health conditions, including substance abuse and intense situational stress.

### **Reporting Impairment**

Students are encouraged to discuss concerns about themselves and their perceptions about their ability to function in academic and counseling settings, or interpersonally with supervisors, or faculty with any of the faculty or the Department Chair.

Faculty, staff, supervisors, or students who are concerned about the possible impairment of an OLLU Counseling Student should first, if possible, talk directly with the student to express concerns about the possible impairment and to encourage the student to remediate the problem voluntarily. The student of concern should be encouraged to discuss these concerns with their advisor or the Professional Disposition Coordinator.

If the student of concern is unwilling to talk about the concerns raised, then the concerns should be reported to the Program Director or the student Faculty Advisor. The person making this report should be prepared to provide specific behavioral examples that indicate a concern regarding impairment.

### **Student Follow-Through**

If the impaired student chooses to comply with the remediation plan, continued contact with the Program Director should be maintained to ensure a return to good standing or active status in a timely manner.

However, faculty may revise its remediation plan if the student fails to (a) comply with the original remediation plan, (b) successfully complete remediation, or (c) regain and maintain fitness after remediation. In the event of noncompliance, the faculty will recommend dismissal from the program.

### **Deciding on a Course of Action**

Once the Professional Disposition Coordinator, Program Director, or the student's Faculty Advisor is alerted to concerns about a student's impairment, the faculty will convene to discuss the matter and determine a course of action. If the faculty finds grounds to suspect impairment, they may recommend any number of steps to ensure that

an appropriate assessment and remedial plan is developed. These steps for remediation may include:

- A modified plan of study that may include extra supervision, or more coursework,
- A referral to an appropriate mental health professional to evaluate and treat the student for the concerns presented (at the expense of the student),
- Proposal that the student take a leave of absence, or
- Any combination of the above.

### **Student Concerns & Grievances**

As stated in the OLLU Student Handbook, the procedures for expressing concerns or pursuing a grievance are:

#### **Student Concerns Procedure**

Students are encouraged to voice legitimate concerns to relevant University officials. Concerns should be directed verbally to the individual involved or, if the concern does not involve an individual, to the supervisor of the area or department of concern. If such action does not result in adequate resolution of the situation, concerns should be put in writing and one of the following procedures applies:

Academic concerns should be expressed first to the instructor, then to the appropriate program head or department chair, then to the dean of the appropriate school or college, then to the Vice President for Academic Affairs. Non-academic and administrative concerns should be expressed first to the individual, then to the director or supervisor of the department, then to the division Vice President or supervisor.

#### **Student Grievance Procedure**

Our Lady of the Lake University provides a uniform method by which students can pursue grievable academic issues.

**Definition.** An academic grievance is an allegation that something has occurred that violates existing University academic policy or established practices or is intrinsically wrong. Grievable academic issues include but are not limited to complaints about alleged violations of the institution's academic policies (e.g., application of grading policies), unfairness in the application of policies (e.g., accusation of plagiarism or cheating), or other academic matters.

Evaluation of a student's academic performance in a course or program of the University, when conducted by a faculty member, is presumed to be valid unless there is proof that the evaluation was significantly and adversely affected by prejudice (bias against the student as an individual or as a member of a group or class) and/or capriciousness (unjustifiable deviation from generally acceptable academic standards or procedures, or from explicit understandings established for the course or through the course syllabus, which is the de facto contract for course objectives, requirements and expectations).

**Step 1 – Informal Resolution.** First, the student must talk with the faculty member about their complaint within 30 working days of the end of the term. The faculty member is required by university policy to confer with a student who requests redress within 10 working days. Adhering to the University's core values, the intent during this step is to maintain open communication between the student and the faculty member. The student may choose to have a support person accompany them, but the support person is not allowed to speak on the student's behalf. If the faculty member does not respond, the student may proceed to Step 2.

**Step 2 – Academic Grievance.** If the student and the faculty member are unable to resolve the matter in good faith, through reexamination of the issues and negotiation, the student must then talk with the faculty member's department chair or designee appointed by the dean, who will attempt to collaboratively resolve the complaint between the parties. In preparation for and prior to this meeting, the student must submit the academic grievance in writing to the department chair within 10 working days of the meeting in Step 1. The grievance must include all of the following:

- How the decision or action is unfair and harmful to the grievant.
- A list of the University policies or state or federal laws that have been violated, if known.

- The name the respondent parties (the person(s) against whom the grievance was filed).
- A statement as to how the respondents are responsible for the action or decision.
- Evidence in support of the complaint.
- A statement of the requested remedy.

The department head is empowered to hear both sides of the matter, to examine all relevant documents and evidence held by either the student or the faculty member, to bring the student and the faculty member together (in person or through electronic communication tools) for further clarification, discussion and negotiation, and to suggest possible compromises or other remediation of the issue. The student may choose to have a support person accompany them but the support person is not allowed to speak on the student's behalf.

If the academic grievance concerns the department chairperson or other officials of the department, the student has a right to bypass Step 2 and proceed directly to the College/School Level. If the complaint is not satisfactorily resolved through Steps 1 and 2, a student may proceed to Step 3, Mediation.

**Step 3 – Mediation.** When an academic grievance is not resolved at the level of the department chair, the issue goes to the dean of the school or college to mediate. Similar to the department head, the dean is empowered to hear both sides of the matter, to examine all relevant documents and evidence held by either the student or the faculty member, to bring the student and the faculty member together for further clarification, discussion and negotiation, and to suggest possible compromises or other remediation of the issue. The student may choose to have a support person accompany them but the support person is not allowed to speak on the student's behalf.

The dean, the faculty member, and the student will collaborate to try to resolve the matter within 10 working days of the dean's receiving the mediation request.

**Step 4 – Letter of Appeal and Final Resolution.** If the mediating efforts in Step 3 do not satisfactorily resolve the matter at the level of the dean, the student is required to submit a letter of appeal to the Vice President of Academic Affairs (VPAA) requesting a review of the matter by the VPAA or an Academic Affairs delegate within 10 days of the Dean's decision. The letter of appeal must include all information presented at Steps 1 and 2 and any additional relevant information. The VPAA or delegate will review the materials within 15 working days of receipt of the appeal. This may or may not include a meeting with relevant parties to substantiate or clarify presented information. The student may choose to have a support person accompany them to any meetings, but the support person is not allowed to speak on the student's behalf.

Once the VPAA's decision is made, all parties will be notified in writing of the decision and any actions related to this petition. Communication of the decision ends institutional due process on the grievance, and no further appeal is possible.

A Working day is defined as a day in which the university is in full operation, excluding Saturday and Sunday.

**APPENDIX A: Master of Arts Degree, Counseling - Clinical Mental Health Specialization  
Degree Plan 60 Semester Credit Hours**

Course Number	Course Title	Completed
<b>Counseling Core Courses. – should be taken within the first 24 hours in the program.</b>		
<b>* Pre-Requisites for Practicum COUN 8390</b>		
COUN 6315	Professional Orientation & Ethics*	
COUN 8302	Counseling Theories*	
COUN 7335	Human Development across the Lifespan*	
COUN 8314	Multicultural Counseling*	
COUN 8310	Ethical Issues in Counseling*	
COUN 6360	Research Methods and Program Evaluation	
COUN 8312	Group Dynamics in Counseling*	
COUN 7337	Clinical Diagnosis <i>Pre-requisite for COUN 8370</i>	
COUN 8317	Interventions with Abnormal Behaviors	
COUN 6325	Assessment and Appraisal	
COUN 6330	Career Counseling	
COUN 8355	Child and Adolescent Counseling	
COUN 8360	Addictions Counseling	
COUN 8370	Couple and Family Counseling	
COUN 8352	Pre-Practicum: Basic Counseling Skills*	
COUN 8390	Clinical Mental Health Counseling Practicum <i>required for COUN 8391</i>	
COUN 8391	Clinical Mental Health Counseling Internship I <i>Pre-requisite COUN 8390</i>	
COUN 8392	Clinical Mental Health Counseling Internship II <i>Pre-requisite COUN 8391</i>	
COUN 8393	Clinical Mental Health Counseling Internship III <i>Pre-requisite COUN 8392.</i> Students must complete a total of 600 hours in internship. If they complete a minimum of 300 hours in both COUN 8390 and COUN 8391, they can take an elective instead of COUN 8393. Students who complete a minimum of 200 hours in each internship course, must take all three internship courses to complete their 600 hours of internship.	
<b>Electives - any elective can be paired with internships:</b>		
COUN 8365	Trauma, Crisis and Grief Counseling	
COUN 8321	Play Therapy	
COUN 6351	Professional Orientation: School Counseling	
COUN 6323	Professional School Counseling Services: Implementation & Evaluation	
Total hours = 60		

**APPENDIX B : Master of Arts, Counseling - School Counseling Specialization  
Degree Plan 60 Semester Credit Hours**

Course Number	Course Title	Completed
School Counseling Courses		
COUN 6351	Professional Orientation: School Counseling	
COUN 6323	Professional School Counseling Services: Implementation and Evaluation	
Counseling Core Courses *(Pre-requisites for Practicum COUN 8390)		
COUN 6315	Professional Orientation and Ethics	
COUN 8302	Counseling Theories*	
COUN 7335	Human Development across the Lifespan*	
COUN 8314	Multicultural Counseling*	
COUN 8310	Ethical Issues in Counseling*	
COUN 6360	Research Methods and Program Evaluation	
COUN 8312	Group Dynamics in Counseling*	
COUN 6330	Career Counseling	
COUN 7337	Clinical Diagnosis	
COUN 8317	Interventions with Abnormal Behaviors	
COUN 6325	Assessment and Appraisal	
COUN 8355	Child and Adolescent Counseling	
COUN 8360	Addictions Counseling	
COUN 8370	Couple and Family Counseling	
Clinical Competency Courses		
COUN 8352	Pre-Practicum: Basic Counseling Skills*	
COUN 8390	Counseling Practicum	
COUN 8325	School Counseling Internship 1 Pre-requisite COUN 8390	
COUN 8330	School Counseling Internship 2 Pre-requisite COUN 8325	
COUN 8341	School Counseling Internship 3 Pre-requisite COUN 8330 Students must complete a total of 600 hours in internship. If they complete a minimum of 300 hours in both COUN 8325 and COUN 8330, they have met internship hours requirements. Students who complete a minimum of 200 hours in each internship course must take all three internship courses to complete their 600 hours of internship.	
Total hours = 60 hours		

**APPENDIX C: Master of Arts Degree, Counseling - Clinical Rehabilitation Specialization**  
**60 semester credit hours**

Course Number	Course Title	Completed
Counseling Core Courses (12 hrs.). – should be taken within the first 24 hours in the program. * Pre-Requisites for Practicum COUN 8390		
COUN 6315	Professional Orientation & Ethics*	
COUN 8302	Counseling Theories and consultation*	
COUN 7335	Human Development across the Lifespan*	
COUN 6360	Research Methods and Program Evaluation	
COUN 8314	Multicultural Counseling*	
COUN 6330	Career Counseling	
COUN 8310	Ethical Issues in Counseling*	
COUN 6325	Assessment and Appraisal	
COUN 7337	Clinical Diagnosis	
COUN 8370	Couple and Family Counseling	
COUN 8312	Group Dynamics in Counseling*	
COUN 8317	Interventions with Abnormal Behavior	
COUN 8360	Addictions Counseling	
COUN 8368	Introduction to Rehabilitation Counseling	
COUN 8334	Rehabilitation Service Delivery and Case Management	
COUN 8346	Medical & Psychosocial Aspects of Disability	
COUN 8352	Pre-Practicum: Basic Counseling Skills*	
COUN 8390	Counseling Practicum - must be completed before COUN 8375 or 8600	
COUN 8375	Clinical Rehabilitation Counseling Internship (300 Hours) Students must complete a minimum of 120 direct service hours and 300 total hours. Students who complete a minimum of 300 total hours internship must repeat the course to complete the required 600 hours of internship.	
COUN 8600	Clinical Rehabilitation Counseling Internship (600 hours) Students must complete a minimum of 240 direct service hours and 600 total hours. This course requires approval from the clinical coordinator and is reserved for students at an approved clinical field experience site that requires a 600-hour internship.	
Total hours = 60		

## APPENDIX D: Fitness to Practice Standards and Process



### Fitness to Practice Standards and Process

As a Catholic university sponsored by the Sisters of Divine Providence, Our Lady of the Lake University is a community whose members are committed to serving students by: ensuring quality, innovative undergraduate and graduate learning experiences; fostering spiritual, personal, and professional growth; and preparing students for success and continued service.

In the spirit of the OLLU tradition, counseling students are expected to conduct themselves in an ethical, responsible, and professional manner while fostering their own spiritual and professional growth. The OLLU Counseling Program evaluates each student's growth through the Fitness to Practice (FTP) process as an element of students' academic performance. All counseling students are regularly monitored throughout their matriculation in the program, to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as a counselor-in-training (CACREP, 2016). The manner in which a student's progress may be routinely monitored includes consultation during faculty meetings, small group faculty consultation, or faculty consultation with department chair. All students are encouraged to review these standards and seek clarification regarding the FTP policies and procedures when needed.

For successful completion of the program and an endorsement from the OLLU Counseling Program for any relevant certifications or licensure, students must demonstrate academic performance meeting or exceeding program standards in all settings, including classes, advising sessions, practicum/internship sites, and all verbal and written communication. These standards include:

1. Maintain a cumulative GPA of 3.0 or better with a grade of 'C' in no more than two courses that are to be counted toward the degree. Students may NOT receive a 'C' in any of the following courses: COUN 6315, COUN 8312, COUN 8352, COUN 8390, COUN 8391, COUN 8392, COUN 8393, COUN 8325, COUN 8330, COUN 8341, COUN 8375, and COUN 8600.
2. Demonstrate professional fitness in their interactions with others as measured by the standards on the *OLLU Counseling Program Fitness to Practice Form*. This form can be found at the end of this document.
3. Conform with the codes of ethics of professional associations in counseling and all related national and state licensure and certification boards.

#### The FTP Evaluation Process:

The fitness to practice evaluation process includes an evaluation by the instructor of record using the *OLLU Counseling Program Fitness to Practice Form*. All students are evaluated in the following courses by the instructor of record: COUN 6315, COUN 8312, COUN 8352, COUN 8390, COUN 8391, COUN 8325, COUN 8392, COUN 8330.

An FTP review may be initiated for any student, at any time, if a faculty member, staff, course instructor, program advisor or field supervisor believes the student has displayed behavior that suggests the student does not possess sufficient competency in one or more FTP criteria. Faculty also may initiate an immediate FTP review at any time for:

- Students who engage in illegal or unethical behaviors,
- Students who present a threat to the well-being of others, or
- Students who violate the OLLU Student Code of Conduct or any other OLLU policies or procedures.

In such cases, depending upon the circumstances, the fitness to practice process may result in the student being dismissed from the OLLU Counseling Program without the opportunity for remediation.

Faculty members, staff, course instructors, program advisors, and site supervisors may evaluate all students according to the fitness to practice standards within the *OLLU Counseling Program Fitness to Practice Form*. Students will have the opportunity to participate and respond at each step of the FTP process.

Performance on the FTP standards will be rated based on the following scales: 'N/A- Not Observed', '3-No Concern', '2-Concerned', or '1- Highly Concerned', as described in the *OLLU Counseling Program Fitness to Practice Form*. A rating of '3- No Concern' on standards will indicate competence achieved. A rating of 'N/A- Not observed' indicates that the evaluator did not have the opportunity to observe the described standard for the student, therefore it does not indicate that competence has or has not been achieved. A rating of '2- Concerned' or '1- Highly Concerned' on any of the FTP standards indicates that competence has not been achieved and will initiate the FTP procedures described below in steps 1-3. **If a student receives a rating of '2- Concerned' on their FTP evaluation the FTP process will begin at step 1. If a student receives one or more rating(s) of '1- Highly Concerned', or if they have previously received a rating of '2- Concerned' on an FTP evaluation at any other time throughout their program of study, the FTP process will automatically proceed to step 2. If the FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others, or has violated the OLLU Student Code of Conduct, the FTP process will proceed directly to step 2.**

#### **STEP ONE:**

The student with identified FTP concerns will be contacted to schedule a meeting to review the *OLLU Counseling Program Fitness to Practice Evaluation*. The meeting will be held with the issuing faculty member. The student's assigned faculty advisor and the OLLU Counseling Program Fitness to Practice Coordinator should be included in all FTP communication with the student and may also be present at the FTP meeting with the student/issuing faculty.

The student has five business/semester days to respond to the request to schedule a meeting. If the student does *not* respond by the close of business on the fifth business/semester day, the matter will proceed to steps 2 or 3 described below.

At the meeting, the issuing faculty will review the *OLLU Counseling Program Fitness to Practice Form* with the student and discuss plans for improvement on the standard(s) that competency was not achieved. Within five business/semester days after the meeting, the issuing faculty will provide a copy of the Fitness to Practice Form (incorporating any plans for improvement agreed upon at the meeting) to the student for review and signature. The student will have five business/semester days to review, sign, and return the Fitness to Practice Form. Failure of the student to sign and/or return the Fitness to Practice Form by the close of business on the fifth business/semester day will not impede the process and may be considered during the fitness to practice process.

Both the student and issuing faculty may retain copies of the signed *OLLU Counseling Program Fitness to Practice Form* and copies will be placed in the student's academic record/file. At any time during the remediation process, the issuing faculty member may refer the student to a faculty review committee (step 2).

#### **STEP TWO:**

A faculty review committee will be convened if:

**A.** The FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the well-being of others, or violated the OLLU Student Code of Conduct or the Handbook of Operating Procedures,

- B. A student fails to respond to the issuing faculty's request to schedule a meeting to review the *OLLU Counseling Program Fitness to Practice Form*,
- C. A student fails to show reasonable improvement in the area(s) of concern discussed with the professor of record in step 1 of the FTP process, or
- D. A student receives more than one '2- Concerned' rating on the *OLLU Counseling Program Fitness to Practice Form* during his or her Program of Study; or the student receives a '1- Highly Concerned' rating on any standard at any time.

The faculty review committee will be comprised of three or more faculty members from the OLLU Counseling Program. The faculty review committee may consult with any of the counseling program faculty or supervisors regarding the development of remedial strategies and/or evaluation of the student's fitness for continuation in the Counseling Program.

At the meeting, the faculty review committee will review the *OLLU Counseling Program Fitness to Practice Form* with the student and create/review a remediation plan to address the standard(s) in which competency was not achieved. Within five business/semester days after the meeting, the issuing faculty will provide a copy of the Fitness to Practice Form and remediation plan (incorporating any changes agreed upon at the meeting) to the student for review and signature. The student will have five business/semester days to review, sign, and return the Fitness to Practice Form and remediation plan. Failure of the student to sign and/or return these documents by the close of business on the fifth business/semester day will not impede the process and may be considered during the fitness to practice process.

The remediation plan should address, but is not limited to:

1. Specific competency(ies) from the Fitness to Practice Standards which require(s) remediation,
2. Specific tasks being required to demonstrate remediation of specified standards,
3. Specific deadline for completion of requirements and timeline of subsequent monitoring/evaluation of progress.

The remediation plan should be time-specific and outcome-focused. Tasks included in remediation plans should be directly related to the specific standard(s) identified as lacking competency for the student in question. Such tasks may consist of, but are not limited to, the following:

- Referral to personal counseling (i.e.- student must participate in weekly counseling sessions for 3 consecutive months prior to being re-enrolled in clinical coursework)
- Increased professional supervision (by site supervisor, faculty supervisor, faculty advisor, etc.)
- Requirement to repeat specified academic coursework
- Attendance at relevant professional seminar(s)
- Special assignment (i.e.- completion of essay addressing importance of specific ethical codes violated)
- Requirement of formal probation or leave of absence for specified period of time

Both the student and issuing faculty may retain copies of the signed *OLLU Counseling Program Fitness to Practice Form* and remediation plan and copies will be placed in the student's academic record/file.

The faculty review committee will monitor the student's progress on the remediation plan. If at any time the student is determined not to be making satisfactory progress, the faculty review committee may either modify the remediation plan or dismiss the student from the program.

### **STEP THREE:**

All faculty review committee decisions for a student's dismissal from the OLLU Counseling Program will be forwarded to the Department Chair. The Department Chair will forward the committee's decision to the OLLU Dean of Academics.

The student may appeal the committee's decision to the Associate Provost for Academic Affairs. The decision of the Associate Provost is final.

**My signature indicates that I have read the Fitness to Practice (FTP) document and understand my responsibilities as a counselor-in-training. If at any time I have questions about the FTP evaluation, I will contact the OLLU Counseling Program Director and/or Education Department Chair.**

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**(Printed Name)**

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**(Signature)**

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**(Date)**



## Our Lady of the Lake University MAC Program Fitness to Practice Form

Student \_\_\_\_\_

Today's Date \_\_\_\_\_

Faculty \_\_\_\_\_

Course Number \_\_\_\_\_

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The competencies outlined in this document are specific to professional counseling and are *in addition to* academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the OLLU MAC Program Student Handbook.

The fitness to practice form may be used by any faculty member with any student enrolled in a counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the OLLU Counseling Program. Completion of a fitness to practice form is required in the following courses: COUN 6315, COUN 8312, COUN 8352, COUN 8390, COUN 8391, COUN 8392, COUN 8393, COUN 8325, COUN 8330, COUN 8341, COUN 8375, and COUN 8600). **Each use of the fitness to practice form must be placed in the student's counseling program file along with any remediation plan developed by the faculty in conference with the student.**

Based on your observations of the student, select the rating that corresponds to your level of concern for each standard:

3 = No Concern    2 = Concerned    1 = Highly Concerned    N/A = Not Observed

### Professionalism

1. The student conducts themselves in a manner consistent with the professional and ethical standards of the counseling profession and OLLU Counseling Program.
2. The student conducts themselves in a manner consistent with Our Lady of the Lake University's core values (community, integrity, trust, service).
3. The student demonstrates a respectful attitude toward peers, professors, and others.
4. The student demonstrates sensitivity to real and ascribed differences in power between them and others.
5. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.
6. The student is timely and adheres to course schedules and assignment due dates.
7. The student willingly increases knowledge (and implementation) of effective counseling strategies.
8. The student presents themselves professionally within course discussions and assignments.

Comments:

### General Competency

1. The student recognizes the boundaries of their particular competencies and limitations of their expertise.
2. The student takes responsibility for compensating for their deficiencies in a timely manner.
3. The student takes responsibility for assuring client welfare when faced with the boundaries of their expertise.
4. The student provides only those services, and applies only those techniques, for which they are qualified by education, training, supervision, or experience.
5. The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.
6. The student demonstrates oral and written language skills consistent with a graduate level education.
7. The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.

Comments:

## Social & Emotional Maturity

1. The student demonstrates appropriate self-control (e.g. anger control, impulse control) in interpersonal relationships with faulty, supervisors, peers, and clients.
2. The student is honest.
3. The student is aware of their own belief system, values, needs, and limitations and the effect of these on their counseling work.
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.
6. The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.
7. The student contributes appropriately to classroom and supervisory discussions.

**Comments:**

## Integrity and Ethical Conduct

1. The student refrains from making statements which are false, misleading, or deceptive.
2. The student avoids improper and potentially harmful dual relationships.
3. The student respects the fundamental rights, dignity, and worth of all people.
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.
5. The student respects cultural, individual and role differences, including those of age, gender, race, ethnicity, nationality, religion, sexual orientation, disability, language, and socioeconomic status.
6. The student adheres to the professional standards outlined in the ACA Code of Ethics (2014).

**Comments:**

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**\*\*\*\*\*The following section is to be filled out for clinical/synchronous classes ONLY\*\*\*\*\***

## Clinical Competency

1. The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy.
2. The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.
3. The student demonstrates a capacity for understanding the influence of others on their own development (e.g., family of origin).
4. The student demonstrates a willingness and an ability to explore their own emotions, behavior, and cognitions in order to enhance self-awareness and self-knowledge.
5. The student consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation of others, a respect for others, and an ability to interact with others in an appropriate manner.
6. The student demonstrates a potential for working effectively with distressful emotions (their own and the emotions of others).
7. The student presents a professional demeanor and image at field placement sites.
8. The student regularly attends class, is on time for class, and stays for the entire class meeting.
9. In field placements, the student establishes and maintains a regular schedule of attendance and service for the entire semester.

**Comments:**

**Faculty Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

This document is adapted from the CSCE (Texas A&M Commerce) and PCPE (Southwest Texas State University). Counselor Education & Supervision (2002), 41, 321-332.