



**Loyola  
Marymount  
University**

## **COUNSELING PROGRAM HANDBOOK ACADEMIC YEAR 2023-2024**

**DEPARTMENT OF SPECIALIZED PROGRAMS IN PROFESSIONAL  
PSYCHOLOGY  
SCHOOL OF EDUCATION  
LOYOLA MARYMOUNT UNIVERSITY**

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*NOTE: In the spirit of remaining up-to-date, the following information is subject to periodic revisions. Candidates are responsible for staying abreast of all program changes and modifications, and to be familiar with the Counseling Program Handbook.*

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## Table of Contents

| Table of Contents   | Page # | Appendices   |
|---|--------|--|
| <a href="#">LMU Mission Statement</a>   | 1      | <a href="#">Appendix A Proposal for Pre-Counseling Hours</a>       |
| <a href="#">Counseling Program Signature &amp; Mission</a>                            | 1      | <a href="#">Appendix B Pre-Counseling Hours Documentation Form</a> |
| <a href="#">Counseling Program Philosophy</a>   | 3      | <a href="#">Appendix C Candidate Disposition Form</a>              |
| <a href="#">M.A. Programs and Supplemental Authorizations</a>                         | 4      | <a href="#">Appendix D Alternative Candidate Disposition Form</a>  |
| <a href="#">LMU Mental Health (LPCC) Counseling: Program Outcomes</a>                 | 6      |  |
| <a href="#">LMU School Counseling: Program Outcomes</a>                               | 7      |  |
| <a href="#">LMU Guidance Counseling: Program Outcomes</a>                             | 8      |  |
| <a href="#">LMU Child Welfare and Attendance Authorization: Program Outcomes</a>      | 9      |  |
| <a href="#">Curriculum &amp; Coursework</a>   | 10     |  |
| <a href="#">Master of Arts in Counseling</a>  | 12     |  |
| <a href="#">Master of Arts in School Counseling: PPS School Counseling Credential</a> | 12     |  |
| <a href="#">Master of Arts in Guidance and Counseling</a>                             | 13     |  |
| <a href="#">Child Welfare and Attendance Supplemental Authorization Certificate</a>   | 13     |  |
| <a href="#">Skills Preparation: Pre-Counseling Hours Experience</a>                   | 14     |  |
| <a href="#">Candidate Dispositions</a>  | 15     |  |
| <a href="#">Fieldwork</a>   | 15     |  |
| <a href="#">Comprehensive Exam</a>  | 15     |  |
| <a href="#">Counseling Graduate Students Association (CGSA)</a>                       | 18     |  |
| <a href="#">Counseling Listserv</a>   | 18     |  |
| <a href="#">Frequently Asked Questions (FAQs)</a>                                     | 19     |  |

## **LMU Mission Statement**

In accordance with the Mission of Loyola Marymount University, the faculty, staff, and students of the School of Education understand and declare our purpose to be the encouragement of lifelong learning and academic excellence, the education of the whole person, and the promotion of service and justice for all. We commit ourselves to serving public and private education by fostering excellence inspired by the Marymount and Jesuit traditions of Catholic education.

## **Counseling Program Signature and Mission**

Helping Others, Changing Lives, is the signature of our program and is undergirded by our commitment to multicultural affirmation, social justice, and *cura personalis* (care for the whole person). This signature corresponds to what we believe are the most important characteristics of those who aspire to be professional counselors.

Our signature is subsumed under the Mission and Goals of Loyola Marymount University and the School of Education: The faculty, staff, and students of the School of Education work collaboratively in a student-centered environment to be professionals who act to: (a) value and respect all individuals, (b) promote social justice, (c) promote cultural responsiveness, (d) integrate theory and practice, (e) develop moral, intellectual, responsible, and caring leaders, and (f) collaborate and share leadership across communities.

### **Value and Respect All Individuals**

We believe in the worth of each individual. We affirm the inherent dignity and value of each person as a child of God. Therefore, we believe that all individuals have the potential to be successful learners with unique characteristics and experiences that bring positive value and meaning to the learning experience. Our belief in the uniqueness of each individual also informs the commitment of faculty, staff and fellow candidates to experience each candidate as a teacher. The School of Education truly embraces the bi-directional nature of the lifelong learning process.

### **Promote Social Justice**

We recognize the existence of social inequity, marginalization, and the different faces of oppression, and we commit ourselves to work actively for the establishment of a just and equitable society. While it is important to understand critically the structures, practices, and discourses that cause and perpetuate injustice, we also aim to nurture transformative structures, practices, and discourses that actively promote greater equity. This commitment challenges us to think self-reflectively and with a global perspective, to embrace the notion of a preferential option for historically marginalized communities and to act with a conviction of equity.

## **Promote Cultural Responsiveness**

We recognize diversity as a strength and we commit ourselves personally and professionally to serve culturally and linguistically diverse populations. These populations include those who represent cultural diversity broadly defined, including but not limited to race, ethnicity, socioeconomic status, gender, religion, sexual orientation, ability, and age. Among other valuable theories and approaches, we utilize socio-cultural and constructivist perspectives in teaching and learning. We value these and other perspectives that promote active participation in learning, meaningful and authentic instruction and assessment, and emphasize students' cultural and linguistic background experiences.

## **Integrate Theory and Practice**

We unite theory and practice in a reciprocal relationship that mutually inform each other. We are a community of reflective practitioners and scholars, guided by critical inquiry and social responsibility. We actively engage in educational research, including faculty/candidates collaborations. We affirm the use of technology in education as authentic, meaningful, and accessible to all learners.

## **Develop Moral, Intellectual, Responsible, and Caring Leaders**

We are committed to the preparation of educators, counselors and mental health practitioners who will be leaders in the field, and who reflect high standards of ethics and values. We are, and know others to be, women and men who have the intellectual skills to critically evaluate educational, mental health and greater societal issues within multiple contexts, have the moral conviction to respond as agents of change, and exhibit an ethic of care and sensitivity in the service of others.

## **Collaborate and Share Leadership Across Communities**

We believe in the value of working collaboratively with the districts, schools, parents, students and the communities we serve, to successfully educate all learners and stakeholders. We recognize, support and promote the gifts and talents of community members and encourage their participation in decision-making processes. We honor and value the wisdom and genius of every person and community we serve and actively seek ways to maximize how and what we learn from them.

## **Counseling Program Philosophy**

Loyola Marymount University's Counseling Program, consisting of face-to-face and on-line course instruction, service learning opportunities and fieldwork experiences, is built on a foundation of four guiding principles:

1. A focused and demonstrable commitment to honor the dignity and worth of all persons including, clients, students, parents, teachers, administrators and staff.
2. A focused and demonstrable caring and sensitivity to the needs of all persons, including those who are non-Anglo or non-English proficient.
3. To develop self-reflective and other-focused competencies required to serve diverse client, student and community populations. Self-reflective competencies require: (a) an awareness and appreciation of the multiple identities (e.g., cultural, racial, ethnic, age, gender, class, sexual orientation, religious/spiritual, etc.) that define the populations we serve; (b) an awareness and appreciation of how personal attitudes, values, beliefs, biases and prejudices influence perspectives, professional practices and service outcomes; and, (c) develop skills to conceptualize and respond appropriately, accurately and effectively to human problems using preventative as well as remedial approaches that are multicultural and developmentally anchored. Other-focused competencies demand learning about the historic and current expressions of culture, values, customs, world views, ways of knowing and the social-political contexts that frame the collective life experiences of other persons and communities.
4. To develop competencies as consultants and social change agents required for counselors to perform a wide range of educational, mental health and advocacy services in community agencies and schools.

### **Working with Diverse Populations**

It is critical that field experiences include in-depth exposure to and nuanced appreciation of the populations on whose behalf services will be rendered. This is the mandate of the American Counseling Association (ACA) and the California Commission on Teacher Credentialing (CCTC) guidelines for the preparation of counselors, a mandate strongly supported by LMU's School of Education Counseling Program. Therefore, we expect that candidates will take full and complete advantage of the opportunities offered to expand experiences in working with diverse (broadly defined) individuals, couples, families and communities. Make special note of the requirement that candidates are expected to work with clients of an ethnicity/racial group that differs from their own.

Candidates will be expected to demonstrate having worked successfully with diverse populations during their field experiences. The education and training candidates receive in the Counseling Program positions them to work with different populations and to move into full-time positions in one of California's schools, mental health agencies, or private non-profit organizations. The

education and training candidates receive also positions them for work in educational, mental health and non-profit settings domestically and internationally.

## **M.A. Programs and Supplemental Authorizations**

The Counseling Program offers three degrees: (1) Master of Arts in Counseling-LPCC (60 units), (2) Master of Arts in School Counseling/Pupil Personnel Services (PPS) School Counseling Credential (48 units), and, (3) Master of Arts in Guidance and Counseling (41 units). The Counseling Program also offers one add-on authorization to the CA PPS Credential: Child Welfare and Attendance Supplemental Authorization Certificate.

**The Master of Arts in Counseling (60-units)** positions candidates for licensure as a Licensed Professional Clinical Counselor (LPCC), thus maximizing post-graduation degrees of freedom relative to pursuing careers as mental health professionals working in community mental health and private non-profit agencies. Upon graduation and following the completion of 3,000 hours of post-degree supervised experience, governed by the CA Board of Behavioral Sciences, graduates can then apply for positions as mental health professionals working in community mental health and private non-profit agencies. In 2010, California enacted the Licensed Professional Clinical Counselor legislation allowing Master's level counselors to be licensed. In addition, our M.A. in Counseling Program is designed to prepare aspiring counselors for K-12 public, private, and parochial schools. As part of the Master of Arts degree in Counseling, candidates may select one of the following counseling specializations:

- *School Counseling*: This specialization is for candidates who desire to work in a K-12 public and private school settings. Candidates will gain experiences that include individual, group, educational and career counseling, college advising, teacher consultation, and prevention programming. The completion of this specialization will also result in eligibility to receive a Pupil Personnel Services Credential (PPS) for the State of California. This program is approved by the State of California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE).
- *Community Mental Health Counseling*: This specialization is for candidates who desire to work in community mental health or outpatient hospital settings. In addition to classroom instruction, candidates will gain fieldwork experiences offering mental health counseling to clients from a variety of age groups and presenting with a variety of emotional concerns and challenges. Licensed and/or appropriately credentialed supervisors serve as mentors for these pre-professional experiences. Additional experiences may include group counseling, assessment, and family counseling.

The Master of Arts in Counseling (60 units) degree has been identified by the Board of Behavioral Sciences (BBS) as meeting the statutory requirements for Licensed Professional Clinical Counselor (LPCC) under the Business and Professions Code section (BPC) 4999.32. All of the programs share a common core of 36 units that includes learning counseling theories, best

practices relative to quantitative and qualitative research and evidenced-based approaches across a variety of settings relative to counseling and consultation services. The 60 unit M.A. in Counseling (60 units) degree with LPCC emphasis includes 12 additional units and fieldwork experiences, which offer candidates the opportunity to specialize in a particular area of counseling. *Upon graduation, candidates in this program are eligible to pursue licensure with the CA Board of Behavioral Sciences.*

For candidates beginning Fall 2012 and thereafter, the **Master of Arts Counseling/Pupil Personnel Services (PPS) School Counseling Credential (48 units)** is designed to prepare aspiring counselors to maximize their professional mobility in K-12 public, private, and parochial schools. *These candidates do not intend to pursue LPCC licensure, nor are they eligible upon completion of the program to pursue LPCC licensure with the BBS.*

**The Master of Arts in Guidance and Counseling (41 units)** is designed for candidates who desire to work in higher education settings (e.g., academic advisor, residence life director, etc.). *Typically, candidates in this program do not see their primary professional role as one that involves mental health counseling or K-12 school counseling, nor are they eligible upon completion of the program to pursue LPCC licensure with the BBS or PPS credentialing.*

**The Child Welfare and Attendance Supplemental Authorization (9 units)** is designed for PPS credentialed individuals (Pupil Personnel Services Credential in School Counseling, School Psychology or School Social work) who want to work directly with pupils to improved Average Daily Attendance (ADA). These professionals focus specifically on truancy remediation and prevention in order to increase ADA. *These candidates are currently pursuing or currently hold a Valid CA PPS Credential and completion of this authorization is an optional add-on to their PPS Credential.*

## **LMU Mental Health (LPCC) Counseling Program Outcomes**

**The LMU M.A. in Clinical Mental Health Counseling (LPCC) (60 units) Program prepares all program candidates to:**

1. Apply evidence-based counseling skills and strategies to meet the diverse academic, social, emotional, and career needs of clients.
2. Counsel clients individually using appropriate theoretical approaches to address students' academic readiness, language proficiency, cultural background, and individual development.
3. Counsel clients in group settings using advanced group facilitation skills and appropriate theoretical approaches to address students' academic readiness, language proficiency, cultural background, and individual development.
4. Evaluate clients using suitable/pertinent assessment measures based on the purpose of the measuring instrument and identified counseling need.
5. Implement prevention and intervention strategies for diverse clients based on scientific research and program evaluations.
6. Consult effectively with all stakeholders involved in client's well-being and safety in order to improve client functioning (e.g. clients, their families, and support systems; agency peers and colleagues; appropriate clinical staff).
7. Demonstrate advanced intervention techniques in the areas of addictions, trauma, community psychology, and human sexuality to address the diverse needs of clinical populations.
8. Implement the main dimensions of personal growth and dispositions central to successful counseling, including *self-awareness*, *self-care*, and *self-reflection*.
9. Exhibit and defend the ethical codes related to the specific field of counseling within which one works (e.g. ACA Code of Ethics, LPCC ethical codes).



## **LMU School Counseling Program Outcomes**

**The LMU M.A. in School Counseling/Pupil Personnel Services Credential (48 units)  
Program prepares all program candidates to:**

1. Apply evidence-based counseling skills and strategies to meet the diverse academic, social, emotional, and career needs of PK-12 students using the ASCA model's four professional competencies: Foundations, Management, Delivery, and Accountability.
2. Counsel PK-12 students individually using appropriate theoretical approaches to address students' academic readiness, language proficiency, cultural background, and/or individual social-emotional development.
3. Counsel PK-12 students in group settings using advanced group facilitation skills and appropriate theoretical approaches to address students' academic readiness, language proficiency, cultural background, and individual social-emotional development.
4. Evaluate PK-12 students using suitable/pertinent assessment measures based on the purpose of the measuring instrument and identified counseling need.
5. Implement prevention and intervention strategies for diverse PK-12 students based on scientific research and program evaluations.
6. Consult effectively with school parents, teachers, staff, community members, peers, and colleagues to advocate for improved instruction for all PK-12 students.
7. Demonstrate advanced techniques in school-based consultation, prevention, and intervention in order to address the diverse needs of the PK-12 student population.
8. Exemplify the main dimensions of personal growth and dispositions central to successful counseling, including self-awareness, self-care, and self-reflection.
9. Adhere to the specific ethical codes related to the school counseling field (e.g. ASCA ethical standards).

## **LMU Guidance Counseling Program Outcomes**

**The LMU M.A. in Guidance Counseling (41 units) Program prepares all program candidates to:**

1. Apply effective counseling skills and strategies to meet the diverse academic, social, emotional, and career needs of students in post-secondary institutions.
2. Counsel students in post-secondary institutions individually using appropriate theoretical approaches to address students' academic readiness, language proficiency, cultural background, and individual development.
3. Counsel students in post-secondary institutions in group settings using advanced group facilitation skills and appropriate theoretical approaches to address students' academic readiness, language proficiency, cultural background, and individual development.
4. Evaluate post-secondary students using suitable/pertinent assessment measures based on the purpose of the measuring instrument and identified counseling need.
5. Implement prevention and intervention strategies for diverse students in post-secondary institutions based on scientific research and program evaluations.
6. Consult effectively with students in post-secondary institutions; with peers and colleagues; and with appropriate staff in order to improve student functioning.
7. Exemplify the main dimensions of personal growth and dispositions central to successful counseling, including *self-awareness*, *self-care*, and *self-reflection*.
8. Exhibit and defend the ethical codes related to the specific field of counseling within which one works (e.g. ACA Code of Ethics, ASCA ethical standards).

## **LMU Child Welfare and Attendance Authorization Program Outcomes**

**The LMU Child Welfare and Attendance Authorization to the PPS Credential (9 units)  
Program prepares all program candidates to:**

1. Students will develop the knowledge and skills necessary to meet the California Commission on Teacher Credentialing (CTC) Child Welfare and Attendance Specialization Standards ([CTC PPS CWA Standards 1-8, pg 108](#)).
2. Students will develop prevention and intervention strategies to address CWA issues that typically interfere with daily school attendance and disrupt K-12 pupil's academic, psychological and social success.

## Curriculum and Coursework

The current curriculum offers candidates options that diversify their academic portfolio and positions them for post-graduation job placement and career success. To that end, the faculty developed a set of counseling competencies that are consistent with accreditation standards (e.g., Board of Behavioral Sciences (BBS) and California Commission on Teacher Credentialing (CCTC)) and faculty beliefs about the competencies needed to be a successful counselor. We then identified courses whereby these competencies were matched. By not limiting ourselves only to standards, we believe that we have created a curriculum that is unique, cutting-edge, and most meaningful to emerging professional counselors.

Along with an innovative and rigorous curriculum, a top program should be flexible in how courses are offered and content is delivered. To that end, we offer most of our courses every semester and at least one summer session. Moreover, when it makes academic sense, we offer a number of courses online. When we offer a course in an online format, we also attempt to offer that course face-to-face during the same semester. When that is not possible, we offer it face-to-face the following semester.

We offer at least one study abroad course per year (e.g., Ecuador). Finally, each candidate meets with their Academic Advisor early in their program to develop a plan for academic services that best meets the candidates' timetable.

Candidates must maintain a 3.0 GPA, or better, throughout all coursework. Any incomplete grades, including Fieldwork, must be completed within one year of taking the course.

Following is the course curriculum for the Master of Arts in Counseling (60 units), Master of Arts in School Counseling/Pupil Personnel Services (PPS) (48 units), the Master of Arts in Guidance and Counseling (41 units), and the Child Welfare and Attendance Supplemental Authorization Certificate (9 units).

### Course Sequence Guidelines

The course list provided is the preferred order of courses. The first two courses completed in the program are Counseling Theories and Foundations of Counseling. It is best to take Helping Skills (the first practice course) the next semester after completing Counseling Theories. The second practice course is Group Counseling and the third practice course is Culturally Responsive Counseling with Individuals, which must be taken after the Helping Skills course. These courses cannot be taken concurrently.

The following courses must be completed prior to beginning Fieldwork I:

|           |                                    |
|-----------|------------------------------------|
| EDSP 6391 | Foundations of Counseling          |
| EDSP 6362 | Counseling Theories and Techniques |
| EDSP 6394 | Helping Skills                     |
| EDSP 6390 | Lifespan Development               |
| EDSP 6382 | Ethical and Legal Issues           |

- EDSP 6376 Crisis and Trauma Counseling
- EDSP 6379 Social, Emotional, and Behavioral Functioning
- EDSP 6393 Assessment, Appraisal, and Diagnosis
- EDSP 6508 Student Diversity and Exceptionality
- EDSP 6386 Culturally Responsive Counseling with Individuals

Only one of the following courses may be taken concurrently with Fieldwork per semester (e.g., not more than one of the following courses can be taken concurrently with Fieldwork I, and not more than one of the following courses may be taken concurrently Fieldwork II).

- EDSP 6365 Research Methodology and Statistics
- EDSP 6378 Group Counseling
- EDSP 6377 Multicultural Counseling
- EDSP 6368 Career Counseling and Educational Planning
- EDSP 6392 Psychopharmacology
- EDSP 6395 Addictions Counseling: Foundation of Wellness
- EDSP 6396 Human Sexuality
- EDSP 6400 Community Psychology: Theories and Practice

Candidates may take up to three of the following courses concurrently with Fieldwork in School Counseling I and II (EDSP 6970 and EDSP 6980) but may not take more than three courses in addition to EDSP 6970 and EDSP 6980.

- EDSP 5303 Foundations in Child Welfare and Attendance
- EDSP 5304 School Attendance Improvement and Truancy Remediation: Prevention and Intervention
- EDSP 5305 CWA Fieldwork and Supervision

PLEASE NOTE: All courses must be completed prior to the taking the comprehensive exam (EDSP 6995), with the exception of: Psychopharmacology, Addictions, Human Sexuality, Community Psychology, Fieldwork in Guidance Counseling, Fieldwork I, Fieldwork II and CWA Coursework. These courses may be taken concurrently with the comprehensive exam because the content is not included in the exam.

Candidates on the *School Counseling or Mental Health tracks* may participate in Spring Commencement with up to 9 units remaining in their Program to complete after the Spring (Commencement) semester. **NOTE: If 9 units are remaining, these 9 units *MUST* include the candidate's Fieldwork experience.**

Candidates on the *Guidance and Counseling track* may participate in Spring Commencement with up to 9 units remaining in their Program to complete after the Spring (Commencement) semester. **NOTE: If 9 units are remaining, AT LEAST 1 of these 9 units *MUST* include Fieldwork.**

## **Master of Arts in Counseling (60 units)**

|           |   |
|-----------|---|
| EDSP 6391 | Foundations of Counseling                         |
| EDSP 6362 | Counseling Theories and Techniques                |
| EDSP 6394 | Helping Skills                                    |
| EDSP 6390 | Lifespan Development                              |
| EDSP 6382 | Ethical and Legal Issues                          |
| EDSP 6379 | Social, Emotional, and Behavioral Functioning     |
| EDSP 6393 | Assessment, Appraisal, and Diagnosis              |
| EDSP 6365 | Research Methodology and Statistics               |
| EDSP 6376 | Crisis and Trauma Counseling                      |
| EDSP 6378 | Group Counseling                                  |
| EDSP 6377 | Multicultural Counseling                          |
| EDSP 6368 | Career Counseling and Educational Planning        |
| EDSP 6508 | Student Diversity and Exceptionality              |
| EDSP 6386 | Culturally Responsive Counseling with Individuals |
| EDSP 6392 | Psychopharmacology                                |
| EDSP 6395 | Addictions Counseling: Foundation of Wellness     |
| EDSP 6400 | Community Psychology                              |
| EDSP 6396 | Human Sexuality                                   |
| EDSP 69xx | Fieldwork in Specialization I                     |
| EDSP 69xx | Fieldwork in Specialization II                    |
| EDSP 6995 | Comprehensive Exam                                |

## **Master of Arts in School Counseling: Pupil Personnel Services (PPS) School Counseling Credential (48 units)**

|           |   |
|-----------|---|
| EDSP 6391 | Foundations of Counseling                         |
| EDSP 6362 | Counseling Theories and Techniques                |
| EDSP 6394 | Helping Skills                                    |
| EDSP 6390 | Lifespan Development                              |
| EDSP 6382 | Ethical and Legal Issues                          |
| EDSP 6379 | Social, Emotional, and Behavioral Functioning     |
| EDSP 6393 | Assessment, Appraisal, and Diagnosis              |
| EDSP 6365 | Research Methodology and Statistics               |
| EDSP 6376 | Crisis and Trauma Counseling                      |
| EDSP 6378 | Group Counseling                                  |
| EDSP 6377 | Multicultural Counseling                          |
| EDSP 6368 | Career Counseling and Educational Planning        |
| EDSP 6508 | Student Diversity and Exceptionality              |
| EDSP 6386 | Culturally Responsive Counseling with Individuals |
| EDSP 6970 | Fieldwork in School Counseling I                  |
| EDSP 6980 | Fieldwork in School Counseling II                 |
| EDSP 6995 | Comprehensive Exam                                |

## **Master of Arts in Guidance and Counseling (41 units)**

- EDSP 6391 Foundations of Counseling
- EDSP 6362 Counseling Theories and Techniques
- EDSP 6394 Helping Skills
- EDSP 6390 Lifespan Development
- EDSP 6382 Ethical and Legal Issues
- EDSP 6379 Social, Emotional, and Behavioral Functioning
- EDSP 6365 Research Methodology and Statistics
- EDSP 6376 Crisis and Trauma Counseling
- EDSP 6378 Group Counseling
- EDSP 6377 Multicultural Counseling
- EDSP 6368 Career Counseling and Educational Planning

*CHOOSE 1:*

*EDLA 6712 Organization and Administration in Higher Education*

*EDLA 6713 Theories of College Student Development*

- EDSP 6386 Culturally Responsive Counseling with Individuals
- EDSP 6972 Fieldwork in Guidance Counseling
- EDSP 6995 Comprehensive Exam

## **Child Welfare and Attendance Supplemental Authorization Certificate (9 units)**

- EDSP 5303 Foundations in Child Welfare and Attendance
- EDSP 5304 School Attendance Improvement & Truancy Remediation: Prevention & Intervention
- EDSP 5305 CWA Fieldwork and Supervision

## Skills Preparation: Pre-Counseling Hours Experience

A hallmark of the Counseling Program is the inclusion of skills-based experiences in many of the courses. The majority of these skills-based experiences occur prior to fieldwork in order to maximize candidate preparation for site-based work. Skills-based training compliments didactic material in several courses including: Helping Skills (where beginning counseling skills are introduced and developed), Group Counseling, and Culturally Responsive Counseling with Individuals (where beginning counseling skills are refined and advanced counseling skills are acquired).

| Course  | Pre-Counseling Hours |
|---|----------------------|
| EDSP 6391 Foundations of Counseling                         | 20                   |
| EDSP 6362 Counseling Theories & Techniques                  | 10                   |
| EDSP 6394 Helping Skills                                    | 10                   |
| EDSP 6378 Group Counseling                                  | 25                   |
| EDSP 6386 Culturally Responsive Counseling with Individuals | 25                   |
| YOUR CHOICE Pre-Counseling Hours                            | 10*                  |

The 10 hours of “Your Choice” can be conducted in a variety of settings, are not linked to a particular course, and must be approved by the Academic Advisor. **A pre-counseling proposal for the 10 hours of “Your Choice” must be submitted to and approved by the Academic Advisor within your first year of the Counseling program.** The volunteer/site coordinator at your chosen site must sign off these 10 hours after they have been completed. These 10 hours may include any of the following: (a) personal counseling experience in either an individual or group context; (b) volunteering/shadowing school-based programs serving pupils, parents and/or family members; (c) volunteering/shadowing community service programs serving children, families and/or adults; (d) volunteering/shadowing community college and university advisors and/or counselors serving college students; (e) other school related experience such as shadowing a school counselor, observing classroom instruction, attending district and school - based meetings, and mapping school - based community resources; (f) attending a counseling-related conference, etc. Additional types of experiences may be approved at the discretion of the Program Director or Associate Director of EDSP.

**\*Required for all tracks**

**All pre-counseling “Your Choice” hours must be completed before enrolling in the Culturally Responsive Counseling with Individuals Course (EDSP 6386).** A completed pre-counseling documentation log must be submitted to and approved by the Academic Advisor.

**Please refer to the [Appendix A](#) and [Appendix B](#) to obtain the Proposal for Pre-Counseling Hours and Pre-Counseling Hours Documentation Page Forms.**



## Candidate Dispositions

Candidates must have two Self Assessments and Two Faculty Assessments of their professional dispositions on file prior to enrolling in Fieldwork. These [Disposition Forms](#) are due at specific times during the program:

(1) BY END OF FIRST SEMESTER: **One Self-Assessment Disposition Form AND One Faculty-Assessment Disposition Form** must be completed and turned in to the Candidate's Advisor and EDSP Associate Director no later than the **end of the Candidate's first semester in the Program**. Candidates should request the CDF from one of their instructors by the 8<sup>th</sup> week of the semester (3<sup>rd</sup> week for summer sessions) to allow time for observation and completion.

(2) BY END OF EDSP 6386: Culturally Responsive Counseling with Individuals: **One Self-Assessment Disposition Form AND One Faculty-Assessment Disposition Form** must be completed and turned in to the Candidate's Advisor and EDSP Associate Director upon the completion of EDSP 6386: Culturally Responsive Counseling with Individuals. *\*This Faculty Assessment MUST be completed by the candidate's EDSP 6386 Instructor.*

Candidate must review and sign Faculty CDF prior to submitting to the Academic Advisor and EDSP Associate Director. Submit each disposition form electronically to the Candidate's Academic Advisor and CC the EDSP Associate Director. See [Appendix C](#) for the form.

**NOTE:** Any candidate may also receive an Alternative Faculty Assessment Disposition Form if Program faculty note significant concerns on (1) or more Dispositions listed at any point in the Program. See Appendix D. ANY candidate receiving 2 or more ratings of "1" on any Professional Dispositions Assessment, or, any candidate receiving 2 or more "1" ratings across multiple professional dispositions assessments, will be required to complete a Professional Dispositions Improvement Plan (PDIP) in collaboration with the Program Director. If the candidate does not show significant improvement as outlined in the PDIP by the end of the following semester, they can be counseled out of the LMU Counseling Program as suggested by the ethical guidelines for counselor education and supervision (ACES ETHICAL GUIDELINES FOR COUNSELING SUPERVISORS, 1993).

## Counseling Program Fieldwork

Fieldwork experiences represent fundamental and necessary components of the Counseling Program curriculum. A comprehensive source of information for each program component has been prepared and assembled in a separate Fieldwork Handbook, please visit the [Counseling Program Website](#) for the most current versions of the LMU School Counseling/Mental Health Fieldwork Handbook and LMU Guidance and Counseling Fieldwork Handbook.

## Comprehensive Exam (CE)

Candidates are required to enroll in and receive credit for **EDSP 6995, Comprehensive Examination (CE)** as a requirement for program completion. The Comprehensive Examination examines a candidate's ability to apply knowledge and experiences acquired during their Program courses through the national multiple-choice exam, the Counselor Preparation Comprehensive Examination (CPCE). The CPCE (160-item multiple-choice, computer-based format) will be administered and must be taken off-site at an approved Pearson VUE: Computer Based Testing facility, or online using CPCE-OnVue software (testing virtually), during either the Fall, Spring, or Summer I semesters.

### Fees:

There is a \$150 fee charged for this zero-unit course. This fee will be submitted directly to the CPCE Pearson facility to take the Comp Exam on-line or off-site at a Pearson testing location.

### Registration

Instructions on how and when to pay the fees **and how to sign up to register** for the CPCE Exam and with Pearson will be provided to all candidates once they are **registered for “EDSP 6995: COMP Exam” in a given semester.**

### Testing Dates:

**IMPORTANT:** Candidates **must** adhere to the strict guidelines of **“date windows”** in which to take the Comp Exam:

- Fall Exams must be completed during Fall semester but **no later than October 31st**
- Spring Exams must be completed during Spring semester but **no later than March 31<sup>st</sup>**
- Summer 1 Exams must be completed during SS1 semester but **no later than May 31<sup>st</sup>**

***Please note that candidates cannot see available dates/times for the CPCE Exam offered at any specific Pearson testing location until they are actually scheduling their exam.***

### Courses Taken Prior to Comp Exam:

PLEASE NOTE: **All courses** must be completed prior to the taking the comprehensive exam, with the exception of:

1. EDSP 6508: Student Diversity and Exceptionality
2. EDSP Psychopharmacology
3. EDSP Addictions Counseling
4. EDSP Human Sexuality
5. EDSP Community Psychology
6. EDLA Organization and Administration in Higher Education (OR) EDLA Theories of College Student Development
7. EDSP Fieldwork in Guidance Counseling,
8. EDSP Fieldwork I
9. EDSP Fieldwork II
10. EDSP 5303, 04, 05: CWA Coursework

*These courses may be taken concurrently with the comprehensive exam because the content is not included in the exam.*

### Exam Scoring:

The Comprehensive Examination represents the important culmination activity in the Counseling Program and candidates must receive a passing score issued by the Program Director of LMU (*not issued by CPCE*) in order to satisfy this program requirement. Candidates' "passing" LMU performance score on the CPCE examination will be available and shared with candidates in:

- **November** for Fall Exams; exam must be completed **no later than October 31st**;
- **April** for Spring Exams; exam must be completed **no later than March 31<sup>st</sup>**
- **June** for Summer 1 Exams; exam must be completed **no later than May 31<sup>st</sup>**.

Candidates who do not receive a passing score on the Comprehensive Examination will be notified by the Program Director informing them which section(s) they will need to retake. There will **not** be a fee associated with retaking the CE provided all sections are passed within one year of sitting for the initial administration. If the sections which need to be retaken are not passed within the one-year period, the candidate will be required to re-enroll in the EDSP 6995 (Comprehensive Exam) and will be responsible for the fee and for the Pearson (CPCE) fee.

### CPCE Exam Content:

The examination tests candidates' knowledge about key concepts, theories and best practices relative to the following core areas:

- 1) Human Growth and Development (*EDSP 6390: Lifespan Development*)
- 2) Social and Cultural Diversity (*EDSP 6377: Multicultural Counseling, EDSP 6376: Crisis and Trauma Counseling*)
- 3) Helping Relationships (*EDSP 6394: Helping Skills; EDSP 6362: Counseling Theories*)
- 4) Group Work (*EDSP 6378: Group Counseling*)
- 5) Career Development (*EDSP 6368: Career Counseling and Educational Planning*)
- 6) Assessment (*EDSP 6393: Assessment, Appraisal and Diagnosis, EDSP 6379 Social, Emotional, and Behavioral Functioning*)
- 7) Research and Program Evaluation (*EDSP 6365: Research Methodology and Statistics*)
- 8) Professional Orientation and Ethical Practice (*EDSP 6391: Foundations of Counseling, EDSP 6382: Ethical and Legal Issues*)

Once the Comprehensive Examination requirement has been satisfied, all candidates must complete the SOE Program Survey online, via Qualtrics, in order to receive credit for EDSP 6995.

### Studying for the CPCE:

While the CPCE creators do not offer an official study guide for the Counselor Preparation Comprehensive Examination (CPCE) or provide old exams, they do provide a list of textbook resources frequently used in CACREP-accredited counselor preparation programs. The list of resources can be found online (see the “CPCE Textbook Guide”); most categories have textbooks used and/or referenced within the LMU Counseling Program. Remember: these books and resources are NOT intended to be read prior to the Exam – rather, they are merely a list of possible suggested references. You can use this list to begin to compare the list to the textbooks and resource materials used in your courses.

While there are several companies (found online) that offer CPCE Practice Exams, Study Guides, flash cards, and practice questions, LMU does not endorse any of these products or materials specifically. We believe that the best preparation is reviewing your course materials and the knowledge you have already gained in the Program. It takes years (and several courses over time) to prepare for any culminating Comprehensive Exam in any field; candidates who do well in and learn in **each of their Counseling Program courses** have done much preparation for the Comp Exam already.

## **Counseling Graduate Student Association (CGSA)**

*The mission of the Counseling Graduate Student Association (CGSA) is to establish an inclusive community of support among future counselors within the three different tracks of the LMU Counseling Program. Our goal is to increase the engagement level of students and young professionals in the counseling program through social events, mentoring, service events, and leadership development in order to professionally prepare students to be ambassadors and change agents in the counseling profession. As an organization, we are committed to the “REAL” framework of the LMU School of Education, and to the traditions of the Jesuit community here at Loyola Marymount University and beyond.*

For more information please email [lmucgsa@gmail.com](mailto:lmucgsa@gmail.com)

## **Counseling Listserv**

The LMU School of Education Counseling Listserv is for current candidates, faculty, alumni and friends to share professional development information and discuss current issues in the field. Please sign up to join the conversation and receive important announcements. To subscribe:

- Send email to: [subscribe-counselinglmu@lists.lmu.edu](mailto:subscribe-counselinglmu@lists.lmu.edu)
- Please put "subscribe" in the subject line

- Nothing is needed in the message area

***To send an announcement:***

Send email to: [counselinglmu@lists.lmu.edu](mailto:counselinglmu@lists.lmu.edu)

## **Frequently Asked Questions (FAQs)**

**1. If I am pursuing a Master of Arts in Counseling (60 units), do I have to pick a specialized track?**

Yes. As part of the Master of Arts in Counseling, candidates are offered the opportunity to select one of the following areas of counseling: School Counseling or Community Mental Health Counseling.

**2. What is the difference between the Master of Arts in Counseling (60 units) and a Master of Arts with PPS Credential (48 units)?**

The Master of Arts in Counseling (60 units) is designed to prepare aspiring counselors for K-12 public, private, and parochial; community mental health settings; and/or college and university settings. Completion of this program will result in eligibility to pursue LPCC licensure. The Master of Arts in School Counseling (48 units) is for candidates who do not intend to pursue an LPCC.

**3. How far in advance do I have to get my pre-counseling hours approved?**

A pre-counseling hours proposal for the 10 hours of "Your Choice" must be submitted to and approved by the Academic Advisor within your first year of the Counseling program.

**4. How long do I have to complete the 10 hours of the "YOUR CHOICE" PRE-COUNSELING hours?**

All pre-counseling "Your Choice" hours must be completed before enrolling in Culturally Responsive Counseling with Individuals (EDSP 6386). A completed pre-counseling hours documentation log must be submitted to and approved by the Academic Advisor prior to completing the hours.

**5. What is the LPCC and what will it allow me to do? Once I complete the program, will I automatically qualify for LPCC or will there be any additional requirements, for example, a state exam?**

The Licensed Professional Clinical Counselor (LPCC) licensure is a state license that allows you to practice as a Professional Clinical Counselor. "Professional clinical counseling" is defined as the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems. "Professional clinical counseling" includes conducting assessments for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well-informed rational decisions.

"Professional clinical counseling" does not include the assessment or treatment of couples or families unless the professional clinical counselor has completed additional training and education, as required under the Business & Professions code. Completion of the Master of Arts in Counseling Program will result in eligibility to pursue LPCC licensure. However, additional requirements are needed in order to obtain the LPCC license, including, but not limited to, the completion of 3,000 hours of post-degree supervised experience and taking and passing the California LPCC Law and Ethics Exam and the National Clinical Mental Health Counseling Examination (NCMHCE). More information regarding the California LPCC requirements can be found at <https://www.bbs.ca.gov/applicants/lpcc.html>.

**6. What is the PPS Credential and what will it allow me to do? Are there any other requirements, in addition to completion of the program that I will need to satisfy prior to applying for the credential?**

The Pupil Personnel Services (PPS) Credential authorizes individuals to provide school services in Pre-K-12 settings, and in classes organized primarily for adults as counselors, school psychologists, school social workers, or school child welfare and attendance regulators, according to the specific specialization area and service authorization listed on the credential. In addition to the completion of the program, there are specific requirements that are needed to obtain a credential based on the specific specialization that candidates are applying for. Additional information regarding the California PPS requirements can be found by visiting: <http://www.ctc.ca.gov/credentials/CREDS/pupil-personnel-svcs.html>.

**7. Will I have help finding a Fieldwork site?**

Yes. The Fieldwork and Community Outreach Liaison supports and assists candidates finding placements at mental health agencies, private non-profit organizations, community services centers or school sites.

**8. Can I walk at commencement if I have not completed my degree program's coursework?**

Candidates on the *School Counseling or Mental Health tracks* may participate in Spring Commencement with up to 9 units remaining in their Program to complete after the Spring (Commencement) semester. **NOTE: If 9 units are remaining, AT LEAST 3 of these 9 units MUST include Fieldwork.**

Candidates on the *Guidance and Counseling track* may participate in Spring Commencement with up to 9 units remaining in their Program to complete after the Spring (Commencement) semester. **NOTE: If 9 units are remaining, AT LEAST 1 of these 9 units MUST include Fieldwork.**

**APPENDIX A**

**COUNSELING PROGRAM  
SCHOOL OF EDUCATION  
LOYOLA MARYMOUNT UNIVERSITY  
PROPOSAL FOR PRE-COUNSELING HOURS**

NAME \_\_\_\_\_ EMAIL \_\_\_\_\_

SEMESTER ADMITTED TO THE COUNSELING PROGRAM \_\_\_\_\_

Specialization \_\_\_\_\_

| BRIEF DESCRIPTION OF PROPOSED 10 HOURS OF ACTIVITY.<br>INCLUDE NAME OF SCHOOL, AGENCY, ETC. | NUMBER OF<br>HOURS YOU<br>ANTICIPATE FOR |
|---|--|
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

REMEMBER THAT ANY CHANGES IN THIS PROPOSAL NEED TO BE APPROVED PRIOR TO ENGAGING IN AN ALTERNATE ACTIVITY.

BE SURE TO INCLUDE A RESUME SHOWING WORK AND EDUCATION EXPERIENCE.

\_\_\_\_\_  
(CANDIDATE SIGNATURE)

\_\_\_\_\_  
(ACADEMIC ADVISOR)

\_\_\_\_\_  
(DATE)

\_\_\_\_\_  
(DATE)

**APPENDIX B**

**PRE-COUNSELING HOURS DOCUMENTATION PAGE**

NAME OF CANDIDATE:

NAME/LOCATION OF PRE-COUNSELING HOURS EXPERIENCE:

NUMBER OF HOURS FOR THIS EXPERIENCE:

LIST DATE(S) YOU ENGAGED IN THIS ACTIVITY:

BRIEFLY DESCRIBE ACTIVITIES (WHAT DID YOU DO?):

BRIEF SUMMARY OF YOUR GROWTH/DEVELOPMENT AS A FUTURE COUNSELOR (BASED ON YOUR INVOLVEMENT IN THIS ACTIVITY):

PRINTED NAME, SIGNATURE, AND TELEPHONE NUMBER OF PERSON WHO SUPERVISED YOU IN THIS EXPERIENCE. THIS INFORMATION MUST BE INCLUDED. (ALSO, ATTACH BUSINESS CARD, AS APPROPRIATE).



## APPENDIX C

### Candidate Disposition Form: LMU Counseling Program Professional Behaviors and Dispositions Ratings

Candidate name: \_\_\_\_\_

Evaluator:  Self  LMU Instructor: \_\_\_\_\_

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

Course(s) #: \_\_\_\_\_ **Definition:** What follows are indicators of professional behaviors and dispositions that the LMU Counseling Program faculty considers to be *critical dispositions to develop in candidates as future professional counselors in the field*. As we recognize that candidates will be continually developing throughout their time in the Counseling Program, these ratings will be based on the expectations at various phases of the program.

**Directions:**

- (1) BY END OF FIRST SEMESTER: **One Self-Assessment Disposition Form AND One Faculty-Assessment Disposition Form** must be completed and turned in to the Candidate's Advisor and EDSP Associate Director no later than the **end of the Candidate's first semester in the Program. Candidate should request the CDF from one of their instructors by the 8<sup>th</sup> week of the semester (3<sup>rd</sup> week for summer sessions)** to allow time for observation and completion.
- (2) BY END OF EDSP 6386: Culturally Responsive Counseling with Individuals: **One Self-Assessment Disposition Form AND One Faculty-Assessment Disposition Form** must be completed and turned in to the Candidate's Advisor and EDSP Associate Director upon the completion of EDSP 6386: Culturally Responsive Counseling with Individuals. *\*This Faculty Assessment MUST be completed by the candidate's EDSP 6386 Instructor.*

**For candidates:** If exhibiting professional dispositions appropriate to a beginning counselor, a rating of "2" is expected.

**For course instructors:** Any rating of a "1" **MUST** include a written explanation/comment.

**NOTE:** Any candidate receiving **2 or more ratings of "1"** on a professional dispositions assessment, or, any candidate receiving **2 or more "1"** ratings across multiple professional dispositions assessments, **will be required to complete a Professional Dispositions Improvement Plan (PDIP) in collaboration with the Program Director.**

| <u>Behavior/<br/>disposition:</u>       | <u>N/O</u> | <u>3: Exceeds expectations</u>  | <u>2: Meets expectations</u>  | <u>1: Fails to meet expectations</u>  | <u>Evaluator Comments:</u> |
|---|------------|---|---|---|----------------------------|
| <b>Democratic and Equity Principles</b> |            | Consistently raises multiple perspectives and invites others to do the same; demonstrates responsibility for preparing students/clients for participation in democratic life; is committed to equity and fairness; demonstrates firm belief in capabilities of all students | Appropriately addresses diversity and democracy in course assignments and discussions; considers multiple perspectives; uses inclusive language; understands potential impact of actions on the future life chances of students | Exhibits resistance to alternate/ multiple perspectives; uses language that diminishes others; fails to see possible impact of decisions and practices on the future life chances of students; disregards culturally responsive education |                            |
| <b>Clinical Skill Usage</b>             |            | Excels in using multiple clinical techniques (e.g., body language, voice volume and inflection, rapport development, , individualizing interventions and treatment planning, establishing a caring relationship)  | Aware of and demonstrates clinical skills and techniques appropriate for current phase of program   | Fails to demonstrate awareness and/or practice of clinical skills and techniques appropriate for current phase of program   |                            |
| <b>Content Knowledge</b>                |            | Exhibits above average content knowledge for phase/status   | Demonstrates solid content knowledge for phase/status   | Lacks content knowledge for phase/status  |                            |
| <b>Professional Dress and Hygiene</b>   |            | Dresses professionally at all times   | Dresses appropriately and maintains hygiene appropriate for context   | Does not dress appropriately or maintain hygiene  |                            |

|  |   |  |  |  |
|--|---|--|--|--|
| <b>Responsibility</b>  | Follows all instructor policies (e.g., syllabus policies, on task, cell phone use) without exception<br><br>Takes initiative to go beyond requirements  | Follows all policies appropriate for current phase and/or field placement (with few/no reminders)<br><br>Prepares for class consistently   | Fails to follow instructor policies<br><br>Fails to prepare for class (e.g., class readings, threaded discussions)   |  |
| <b>Attendance</b>  | 0 absences<br><br>Additionally attends/engages in non- required events or activities  | Follows class attendance policy  | Fails to follow class attendance policy  |  |
| <b>Class Participation &amp; Collaboration</b>                         | Participates frequently in class in a manner that helps the class flow smoothly and efficiently; actively engages with and/or leads others in group settings  | Participates regularly in class; does so in respectful manner; Contributes to whole class and group discussions; is flexible to changing group dynamics  | Fails to participate; and/or is disrespectful in class; Fails to contribute to group discussions; ignores group input; does not participate in group efforts                                   |  |
| <b>Reflection</b>  | Reflects, self-assesses, and shares with others; demonstrates adaptation based on reflection  | Reflects and self- assesses; demonstrates some adaptation based on reflection  | Fails to engage in self- assessment/ reflection and/or does not demonstrate adaptation based on reflection   |  |
| <b>Initiative and Attentiveness</b>                                    | Demonstrates passion and enthusiasm for teaching and learning; takes initiative to share knowledge and resources with others; is attentive to context and anticipates things that need to be done     | Shows curiosity about teaching and learning; attends to surroundings and asks relevant and/or thought-provoking questions  | Demonstrates lack of curiosity and a passive stance towards teaching and learning; pays little attention to surroundings   |  |
| <b>Written Communication (includes media/electronic communication)</b> | Creates written assignments, teaching materials, and professional communication that is attentive to proper audience and is without flaw (using appropriate style, convention and grammar guidelines) | Hands in written work of high quality (convention, grammar and style); communicates professionally; utilizes writing process effectively (e.g., incorporates instructor feedback, utilizes campus resources) | Writing is of poor quality; does not maintain professionalism in written communication; fails to use the writing process (e.g., does not revise work based on instructor and peer suggestions) |  |
| <b>Oral and Interpersonal Communication</b>                            | Communicates orally in a professional manner; speaks clearly and properly; attends to thoughts and comments of others   | Demonstrates effective speaking and listening in formal and informal contexts (including campus and field experience settings)   | Fails to demonstrate effective speaking and listening (e.g., unprofessional, hard to hear, error prone, doesn't listen)  |  |

*Candidate must review and sign Faculty CDF prior to submitting to the Academic Advisor and EDSP Associate Director.*

**Candidate Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**APPENDIX D**

**Alternative Candidate Disposition Form**  
 LMU Counseling Program Professional Behaviors and Dispositions Ratings

**Candidate name:** \_\_\_\_\_

**Evaluator:**  LMU Instructor: \_\_\_\_\_

Other: \_\_\_\_\_

**DATE:** \_\_\_\_\_ **Course(s) # (if applicable):** \_\_\_\_\_

**Definition:** What follows are indicators of professional behaviors and dispositions that the LMU Counseling Program faculty consider to be *critical dispositions to develop in candidates as future professional counselors in the field*. As we recognize that candidates will be continually developing throughout their time in the Counseling Program, these ratings will be based on the expectations at various phases of the program.

**Directions:** **For Evaluator:** Include an explanation/comment for each disposition of concern below.

As noted in Section B-5 and C-3 of ASCA’s "Ethical Standards for School Counselor Education Faculty" (2018) all Counseling Program faculty have an ethical obligation to provide formative feedback to candidates and to serve as "gatekeepers to the profession". Any candidate who displays dispositional behaviors that warrant significant concern may receive this Alternative Faculty Assessment Disposition Form by Program faculty at ANY point in the Program. ANY candidate receiving 2 or more ratings of “1” on any Professional Dispositions Assessment, or, any candidate receiving 2 or more “1” ratings across multiple professional dispositions assessments, will be required to complete a Professional Dispositions Improvement Plan (PDIP) in collaboration with the Program Director. *If the candidate fails to show significant improvement as outlined in the PDIP by the designated timeline, they will be counseled out of the LMU Counseling Program.*

| <u><b>Behavior/<br/>disposition:</b></u> | <u><b>N/O</b></u> | <u><b>3: Exceeds expectations</b></u>   | <u><b>2: Meets expectations</b></u>   | <u><b>1: Fails to meet expectations</b></u>   | <u><b>Evaluator Comments:</b></u> |
|--|-------------------|---|---|---|-----------------------------------|
| <b>Democratic and Equity Principles</b>  |                   | Consistently raises multiple perspectives and invites others to do the same; demonstrates responsibility for preparing students/clients for participation in democratic life; is committed to equity and fairness; demonstrates firm belief in capabilities of all students | Appropriately addresses diversity and democracy in course assignments and discussions; considers multiple perspectives; uses inclusive language; understands potential impact of actions on the future life chances of students | Exhibits resistance to alternate/ multiple perspectives; uses language that diminishes others; fails to see possible impact of decisions and practices on the future life chances of students; disregards culturally responsive education |                                   |
| <b>Clinical Skill Usage</b>              |                   | Excels in using multiple clinical techniques (e.g. body language, voice volume and inflection, rapport development, individualizing interventions and treatment planning, establishing a caring relationship)   | Aware of and demonstrates clinical skills and techniques appropriate for current phase of program   | Fails to demonstrate awareness and/or practice of clinical skills and techniques appropriate for current phase of program   |                                   |
| <b>Content Knowledge</b>                 |                   | Exhibits above average content knowledge for phase/status   | Demonstrates solid content knowledge for phase/status   | Lacks content knowledge for phase/status  |                                   |
| <b>Professional Dress and Hygiene</b>    |                   | Dresses professionally at all times   | Dresses appropriately and maintains hygiene appropriate for context   | Does not dress appropriately or maintain hygiene  |                                   |

|  |   |  |  |  |
|--|---|--|--|--|
| <b>Responsibility</b>  | Follows all instructor policies (e.g., syllabus policies, on task, cell phone use) without exception<br><br>Takes initiative to go beyond requirements  | Follows all policies appropriate for current phase and/or field placement (with few/no reminders)<br><br>Prepares for class consistently   | Fails to follow instructor policies<br><br>Fails to prepare for class (e.g., class readings, threaded discussions)   |  |
| <b>Attendance</b>  | 0 absences<br><br>Additionally attends/engages in non- required events or activities  | Follows class attendance policy  | Fails to follow class attendance policy  |  |
| <b>Class Participation &amp; Collaboration</b>                         | Participates frequently in class in a manner that helps the class flow smoothly and efficiently; actively engages with and/or leads others in group settings  | Participates regularly in class; does so in respectful manner; Contributes to whole class and group discussions; is flexible to changing group dynamics  | Fails to participate; and/or is disrespectful in class; Fails to contribute to group discussions; ignores group input; does not participate in group efforts                                   |  |
| <b>Reflection</b>  | Reflects, self-assesses, and shares with others; demonstrates adaptation based on reflection  | Reflects and self- assesses; demonstrates some adaptation based on reflection  | Fails to engage in self- assessment/ reflection and/or does not demonstrate adaptation based on reflection   |  |
| <b>Initiative and Attentiveness</b>                                    | Demonstrates passion and enthusiasm for teaching and learning; takes initiative to share knowledge and resources with others; is attentive to context and anticipates things that need to be done     | Shows curiosity about teaching and learning; attends to surroundings and asks relevant and/or thought-provoking questions  | Demonstrates lack of curiosity and a passive stance towards teaching and learning; pays little attention to surroundings   |  |
| <b>Written Communication (includes media/electronic communication)</b> | Creates written assignments, teaching materials, and professional communication that is attentive to proper audience and is without flaw (using appropriate style, convention and grammar guidelines) | Hands in written work of high quality (convention, grammar and style); communicates professionally; utilizes writing process effectively (e.g., incorporates instructor feedback, utilizes campus resources) | Writing is of poor quality; does not maintain professionalism in written communication; fails to use the writing process (e.g., does not revise work based on instructor and peer suggestions) |  |
| <b>Oral and Interpersonal Communication</b>                            | Communicates orally in a professional manner; speaks clearly and properly; attends to thoughts and comments of others   | Demonstrates effective speaking and listening in formal and informal contexts (including campus and field experience settings)   | Fails to demonstrate effective speaking and listening (e.g., unprofessional, hard to hear, error prone, doesn't listen)  |  |

*Candidate must review and sign Faculty CDF prior to submitting to the Academic Advisor and Program Director(s).*

**Candidate Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evaluator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_