



Our Lady of the Lake University
Department of Education
Master of Arts in Counseling Program

Counseling Program Handbook
2020

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WELCOME

On behalf of the OLLU Counseling Faculty and Staff, we welcome you to the OLLU Counseling Program. 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 Practicum/Internship 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 encourages 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 Field Experience Handbook. I also agree to adhere to the ACA Code of Ethics, the Ethical Standards for School Counselors, the Ethical Standards for Licensed Professional Counselors, and the Ethical Standards for Clinical Rehabilitation Counseling, and all applicable state and federal laws.

Student Signature

Date

Printed Signature

Date

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.

OLLU became, in 1923, 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, beginning in 1942, was coeducational from its inception; all programs became fully coeducational in 1969. In 1975, the name of the institution was changed from Our Lady of the Lake College to Our Lady of the Lake University of San Antonio.

Living up to its 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

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 tracks 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 Intern. Interns are required to complete 3000 hours of direct and indirect counseling service under the supervision of a Texas State Board of Examiner of Licensed Professional Counselors approved supervisor. After 3000 hours of supervision, the LPC Intern will submit the necessary paper work to the state to receive his/her permanent license. It is the graduate's responsibility to complete all of the necessary steps toward a licensure post-graduation. 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 requirement.

2. **Clinical Rehabilitation Counseling (CRC)**

The CRC program prepares students for a certification in rehabilitation counseling. CRC counselors are the only professional counselors educated and trained at the graduate level to serve individuals with disabilities. This includes extensive knowledge of all aspects of disability as well as in in-depth understanding of critical considerations such as

assistive technology and employment law. Professionals are uniquely qualified to help individuals with disabilities to acclimate in the workplace and help employers make a workplace more receptive to individuals with disabilities. Upon graduation, the graduate is eligible to sit for the Clinical Rehabilitation Examination. With this requirement complete, the graduate will apply with the Commission on Rehabilitation Counselor Certification. Interns will be required to complete an internship of 600 clock hours supervised by a CRC PLUS twelve months of acceptable employment experience supervised by a CRC.

3. School Counseling (SC)

Upon completion of the School Counseling program, the graduate is prepared to be an integral member of the academic services in public schools, trained to facilitate growth and learning of students by providing services in guidance curriculum, responsive services, individual planning, and systems support. The counselor also provides direct services to students as a counselor and coordinates services with programs and agencies within the school and in the community. Students who wish to receive School Counselor Certification in Texas must meet all of 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.

MISSION STATEMENT OLLU COUNSELING DEPARTMENT

At Our Lady of the Lake University, we aspire to support the development of ethical, reflective, and multiculturally competent professional counselors who understand and meet the academic, career, personal, and social needs of diverse populations.

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 and advocates for social justice and the importance of global citizenship.

PROGRAM GOALS & PROGRAM LEARNING OUTCOMES

Goal 1: Counselors-in-training (CIT) will demonstrate an understanding of counseling theories, methods and techniques relevant to both individual and group counseling delivery.

PLO1.a. CIT's will apply learned counseling theories, methods and techniques.

PLO1.b. CIT's will discriminate and select the appropriate theory(ies) applicable to various counseling situations.

PLO1.c. CIT's will integrate theoretical foundation to shape one's own counselor identity.

Goal 2: CIT's will recognize and apply the major theories of normal human growth and development across a lifespan.

PLO2.a. CIT's will differentiate among various counseling theories according to the developmental stage of the client/student.

PLO2.b. CIT's will recognize the developmentally appropriate treatment tools to use with students/clients.

Goal 3: CIT's will demonstrate a sensitivity and awareness of issues surrounding diverse populations and multicultural counseling theoretical foundations.

PLO3.a.: CIT's will utilize culturally appropriate counseling techniques and strategies (practicum/internship).

PLO3.b.: CIT's will reflect upon how their own life experiences have shaped their personal values and the manner in which this can impact the counseling relationship.

PLO3.d.: CIT's will demonstrate skills in advocacy for social justice and the importance of global citizenship.

Goal 4: CIT's will demonstrate an understanding and the application of relevant legal and ethical standards with clients/students in larger systems.

PLO 4.a.: CIT's will employ current research, professional best practices, and legal and ethical standards with clients/students in larger systems.

PLO 4.b.: CIT's will seek appropriate supervision and consultation.

Goal 5: CIT's will critically evaluate various assessment and testing tools and effectively communicate the application of those results.

PLO 5.a.: CIT's will be able to discriminate among which tool to use to meet the needs of the client/student.

PLO 5.b.: CIT's will be able to effectively summarize and relay the results of standardized assessments.

PLO 5.c.: CIT's will articulate how the results may be used to strengthen the skills of the client/student.

Goal 6: CIT's will facilitate effective career exploration and sound decision-making skills with their students/clients.

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.

CACREP STANDARDS

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

COUNSELING CURRICULUM

F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of learning
- b. theories of normal and abnormal personality development

- c. theories and etiology of addictions and addictive behaviors
- d. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- e. systemic and environmental factors that affect human development, functioning, and behavior
- f. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- g. a general framework for understanding differing abilities and strategies for differentiated interventions
- h. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- f. developmentally relevant counseling treatment or intervention plans
- h. development of measurable outcomes for clients
- i. evidence-based counseling strategies and techniques for prevention and intervention
- j. strategies to promote client understanding of and access to a variety of community-based resources
- k. suicide prevention models and strategies
- k. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- m. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments

- i. use of assessments relevant to academic/educational, career, personal, and social development
 - j. use of environmental assessments and systematic behavioral observations
 - k. use of symptom checklists, and personality and psychological testing
 - l. use of assessment results to diagnose developmental, behavioral, and mental disorders
 - m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8. RESEARCH AND PROGRAM EVALUATION**
- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
 - b. identification of evidence-based counseling practices
 - c. needs assessments
 - d. development of outcome measures for counseling programs
 - e. evaluation of counseling interventions and programs
 - f. qualitative, quantitative, and mixed research methods
 - g. designs used in research and program evaluation
 - h. statistical methods used in conducting research and program evaluation
 - i. analysis and use of data in counseling
 - j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING

G. SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic

achievement

- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

C. CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS –REHABILITATION COUNSELING

H. REHABILITATION COUNSELING

Students who are preparing to specialize as rehabilitation counselors will demonstrate the knowledge, skills, and attitudes necessary to address varied issues within the rehabilitation counseling context. Rehabilitation counselors work collaboratively with individuals with disabilities, their support systems, and their environments to achieve their personal, social, psychological, and vocational goals. Counselor education programs with a specialty area in rehabilitation counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history, legislation, systems, philosophy, and current trends of rehabilitation counseling
- b. theories, models, and interventions related to rehabilitation counseling
- c. principles and processes of vocational rehabilitation, career development, and job development and placement
- d. principles of independent living, self-determination, and informed choice
- e. principles of societal inclusion, participation, access, and universal design, with respect for individual differences
- f. classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities
- g. methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results

2. CONTEXTUAL DIMENSIONS

professional rehabilitation counseling scope of practice, roles, and settings

- . medical and psychosocial aspects of disability, including attention to coexisting conditions
- a. individual response to disability, including the role of families, communities, and other social networks
- b. information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the *International Classification of Functioning, Disability and Health (ICF)*, *International Classification of Diseases (ICD)*, and *Diagnostic and Statistical Manual of Mental Disorders (DSM)*
- c. impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities
- d. impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
- e. awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation
- f. impact of disability on human sexuality
- g. awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations
- h. knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels
- i. education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities
- j. Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities
- k. individual needs for assistive technology and rehabilitation services
- l. advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation
- m. federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities
- n. professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling
- o. legal and ethical aspects of rehabilitation counseling, including ethical decision-making models
- p. administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping

3. PRACTICE

- . evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning
 - a. informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities

- b. evaluation and application of assistive technology with an emphasis on individualized assessment and planning
- c. understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling
- d. strategies to enhance coping and adjustment to disability
- e. techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process
- f. strategies to facilitate successful rehabilitation goals across the lifespan
- g. career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place
- h. strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs
- i. advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers
- j. assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources
- k. consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities
- l. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention

MASTER'S OF ARTS IN COUNSELING

Master of Arts in Clinical Mental Health Counseling Concentration

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.

Course Requirements:

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

Course Number	Course Title	Completed
Counseling Core Courses. – 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 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 Pre-requisite for COUN 8370 Interventions with Abnormal Behaviors	

COUN 8317	Interventions with Abnormal Behaviors	
COUN 6325	Assessment and Appraisal	
COUN 6330	Career Counseling	
COUN 8355	Child and Adolescent Counseling	
COUN 8352	Pre-Practicum: Basic Interview Skills*	
COUN 8360	Addictions in Counseling	
COUN 8390	Clinical Mental Health Counseling Practicum must be completed before COUN 8391	
COUN 8370	Couple and Family Counseling	
COUN 8391	Clinical Mental Health Counseling Internship I Pre-requisite COUN 8390	
COUN 8392	Clinical Mental Health Counseling Internship II Pre-requisite COUN 8391	
COUN 8393	Clinical Mental Health Counseling Internship III Pre-requisite COUN 8392 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	
Electives - any elective can be paired with the internships		
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

*Courses must be complete before 8390

Master of Arts in Clinical Rehabilitation Counseling Concentration

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 licensure as a Licensed Professional Counselor as well as a Clinical Rehabilitation 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.

Course Requirements:

Master of Arts Degree in Counseling Clinical Rehabilitation Counseling 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 8368	Introduction to Rehabilitation Counseling (1 st semester)	
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 8352	Pre-Practicum: Basic Interview Skills*	
COUN 8346	Medical & Psychosocial Aspects of Disability	
COUN 8317	Interventions with Abnormal Behavior	
COUN 8390	Counseling Practicum - must be completed before COUN 8391	
COUN 8360	Addictions in Counseling	
COUN 8391	Counseling Internship I Pre-requisite, COUN 8390	
COUN 8334	Rehabilitation Service Delivery and Case Management	
COUN 8392	Counseling Internship II Pre-requisite COUN 8391	
COUN 8393	Clinical Rehabilitation Counseling Internship III Pre-requisite COUN 8392	
Electives -		
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

Master of Arts in School Counseling Concentration

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 a Texas School Counseling Certification or a School Counseling Certification in many other states. For those seeking certification in Texas, OLLU's program includes the required internship and fieldwork.

Course Requirements:

**Master of Arts Degree in Counseling
School Counseling
48 – 51 semester credit hours**

Course Number	Course Title	Completed
Counseling Core Courses		
*Courses must be complete before 8390		
COUN 6351	Professional Orientation: School Counseling*	
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 6330	Career Counseling	
COUN 8312	Group Dynamics in Counseling*	
COUN 6323	Professional School Counseling Services: Implementation and Evaluation	
COUN 8352	Pre-Practicum: Basic Interview Skills*	
COUN 8355	Child and Adolescent Counseling	
COUN 8390	Counseling Practicum	
COUN 6325	Assessment and Appraisal	
COUN 8325	School Counseling Internship 1 Pre-requisite COUN 8390	
COUN 7337	Clinical Diagnosis	
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 = 48		

School Counselors also wanting to apply for the LPC must also take:		Completed
COUN 6315	Professional Orientation and Ethics	
COUN 8370	Couple and Family Counseling	
COUN 8317	Interventions with Abnormal Behaviors	
COUN 8360	Addictions in Counseling	
Total hours = 60 hours		

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

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 the Fitness to Practice Policy. We strongly recommend that you voice concerns immediately in order for the issue to be addressed appropriately and promptly.

You will be offered the opportunity to formally evaluate courses as well as your instructors at the end of each semester session. 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 Department 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 many 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 are available for students and professional counselors including the Texas Alamo Counseling Association (TARCA). Student membership is available and includes subscription to the TARCA newsletter as well as other membership benefits and opportunities. You can find out more information at <http://www.txca.org/tca/TARCA.asp>.

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

ADVISING AND REGISTRATION

Students are assigned advisors from the OLLU counseling faculty and staff. Advisors are available each semester to assist students with course requirement and professional development.

Degree Plans

Students and their advisors develop a Degree Plan during their first semester of study. Students should take the courses in order listed on the degree plan contained in this student handbook.

Course Registration & Advising

Student advising is conducted by the *Student Services Coordinator*, who handles administrative advising such as course enrollment, and the *Faculty Advisor* assists students with programmatic and career advising. As the OLLU program is based on a cohort model, students typically take courses in the recommended sequence with other students admitted the same term. Please be aware that there are particular courses only offered in the fall and spring semesters. The graduate admissions staff will assist students with course enrollment for the first term. Students with questions about the program may contact the OLLU Counseling Program Director or their assigned Faculty Advisor. After beginning coursework, students will be contacted by the Student Services Coordinator, who will enroll students for subsequent terms.

Add/Drop Courses

The academic calendar, available on the OLLU Registrar's Office web page, details the 'add and drop' dates each semester. A student who is considering dropping a course should contact the Student Services Coordinator for assistance with the add/drop procedures and the Faculty Advisor 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.

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 faculty advisor if they would like to temporarily discontinue their enrollment in the program. Students who fail to register for two consecutive semesters will be required to reapply to the program.

Attendance and Participation Policy

Students are expected to participate every week in all courses 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 class 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 replies from your 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 mostly 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 the Academic Affairs Division, and other violations to the Student Code of Conduct, which are dealt with by the Office of Student Life. 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.

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 Office of Services for Students with Disabilities at 210-431-4010, email: ada@ollusa.edu, or visit the office located in the Academic Center for Excellence, Library Room 125.

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 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. 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 attainment 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.

Grading Scale

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 core coursework. Students may receive one C in non-core coursework. If a student receives more than one C or a C in the core coursework, they will be asked to repeat the course or may not be allowed to continue as a student in the program. Students must maintain a 3.0 grade point average at all times.

Fitness to Practice

Admission into the 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 COUN 6351, Professional Orientation: School Counseling; 6315 Professional Orientation & Ethics; 8312 Group Dynamics in Counseling; 8352 Pre-Practicum 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.

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 unethical or egregious, which would cause an immediate dismissal from the program without a plan of action.

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 courses are taken 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 specialty tracks 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 Interview 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 track 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 Department Field Experience Handbook.

Comprehensive Examination

All OLLU Master of Arts in Counseling students must take and pass a comprehensive program exit examination applicable to their specialization. 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 principles 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. Check with your Faculty Advisor and the Certification Officer for times and dates for when the examination for your specialty will be offered.
4. Availability of examination results is typically 10 to 14 days. You will be notified by a member of the MAC core faculty.
5. 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.
6. A third failure will necessitate faculty consultation and the possibility of course remediation.
- 7.

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).

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:

1. A grade of less than C in any class will result in Enforced Scholastic Withdrawal from the University.
2. A second grade of a C.
3. 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).
4. Being asked to leave a practicum/internship placement due to unsatisfactory performance in any aspect of the internship.
5. 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 Chair, Program Director, Fitness to Practice Chair, 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 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 Office of Services for Students with Disabilities at (210) 431-4010, email ada@ollusa.edu, or visit the office located in the Academic Center of Excellence Room 125.

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 situation 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 Program Director.

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 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 Program Director or the student's 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) a modified plan of study that may include extra supervision, or more coursework, (b) a referral to an appropriate mental health professional to evaluate and treat the student for the concerns presented (at the expense of the student), (c) proposal that the student take a leave of absence, or (d) 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:

1. 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.
2. 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 his/her complaint within 30 working days¹ 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 her/him 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:

1. How the decision or action is unfair and harmful to the grievant.
2. A list of the University policies or state or federal laws that have been violated, if known.
3. The name the respondent parties (the person(s) against whom the grievance was filed).
4. A statement as to how the respondents are responsible for the action or decision.
5. Evidence in support of the complaint.
6. 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 her/him 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 her/him 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 her/him 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.

¹Working day is defined as a day in which the university is in full operation, excluding Saturday and Sunday.

APPENDIX A

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

Course Number	Course Title	Completed
Counseling Core Courses. – 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 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 Pre-requisite for COUN 8370 Interventions with Abnormal Behaviors	
COUN 8317	Interventions with Abnormal Behaviors	
COUN 6325	Assessment and Appraisal	
COUN 6330	Career Counseling	
COUN 8355	Child and Adolescent Counseling	
COUN 8352	Pre-Practicum: Basic Interview Skills*	
COUN 8360	Addictions in Counseling	
COUN 8390	Clinical Mental Health Counseling Practicum must be completed before COUN 8391	
COUN 8370	Couple and Family Counseling	
COUN 8391	Clinical Mental Health Counseling Internship 1 Pre-requisite COUN 8390	
COUN 8392	Clinical Mental Health Counseling Internship 2 Pre-requisite COUN 8391	
COUN 8393	Clinical Mental Health Counseling Internship 3 Pre-requisite COUN 8392 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	
Electives - any elective can be paired with the internships		
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		

*Courses must be complete before 8390

APPENDIX B

**Master of Arts Degree in Counseling
Clinical Rehabilitation Counseling
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 8368	Introduction to Rehabilitation Counseling (1 st semester)	
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 8352	Pre-Practicum: Basic Interview Skills*	
COUN 8346	Medical & Psychosocial Aspects of Disability	
COUN 8317	Interventions with Abnormal Behavior	
COUN 8390	Counseling Practicum - must be completed before COUN 8391	
COUN 8360	Addictions in Counseling	
COUN 8391	Counseling Internship 1 Pre-requisite, COUN 8390	
COUN 8334	Rehabilitation Service Delivery and Case Management	
COUN 8392	Counseling Internship 2 Pre-requisite COUN 8391	
COUN 8393	Clinical Rehabilitation Counseling Internship 3 Pre-requisite COUN 8392	
Electives -		
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 C

**Master of Arts Degree in Counseling
School Counseling
48 - 51 semester credit hours**

Course Number	Course Title	Completed
Counseling Core Courses		
*Courses must be complete before 8390		
COUN 6351	Professional Orientation: School Counseling*	
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 6330	Career Counseling	
COUN 8312	Group Dynamics in Counseling*	
COUN 6323	Professional School Counseling Services: Implementation and Evaluation	
COUN 8352	Pre-Practicum: Basic Interview Skills*	
COUN 8355	Child and Adolescent Counseling	
COUN 8390	Counseling Practicum	
COUN 6325	Assessment and Appraisal	
COUN 8325	School Counseling Internship 1 Pre-requisite COUN 8390	
COUN 7337	Clinical Diagnosis	
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 = 48		

School Counselors also wanting to apply for the LPC must also take:		Completed
COUN 6315	Professional Orientation and Ethics	
COUN 8370	Couple and Family Counseling	
COUN 8317	Interventions with Abnormal Behaviors	
COUN 8360	Addictions in Counseling	
Total hours = 60 hours		

APPENDIX D

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 department evaluates each student's growth through the Fitness to Practice (FTP) policy 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 way 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 Department of Counseling for any relevant certifications or licensure, students must demonstrate academic performance meeting or exceeding department standards in all settings, including classes, advising sessions, practicum/internship sites, and all verbal and written communication, including:

1. Maintain a cumulative GPA of 3.0 or better and present grades 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 8312, COUN 6315, COUN 6351, COUN 8390, COUN 8380, COUN 8381, COUN 8325, COUN 8330, COUN 8341, COUN 8352, COUN 8391, COUN 8392, COUN 8393.
2. Demonstrate fitness in their interactions with others as measured on the *Fitness to Practice Standards*, which include the following competencies:
 1. Follows ethical and legal considerations
 2. Displays multicultural competence
 3. Maintains an openness to new ideas
 4. Continues to be aware of own impact on others
 5. Exhibits responsiveness, adaptability, and cooperativeness
 6. Demonstrates receptiveness to and appropriate use of feedback
 7. Responds to conflict appropriately
 8. Accepts personal responsibility
 9. Expresses feelings effectively and appropriately
 10. Models dependability in meeting obligations, and
3. Conform with the codes of ethics of professional associations in counseling and all related national and state licensure and certification boards.

APPENDIX E

The FTP Evaluation Process:

The fitness to practice evaluation process includes an evaluation by the instructor of record using the *Fitness to Practice Standards* and documented with the *FTP Evaluation Form*. All students are evaluated in the following courses by the instructor of record: COUN 8312, COUN 6315, COUN 6351, COUN 8390, COUN 8380, COUN 8381, COUN 8325, COUN 8330, COUN 8352, COUN 8391, COUN 8392, COUN 8393.

A 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 these standards. 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: A (Accomplished), P (Proficient), D (Developing), and I (Needs Improvement) as described in the *Fitness to Practice Standards*. A rating of Accomplished on all FTP standards will indicate competence achieved. The *FTP Evaluation Form* then will be shared with the student and a copy placed in the student's file. A rating of Needs Improvement (I) on any of the FTP standards indicates that competence not achieved and will initiate the following procedure:

The student will be contacted to schedule a meeting to review the *FTP Evaluation Form*. The meeting will be held with the issuing faculty member, unless the FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others or have violated the OLLU Student Code of Conduct.

The student has five business 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 day, the matter will proceed to step 3 below.

STEP ONE:

At the meeting, the issuing faculty will review the *FTP Evaluation Form* with the student and discuss a remediation plan. This discussion can take place in person or via zoom skype. Within five business semester days after the meeting, the issuing faculty will provide a final copy of the 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 remediation plan. Failure of the student to sign and/or return the remediation plan 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 may include, but is not limited to:

1. Specific competency(ies) from the *Fitness to Practice Standards*, which require(s) remediation,
2. Specific recommendations to achieve remediation,
3. Specific requirements to demonstrate remediation efforts have been successful, and
4. A specific deadline for subsequent monitoring to evaluate progress.

Both the student and issuing faculty may retain copies of the signed *FTP Evaluation Form* and remediation plan and copies will be placed in the student's folder. At any time during the remediation process, the issuing faculty member may refer the student to a faculty review committee.

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 *FTP Evaluation Form*,
- C.** A student fails to show reasonable progress in the remediation plan, or
- D.** A student receives more than one Needs Improvement rating on the *FTP Evaluation Form* during his or her Program of Study.

The committee will be comprised of three faculty appointed by the Department Chair. The student will be required to meet with the faculty review committee in accordance with the procedures described in #1 and #2 above. The faculty review committee may consult with any of the school counseling faculty or supervisors regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the M.A. Counseling Program.

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 Dean of the College of Professional Studies. 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 Director and/or Education Department Chair.

(Printed Name)

(Signature)

(Date)

APPENDIX F
FITNESS TO PRACTICE STANDARDS

All standards are evaluated based on student performance in programmatic, academic, clinical, supervisory, and interpersonal contexts.

<i>COMPETENCE ACHIEVED</i>	<i>COMPETENCE NOT ACHIEVED</i>
1. Follows ethical and legal considerations	
Maintains appropriate and respectful boundaries with clients, faculty, supervisors, and peers.	Displays inappropriate and/or disrespectful boundaries with clients, faculty, supervisors, and peers.
Demonstrates awareness of personal values and does not impose personal values on others.	Does not demonstrate awareness of personal values or imposes personal values on others.
Follows applicable professional counseling ethical codes and laws.	Breaches applicable professional counseling ethical codes and laws.
2. Displays multicultural competence	
Demonstrates sensitivity to diversity.	Discriminates or expresses prejudice towards those of a different race, culture, gender, religion, sexual orientation, age, ability status, gender identity, marital status/partnership, language preference, or socioeconomic status than self.
Demonstrates multicultural competencies.	Does not demonstrate multicultural counseling competencies.
3. Maintains an openness to new ideas	
Openly discusses and respects perspectives other than own.	Dogmatic about own perspective and ideas.
Considers others' perspectives and points of view.	Unable or unwilling to consider others' points of view.
4. Continues to be aware of own impact on others	
Recognizes how own words and actions impact others.	Shows little or no concern for how others are impacted by them.
Avoids blaming others and examines own role in problems.	Blames others for problems without self-examination.

Respectful toward peers, supervisors, and/or instructors.	Disrespectful toward peers, supervisors, and/or instructors (e.g., monopolizes discussion or gossips).
5. Demonstrates responsiveness, adaptability, and cooperativeness	
Shows reasonable effort to adjust behaviors in response to changes in professional & interpersonal contexts.	Shows little or no effort to adjust behaviors in response to changes in professional & interpersonal contexts.
Expresses tolerance of change in programmatic, academic, clinical, or supervisory settings.	
Thoughtful and reflective in response.	Expresses intolerance of changes in programmatic, academic, clinical, or supervisory settings.
Appropriately cooperates in cooperative activities.	Reactionary and defensive in response.
Demonstrates the ability and desire to appropriately compromise in cooperative activities.	Shows little or no engagement in cooperative activities.
6. Exhibits receptiveness to and appropriate use of feedback	
Responsive, open, and receptive to feedback.	Responds to feedback with defensiveness, anger, and/or denial.
Appropriately incorporates feedback.	Shows little or no evidence of incorporating feedback.
7. Responds to conflict appropriately	
Actively examines and acknowledges own role in conflict.	Shows minimal willingness to examine own role in conflict.
Actively participates in problem-solving efforts.	Shows minimal effort and/or ability at problem-solving.
Appropriately expresses emotions when conflicts are addressed.	Displays hostility when conflicts are addressed.
Addresses conflict directly with individual(s) involved.	Does not address conflict directly with individual(s) involved and addresses with others instead.
8. Accepts personal responsibility	
Examines own role in problems.	Refuses to admit mistakes or examine own contribution to problems.
Accurate and honest in describing own and others' roles in problems.	Lies, minimizes, or embellishes the truth to extricate self from problems.
Accepts own mistakes and responds to them as opportunity for self-improvement.	

9. Expresses feelings effectively and appropriately	
Expresses own feelings.	Does not express own feelings appropriately.
Acknowledges others feelings.	Does not recognize or acknowledge feelings of others.
Acts professionally while experiencing difficult emotions.	Acts out negative feelings (through negative behaviors) rather than articulating them.
Expression of own feelings is appropriate to the setting.	Expression of feelings is inappropriate to the setting.
10. Models dependability in meeting obligations	
Satisfactorily meets attendance requirements and notifies professor of record in advance regarding absences.	Absent from scheduled program obligations (e.g., class, supervision, GA, or clinical site) and does not notify others in advance.
Arrives on-time for scheduled obligations.	Arrives late for scheduled obligations.
Meets deadlines and satisfactorily completes paperwork.	Rarely meets deadlines (e.g., practicum and internship paperwork, applications, tapes, other assignments) or paperwork is incomplete when submitted.