

**MA Counseling and Guidance
Counseling Psychology (MACG-CP)**

STUDENT HANDBOOK

Department of Psychology and Behavioral Sciences

Louisiana Tech University



A member of the University of Louisiana System

Fall 2024

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Introduction

Welcome to the MA Counseling and Guidance – Counseling Psychology Concentration (MACG-CP) at Louisiana Tech University. The information in this Handbook is designed to provide you with information to guide and facilitate your progress through the Program. Because Counseling Psychology is a dynamic discipline, the Program and the contents of this Handbook will be modified periodically in response to changes in the field, the university, and the department.

It is each student's responsibility to become familiar with and to follow all applicable University, College, Departmental, and Program policies and procedures. Please consult the Director of Clinical Training if you have any questions or require clarification on policies, procedures, and other matters.

Program Setting

The University

Louisiana Tech University, a member of the University of Louisiana System, is categorized by the Southern Regional Education Board as a Four-Year University serving primarily the citizens of north Louisiana.

Louisiana Tech University is a comprehensive public university committed to the triumvirate of quality teaching, research and creative activity, and public service. A selective admissions university, Louisiana Tech offers a broad range of fully accredited undergraduate and graduate degrees to qualified students in Louisiana, the region, the nation, and across the globe.

Louisiana Tech maintains the education of its students as its highest priority. To this end, it recruits a faculty committed to teaching and advising, a student-oriented faculty dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment. The University provides extracurricular and athletic programs that foster and enrich the development of its students. In addition, it provides opportunities for interaction between students and the larger business/civic community. The University encourages its students to regard learning as a lifelong process.

Recognizing that research and service are fundamental to its mission, Louisiana Tech recruits and retains a faculty who perceive research and teaching as intertwined and complementary and who, through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology.

Louisiana Tech University has a deep commitment to its community and civic obligations. Through on-campus learning, its off-campus presence, outreach programs, and continuing education, the University will continue to enhance the quality of life and the economic development of the region, state, and nation.

Louisiana Tech University currently enrolls over 11,000 students in a variety of programs from bachelor's to doctoral. Admission to all programs, including at the undergraduate level, is selective. The University offers a number of non-academic features including all major Division I NCAA sports, extensive athletic and intramural facilities, outstanding theatrical and artistic offerings, and numerous on campus events found in a university that is primarily residential.

Historically a teaching-oriented institution, Louisiana Tech's transition to graduate education has not come at the expense of instruction. Faculty members are required to maintain 10 office hours per week permitting ready contact with students. Teaching excellence is highly valued at the university, even for faculty members who are outstanding researchers.

The Community

Louisiana Tech University is housed in Ruston, LA, about 30 miles from Monroe and 60 miles from Shreveport. Ruston is a small city located on Interstate 20 in north central Louisiana, offering easy weekend access to major metropolitan areas such as Dallas/Fort Worth (four hours by car), Houston (six hours), or New Orleans (five hours). Lincoln Parish also is the home of Grambling State University, one of the nation's leading Historically Black Colleges/Universities.

For those enjoying outdoor activities, the Ruston area offers excellent fishing, camping, and refreshing country drives, including nearby Arkansas, whose border is only about half an hour away. Hot Springs, AR to the north and Vicksburg, MS to the east also provide easily accessible and interesting tourist destinations.

Ruston is a relaxed but somewhat versatile place to live, with entertainment such as college athletics, theatrical and musical performances, and small-town festivals. An outstanding natatorium and intramural sports facilities complement the university's many fine physical facilities and programs. The cost of living is somewhat lower than national averages.

The Department of Psychology and Behavioral Sciences

The Department of Psychology and Behavioral Sciences is administratively housed in the College of Education and Human Sciences, located in Woodard Hall. The Department offers advanced degrees, including: The Ph.D. in Counseling Psychology; Ph.D. in Industrial/Organizational Psychology; master's degree in Counseling and Guidance — Counseling Psychology (MACG-CP); master's degree in Counseling and Guidance — Human Services, and master's degree in Industrial/Organizational Psychology.

The core faculty members for the MACG-CP Program provide primary leadership and direction for the program. They also provide research advising if student is interested. Other departmental faculty members teach courses and/or serve as potential research mentors if needed, broadening the scope of faculty resources available to students. In addition to departmental faculty members, affiliated staff members from practicum sites and other area clinical settings contribute to the MACG-CP Program by teaching courses and supervising practica.

Faculty

Core Faculty

Walter C. Buboltz, Ph.D., Kent State University (1996). Elva L. Smith Endowed Professor. Teaches courses in foundations of counseling psychology, intellectual assessment, personality assessment, career development and counseling, health psychology, and professional issues. Supervises practica at the Departmental clinic and through practicum courses where students are placed in the community. Recent research interests include sleep quality/length and human performance, family development related to career issues, message framing, and psychological reactance and emotional labor.

Dong Xie, Ph.D., Ohio State University (2004). Associate professor. Dr. Xie worked as a faculty member in the Department of Psychology and Counseling at the University of Central Arkansas from 2004 to 2022 and has been licensed to practice psychology by the Arkansas Psychology Board (since 2008). He joined the Louisiana Tech University faculty in 2022. His research interests include cross-cultural studies on cultural-specific factors associated with emotional distress, therapeutic relationship and working alliance, and multicultural counseling. More recently, he has developed new research lines along training of counseling psychologists in APA accredited programs and training and supervision of professional mental health counselors in China. He served as the President of Association of Chinese Helping Professionals and Psychologists International (ACHPPI) from 2020 to 2022.

Ida Chauvin, Ph.D. University of New Orleans (2003). Dr. Chauvin is an Associate Professor at Louisiana Tech University, instructing and training graduate students in Clinical Mental Health Counseling for 20 years, to meet the demands of the mental health workforce shortage. She is also a Licensed Professional Counselor-Supervisor (LPC-S), Licensed Marriage and Family Therapist (LMFT), Mediator, and the Clinical Director of the Center for Counseling and Psychological Resources (CCPRLA). As the director, she is instrumental in recruiting clinicians and overseeing regulatory healthcare compliance. Among other areas of specialty, she has expertise in working with children in perinatal behavioral health, child and adolescent counseling, grief, loss, life transitions and adjustments, crisis intervention, post-traumatic stress, dual diagnosis, ethics, diagnosis and Assessment, and compassion fatigue. Dr. Chauvin has maintained constant connections with the North Louisiana mental health community, assisting agencies, schools, and the public find resources and access to psychiatric, psychological and counseling services, particularly in the underserved rural areas. Having developed and taught Louisiana Tech University's Domestic Violence/Crisis Intervention Certificate Program for the past 14 years, she is highly lauded in the community as an innovative provider of continuing education and specialized treatment.

Supporting Faculty

Tiffany Bates, Ph.D. Sam Houston State University (2014).

Jeffrey Walczyk, Ph.D., Syracuse University (1991). Mary Robin Dorsett Endowed Professor. Teaches courses in cognitive and developmental psychology. Recent research interests include lie detection and cognitive psychology.

Mary M. Livingston Ph.D., Professor, University of Alabama.

Other Departmental/University Contributors to the Program

Kacie Mennie, Ph.D., Assistant Professor, Louisiana State University

Tilman Sheets, Ph.D., Professor, University of Southern Mississippi

Shelby Curtis, Ph.D., Assistant Professor, University of Nevada, Reno

Program Philosophy and Model of Training

MA Counseling and Guidance Counseling Psychology Concentration (MACG-CP) at Louisiana Tech has a clearly specified philosophy and model of education and training that fits within the mission and scope of Louisiana Tech University and the College of Education and Human Sciences. The MACG-CP is a general counseling psychology program that provides broad and general education and training in psychology and counseling consistent with APA standards for health service providers at the master's level. The program provides students with the knowledge and experiences to potentially be a licensed professional counselor as well as providing the prerequisite knowledge and skills for further graduate education at the doctoral level.

With an emphasis on evidence-based professional practice, the MACG-CP Program provides generalist training and a philosophical perspective that emphasizes client strengths, prevention, remediation of difficulties, and developmental issues. The generalist training allows the Program graduates to fill a wide range of professional roles. Students master skills that enable them to function in a variety of settings and to adapt to changing societal needs.

The Program's primary goal is to produce a master's level of professional practitioners in counseling psychology who are competent in evidence-based professional practice. The Program has adopted the goals, competencies, and outcomes on the following page to meet its overall goal of training competent master level professionals in counseling psychology.

The goals and competencies are achieved through an understanding and appreciation of the scientific foundation of counseling practice and integrating the existing evidence into practice. Incorporated throughout the model is an understanding and appreciation of cultural and individual differences as the program prepares professional counselors to serve a diverse public, ethical and professional standards of behavior, and the development of a professional identity as a master level professional in counseling psychology.

Accreditation

The MACG-CP program was designed following guidelines from the American Psychological Association (APA) for master's programs in health service psychology.

Program Goals and Competencies

Discipline-Specific Knowledge

Discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to health service psychology. Thus, all students shall demonstrate knowledge in psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.

Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies. Generally speaking, there are four categories of discipline-specific knowledge.

Category 1: *Basic Content Areas in Scientific Psychology.*

- **Affective Aspects of Behavior**, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- **Biological Aspects of Behavior**, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- **Cognitive Aspects of Behavior**, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- **Developmental Aspects of Behavior**, including transitions, growth, and development across an individual's life. Coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
- **Social Aspects of Behavior**, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

Category 2: *Advanced Integrative Knowledge in Scientific Methods in Psychology.*

- **Consumption of research**, including the reading and interpretation of primary source literature, attending to trustworthiness in qualitative and validity in quantitative research with an understanding of sampling issues, parametric assumptions, design confounds, and meta-analyses.
- **Research related to practice**, including topics such as qualitative inquiry, single-case designs, quantitatively describing outcomes, statistical description, logic models, and basic inferential statistics.
- **Psychometrics**, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

Profession-Wide Competencies

Profession-wide competencies include certain competencies required for all students who graduate

from programs in health service psychology at the master's level. Programs must provide opportunities for all of their students to achieve and demonstrate each required profession-wide competency. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence-base when training students in the following competency areas. Students must demonstrate competence in:

- i. Integration of psychological science and practice
- ii. Ethical and legal standards
- iii. Individual and cultural diversity
- iv. Professional values, attitudes, and behaviors
- v. Communication and interpersonal skills
- vi. Assessment
- vii. Intervention
- viii. Supervision
- ix. Consultation and interprofessional/interdisciplinary skills

Requirements for the MA Counseling and Guidance Counseling Psychology Concentration (MACG-CP)

The Academic Advisor: Each student is required to have an academic advisor. The advisor attends routine program faculty meetings to: (1) participate in program decisions important to the student and (2) serve as advocate and representative for the student in evaluations.

The MACG-CP Training Committee: The role of the MACG-CP Training Committee is to oversee all aspects of the program and to ensure that all students are provided with the best possible training. The committee is responsible for monitoring all students in the program and providing them with appropriate feedback about performance and other issues related to the program. Thus, information shared by students with their advisor or other program faculty may be given to the MACG-CP Training Committee if it relates to the training issues or student performance in the program.

MACG-CP Curriculum: The current MACG-CP curriculum can be found in Appendix A. The curriculum was designed to be consistent with the standards set by Louisiana State Board of Licensed Professional Counselors (<https://www.lpcboard.org/>) and APA standards for health service psychology at master's level (<https://accreditation.apa.org/about-coa/masters-accreditation>). The curriculum might be necessarily subject to change and refinement if such standards change.

Required Courses: Following core courses are required for all MACG-CP students to meet the minimum requirements for a terminal master's degree in MACG-CP:

- PSYC 621 Career Theory/Assessment
- PSYC 541 Research Methods
- PSYC 610 Professional Issues and Ethics
- PSYC 619 Psychopathology
- PSYC 622 Theories of Counseling
- PSYC 628 Special Topics in Psychology
- PSYC 542 Statistics
- PSYC 626 Techniques of Counseling/Therapy
- PSYC 609 Personality Theory
- COUN 530 Practicum
- PSYC 543 Psychometrics
- PSYC 611 Advanced Group Counseling
- COUN 531 Internship (3 quarters)
- PSYC 615 Couples/Family Therapy
- PSYC 629 Advanced Seminar in Counseling Theories
- PSYC 607 Psychopharmacology
- PSYC 608 Developmental Psychology
- PSYC 631 Multiculturalism and Diversity

Total Program Hours = 60 semester hours (minimum)

(See Appendix A for a complete list of courses, Appendix B for a training sequence example)

Transfer Credit: Students may transfer a maximum of 12 hours from their prior graduate level coursework into the MACG-CP program with the approval of students' advisor, the MACG-CP Training Committee, the Department Head, and the College of Education and Human Sciences Director of Graduate Studies. Typical courses that are approved for transfer are foundational courses. The MACG-CP Training Committee has deemed that, typically, students will not be allowed to transfer in the following courses: Ethics and Professional Issues, Multiculturalism and Diversity, and Techniques and Methods of Counseling, Special Topics Courses and any Practicum or internship. The student initiates the process with their advisor, who then presents the syllabi, other relevant course materials, and a copy of the graduate transcript to the Director of Training who will present the materials for review to the MACG-CP Training Committee to gauge equivalency of proposed transfer coursework. It should be noted that presentation of a syllabus is not sufficient for determination of course equivalency. The student must provide a copy of their assignments from the course as well as all other relevant course materials. Additionally, the training committee may request a meeting with the student to discuss the course materials to assist in determining course equivalency. If a course from another college or university is approved for transfer credit, the student still has full responsibility for material covered in the comparable Louisiana Tech University course that is part of the MACG-CP program curriculum. For example, if a course titled Theories of Personality is accepted for transfer credit, the student is still responsible for the material covered by the equivalent course (Personality Theory) in the MACG-CP curriculum at Louisiana Tech. This issue is particularly important with respect to the MACG-CP Comprehensive Examination because the comprehensive exam may contain material covered in the Louisiana Tech course that may not have been covered in the transferred course. The student needs to ensure his/her own adequate preparation for the MACG-CP Comprehensive Examination. The Course Substitution Request Form (Appendix C) will be used to process the request of course transfer. **All transfer request paperwork must be completed by the end of Spring Quarter of the First year in the program.**

Supervision and Consultation Training: Supervision of, and consultation with, other individuals in the field of psychology and counseling is an important function of professionals. To that end the MACG-CP program at Louisiana Tech University provides students with training opportunities to learn/experience in supervision and consultation through a variety of activities.

MACG-CP Comprehensive Examination: Students qualify to take the MACG-CP Comprehensive Examination (henceforth, the Exam) after completing an appropriate amount of coursework typically in the spring quarter of their second year. Additionally, consultation with and approval from their advisor is required and approval from the instructor of the comprehensive exam course (COUN586). The purpose of this examination is both educative and evaluative. The Exam assesses whether minimal competencies in the substantive areas have been achieved through coursework and training experiences. In this regard, the Exam process provides an impetus for students to integrate their knowledge base across educational and training experiences, as well as to move beyond minimal competencies toward a solid professional identity. Although students employ individual styles to prepare for the Exam, successful students typically engage in intensive and systematic study for an extended period of time. Content areas for the Exam include the following:

- Legal, Ethical, and Cultural and Diversity Issues

- Counseling Theories and Applications/Group Counseling
- Research Methods/Statistics
- Psychopathology/Assessment
- Career, Vocational Counseling, and Human Development

The comprehensive exam is held two days during the Spring of the second year, 8:00am-12:00pm on both days. Days of the Exam will be determined by the MACG-CP Training Committee and communicated with students sufficiently ahead of the exam dates. The comprehensive exam will consist of two sections: (1) a multiple-choice exam and (2) a written section (case study).

- Multiple-Choice Content Areas (Day 1):

The multiple-choice exam will cover five content areas listed above. The Exam will consist of a total 150 multiple choice items. Students must pass each content area separately in order to successfully pass the multiple-choice exam. A minimum score of 75% is considered passing for each content area.

- Written Case Study (Day 2)

Students will be given three clinical case scenarios and choose ONE to respond to questions such as diagnosis with rule in/rule out criteria, treatment approach and planning, treatment goals, ethical considerations, and prognosis. Also included are possible referral for further assessment, medication, academic or career evaluation, and family intervention. The case study will be read by two graders and given a pass/fail score. If both graders pass, the section is successfully passed. If both graders fail, the section is failed. If one grader passes and the second fails, then the case study will be read by a third grader, whose rating outcome will determine if the section is passed or failed.

Students must pass both the multiple-choice exam and written case study to successfully pass the Exam. Students who fail one or more sections will have an opportunity to retake the failed section(s) during the summer quarter of the second year.

Practicum and Internship

Professional Liability Insurance:

The Program requires students enrolled in practicum and internship to purchase professional liability insurance. Students are required to provide practicum and internship course instructors, site supervisors, and the MACG-CP committee of professional liability insurance *prior to* seeing clients or working with practicum or internship site clientele, to keep the liability insurance current, and to document the currency of the coverage for as long as they are working in a clinical setting. This proof is typically in the form of a certificate of insurance issued with the policy. Professional liability insurance can be purchased at a discounted rate for student members of the American Psychological Association or the American Counseling Association.

Practicum and Internship Experience: During their first year in the program, students enroll in classes in which they are given didactic instruction in, and exposure to ethics and professional issues, counseling theories, techniques, and psychopathology. Once students complete this sequence of courses, they are eligible to request approval to begin counseling practicum and internship training. Students must be formally approved by the MACG-CP Training Committee before beginning practicum and internship.

Practicum serves to ensure the competence of students in both the science and practice of Counseling Psychology. That is, throughout their practica experiences, students are expected to integrate relevant research findings into clinical practice. Students typically begin practicum during the Summer quarter of their first year in the program. As required by the MACG-CP program, students must complete a mental health counseling/psychotherapy practicum totaling 100 clock hours. The practicum includes:

- (a) A minimum of 40 hours of direct counseling/psychotherapy with individuals or groups;
- (b) A minimum of one hour per week of individual supervision by an appropriate credentialed supervisor.
- (c) A minimum of one and a half hours per week of group supervision with other students in similar practica or internships by a program faculty member supervisor or a student supervisor working under the supervision of a program faculty member or an approved on-site supervisor.

Upon successful completion of mental health practicum and approval from the MACG-CP Training Committee, students will proceed with a three-quarter sequence of mental health internship, totaling 600 clock hours, which must include:

- (a) A minimum of 240 hours of direct counseling/psychotherapy with individuals or groups;
- (b) A minimum of one hour per week of individual supervision by a counseling faculty member supervisor or an approved on-site supervisor that meets the supervisor requirements of the university, and
- (c) A minimum of 1.5 hours per week of group supervision with other students in similar practica or internships by a program faculty member supervisor or a student supervisor working under the supervision of a program faculty member or an approved on-site supervisor.

Practicum and internship students are required to audiotape and/or videotape all counseling sessions with appropriate consent from the client(s). The tapes are reviewed either during individual or group supervision. Individual supervision is provided by an on-site supervisor and group supervision is provided by a faculty member in the practicum/internship class.

One of the core MACG-CP faculty will serve the role of practicum/internship coordinator who is the primary contact person between the program and practicum/internship site supervisors. A progress evaluation and a practicum hour log are to be completed and signed by each student's practicum/internship site supervisor at the end of the quarter when the practicum/internship course is taken (see MACG-CP Practicum Evaluation Form) (Appendix D).

Goals of Practicum and Internship Training: The practicum/internship sequence provided by the program is designed to help students develop skills and competencies relevant to the field of Counseling Psychology. These include (but are not limited to): 1) an understanding of and commitment to professional and social responsibility; 2) the ability to accurately conceptualize presenting problems; 3) an awareness of human diversity; 4) an understanding of one's own personality, biases, limitations and strengths, and how such factors may impact others within professional interactions; 5) relevant skills in professional interactions, such as systematic observation of behavior, interviewing, psychological assessment, counseling, and consultation; 6) an ability to contribute to current knowledge and practice; 7) demonstrated competence in individual and cultural diversity; 8) an integration of research and clinical practice; 9) mastery of techniques relevant to one's chosen theoretical orientation; 10) demonstrated competence in differential diagnosis; 11) an ability to demonstrate skills in writing case notes, developing appropriate treatment plans; and 12) an understanding of relevant ethical and legal issues. The skill and competency levels of students involved in practicum/internship training are evaluated quarterly by both the practicum/internship instructor and on-site supervisor.

Throughout practicum and internship training, students are encouraged to view their clinical experiences from a research, as well as a service, perspective. Students are encouraged to work with clients whose racial, ethnic, socioeconomic, cultural, and/or individual experiential backgrounds differ from their own. Training in multicultural counseling is provided in supervision, through special topics addressed in coursework.

Content of Practicum and Internship Training Courses: The nature of practicum/internship experiences that students receive depends upon their level of experience, interests, and background as well as the supervisor's style and orientation. All practicum/internship courses include a group supervision piece. Additionally, the courses may involve specific activities designed to foster development of basic counseling skills, case conceptualization, treatment planning, and other activities designed to promote the integration of theory and research.

In addition, and in keeping with the focus of Counseling Psychology, students learn to use a variety of educational resources to help empower clients and advocate the view that counseling is an educational activity. This is accomplished through the implementation of proactive counseling interventions such as teaching positive social and coping skills, working with clients to develop career goals, and referring clients to learning opportunities offered at various institutions in the surrounding area.

Other Programmatic Matters

Multicultural Diversity: Students must demonstrate their competence with a variety of cultures and make effort to become aware of their own culturally based values and attitudes. Although such awareness may be enhanced by course work (e.g. in multiculturalism and diversity, students also should seek and work with diverse clientele.)

Student Employment: It is required that students attend the MACG-CP program on a full-time basis. Full-time basis means a minimum enrollment of six semester hours per quarter. Students may request an exception to this requirement under certain circumstances (medical reasons, etc.)

Incomplete Grades: The Program follows the University Policy for incomplete grades. Students have until the fourth week of the quarter following an incomplete grade to complete all coursework. If after four weeks the coursework is not completed, the instructor assigns an F to the student. This does not apply to dissertation or internship courses, as students receive “I” grades in the courses until the dissertation or internship is successfully completed.

Social Networking: Students who use social networking sites (e.g., Facebook, Instagram, X) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, students, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional psychologist or instructor. To this end, students should set all security settings to “private” and should avoid posting information/photos and avoid using any language that could jeopardize their professional image or that of the program. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists, and mental health professionals in training. Engaging in these types of actions could result in disciplinary action, up to and including dismissal from the program.

Policies and Procedures for Dismissal of Students: Each student's academic performance, degree progression, and professional performance is reviewed at least annually. Reviews may occur more frequently, if judged appropriate or necessary by a vote of the MACG-CP Training Committee (i.e., core faculty members). A student who does not meet the minimal grade point average requirements specified by the Graduate School and Department (i.e., a minimum grade point average of 3.0). Please note that the program has a requirement that students who receive a “C” in a course must repeat that course and obtain at least a “B” for that course to count in the program. Other reasons for dismissal (in addition to inadequate academic performance) include, but are not limited to: academic dishonesty, violations of the *APA Ethical Principles of Psychologists and Code of Conduct* (APA, 2017) (<https://www.apa.org/ethics/code>), *ACA Code of Ethics* (ACA, 2014) (<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>), certain legal violations, and failure to enroll continuously in accordance with the Graduate School’s regulations.

Leave of Absence: If a student needs to take a leave of absence from the program due to illness, financial needs, etc., the intent to take the leave must be given to the Program Director in writing and must include the expected time period the student will be gone. Leaves of absence must be approved by the core faculty. If extra time is needed, the extended leave of absence must also be requested in writing through the Program Director and approved by the core faculty.

Students are also reminded that if they are employed by the university (i.e. assistantship), they must follow all appropriate university policies. Thus, students who will be missing work hours; classes, etc. for any reason (conferences, training, funerals, etc.) must follow university policy to obtain permission to miss work requirements. This requires that students complete a travel authorization and leave form, which can be found on the University Website or through Workday. The completion of these forms must be done at least two weeks prior to actual travel.

Ethical Violations: Any student or faculty member in the Department, client, or practicum/internship supervisor has an obligation to report a perceived violation of APA or ACA ethical standards. Departmental, university, college procedures, and APA and/or ACA guidelines for handling allegations of ethical violations must be followed.

Certain ethical violations may be sufficiently serious to warrant immediate dismissal from the Program. They include, but are not limited to violation of the following ethical principles: (1) mistreatment of human research participants; (2) unethical student-teacher relationships; (3) unethical therapist-client relationships, and (4) falsification of research data. The Program adheres to all University policies concerning sexual intimacies between faculty (including teaching assistants) and students.

Meetings, Trainings, and Events: All students are expected to attend all program-sanctioned meetings, trainings, events, etc. If a student needs to miss an event, a formal request to be excused from the event must be submitted two weeks prior to the scheduled event. The MACG-CP Training Committee will review requests and determine the appropriateness of the request on a case-by-case basis. Failure to obtain permission or missing the training without approval may be reflected on Annual Evaluations and may lead to a remediation plan.

Annual Evaluation Procedures

Good standing in the MACG-CP is defined as continuous enrollment, satisfactory academic performance, appropriate professional competence for level of training, ethical behavior, collegiality, demonstrated commitment and contribution to the profession, and knowledge of personal issues that may impede satisfactory progress. Students are evaluated in these areas by the MACG-CP Training Committee and by knowledgeable faculty in the Department. Students are expected to demonstrate behavior consistent with the APA and ACA ethical standards, state laws governing the conduct of mental health professionals, and the university's academic integrity guidelines.

Formal student evaluations are initiated annually by the program. Additional evaluations may be initiated if circumstances dictate. For the annual evaluation, the MACG-CP Training Committee meets to determine whether students meet or do not meet program expectations and discuss feedback for each student in the Program. All feedback is based on the consensus of the MACG-CP Training Committee in each of the defined areas. As part of the feedback process, the MACG-CP Training Committee solicits feedback from faculty and supervisors familiar with the student. Upon completion of the student feedback, the Program provides each student with feedback. In this feedback session, a copy of the final evaluation is signed by the student (showing evidence that the student has seen and read the form, not necessarily that the student agrees with the ratings) and placed in the student's file. Finally, students who wish for further feedback may request a meeting with the MACG-CP Training Committee to obtain more specific feedback. A copy of MACG-CP Annual Evaluation Form can be found in Appendix E. Students should become familiar with these forms and the areas that students will be evaluated on during their time in the program.

Students who fall below the rating “meets standards” or “appropriate level” within any area may be required to correct any deficiencies within a specified period of time that is noted on the Annual Student Evaluation and Feedback form or a separate memorandum, if appropriate. The outcome of a student’s evaluation may be any of the following:

- Continue in the program with no conditions
- Continue in the program with conditions (as noted)
- Continue in the program with conditions (as noted), on probation
- Dismissed from the program

The core faculty committee provides students with identified areas for improvement via specific written feedback to clarify the course(s) of remediation and expectations. This feedback outlines the difficulties or areas for improvement identified by the core counseling psychology training committee. Additionally, the committee provides the student with a remediation plan that outlines what the MACG-CP Training Committee believes would be actions that would result in remedying the deficiencies. Once this plan is developed it is initiated and overseen by the Director of Training and the student’s advisor/mentor. The remediation plan will include specific dates of formal evaluation of the progress the student has made. The advisor/mentor works closely with the student to ensure that the plan is followed and reports regularly to the Core Training Committee on the student’s progress. Meanwhile another non-core CP committee faculty member will also be involved in this process to ensure the appropriateness and completeness of the initial and all

subsequent documentation of the remediation plan. Additionally, a formal evaluation is conducted on a quarterly basis by the Core Counseling Psychology Training Committee to review performance of the student and to evaluate if the remediation plan is working or needs to be modified. After every quarterly evaluation, the student is provided with written feedback on his or her performance and also meets with the Director of Training, their advisor/mentor, and the Department Head to review progress. During the quarterly evaluation, modifications may be made to the remediation plan based on feedback from faculty members and the student. These procedures and quarterly evaluations will continue until the program deems that the student has corrected the deficiency or the training committee deems that the deficiencies cannot be corrected and the student will be dismissed from the program.

Appeal Procedures

A systematic and orderly procedure is followed to consider grievances and appeals of MACG-CP students. Please consult the Louisiana Tech University catalog for specific procedures. The following procedure is consistent with the procedures established by Louisiana Tech University.

1. Departmental Level. The student is encouraged to discuss a problem with the principal(s) at the departmental level, whether these principals are fellow students, faculty, staff, or administrators.
2. If Step (1) has been carried out and the problem not resolved, the student may discuss the problem with the Department Head.
3. If steps above have been carried out and the problem is not resolved, the student may address the problem at the College level. In this case, the appropriate chain of command is first, the Graduate Support Specialist – Debbie Lee. At this level, the student must submit a written statement of the problem with appropriate documentation and the resolution that is sought. If unresolved at this level, the Dean of the College of Education and Human Sciences may be contacted with the above-mentioned statement and documentation.
4. If steps above have been carried out and the problem is not resolved, the problem may be presented at the University level to the Dean of Graduate Studies.
5. If steps above have been carried out and the problem is not resolved, the problem may be presented to the Provost.
6. If steps above have been carried out and the problem is not resolved, the problem may be presented to the President.
7. If all of the above steps have not resulted in resolution of the problem, the problem may be presented to the Governing Board.

This appeal/grievance procedure must be strictly adhered to. A problem is not addressed at a higher level until an appeal has been addressed at all appropriate lower levels.