



# Student Handbook

## Counseling

**MASTER OF SCIENCE IN COUNSELING:  
CLINICAL MENTAL HEALTH COUNSELING**

**School of Psychology  
Eastern Washington University  
Martin Hall 135  
Cheney, WA 99004**

# Welcome to the Counseling Program at Eastern Washington University!



This handbook is designed to provide you, the graduate student, with a comprehensive overview of the Counseling Program. It provides you with our policies and procedures as well as your rights and responsibilities. If you have questions about our program, you will likely find clear and thorough answers in the following pages. Please review the document carefully, keep it readily accessible, and consult it often. If you have questions after reading through the handbook, please contact your assigned faculty advisor or the Program Director, Dr. Keely Hope. If you have questions specific to internship, contact your assigned faculty advisor, or the Internship Coordinator, Dr. Camille Frank.

This handbook serves as a supplement to the Graduate Catalog and EWU Policy. It is your responsibility as student or prospective student to become familiar with the contents of the Graduate Catalog (available online at <https://www.ewu.edu/academics/catalog>).

**To confirm that you have read this handbook and have understood the responsibilities, policies, and procedures outlined herein, complete the form to attest this by the first day of classes. A link to the form can be found at the end of this handbook.**

This Handbook is updated as needed and is available online, along with several other resources.

Best wishes in your personal and professional pursuits!

EWU Counseling Faculty

Dr. Keely Hope, Dr. Camille Frank, Dr. Sarah Johansson, Dr. Wen-Chen Liu

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*Students are expected to read, use, and comply with the policies and procedure that this comprehensive handbook contains. Read it and refer to it often. It is your resource and guide throughout the program. Upon matriculation, each student must adhere to the ACA Code of Ethics, conditions of the student handbook, and the EWU Student Code of Conduct. Failure to do so may result in remediation and/or removal from the program.*

*<https://www.counseling.org/resources/aca-code-of-ethics.pdf>  
<https://inside.ewu.edu/srr/>*

# INTRODUCTION TO THE COUNSELING PROGRAM

## MISSION STATEMENT

The Counseling Program at Eastern Washington University is committed to the selection, training, supervision, and professional success of counseling students, in keeping with the high standards established by the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#). As a regional teaching university, EWU has a proud history of providing education to a high percentage of first-generation college students, often from under-represented and lower socioeconomic communities, a tradition which the Counseling program maintains. Thus, counselor training occurs in a learning community that is intentionally focused on both skills development and personal growth of the counselor-in-training. In this way, Counseling fulfills its purpose of preparing competent and caring professional counselors to meet the needs of urban and rural communities. The program is both extensive and comprehensive. It is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs and fulfills Washington State academic requirements for licensure as a Mental Health Counselor (LMHC). In addition, graduates can complete the National Board of Certified Counselor Exam and are eligible for National Counselor Certification.



## ABOUT THE PROGRAM

The Counseling Program is housed in the School of Psychology in Martin Hall at the Cheney, Washington campus. The program has achieved and maintained accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1989. Our program received the Innovative Counselor Education Program Award from the Western Association for Counselor Education in 2016 due to our connection with one of the first CACREP affiliated internships serving Veterans in the Spokane/Cheney area.

### ***MASTER'S OF SCIENCE IN COUNSELING: CLINICAL MENTAL HEALTH COUNSELING***

This program is a 93-quarter-hour CACREP accredited program. This path leads to a Master of Science (MS) degree and prepares graduates to counsel in clinical mental health settings such as mental health clinics, college counseling centers, substance

use treatment centers, child counseling clinics, family counseling centers, and private practice.

### ***Licensure Requirements***

This program meets the educational requirements for Licensure as a Licensed Mental Health Counselor Associate in Washington.

<https://doh.wa.gov/licenses-permits-and-certificates/professions-new-renew-or-update/mental-health-counselor> In addition, graduates in Washington receive 500 hours toward their license as a result of graduating from this CACREP program.

Our program meets educational standards for entry level licensure in many other states. Students may refer to the ACA and state board resources for further information. <https://www.counseling.org/knowledge-center/licensure-requirements>

Students planning to pursue licensure in a state other than Washington should share that with their advisor as early as possible, allowing advisors to help select electives that may meet requirements of another state.

## **COUNSELING PROGRAM CORE FACULTY**

A full-time faculty member's job generally consists of three parts: teaching, research and professional service to the university and community. A core faculty member is one whose primary teaching responsibility is in the counseling program. Each core faculty member also holds a doctorate in Counselor Education and Supervision. A counselor educator typically enters the field as an Assistant Professor. After an established length of time and demonstration of quality work, the Assistant Professor can be promoted to Associate. After a further length of time and demonstrated quality of work, the Professor can be promoted to Full Professor. Full time lecturers are faculty members whose assignments are in teaching and service.

Name, Degree, Position	Degree From	Teaching Areas	Research Interests/Specialty Areas
Keely Hope, PhD Professor  Program Director	University of Florida	Core Counseling Areas	Crisis Intervention, Suicide Prevention, Attachment theory

<b>Sarah Johansson, PhD</b> <b>Assistant Professor</b>	University of the Cumberlands	Core Counseling areas	Trauma. LGBTQ+ persons, Children and adolescents
<b>Camille Frank, PhD</b> <b>Assistant Professor</b>  <b>Internship Coordinator</b>	Idaho State University	Core Counseling areas	Marriage and Family Counseling, Trauma and Post-trauma growth, Relational-Cultural Theory
<b>Wen-Chen Liu, PhD</b> <b>Assistant Professor</b>	University of North Texas	Core Counseling areas	Gestalt play therapy

## BEGINNING A MASTER'S DEGREE

### ADMISSION

Applicants seeking admission to the Counseling Program should be aware that the Washington Department of Health runs criminal history checks on all applicants for licensure as do some of our fieldwork settings. In Washington, licensure is required to counsel outside the public school or religious setting. An applicant with a criminal background who seeks professional credentials should contact the appropriate Board prior to enrollment in the program to determine eligibility for certification and/or licensure. Yearly renewal of licensure in the state of Washington also requires disclosure of criminal charges.

Admission to the Counseling Graduate Program at Eastern Washington University requires the following submission to the Program Faculty and the Office of Graduate Studies:

1. Application and application fee
2. Personal Statement addressing provided prompts
3. Transcripts for GPA verification including completion of a statistics course
4. Three professional recommendation letters
5. Documentation of work and/or volunteer experience

Once applications are reviewed, the admissions committee may invite candidates for an interview. After an interview process, acceptance decisions will be dispersed to

individual students. Ongoing communication will be sent to accepted students over the summer in preparation of our Fall start date.



## **NEW STUDENT ORIENTATION**

**Orientation.** Before the first quarter begins, events are scheduled to help orient students to the profession, program, faculty, and available resources at Eastern Washington University. These include a new student orientation meeting and a cohort-building small group experience.

The **New Student Orientation** includes the following activities:

### **I. Overview of the Program--Greetings and Welcome**

Review Student Handbook with attention to:

- a. CACREP and importance
- b. KPIs
- c. Retention and remediation
- d. Diversity and inclusion
- e. Academic integrity
- f. Structure of program and managing Mondays
- g. Malpractice insurance
- h. Tevera
- i. Communication - Use official email accounts (ewu.edu)
- j. CPCE/NCE
- k. Licensure

### **II. Expectations and Resources**

- a. Code of Ethics
- b. Absences
- c. Professionalism/Policy
- d. Social media
- e. Self-growth/awareness
- f. Relationships with faculty
- g. Gatekeeping
- h. Practicum and Internship

## **MASTER'S DEGREE CURRICULUM & OBJECTIVES**

Objectives and curricular structure of the Clinical Mental Health Counseling program reflect the core and specialty area requirements of CACREP standards, Washington state standards for licensure, and certification requirements of the National Board for Certified Counselors (NBCC).

## ***Program Objectives and Student Learning Outcomes***

Our program consists of eight core curriculum areas and one specialized application area. The curricular objectives are arranged according to these areas and incorporate requirements by CACREP. The core areas address both cognitive acquisitions (knowledge) and skill attainment. Experiences are organized to provide introduction, essential practice, and mastery of critical concepts and skills. Below are the objectives designed for this program based on our mission statement and the 2024 CACREP standards.

1. Adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a clinical mental health setting.
2. Apply individual, group and crisis intervention counseling skills for working with persons in different stages of development across the lifespan.
3. Integrate counseling and interdisciplinary advocacy services for children, families, and clients at risk due to crisis, disaster, trauma, addictions, and co-occurring mental health disorders.
4. Develop and maintain multicultural competencies, including a personal commitment to social justice, and ethical practices in accordance with ACA, AMHCA Codes of Ethics, Washington State law.
5. Using standardized and informal assessments, plan and evaluate the use of evidence-based or efficacy-based counseling practices and programs.
6. Understand and analyze research to inform counseling practice.
7. Understand and perform professional responsibilities necessary for success as a professional counselor.
8. Demonstrates career development using assessments and career resources.

## **CORE CACREP CURRICULUM & OBJECTIVES**

### ***CACREP SECTION 3 Curriculum***

Curricular experiences and demonstrated knowledge in each of the eight common core

areas are required of all students in the program. This is the foundation of the education a student receives and guides the content presented in every class. Proficiency in each core area and standard is demonstrated through completion of multiple Key Performance Indicators (KPIs) across the program. The eight common core areas follow.

## 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialized practice areas.
- b. the multiple professional roles and functions of counselors across specialized practice areas.
- c. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including:
  - i. collaboration and consultation,
  - ii. community outreach, and
  - iii. emergency response management.
- d. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success.
- e. the role and process of the professional counselor advocating on behalf of the profession.
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues.
- g. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas.
- h. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas.
- i. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession.
- j. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.
- k. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.
- l. the purpose of and roles within counseling supervision in the profession.

## 2. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

- a. theories and models of multicultural counseling, social justice, and advocacy.
- b. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews.
- c. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.
- d. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.
- e. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.
- f. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness.
- g. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities.
- h. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship.
- i. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
- j. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.
- k. the role of religion and spirituality in clients' and counselors' psychological functioning

### 3. LIFESPAN DEVELOPMENT

- a. theories of individual and family development across the lifespan.
- b. theories of cultural identity development.
- c. theories of learning.
- d. theories of personality and psychological development.
- e. theories and neurobiological etiology of addictions.
- f. structures for affective relationships, bonds, couples, marriages, and families.
- g. models of resilience, optimal development, and wellness in individuals and families across the lifespan.
- h. models of psychosocial adjustment and adaptation to illness and disability.
- i. the role of sexual development and sexuality related to overall wellness.

- j. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
- k. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
- l. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan.
- m. effects of crises, disasters, stress, grief, and trauma across the lifespan.

#### 4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision-making.
- b. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.
- c. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems.
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.
- e. career development program planning, organization, implementation, administration, and evaluation.
- f. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities.
- g. strategies for advocating for employment support for individuals facing barriers in the workplace.
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management.
- i. career and postsecondary training readiness and educational decision-making.
- j. strategies for improving access to educational and occupational opportunities for people from marginalized groups.
- k. ethical and legal issues relevant to career development and career counseling.

#### 5. COUNSELING PRACTICE AND RELATIONSHIPS

- a. theories and models of counseling, including relevance to clients from diverse cultural backgrounds.

- b. critical thinking and reasoning strategies for clinical judgment in the counseling process.
- c. case conceptualization skills using a variety of models and approaches.
- d. consultation models and strategies.
- e. application of technology related to counseling.
- f. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities.
- g. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities.
- h. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships.
- i. interviewing, attending, and listening skills in the counseling process.
- j. counseling strategies and techniques used to facilitate the client change process.
- k. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences.
- l. goal consensus and collaborative decision-making in the counseling process.
- m. developmentally relevant and culturally sustaining counseling treatment or intervention plans
- 14. development of measurable outcomes for clients.
- n. evidence-based counseling strategies and techniques for prevention and intervention.
- o. record-keeping and documentation skills.
- p. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources.
- q. classification, effects, and indications of commonly prescribed psychopharmacological medications.
- r. suicide prevention and response models and strategies.
- s. crisis intervention, trauma-informed, community-based, and disaster mental health strategies.
- t. processes for developing a personal model of counseling grounded in theory and research.

## 6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work.
- b. dynamics associated with group process and development.
- c. therapeutic factors of group work and how they contribute to group effectiveness.
- d. characteristics and functions of effective group leaders.
- e. approaches to group formation, including recruiting, screening, and selecting members.

- f. application of technology related to group counseling and group work.
- g. types of groups, settings, and other considerations that affect conducting groups.
- h. culturally sustaining and developmentally responsive strategies for designing and facilitating groups.
- i. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities.
- j. direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

## 7. ASSESSMENT AND DIAGNOSTIC PROCESSES

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling.
- b. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
- d. reliability and validity in the use of assessments.
- e. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications.
- f. ethical and legal considerations for selecting, administering, and interpreting assessments.
- g. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.
- h. use of assessments in academic/educational, career, personal, and social development.
- i. use of environmental assessments and systematic behavioral observations.
- j. use of structured interviewing, symptom checklists, and personality and psychological testing
- k. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems.
- l. procedures to identify substance use, addictions, and co-occurring conditions.
- m. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide.
- n. procedures for assessing clients' experience of trauma.
- o. procedures for identifying and reporting signs of abuse and neglect.

- o. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders.
- p. procedures for using assessment results for referral and consultation.

## **8. RESEARCH AND PROGRAM EVALUATION.**

- a. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice.
- b. identification and evaluation of the evidence base for counseling theories, interventions, and practices.
- c. qualitative, quantitative, and mixed methods research designs.
- d. practice-based and action research methods.
- e. statistical tests used in conducting research and program evaluation.
- f. analysis and use of data in research.
- g. use of research methods and procedures to evaluate counseling interventions.
- h. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy.
- i. culturally sustaining and developmentally relevant outcome measures for counseling services
- 10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation.
- j. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation.

## **CLINICAL MENTAL HEALTH COUNSELING SPECIALTY**

- etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
- mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
- legislation, government policy, and regulatory processes relevant to clinical mental health counseling
- intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- techniques and interventions for prevention and treatment of a broad range of mental health issues
- strategies for interfacing with the legal system regarding court-referred clients
- strategies for interfacing with integrated behavioral healthcare professionals



- strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions 9. third-party reimbursement and other practice and management issues in clinical mental health counseling

### **CLINICAL INSTRUCTION**

For the Clinical Mental Health Counseling Program, an internship that is at least 600-clock hours (Standard 4.U.) and at least 100-clock hours enrolled in a practicum (Standard 4.Q.) occurs in a mental health setting under the supervision of a site supervisor as defined by Section 4, Standard P.

The required hours follow a 40:60 ratio of direct service to indirect service hours (Standard 4.R and V). This means the practicum experience must include a minimum of 40 direct service hours and the internship experience includes a minimum of 240 direct service clock hours. A definition of direct vs. indirect experience can be found in the Clinical Experience Handbook.

### **DIGITAL DELIVERY PROGRAM EXPECTATIONS AND THE REQUIRED LEARNING MANAGEMENT SYSTEM**

EWU's counseling program is delivered in part as a digital program. CACREP defines this as "program [that] delivers, collects, evaluates and/or stores *any portion of its curriculum* and learning activities using software and/or tele-communications tools. These tools are also used to facilitate regular and substantive interaction or engagement among students and between students and instructor(s)."

EWU has chosen to provide opportunities for learning in the following modes: asynchronous and in-person synchronous. Students engage in content in an asynchronous mode and come to campus every Monday to engage in practice and discussion.

CACREP defines these as:

**Asynchronous Learning:** Students participate in digital learning activities at different times. Asynchronous learning requires students to complete the course requirements according to published course expectations and deadlines, and engage in learning activities independently, without real time instructor-led interaction, and in different physical locations from the instructors and students. Course activities and assignments typically facilitate asynchronous engagement with other students. Instructors provide substantive formative and summative feedback at regular intervals within the defined

academic term to promote development that aligns with the published course expectations and deadlines.

**In-Person Synchronous Learning:** Students participate in in-person learning activities simultaneously in real-time. In-person synchronous learning requires students to complete the course requirements according to published course expectations and deadlines and engage in learning activities together at scheduled times and in the same physical location with the instructor and students. Course activities and assignments typically facilitate synchronous engagement with other students. Instructors provide substantive formative and summative feedback in real time and at regular intervals within the defined academic term to promote development that aligns with the published course expectations and deadlines.

### ***Technology Requirements and Competence***

For EWU to deliver asynchronous courses effectively, we use Canvas as our eLearning platform. Each student that enrolls in the program, must have reliable access to a computer (with a web camera), the internet, and the ability to password protect their files.

*We expect all students to be proficient in the following platforms either as quickly as possible. Training, guidance and support can be accessed as needed. Basic computer skills, such as creating and sharing documents, accessing webpages, checking emails, accessing a virtual library, are required.*

- **Canvas** – EWU’s eLearning Platform. Individual course content will be delivered via Canvas. Some exams are delivered via Canvas and assignments are submitted via Canvas. There is also a Counseling Program Canvas page and College of Professional Programs Canvas page you will be invited to. Course content will be delivered via Canvas. Some exams are delivered via Canvas and assignments are submitted via Canvas.
  - Student Canvas support - <https://canvas.ewu.edu/courses/953165/>
- Students are expected to use the university system email address as communication. EWU uses a **Microsoft Outlook Email** platform that can be accessed via web using the EWU SSO.
- **Tevera** – Platform used by program to track practicum and internship hours. Clinical evaluations are done via Tevera as well as tracking professional dispositions. Students will be invited to Tevera in the first quarter. Tevera does require registration and payment from the student. It is a one-time fee which provides the student with lifetime access to their hours and evaluations. In addition, it can be used as an alumnus to collect licensure hours.
  - <https://ewu.tevera.app/#/logon>

- **Zoom** – Video conferencing platform used by EWU. University practicum and internship instructors have HIPAA compliant user licenses.
- **Google Drive** – EWU provides students with access to a Google Drive with SSO access. This cloud storage is FERPA compliant.

Students will be exposed to a variety of online and electronic tools to enhance their education and better serve their clients in clinical practice. They are expected to maintain technological competence or pursue training/seek assistance as needed.

The following link can guide students in services EWU provides for technology.

<https://inside.ewu.edu/it/service/software/>

## INDIVIDUAL STUDENT ASSESSMENT PROCEDURES

The primary evidence for success in a Counseling Program is graduate demonstration of their ability to translate principles into practice. There are three kinds of evaluation of curricular goals: **1) examinations and projects to assess ascertainment of breadth, completeness and accuracy of important principles; 2) observation and rating of demonstrated skill proficiency assessed through videotaped and in vivo work samples with additional presentation of perceptions, analyses of client style and problem, and rationale for choice of intervention approach; and 3) assessment of ability to integrate knowledge and skills necessary in order to actually provide counseling to clients.** In addition, consistent demonstrations of effective oral and written communication are evaluated. The ability to demonstrate precision and clarity in writing is essential to scholarship thus effective oral and written communications are core competencies.

The first of the above-described evaluation occurs via course examinations or Key Performance Indicators in individual classes and a comprehensive examination through a passing score on the CPCE.

The second type of evaluation, observational evaluations, occur in three phases: 1) as part of the formalized foundation skills courses (PSYC 571 and PSYC 572) 2) in review sessions with the student's faculty advisor and at the end of each quarter; and 3) through interaction and quarterly case presentations with the practicum and internship supervisor.

The third type of evaluation is done via practicum and internship by the site supervisor and practicum/internship instructor.

In addition, the personal and professional development of students are addressed, with immediate feedback to the students in the supervisory review sessions; quarterly review of the status of each student is made by the faculty with appropriate concerns, suggestions, and requirements made in writing to students as needed.

To accomplish these goals, attendance in Monday classes is expected. Only exceptional circumstances warrant an absence (emergency for self or immediate family).

However, if a class is missed, make-up work is expected. Each class or experience will have a statement in the syllabus and/or on Canvas directing the student to a replacement expectation.

For each of the eight core areas and for the appropriate specialty criteria, students will demonstrate competence through:

1. Written examinations or assignments in content classes
2. A comprehensive exam adopted to assess the eight core areas
3. Demonstrating skills in assessment and therapeutic techniques through ethical and proficient performance in practicum and internships.

## **ASSESSMENT OF PROGRESS AND STUDENT LEARNING OUTCOMES**

1. The student's advisor provides feedback on the student's progress at minimum three times during the program, though more feedback may be provided as needed and/or requested.
2. Feedback is based on consultation with all members of the faculty and clinical supervisors as appropriate. Feedback from peers or other stakeholders may be evaluated and contextualized to support assessment of progress.
3. Key Performance Indicators serve as data points in time to ensure a student is progressing with the knowledge needed to graduate and begin working in the counseling field. Each will be addressed in the applicable quarter.
  - a. Any KPI must be assessed as "Proficient" or above to consider that KPI complete. Rubrics have been designed to help assess each KPI.
  - b. A student who receives a score of "inadequate" on a KPI has 2 weeks from when it is graded to resubmit the assignment along with a one-page self-reflection on intrapersonal and systemic factors on what prevented them from achieving the "Proficient". The original points score on the KPI will be maintained even after resubmission.
  - c. More than one score of inadequate on a KPI warrants an intervention, which could include remediation or removal from the program.

***\*Chart of the KPIs can be found in the Appendix Section\****

4. The student will have a chance to review any evaluation forms via Canvas or Tevera.
5. Students in practicum and internship will receive regular written and verbal feedback from their supervisors via Tevera and quarterly site visits. The site may also keep their own supervision records. This information will be included in regular faculty evaluations on student progress.
6. Students will also be assessed in the following areas:
  - a. **Academic Performance:** To include, but not limited to, work organization, problem-solving, critical thinking, independent functioning, data-informed conceptualization, and writing skills
  - b. **Professional Counseling Performance** See Clinical Experience Manual.
  - c. **Professional Counseling Dispositions.** Faculty review student professionalism at multiple points in the program, both formally via assessments and informally as needed.
    - i. See Appendix B for Professional Performance Review criteria.

## **DEGREE REQUIREMENTS**

All academic requirements and exit requirements for graduation are found in this handbook as well as the Eastern Washington University Catalog for the year the student enrolled.

The exit requirements for candidates for the degree of Master of Science in Counseling: Clinical Mental Health reflects the CACREP standards for Counseling and WAC codes for counselor certification. Exit requirements for programs can be more stringent than university requirements.

The exit requirements for the program are:

1. Passing grade of at least a B in all required classes
2. Pass the Comprehensive Exam (CPCE)
3. Exit Interview with Program Faculty
4. Successful Completion of Internship as measured by professional counseling performance, professional counseling dispositions, and accrual of all required hours

The exit interview is evaluated on a pass/no pass basis by the assigned faculty advisors and internship coordinator. The Counseling faculty reserves the right to amend these exit requirements at any time in accordance with best practices in Counseling.

### **COMPREHENSIVE EXAM**

The Counseling Program at EWU has opted to use the Counselor Preparation Comprehensive Examination (CPCE) as the comprehensive examination.

<http://www.cce-global.org/Org/CPCE> This four-hour computer-based multiple-choice exam covers the eight CACREP curriculum areas equally. This exam is standardized based on scores of other CACREP accredited program students taking the exam at the same time. It is usually given on the last Friday of the winter quarter of students' second year and students may choose to take the exam at home or at a testing center. The cost to the student is \$150. Students will be informed of the registration process in the Fall quarter of their second year.

A student will pass with at least the national mean score for other students taking the exam as an exit requirement. If the student does not meet the mean overall score, the faculty will evaluate the mean scores for the subscales. Students must then achieve a score within one standard deviation of at least seven of the eight subscale scores.

Students will receive an email from the Program Director regarding pass/fail status once we receive final scores from the testing organization.

If students fail to achieve the passing score set by the faculty, they will be placed on a remediation plan and will be expected to show proficiency in the core areas that they did not pass. The way this will be demonstrated could be verbal or written. If the student does not meet proficiency, they may not graduate.

The exam areas are:

1. Career Development
2. Social and Cultural Identities and Experiences
3. Counseling Practice and Relationships
4. Group Counseling and Group Work
5. Lifespan Development
6. Assessment and Diagnostic Processes
7. Research and Program Evaluation
8. Professional Counseling Orientation and Ethical Practice.

## **NATIONAL COUNSELOR EXAMINATION**

Students enrolled in CACREP programs benefit from the ability to take the National Counselor Examination (NCE) during study. Although not required for graduation, the NCE is one of the required licensure examinations in Washington. Many students benefit from taking this exam when course content is fresh, and faculty support is readily accessible.

The current NCE fee is \$335. NBCC will contact students via email in late fall or early winter of second year after the Program Director submits the roster of eligible students. Students wishing to take the exam will register directly with NBCC and take the exam during the Spring Quarter of their second year. The examination is done at a Pearson VUE testing center that is convenient for the student. The examination is computer-based.

The NCE score is determined by the NBCC independent from the Counseling Program. This score has no impact on program completion. The National Counselor Certificate is not granted by the NBCC until the student has graduated from the program and submitted an official final transcript to the NBCC.

## **EXIT INTERVIEW**

Prior to graduation, each candidate will participate in an exit interview with a committee composed of core faculty. The student may choose to invite their site supervisor if they would like.

The purpose of this interview is to discuss the candidate's learning journey and continued areas of professional growth as they move forward in their career. The candidate is also asked to provide feedback and closure to their counseling program experience.

The committee will ask relevant questions and provide insight into the cumulative experience of the student along with professional dispositions and continued areas of professional growth.

This will occur in the quarter the candidate graduates. Candidates can expect these interviews to last approximately thirty minutes and can be done in person or utilizing video conferencing if needed.

## **POLICIES AND PROCEDURES**

### **PROGRAMMATIC ACADEMIC POLICIES**

#### **Advancement to Clinical Work**

Advancement means the student has satisfactorily completed enough core coursework to begin the practicum and internship experience and is encouraged by the faculty to complete their degree. Advancement requires the following along with a recommendation by the faculty:

1. Maintenance of at least a 3.00 cumulative graduate program GPA
2. Satisfactory professional counseling performance skills evaluations by instructors in formalized skills classes (PSYC 571 and PSYC 572)
3. The score on the Professional Dispositions form must be a mean of 3.0
4. Must pass the following courses with grade of B or better:
  - PSYC 535 Introduction to Clinical Mental Health Counseling
  - PSYC 544 Counseling Theories
  - PSYC 575 Diagnosis and Treatment Planning
  - PSYC 590 Multicultural Considerations in Counseling

Students will meet with their advisor at the conclusion of their first winter quarter to discuss performance and to outline any areas of growth. Provided feedback will be related primarily to counseling skills and professional disposition.



## Retention Policy

Standard 2.C 1-3 CACREP 2024 standards require that the Program faculty conduct a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. This needs to be consistent with the established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice, ***if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.***

The Counseling Program faculty uses the following methods to engage in systematic, developmental assessment of each student's progress:

Time	Method of Review	Gateway
Prior to Admission	Comprehensive review of academic and professional credentials, recommendations, personal statement, interview interactions	Acceptance to the program
Advancing to Clinical Experience	Review of Professional Dispositions rating form and Counseling Skills Evaluation form	Successful completion of Counseling Skills (PSYC 571 and 572) and with grades of B or higher in PSYC 535, 544, 575 and 590  Meeting with Advisor
End of Program	Review of CPCE scores  Completion of Internship  Satisfactory performance evaluations  Exit Interview	CPCE  Completion of required Internship hours  Average of at least 3 across all categories on internship evaluations  Exit Interview

Further, the Counseling Program faculty has created KPIs that require knowledge and learning outcomes for courses. Faculty members evaluate progress and identify areas for remediation using standardized rubrics. Meeting a course KPI requires a rating of “Proficient” or higher. Please see Appendix B for our KPI Chart.

In addition to the program gateways identified above, students are evaluated throughout the program on the criteria of knowledge, personal dispositions , interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should be dismissed from the program. *Program faculty regularly address student concerns with other program faculty and site supervisors to provide the best support possible for students.* Any decision involving remediation or dismissal follows the procedure specified for Reviewing Student’s Professional Competency that appears on the following pages.

### **Professional Dispositions Policy**

The Counseling Program at Eastern Washington University works to create a supportive environment where all students and faculty are productive, collaborative, and respectful. To this end, students develop professional skills and conduct that prepare them for the workplace in schools, hospitals, and community agencies. Professionalism is practiced in the classroom, on site in community-based training experiences, and in a variety of other professional counseling settings.

Professional conduct includes:

- Respect for individuals (fellow students, faculty, and site-based staff).
- Professional behavior and personal presentation regardless of setting (in classroom, virtual meetings, on site, or elsewhere on campus).
- Professionalism online on social media forums or any electronic learning forum.
- Maintaining appropriate physical and emotional boundaries with peers, faculty, supervisors, and clients.
- Understanding and following ACA guidelines.
- Maintaining appropriate and open communication with faculty.
- Contributing in constructive ways to the classroom environment (not engaging in disruptive or disengaged behavior).
- Having an open mind to new ideas. Many students enter this program with experience. We expect students to be open to the idea that how you have always done things or known things is not the only way. A strong growth mindset is vital.

- Demonstrating a commitment to self-examination and personal growth. Students are encouraged to respond to feedback openly, self-interrogate, and solicit feedback from others.
- Flexibility: all things change and are in flux. Although the Counseling faculty provide and try to adhere to stable guidelines, things change. Such is life and certainly this pertains to the professional workplace. Students must apply a high degree of flexibility and tolerance to things that change, which demonstrates resiliency and maturity. A good relationship with course instructors and faculty advisors will help support students through potentially challenging times.
- Valuing learning in a variety of ways. Based upon their theoretical stances, research interests and professional strengths, faculty members approach education practice in a variety of ways. Enjoy the variety and learn from what they offer.
- Demonstrating responsibility through classroom attendance and participation. Active participation in class discussions, group activities, and demonstrations is as much a part of the attendance requirement as is physical presence.

### ***EVALUATION OF PROFESSIONALISM***

Students enrolled in the Counseling program are evaluated on professionalism quarterly using the Counseling Competencies Scale –Revised (Lambie, 2016). This serves as a Key Performance Indicator. Students are expected to receive a rating of “meets expectations” on most professional dispositions on Part 2 of the CCS-R to be eligible for clinical work. Students will meet individually with their advisor to review their progress and professionalism at multiple points during the program.

If students fall below the 80% guideline, remediation will be put in place including the potential postponement of clinical classes (Practicum and Internship). Additionally, any area in the below expectations or harmful rating, will necessitate remediation. The CCR-S evaluation form (Appendix A) can be found at the end of this document.

### ***STUDENT REMEDIATION AND GUIDANCE POLICY***

Consistent with University practice, each student is provided with an advisor who oversees the student's progress throughout the program. This faculty advisor is assigned to each student during the first Fall quarter. Advisees are split evenly between core faculty. The advisor will initiate a minimum number of meetings, but advisors welcome ongoing and more frequent meetings with students. At a minimum, advisors and advisees should meet one-on-one during fall quarter first year, end of winter quarter first year, and either fall quarter or winter quarter of second year.

During the minimum required meetings, advisor and advisee will review professional dispositions, academic progress, engage in career planning, and build a supportive mentoring relationship. Consultation with an advisor is required for addressing questions and concerns about the program that are not addressed in this Handbook and Graduate Catalog. Other occasions may arise when advisor consultation is required or desired. Students are encouraged to reach out to their advisor early and often when programmatic concerns arise.

Each faculty member is assigned a small group of advisees allowing for individual supervision and student tracking throughout the education process. The faculty advisor tracks each advisee for academic progress, skills, maturity, emotional stability, ability to work with others, and judgment. The ACA Code of Ethics guides evaluation of students throughout the program.

The ACA Code of Ethics (2014) requires counselor educators to engage gatekeeping and remediation: *“Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance”* (Section F.6.b.; p.13). As gatekeepers to the counseling profession and protectors of the rights of consumers, counselor educators will also “assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. ...They ensure that supervisees are aware of options available to them to address such decisions.” (ACA, 2014, p.16). *This means that there are regular discussions about students’ academic, clinical, and professional performance among faculty. Faculty will also seek out input from any adjunct faculty members and clinical supervisors as needed.*

In addition, as a counselor-in-training it is now the student’s ethical responsibility to not only self-monitor for signs of distress or impairment, but also share their concerns about a peer’s impairment. ACA Code of Ethics Section C.2.g. on Impairment states, “Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired.”

Furthermore, “Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.” Students should share knowledge of a peer’s impairment in behavioral terms with a trusted faculty member. From there, faculty can meet to determine if intervention may be needed. Because of FERPA guidelines a student may not be fully informed of how faculty are intervening or not intervening with

another student. It is still an ethical responsibility to report impairment as you observe it.

Therefore, when Counseling faculty become collectively concerned about grades, counseling skills, personal characteristics, professional ethics issues or other reasons deemed appropriate by the faculty for any given student, they apply the following interventions:

### ***Meeting Between Student and Faculty to Identify the Problem***

Often, simply meeting to discuss concerns are enough to bring forth change. Students are encouraged to engage in active discussion with their advisor, or instructor, regarding any concerns addressed with them.

### ***Creation of Remediation Plan***

In the instance that a concern warrants corrective action, a Remediation Plan is created reflecting the nature, frequency, and intensity of the problem. The plan includes a written plan on identifying concerns and areas for improvement, time frame, and method for this improvement. One copy of this agreement is given to the student and a copy is retained by the student's advisor and program director. Plans are evaluated according to the time frame that the faculty and student agree upon. Evaluation can lead to a subsequent plan, removal of the plan, or proceeding with student dismissal or removal from the program. Often, remediation plans will be distributed to the site supervisor as well.

### ***Recurring and/or Severe Problems***

If the issue is continuing and/or severe, based on ACA codes of ethics or Washington state law, expeditious progress toward resolution is expected. This can include, but is not limited to, issues where academic performance, counseling skills, or personal/interpersonal behaviors warrant the recommendation to dismiss a student from the program. *\*If an issue or problem is deemed severe enough, the program can move directly to dismissal.*

### ***Removal or Dismissal from the Program***

The following are expectations of maintenance in the Counseling graduate program. If a student ***fails to meet any*** of the following conditions, faculty may initiate removal or dismissal from the program at any time. *This could mean moving directly to dismissal.*

1. Attainment of a therapeutic effectiveness rating of at least 3.0 for each quarter in which clinical skills are practiced based on any counseling skills evaluation.  
Currently clinical skills are practiced in Counseling Skills, Advanced Counseling

Skills, Practicum, and any Internship experience. If the issue is not considered severe, *one academic quarter* of probationary status will be granted in which to meet the requirement. Once attained, continuous functioning at 3.0 or higher is necessary to maintain normal progress.

2. Maintenance of at least a cumulative B average. An academic one-quarter probationary period is typically granted to raise the grade point average. As previously stated, any class with a final grade anything below a B will need to be retaken, which could result in an extended program.
3. Acquisition of an approved internship. In some cases, a second internship assignment may be allowed or required. Any changes to clinical placement must be approved by program faculty.
4. Satisfactory completion of four-quarters of internship. *Please see Clinical Experience Handbook for definition of satisfactory completion.*
5. A satisfactory rating at quarterly professional counseling disposition evaluation (CCS-R, Appendix A).
6. Satisfactory completion of the Counselor Preparation Comprehensive Examination (CPCE).
7. Ethical professionalism and practice are necessary for the duration of the student's tenure in the program. **Any breach of a code of ethics can be considered for removal or dismissal at any time.**
8. Any violation of the practicum or internship contract, including but not limited to violation of any site policies and procedures; ethical violations; and professional negligence (e.g., missing client sessions, boundary violations with clients, missing multiple supervision sessions, and/or required meeting). ***Any of the items in number 8 will prompt an immediate response from the faculty, typically including a meeting with student, faculty, and internship staff (if warranted).***
9. **Dismissal from internship can result in immediate dismissal from the program.**

### Due Process Procedures

Unless a major disciplinary action is necessary, all the preceding steps are handled within the Counseling program. The University and the program work together to assure students' rights to privacy, due process, and fair remediation. If a student wishes to challenge the decision of the program, the student may pursue an appeal.

### Appeals Procedure

Students may appeal any decision to the Director of the School of Psychology. If a student still wishes to appeal the Director's decision, they will appeal to the Dean's

office. An appeal must be filed in writing within 21 days of the dismissal. See Academic Policy on Dismissals [EWU AP 303-22 Chapter 4-2](#).

Due to privacy concerns and FERPA, faculty are unable to discuss any student remediation or dismissal with other students. Faculty may be available to help students process emotions regarding student dismissal (e.g., changed cohort dynamics) but will not answer direct questions about the remediation of another student.

## **SATISFACTORY PROGRESS POLICY**

The program requires that students must maintain a minimum cumulative 3.0 (B) GPA, with no course grade below a B. If those grades pull the composite GPA below 3.0, one or both of those courses will need to be retaken to graduate. Any course may be retaken only once. **Failure to maintain a composite GPA of 3.0 (B average) at any point during the program will lead to faculty review of student status and may lead to program dismissal.**

University policy [EWU AP 303-22 Section 4.3](#) states: Program requirements shall not be satisfied with any course credit in which a grade below C is earned. Only two courses in a student's degree program may be below a grade of B-. Courses with a grade lower than a B- may be repeated. Only the higher grade will count toward the cumulative GPA. **Individual departments/programs may have requirements that are more restrictive; such requirements would supersede those stated here.**

The university policy on Satisfactory Progress can be found in [EWU AP 303-22 Section 4.1](#). Grades below "3.0" or "B" reflect inadequate performance in coursework. A grade of "4.0", or A, is reserved to reflect outstanding performance.

Students must earn grades of B or higher in all courses. In didactic courses, students have two attempts to earn a B. If a student takes any clinical course twice without achieving a grade of B, dismissal will occur.

To proceed to practicum, a student may not have a grade below B in the following didactic courses:

PSYC 535 Introduction to Clinical Mental Health Counseling

PSYC 544 Counseling Theories

PSYC 575 Diagnosis and Treatment Planning

PSYC 590 Multicultural Considerations in Counseling

If the student receives a grade below B, the practicum is delayed. Students may be given the opportunity to repeat the courses above in year two based on the nature of individual circumstances

Many counseling courses are competency-based. These result in a “grade” of Pass or No Credit. Thus, even if students average a “4.0”, or A, throughout the course, failure to meet competency criteria at the end of semester (e.g., counseling skill, ethical awareness, professionalism) may result in “No Credit” for the course. At the beginning of each course, the instructor will provide the students with a syllabus that includes grading criteria for the course. Students are encouraged to familiarize themselves with the grading criteria for each course and to seek clarification from the course instructor as needed.

### **Incompletes**

Incompletes may be assigned, at the discretion of the instructor, to students who cannot complete the required coursework due to circumstances that are beyond the student’s control (e.g., severe illness, death of a family member, or military deployment). Incompletes may also be assigned for the practicum course (PSYC694) if required practicum hours are not completed by the end of the term. Students must communicate needs and circumstances to faculty so a supportive plan can be determined.

*For Fall, Winter and Spring quarters, to receive an incomplete - the student must have been consistently attending the class, receiving a passing grade, and completed all necessary work up until the last three weeks of the quarter, including the final exam period.*

*For summer session, to receive an incomplete - the student must have been consistently attending class, receiving a passing grade, and completed all necessary work through at least three-fourths of the course duration (e.g., three weeks of a four-week course, six weeks of an eight-week course, etc.)*

### **Procedure:**

To assign an “X” (incomplete) grade, the instructor prepares the following

1. the specific work required of the student.
2. the extension deadline; and,
3. the conversion grade (may be a 0.0) that will automatically be assigned if the student does not complete assignments by the extension deadline. For a grade to be automatically converted during a specific quarter, the extension deadline must be prior to the last day of instruction for that quarter.



The instructor records the incomplete grade in the university grade system and provides the above communication to the student.

Extension Periods: Instructors may specify any date for the extension deadline within one year from the end of the term in which the incomplete grade was recorded.

Military Service: Special rules regarding Incompletes for students who are ordered to military duty are contained in Academic Policy 303-30 Registration - Chapter 7.  
<https://inside.ewu.edu/policies/knowledge-base/ap-303-30-registration/>.

Exceptional Circumstance Withdrawal: Students who withdraw from the university due to documented medical reasons may be eligible for a complete withdrawal from courses and a reversal of tuition and fees. Communicate with program faculty and contact the Records and Registration Office for more information.

### **Student Evaluation of Courses and Instruction**

Students have the right to provide anonymous feedback on all courses. Students exercise this right through the university/department's approved course evaluation process. To protect student anonymity, instructors and their department chair receive students' responses in an aggregate, typed format. Results of student evaluations are among the data used to determine whether faculty members will be tenured and/or promoted from one academic rank to another, such as from assistant to associate professor. Because response rate is a datum included in these decisions, each student is urged to complete an evaluation for each course. Student feedback provides instructors with information to improve instruction for future students.

### **Written Work Policy**

The Counseling Program faculty requires that all papers written for counseling courses conform to the most recent American Psychological Association (APA) publication style unless the instructor specifies other formats. APA is the form and style standard and is the accepted standard of research in our profession. An excellent tutorial on APA format can be found at the Purdue OWL website.

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Students are encouraged to gain proficiency in word processing in preparing all written work. When students submit electronic documents, they are expected to use .doc or .docx files, which are default in the Microsoft Office Word software. Numerous computers and appropriate software are available on the EWU-Cheney campus in the

computer labs. Using correct writing mechanics consistent with a graduate level education is required. The expectation is that information will be organized accurately and communicated succinctly.

Each instructor you have during the program will have an AI policy explanation in their syllabus. You are expected to know the expectations of the instructors.

### **Guidance Regarding Protected Health Information in the Program**

As a counselor-in-training, it is the responsibility of each student to follow the applicable laws and ethics around protecting both client information as well as information of classmates. Any violation of these policies is considered a severe ethical violation which could result in remediation, dismissal, and/or professional liability.

It is a CACREP requirement that supervision include secure audio or video recordings and/or live supervision of students' interactions with clients. During every quarter of internship, you are required to provide an audio or video recording to be viewed live in class by the instructor and the class of other counselors-in-training. Site policy according to state and federal law must be followed in maintaining security of these recordings. The space in which recordings are viewed will be kept physically confidential. Recordings will never need to be saved or sent to the instructor or students, rather they will be viewed once synchronously. Afterwards it is your responsibility to maintain security or delete the recording. In accordance with their site supervisor, some students use a compliant cloud-based system, some use a password-protected USB and/or site-approved laptop, while others may request live supervision by the internship faculty.

Both HIPAA and FERPA laws apply to our classroom conversations.

HIPAA focuses on individually identifiable information, which means information that identifies the client or could be used to identify the client, which includes any paper written for this program containing client information. All electronic patient medical or health records must be kept private as according to your internship site policies. When speaking about clients in class, HIPAA applies. In addition, HIPAA also refers to information relating to the past, present, or future physical or mental condition of an individual. Lastly, HIPAA applies to research data that identifies individual patients.

When presenting and discussing cases in class students must assign clients a pseudonym or leave the client's name out of the conversation completely. Your instructors will model this when using examples from their own professional experiences. Names are not the only thing that can be used as identifying information. Rich informative discussions can still occur without specific identifying clinical information. Please remember anything that may be unique could lead to identifying a

client and should be kept out of any written documents or conversations in the classroom. *For example, if your client was a retired professional athlete that may lead to identifying them, but you could potentially still discuss the case by keeping the sport, level of sport, or region, ambiguous.*

FERPA protects your rights. While we are not providing any of you with counseling in this program, personal information is often shared in practice counseling sessions between peers. Some practice sessions will be recorded. The information you share is protected by FERPA. Recordings are done in your skills class and are submitted to your instructor for review. Following appropriate FERPA guidelines requires recordings to be shared with instructors using your Google Drive as EWU's drive is FERPA protected.

Lastly our ACA Code of Ethics Section B refers to confidentiality. While you are in training, you are expected to adhere to the professional ethical code the same way a professional would. Any violations will prompt a conversation with an advisor to provide additional education around these expectations, and continued breaches may result in dismissal from our program.

## **STUDENT ACCOMODATIONS**

If a student has an existing need for an accommodation or finds themselves in need of one during the program, the student should contact Student Accommodations and Student Support at [sass@ewu.edu](mailto:sass@ewu.edu).

The SASS office at Eastern Washington University is a combination of the Student Care Team and Disability Support Services. They serve students who may be struggling with personal challenges and/or obstacles. The team can help to coordinate the care and resources students need to overcome barriers to their personal and academic success. They promote equal opportunity for all students and can provide crisis care, case management, and appropriate and reasonable accommodations on an individual basis. Their goal is to empower students to gain the skills and support they need so that they can be independent, allowing them to complete their program of study while being as self-reliant as possible and making their time at EWU a positive experience.

## **Student Accommodation Rights**

1. Under Section 504 of the Rehabilitation Act of 1973, EWU students with a documented disability have a right to “reasonable accommodations” which provides an “equal opportunity” to participate in all programs of the university if they are “otherwise qualified” for the program. Student Accommodations and Support Services staff, instructors, other university personnel, and the students work together to determine and provide appropriate accommodations.

2. EWU students with a disability have the right to fair and equal treatment by instructors and other university personnel in receiving appropriate accommodations.
3. EWU students with a disability have a right to participate in the determination of appropriate accommodations for themselves with the SASS staff.
4. EWU students with a disability have the right to appeal decisions made concerning what accommodations are appropriate for them.
5. EWU students with a disability have a right to report discrimination on the basis of their disability to the SASS Director/ADA Compliance Officer and/or the U.S. Office of Civil Rights (OCR). Information re: OCR can be obtained from the SASS Office.

## **Student Accommodations – Responsibilities of Students**

1. Students have the responsibility to meet with the SASS staff and with their instructors to arrange appropriate accommodations.
2. Students must provide written documentation of their disability from a professional services provider to SASS to obtain services. This documentation must describe the disability, provide results and interpretation of tests performed (if appropriate), describe any limitations the student may experience in the educational/college life setting and provide suggestions for reasonable accommodation.
3. Students are responsible for scheduling services in advance according to the SASS procedures established for those services.
4. Students have the responsibility to remind instructors of pre-arranged testing accommodations in the SASS Office to ensure that tests will be delivered and picked up with instructions.
5. Students scheduled to complete tests in the SASS Office are responsible for scheduling a testing time five days in advance with SASS staff.
6. If completing a test in the SASS Office, students must be on time. If the student is later than 10 mins. to take a test, it may result in loss of testing space.

7. Students must return all equipment and materials checked out from SASS at the end of the current quarter before leaving campus. Failure to return borrowed equipment will result in the loss of the right to use the services.

8. Students are responsible for becoming familiar with all SASS policies and procedures.

## **SOCIAL MEDIA GUIDANCE**

Students may choose to communicate with each other through social networks (e.g., Facebook, X, Instagram, What's App, etc.), but be cognizant of the high ethical and moral expectations of a professional counselor when choosing this form of communication (Pham, 2014). The faculty will not accept social media requests from current students. Social media or personal device communication with clients during practicum/internship experiences could be considered grounds for remediation or dismissal following ACA code of ethics. Personal information, opinions, or communications that are posted on websites or social media outlets—or made in any public environment—should never be offensive to the community, immoral within accepted community standards, or insulting to any person or groups of persons, including peers and members of the faculty. Any violation of this could be seen as a breach of the ethical and/or professional code set forth by this program. Depending on the severity of the incident, a student may require a professional growth plan.

*Pham, A. V. (2014). Navigating social networking and social media in school psychology: Ethical and professional considerations in training programs. Psychology in the Schools, 51, 767-778.*

## **SEXUAL HARASSMENT POLICY**

Sexual harassment is a violation of basic tenets of human dignity. It also violates Eastern Washington University's policies, federal and state laws, civil rights, and professional ethics. Sexual harassment will not be tolerated (EWU Policy 402-01).

All members of the campus community are required to comply with this policy. The University will take appropriate action against any employee or student at Eastern Washington University who violates the policy. Persons with supervisory responsibilities for employees or students are expected to report or take appropriate action when they know of sexual harassment. In determining supervisory responsibility, the extent of control over the circumstances and corrective action, if any, taken by the supervisor will be considered.

<https://inside.ewu.edu/policies/knowledge-base/ewu-402-01-discrimination-sexual-harassment-sexual-interpersonal-violence/>

## HAZING

EWU includes a hazing policy in the Student Code of Conduct. You should be familiar with this and other instances of student conduct.

<https://inside.ewu.edu/policies/knowledge-base/chapter-172-121-wac-student-conduct-code/>

## LEAVE OF ABSENCE

Once enrolled, the student must make continual progress toward the degree. This is defined minimally as being enrolled in consecutive Fall, Winter, Spring and Summer quarters until all requirements are completed. A student may petition the counseling faculty in writing for a leave of absence not to exceed one academic year.

A leave of absence may be granted by the collective decision of the faculty. After a student misses 14 days in one academic quarter (or the equivalent of two classes), they will meet with the program faculty to determine if a Leave of Absence is prudent. Missing 14 days without pursuing a leave may result in failure to pass all classes.

**In addition, a student may request a leave of absence.**

Reasons for a leave vary by student and situation, *but may include, although not limited to, students becoming ill and requiring lengthy treatment, students becoming pregnant during the program, or a family emergency.* It is important that a student know that any leave from the program would mean a potential delay in graduation. If the student is in the second year when a leave is granted, the leave must also be discussed with the internship site and supervisor to uphold professionalism and guard against client abandonment. In some cases, leaves may be requested by the student or recommended by the faculty members.

In the instance that the student is doing their clinical field experiences, client abandonment will be considered. If placement has been secured, the student's site and site supervisor will be included in the conversation regarding a leave of absence. Conversation will include counselor impairment as well as potential abandonment. In addition, there is no guarantee the site will hold or "save" the student's placement while they are attending to needs. This may result in the student needing to find and interview at a new site for when they return.

## RETURNING TO SCHOOL AFTER A LEAVE OF ABSENCE

Any student who takes a leave of absence will meet with all the counseling faculty to discuss returning to the program. The counseling faculty members, depending on the reason why the student took the leave of absence, may request permission to speak

with a medical or mental health professional (if applicable) before a decision is made for the student to return. This conversation is meant to be informative in nature, not diagnostic or evaluative. Continuation in the program will be dependent on securing an approved internship placement.

## **CLINICAL EXPERIENCES AND POLICIES**

### ***STATEMENT OF LIABILITY AWARENESS***

Considering the increased litigation in the United States, it is important that students in training for the helping professions must have adequate liability coverage during their training period. Enrollment in Practicum and Internship courses will activate an additional fee to cover Eastern Washington University's liability insurance.

To protect students in training who are providing direct client services, the EWU Counseling Program requires each student to present evidence of additional adequate personal liability coverage. The student's insurance program must cover the counseling curriculum including on- and off-campus courses. Students must have insurance coverage in the minimum amount of \$1,000,000 incident/\$1,000,000 aggregate. Students will be asked to present evidence of liability insurance coverage on Tevera when finalizing site placement. A student cannot initiate any clinical experience until proof of insurance is uploaded. Often, students gain liability insurance by becoming a student member of ACA. As ACA membership has a yearly premium, students choosing this option will be expected to purchase membership twice in a typical program. A student may choose to explore other liability options in which case evidence of coverage consists of a photocopy of the cover page of the insurance policy that shows the student's name, social security number, policy number, and dates of coverage.

**This means students are to be covered by liability insurance for the duration of their program.**

### ***Introductory and Advanced Counseling Skills***

To prepare students for practicum, the curriculum includes two skills courses. PSYC 571, Counseling Skills, lays the foundation for the helping relationship by primarily focusing on core micro skills. The focus during the Advanced Skills course (PSYC 572) is on sharpening the fundamental skills and practicing specific techniques connected to theory. Practice is completed primarily using fellow students and instructors.

### ***Small Group Experience and Group Counseling Requirement***

The Counseling Program requires participation in a personal growth group counseling experience for approximately ten group sessions. The group experience occurs with



other students in a class cohort under the leadership of an experienced group counselor. Faculty are not informed of the content discussed in these group experiences, unless concerns arise that warrant potential intervention. In addition to attending 10 hours of group sessions as a participant, students must also lead or co-lead, **at least 10 hours of group counseling** during their practicum or internship.

### ***TIMELINE FOR CLINICAL COURSEWORK IN COUNSELING***

PSYC 571 and PSYC 572: Students refine basic counseling skills and the techniques associated with their guiding theory. Each student practices counseling skills with fellow counseling students under close supervision. Students must complete PSYC 571 with a grade of P to enroll in PSYC 572 and subsequently, Practicum. Students may retake this course(s) only once.

PSYC 584 Group Counseling Theories and Techniques: Students participate in a process group with peers, plan and conduct a mock counseling group.

PSYC 694 Practicum: Students provide counseling under close supervision to clients in an agency setting. Students must provide at least 40 hours of counseling to clients and must participate in minimum amounts of weekly group supervision, as well as individual and/or triadic supervision, in addition to other course requirements. See the Clinical Experience Handbook for details. Students must complete PSYC 694 with P for the student to enroll in Internship. Students may be granted an incomplete, or in progress if they are working to complete required hours in good faith.

PSYC 697 Internship: Internship is the final activity in the students' programs and is intended to provide the opportunity to engage in all the activities of a regularly employed staff member in either a mental health agency or school setting. Students must provide at least 240 direct (and a minimum 600 total) hours of counseling services during the internship experience over at least 4 quarters. Counseling activities occur under supervision of approved supervisors at approved sites. The Counseling Program faculty will provide opportunity for discussion of professional issues related to the practice of counseling through a scheduled group supervision seminar.

### **PERSONAL AND PROFESSIONAL CONSIDERATIONS & POLICIES**

#### **STUDENT PROFESSIONAL DEVELOPMENT AND SELF-DISCLOSURE STATEMENT**

Participation in a Counseling program requires that the successful student learn theories, concepts, and skills; practice techniques and strategies; and discover and develop a personal counseling style, all while integrating course content and experiential skills development and increasing one's insight about the personal



meaning of these areas of study. While not therapy processes, applied in-class experiences provide the opportunity to learn about personal and professional strengths, as well as areas for growth. Clear guidelines will be presented by instructors regarding the format and content of in-class exercises.

Throughout the program, you are asked to model appropriate self-disclosure. This involves sharing personal reactions and responses to what is immediate, disclosing struggles or unresolved issues, and taking responsibility for growth areas as well as strengths and goals. Appropriate self-disclosure does not mean that one must reveal all things. Counseling classes provide the challenge to practice appropriate self-disclosure and to gain valuable new insights while strengthening your skills as a counselor.

**Note:** The class processes should not be approached as a substitute for personal counseling. There are always risks involved in group or class participation. If you feel that your participation is negatively impacting you, please let the instructor and/or the group members know as soon as possible. As instructors, it is our intention to protect a student's right not to disclose, understanding that there is a fine line between helpful and excessive confrontation. The Counseling program faculty members respect a student's right not to participate in any exercise they wish but reserve the right to require alternative assignments. In case of any difficulty, please contact a faculty member for help with its resolution.

## **PERSONAL GROWTH/ADJUSTMENT POLICY**

As a matter of policy, the following guidelines are established:

1. Since the dynamics of good teaching and good therapy overlap considerably, faculty members will endeavor to be effective in establishing positive relationships and in enhancing student progress in academic, skill, and personal growth realms.
2. Students will be invited and encouraged, but not required, to disclose freely in all facets of their educational experience. In instances where students find themselves in the role of client, they may disclose real personal content, play a role, or disengage at their discretion. Students are, always, responsible participants in whatever process is going on and, as such, retain the right and the responsibility to monitor and direct their own behavior.
3. Faculty members will model self-disclosure and, within the same parameters that apply to students, exercise self-responsibility in what, where, and how they disclose.
4. Faculty members will respond as advisors, mentors, and possibly as confidantes for student-initiated interactions; they will not, however, formally enter a therapy process with program students.

5. **Students who recognize the need for individual or group counseling are encouraged to seek that experience for their own benefit. Faculty or other established professionals can provide referral sources, including but not limited to Counseling and Wellness Services at EWU. Faculty members may, after consultation with colleagues in the department, recommend to students to pursue counseling. If students need more assistance than CWS can provide, the program faculty will engage the student and make recommendations to counselors in the field as appropriate.**
6. Many of the educational and training activities are experimental in nature and provide participants with insights and avenues for personal growth. Demonstrations in group dynamics and group counseling classes involve participation, both as group members and as leaders. Like the self-disclosure guidelines, participants retain responsibility for themselves.
7. It is recommended that each student meet with their advisor whenever questions or concerns arise. They are, however, required to meet with their advisor during the fall and winter quarter of their first year as well as either fall or winter quarter of their second year.

## EMPLOYMENT POLICY

The members of the Counseling faculty want to maintain high standards and our goal is to have all students gainfully employed as counselors upon graduation.

To ensure ethical and legal practice, program faculty has agreed upon the following policy:

1. If an intern desires to seek employment prior to the end of the course of study and prior to graduation, the following must be considered:
  - a. A student remains a student until a degree is conferred and therefore cannot be referred to as a **counselor at the master's level** until noted on a *graduate transcript*.
  - b. A student may apply for a position at the site where they have been accruing internship hours.
    - i. In other words, the site at which a student seeks employment must match the internship.
    - ii. A student **cannot** apply for a position as a **counselor** outside of that agreed upon internship experience, as under the law, the experience is not under his/her scope of practice. This is not only unethical; it is jeopardizing future licenses.

In the case an intern is hired, they must remember their student status is key. If the student does not attend class or does not complete the responsibilities as a student in the last quarter of study, they are in jeopardy of not graduating and not getting licensed, ceasing employment.

## **DIVERSITY AWARENESS AND ACTION PLAN**

The following plan has been developed and implemented by the Counseling faculty to increase diversity awareness in our students and our program.

- A statement about cultural diversity will appear on every syllabus
- The student disability services statement will appear on every syllabus
- Diversity issues will be addressed in every class starting with the introductory courses
- Scholarship and work study opportunities will be explored to recruit low SES, rural, and disadvantaged students
- Faculty will model professional attitudes and behaviors that support efforts to create a pluralistic and responsive culturally sensitive community, through increased diversity awareness and training approaches
- Faculty will pursue cross disciplinary collaborations to increase their own and student understanding of diversity
- Students and faculty will be expected to remain open to professional growth and development in diversity issues
- Students will be required to undertake an active examination of diversity issues throughout their curriculum and throughout clinical experiences
- Efforts to recruit and retain culturally diverse faculty and students will be actively pursued by the faculty and administration
- Faculty will develop partnerships with programs, lay persons, and professionals in the community that promotes diversity sensitive awareness and behaviors

### **Cultural Considerations in Speech**

Hate speech (e.g., racial slurs) of any kind will not be tolerated. Hate speech represents deeply entrenched oppressive systems which have harmed your fellow students, faculty, and clients. Due to the deeply personal nature of hate speech, please use a shortened form or avoid the word(s), even in the event you are reporting what a client stated. We hope to foster challenging growth-fostering conversations, which while not always *comfortable*, should be *safe* for all participants. Cultural humility as defined by Hook (2014) may serve as a guide to counter hate speech. “*Cultural humility involves an awareness of the limitations in our ability to understand the worldview and cultural background of others as well as a stance toward others that is marked by respect and openness to their own unique worldview*” (Hook, 2014).

## **PROFESSIONAL COUNSELING ORGANIZATIONS**

Students are expected to join a professional organization during their tenure as students. Joining a professional organization helps develop a strong professional identity as a counselor. Benefits to membership while in school include student liability

insurance, quarterly journals containing relevant research, access to members only resources, monthly articles on counseling and relevant legislative efforts found in Counseling Today. Students are encouraged to attend local, state, and national conferences for networking.

American Counseling Association

[www.counseling.org](http://www.counseling.org)

American Mental Health Counseling Association

[www.amhca.org](http://www.amhca.org)

Chi Sigma Iota

[www.csi-net.org](http://www.csi-net.org)

Association for Creativity in Counseling (ACC)

[www.aca-acc.org/](http://www.aca-acc.org/)

[Society for Sexual, Affectional, Intersex, and Gender Expansive Identities \(SAIGE\)](http://www.saigecounseling.org/)

<https://saigecounseling.org/>

Association for Multicultural Counseling and Development (AMCD)

[www.amcdaca.org](http://www.amcdaca.org)

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

[www.aservic.org](http://www.aservic.org)

Association for Specialists in Group Work (ASGW)

[www.asgw.org](http://www.asgw.org)

Association for Humanistic Counseling (AHC)

[www.c-ahead.com](http://www.c-ahead.com)

Counselors for Social Justice (CSJ)

<http://counselorsforsocialjustice.com/>

Washington Counseling Association

[www.wacounseling.org](http://www.wacounseling.org)

Washington Mental Health Counseling Association

[www.wmhca.org](http://www.wmhca.org)

## **AFFILIATE AND OTHER PROFESSIONAL ORGANIZATIONS**

Chi Sigma Iota International (CSI)

[www.csi-net.org](http://www.csi-net.org)

Council for Accreditation of Counseling & Related Educational Programs (CACREP)  
[www.cacrep.org](http://www.cacrep.org)

National Board for Certified Counselors (NBCC)  
[www.nbcc.org](http://www.nbcc.org)

American College Personnel Association (ACPA)  
[www.myacpa.org](http://www.myacpa.org)

## **SCHOLARSHIPS**

Information on financial aid and scholarships at EWU can be accessed through the following:

- Eastern Washington University [Graduate Studies Catalog](#)
- Financial Aid and Scholarship Office, Eastern Washington University, 526 5th Street, Cheney, WA 99004-2431, (509) 359-2314 or (800) 280-1256
- <http://www.ewu.edu/gradprog/>
- <http://www.ewu.edu/studenterv/FinAid>
- <http://www.finaid.org/>

### **The Walt Powers Scholarship in Counseling**

An Emeritus Professor of Counseling, Dr. Walt Powers, established a scholarship to acknowledge and support unusually capable students in the Mental Health and School Counseling Programs at Eastern Washington University. Due to his generosity, it now includes contributions from faculty, graduates, and other donors. Each year we offer the Walt Powers Scholarship to two second year graduate students. A plaque with the engraved names of the annual award recipients is displayed in the Department of Psychology office.

### ***Criteria for the Walt Powers Scholarship***

The counseling faculty makes the final selection of an award recipient according to the scholarship guidelines. The selection is made based on a combination of academic merit, a commitment to a career in counseling, and financial need. Merit is weighted most heavily in the selection process. Merit is determined based on a "mature commitment" to the field of counseling demonstrated by:

1. Experiences in a social service agency or practice:
2. Ability to articulate one's career goals in the counseling profession;

3. Service to the profession at the University (Chi Sigma Iota or other campus-based activities such as teaching or mentorship); and
4. Service to the profession beyond the University (professional activities at conferences or in associations, research, or publications).

### **The Alan and Janna Basham Scholarship**

Alan Basham taught from 1995-2018 in the EWU Counselor Education Program in the Department of Psychology. He served as a medical evaluation hospital corpsman with the 1<sup>st</sup> Marine Air Wing in the Vietnam War and helped to establish the EWU's Veterans Resource Center. Alan was the President of the Washington Counseling Association, President of the Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC, a division of the American Counseling Association) and was awarded the EWU Trustees Medal in recognition of his teaching, scholarship, and community service. He became an Emeritus faculty member in 2023.

Janna Basham is an EWU Alumnus who graduated from EWU's nursing program as an R.N. in 1979.

Alan and Janna funded this scholarship because of their long association with EWU and because they are committed to the academic and professional success of graduate students in Counseling.

### **Criteria for the Alan and Janna Basham Scholarship**

1. Be a current EWU graduate student in the Counseling program in the School of Psychology
2. Be in good standing in the program, including a 3.0 GPA and successful completion of all sequential courses at time of selection
3. Meet one of the following requirements,
  - a. Have served on active duty in any branch of the US Military and received an honorable discharge or are currently in the National Guard or an active reserve unit.
  - b. Be the biological or adopted child or spouse of a veteran as described above.
  - c. Be the first person in their immediate family of origin to attend any college.

## Appendix A: Professional Counseling Competencies

Students will be evaluated on the following scale.

Students must receive scores of meets expectations on most areas of professional development.

CACREP (2016) Standards relating to the *Counselor Competencies Scale—Revised (CCS-R)* Lambie, 2016. Permission to use granted via author of scale January 12, 2017

Score	Primary Counseling Dispositions and Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations/ Demonstrates Competencies (5)	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Developing toward competencies (3)	Below Expectations/ Unacceptable (2)	Harmful (1)
	<b>Professional Ethics</b>	<b>Adheres to the ethical guidelines of the ACA, ASCA, &amp; NBCC, including practices within competencies.</b>	Demonstrates consistent & advanced ( <i>i.e., exploration &amp; deliberation</i> ) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions

Score	Primary Counseling Dispositions and Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations/ Demonstrates Competencies (5)	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Developing toward competencies (3)	Below Expectations/ Unacceptable (2)	Harmful (1)
	<b>Professional Behavior</b>	<b>Behaves in a professional manner towards supervisors, peers, &amp; clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.</b>	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
	<b>Professional &amp; Personal Boundaries</b>	<b>Maintains appropriate boundaries with supervisors, peers, &amp; clients.</b>	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients, such as engaging in dual relationships.



Score	Primary Counseling Dispositions and Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations/ Demonstrates Competencies (5)	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Developing toward competencies (3)	Below Expectations/ Unacceptable (2)	Harmful (1)
	<b>Knowledge &amp; Adherence to Site and Course Policies</b>	<b>Demonstrates an understanding &amp; appreciation for <i>all</i> counseling site and course policies &amp; procedures.</b>	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
	<b>Record Keeping &amp; Task Completion</b>	<b>Completes <i>all</i> weekly record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</b>	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

Score	Primary Counseling Dispositions and Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations/ Demonstrates Competencies (5)	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Developing toward competencies (3)	Below Expectations/ Unacceptable (2)	Harmful (1)
	<b>Multicultural Competence in Counseling Relationship</b>	<b>Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.</b>	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
	<b>Emotional Stability &amp; Self-control</b>	<b>Demonstrates self-awareness and emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with clients.</b>	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.

Score	Primary Counseling Dispositions and Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations/ Demonstrates Competencies (5)	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Developing toward competencies (3)	Below Expectations/ Unacceptable (2)	Harmful (1)
	<b>Motivated to Learn &amp; Grow / Initiative</b>	<b>Demonstrates engagement in learning &amp; development of his or her counseling competencies.</b>	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
	<b>Openness to Feedback</b>	<b>Responds non-defensively &amp; alters behavior in accordance with supervisory &amp;/or instructor feedback.</b>	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates <i>no</i> openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.

Score	Primary Counseling Dispositions and Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations/ Demonstrates Competencies (5)	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Developing toward competencies (3)	Below Expectations/ Unacceptable (2)	Harmful (1)
	<b>Flexibility &amp; Adaptability</b>	<b>Demonstrates ability to adapt to changing circumstance, unexpected events, &amp; new situations.</b>	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.
	<b>Congruence &amp; Genuineness</b>	<b>Demonstrates ability to be present and "be true to oneself"</b>	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

## Appendix B Chart of Key Performance Indicators

Foundational Areas		Program Learning Outcome	Key Performance Indicator	When Assessed
CACREP Core Areas	Professional Counseling Orientation & Ethical Practice	Students will apply ethical standards of professional counseling organizations in professional counseling.	Ethical Decision-Making Model	Quarter 1 PSYC 535
			CPCE	Quarter 6  Exam taken last week of Winter Quarter Second Year
	Social and Cultural Identities and Experiences	Students will understand and apply the multicultural counseling competencies when working with students or clinical mental health clients.	Group presentation	Quarter 2 PSYC 590
			CPCE	Quarter 6  Exam taken last week of Winter Quarter Second Year
	Lifespan Development	Students will demonstrate knowledge of individual and family development and learning.	Family Systems Movie Conceptualization	Quarter 5 PSYC 569
			CPCE	Quarter 6  Exam taken last week of Winter Quarter Second Year
	Career Development	Students will understand and apply theories and models of career development,	Personal Career Development	Quarter 5 PSYC 542
			CPCE	Quarter 6

Foundational Areas		Program Learning Outcome	Key Performance Indicator	When Assessed
		counseling and decision making when working with clients or students.		Exam taken last week of Winter Quarter Second Year
	Counseling Practice and Relationships	Students will adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a school or clinical mental health setting.	Advanced Counseling Skills Project	Quarter 2 PSYC 572
			Counseling Skills Video	Quarter 6 PSYC 697 Internship
	Group Work	Students will understand group processes and dynamics for working with persons in different stages of development across the life span.	Group Proposal	Quarter 3 PSYC 584
			Reflection of group work	Quarter 7 PSYC 697 Internship
	Assessment and Diagnostic Processes	Students will use assessment for diagnostic and intervention planning purposes.	Diagnosis of a Fictional Character	Quarter 2 PSYC 575
			CPCE	Quarter 6

Foundational Areas		Program Learning Outcome	Key Performance Indicator	When Assessed
				Exam taken last week of Winter Quarter Second Year
	Research and Program Evaluation	Students will demonstrate an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	Developmental Research Paper	Quarter 3 PSYC 506
			CPCE	Quarter 6  Exam taken last week of Winter Quarter Second Year
Specialty Area: Clinical Mental Health Counseling	Students studying clinical mental health counseling will be able to develop a case conceptualization informed by diagnosis, evidence based practice, and guiding theory of counseling based in multicultural counseling.		Case conceptualization	Quarter 4 (summer) PSYC 697 Internship
			Case conceptualization	Quarter 7 PSYC 697 Internship

## Appendix C

Once you have read this, please complete this form to verify.

<https://forms.gle/vAMZ1ezKXEMw67wQ7>