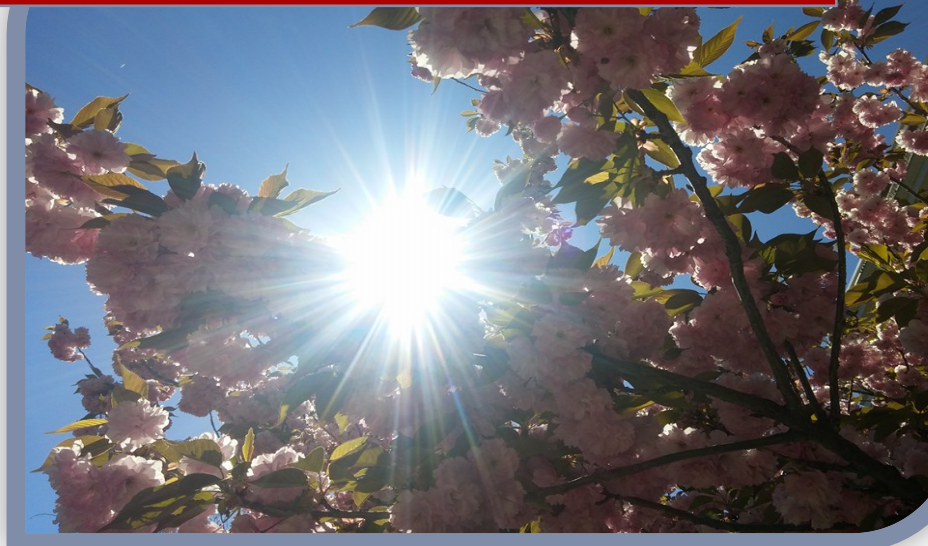# EASTERN
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Student Handbook

Counseling

MASTER OF SCIENCE IN COUNSELING:
CLINICAL MENTAL HEALTH COUNSELING

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

Revised August 2023

Welcome to the Counseling Program at Eastern Washington University!

This handbook is designed to provide you, the master's level student, with a comprehensive overview of the Counseling Program, our policies and procedures, and 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.

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, please sign the Agreement Contract at the end of this handbook and submit it to Dr. Keely Hope.

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

Best wishes in your personal and professional pursuits!

The Counseling Faculty
Dr. Keely Hope
Dr. Camille Frank
Dr. Sarah Johansson

TABLE OF CONTENTS

You 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 & VISION

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. We strive to prepare candidates to be ethical, culturally competent, theoretically sound, and clinically skilled practitioners. Thus, counselor training occurs in a learning community that is challenging and supportive, academically stimulating, honors diversity, and intentionally focuses on both skill development and personal growth of the counselor-in-training. In this way, Counseling follows the EWU mission of *expanding opportunities for personal transformation through excellence in learning*.

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 because of our connection with one of the first CACREP affiliated internships serving Veterans in the Spokane/Cheney area.

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MASTER'S IN SCIENCE IN COUNSELING: CLINICAL MENTAL HEALTH COUNSELING

This program is a 94-quarter-hour program that is currently accredited by CACREP. 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, private counseling agencies, drug abuse treatment centers, child counseling clinics, family counseling centers, and private practice. This track 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 because of graduating from this CACREP program.

Our program meets educational standards for 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, so the advisor may help select electives that may meet requirements that differ in 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
Camille Frank, PhD. **Assistant Professor** **Internship Coordinator**	Idaho State University	Core Counseling areas	Marriage and Family Counseling, Trauma and Post-trauma growth, Relational-Cultural Theory
Sarah Johansson, PhD **Assistant Professor**	University of the Cumberlands	Core Counseling areas	Trauma LGBTQ+ persons

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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. 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
4. Three 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 their Fall start date.

STUDENT ORIENTATION

Orientation. Within the first 12 days of the first quarter, 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, a mentorship 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:

1. Program schedules, courses, retention, and remediation
2. Graduation requirements (CPCE)
3. Licensure requirements
4. Opportunity to take the NCE
5. Timeline to graduation
6. Professionalism
7. Diversity awareness and action plan
8. Professional ethics – Code of Ethics
9. Culture of graduate school
10. Counseling graduate programs, i.e., personal growth
11. Communication. Students are required to use and respond to their university sponsored (ewu.edu) email address.

II. Expectations and Resources
1.   Student expectations, anxieties, questions.
2.   Perceived resources for support (emotional, economic, academic, etc.).
3.   Expected or imagined roles (e.g., student, practicum counselor, internship counselor, friend/cohort, student, advisee, supervisor/mentor, other).
4.   Personal and collegial strategies for success the program and beyond

III.   Mentorship--"How to Succeed in the First Year"
Students in the existing cohort will be present to discuss their experiences in the program, in practicum/internship, and strategies for success. Intracohort mentors and mentees will be assigned. Chi Sigma Iota will be reviewed.

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

There are eight core curriculum areas and two specialized application areas. 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 2016 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. Through the use of standardized and informal assessments, plan and evaluate the use of evidence-based or efficacy-based counseling practices and programs.

6. Understand and analyze research in order to inform counseling practice.

7. Understand and perform professional responsibilities necessary for success as a professional counselor.

8. Demonstrates career development through the use of assessments and career resources.

CORE CACREP CURRICULUM & OBJECTIVES

CACREP SECTION 2

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.

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

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

SOCIAL AND CULTURAL DIVERSITY

a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
c. Multicultural counseling competencies
d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
e. The effects of power and privilege for counselors and clients
f. Help-seeking behaviors of diverse clients

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g. The impact of spiritual beliefs on clients' and counselors' worldviews

h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

HUMAN GROWTH AND DEVELOPMENT

a. Theories of individual and family development across the lifespan

b. Theories of learning

c. Theories of normal and abnormal personality development

d. Theories and etiology of addictions and addictive behaviors

e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior

f. Systemic and environmental factors that affect human development, functioning, and behavior

g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

h. A general framework for understanding differing abilities and strategies for differentiated interventions

i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

CAREER DEVELOPMENT

a. Theories and models of career development, counseling, and decision making

b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

c. Processes for identifying and using career, vocational, educational, occupational and labor market information resources, technology, and information systems

d. Approaches for assessing the conditions of the work environment on clients' life experiences

e. Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development

f. Strategies for career development program planning, organization, implementation, administration, and evaluation

g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

h. Strategies for facilitating client skill development for career, educational, and life-work planning, and management

i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making

j. Ethical and culturally relevant strategies for addressing career development

COUNSELING AND HELPING RELATIONSHIPS

a. Theories and models of counseling

b. Systems approach to conceptualizing clients

c. Theories, models, and strategies for understanding and practicing consultation

d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
e. The impact of technology on the counseling process
f. Counselor characteristics and behaviors that influence the counseling process
g. Essential interviewing, counseling, and case conceptualization skills
h. Developmentally relevant counseling treatment or intervention plans
i. Development of measurable outcomes for clients
j. Evidence-based counseling strategies and techniques for prevention and intervention
k. Strategies to promote client understanding of and access to a variety of community-based resources
l. Suicide prevention models and strategies
m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
n. Processes for aiding students in developing a personal model of counseling

GROUP COUNSELING AND GROUP WORK

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

ASSESSMENT AND TESTING

a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling
b. Methods of effectively preparing for and conducting initial assessment meetings
c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
d. Procedures for identifying trauma and abuse and for reporting abuse
e. Use of assessments for diagnostic and intervention planning purposes
f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
h. Reliability and validity in the use of assessments
i. Use of assessments relevant to academic/educational, career, personal, and social development
j. Use of environmental assessments and systematic behavioral observations

k. Use of symptom checklists, and personality and psychological testing
l. use of assessment results to diagnose developmental, behavioral, and mental disorders
m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

RESEARCH AND PROGRAM EVALUATION

a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
b. Identification of evidence-based counseling practices
c. Needs assessments
d. Development of outcome measures for counseling programs
e. Evaluation of counseling interventions and programs
f. Qualitative, quantitative, and mixed research methods
g. Designs used in research and program evaluation
h. Statistical methods used in conducting research and program evaluation
i. Analysis and use of data in counseling
j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

CLINICAL MENTAL HEALTH COUNSELING SPECIALTY

The Clinical Mental Health Counseling (CMHC) specialization is designed to prepare individuals to work in private and public agencies where the primary focus is on the mental health concerns of their clients. Candidates are prepared to be ethical, culturally competent, theoretically sound, and clinically skilled.

Objectives: CMHC candidates must demonstrate knowledge and skill in all Student Learning Outcomes identified within the following CACREP standards for CMHC program areas:

1. Foundations
a. History and development of clinical mental health counseling
b. Theories and models related to clinical mental health counseling
c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
e. psychological tests and assessments specific to clinical mental health counseling

2. Contextual Dimensions
a. Roles and settings of clinical mental health counselors
b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
c. Mental health service delivery modalities within the continuum of care, such as

inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

f. Impact of crisis and trauma on individuals with mental health diagnoses

g. Impact of biological and neurological mechanisms on mental health

h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

i. Legislation and government policy relevant to clinical mental health counseling

j. Cultural factors relevant to clinical mental health counseling

k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

l. Legal and ethical considerations specific to clinical mental health counseling

m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. Practice
a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

b. Techniques and interventions for prevention and treatment of a broad range of mental health issues

c. Strategies for interfacing with the legal system regarding court-referred clients

d. Strategies for interfacing with integrated behavioral health care professionals

e. Strategies to advocate for persons with mental health issues

4. Clinical Instruction
For the Clinical Mental Health Counseling Program, an internship that is at least 600-clock hours (Standard 3.J-M) and at least 100-clock hours enrolled in a practicum occurs in a mental health setting under the supervision of a site supervisor as defined by Section 3, Standard N-R.

The required hours follow a 40:60 ratio of direct service to indirect service hours. 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.

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.

- **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. There is also a Counseling Program Canvas page and College of Professional Programs Canvas page you will be invited to.
  - o 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 access 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.

- o 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 provide 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 trainings/seek assistance as needed.

The following link can guide students in services EWU provides for technology. https://inside.ewu.edu/it/service/software/

ATTAINMENT OF STUDENT KNOWLEDGE AND SKILL

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 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 for professional functioning.** 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. Effective oral and written communications are core competencies.

The first of the above-described evaluation occurs via course examinations 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 with the practicum and internship supervisor.

The third type of evaluation is done via practicum and internship.

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).

For each of the eight core areas and for the appropriate specialty criteria, students will demonstrate competence through:
1. Written examinations 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 CANDIDATE PROGRESS AND STUDENT LEARNING OUTCOMES

1. The student's advisor provides feedback on the student's progress.
2. Feedback will be provided quarterly.
3. Feedback is based on consultation with all members of the faculty and clinical supervisors as appropriate.

4. 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 the 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"
   c. More than one score of inadequate warrant an intervention, which could include remediation or removal from the program.
5. The student will have a chance to review any evaluation forms via Canvas or Tevera.
6. Students in practicum and internship will receive regular written and verbal feedback from their supervisors via Tevera. The site may also keep their own supervision records. This information will be included in regular faculty evaluations on student progress.
7. 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.

POLICIES AND PROCEDURES

ACADEMIC POLICIES

Advancement to Candidacy

Advancement to candidacy 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 to candidacy requires the following along with a recommendation by the faculty:

1. Completion of at least 15 graded credits in a degree program
2. Maintenance of at least a 3.00 cumulative graduate program GPA
3. Satisfactory professional counseling performance skills evaluations by supervisors in formalized skills classes (PSYC 571 and PSYC 572)
4. The score on the Professional Dispositions form must be a mean of 3.0 or B
5. Degree Candidacy will be noted in Degree Works
6. Approval of the Director

Students should note that completion of steps 1-5 above **must** be combined with faculty recommendation (as evidenced by advisor and program director completing step 5) for candidacy to be granted.
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 4.F of the 2016 CACREP 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 Candidacy	Review of Professional Dispositions rating form and Counseling Skills Evaluation form	After completion of 15 graduate credits and successful completion of Counseling Skills (PSYC 572) Meeting with Advisor CPCE
End of Program	Review of CPCE scores Completion of Internship Satisfactory performance evaluations	CPCE Completion of required Internship hours Average of 3 across all categories on internship evaluations Exit Interview

Further, the Counseling Program faculty has created KPI 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.

In addition to the program gateways identified above, students are evaluated throughout the program on the criteria of knowledge, personal characteristics, 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 in order 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.

SATISFACTORY PROGRESS POLICY

The Counseling Program faculty is committed to the use of grades to accurately characterize student level of course material. The program faculty has affirmed "B" is the expected grade. 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 P, continuation in the Counseling Program is by successful grade appeal only.

Many counseling courses are competency-based. These result in a "grade" of Pass or No Credit. Thus, even if students average an "4.0", or A, throughout the course, failure to meet competency criteria at 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, 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, 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.

Withdrawal for Medical Reasons: 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. Contact the Records and Registration Office for more information.

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. The student is expected to consult with the advisor quarterly throughout the program to review professional dispositions and academic progress. 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 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 contract on identifying concerns and areas for improvement, time frame, and method for this improvement. The student and faculty member(s) involved then signs this contract. 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.

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 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 practice based on any counseling skills evaluation. Currently clinical skills are practiced in Counseling Skills, Advanced Counseling Skills, Practicum, and any Internship experience. *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 3.0 GPA. An academic one-quarter probationary period is typically granted to raise the grade point average.

3. Acquisition of an approved internship by the end of the second academic year (see page 35 for full policy). In some cases, a second internship assignment may be allowed or required.

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.**

When the counseling faculty judges a student's performance to be less than satisfactory in any area of concern, a formal letter is sent to the student explaining the concern(s) and prescribing desirable response(s) – this is known as a *remediation plan*. Documented and uncorrected concerns are grounds for removal or dismissal. Depending on the nature of the concern, immediate removal or dismissal could occur. In some cases, behavior may warrant a case to be formally reported under the Student Conduct Code. When a dismissal occurs, if the student

formally requests, faculty will, when appropriate, assist the student in identifying an alternative career or professional direction.

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. Graduate Policy 303-22 Chapter 4-1.

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.

EXIT OR GRADUATION REQUIREMENTS

Students must maintain a minimum cumulative 3.0 (B) GPA, with no course grade below a 2.5 (C) in the program. In addition, *no more than two* required courses with a grade below 3.0 will be accepted for completion of program requirements. 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.**
In addition, university policy states no graduate student may have ANY class grade below a 2.0, or C, on his/her transcript.

All academic requirements and exit requirements for graduation are found in this handbook as well as the Eastern Washington University Graduate Studies 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. The exit requirements for the program are:
1. Comprehensive Exam (CPCE)
2. Exit Interview with Program Faculty, Site Supervisor, etc.
3. Successful Completion of Internship

The exit interview is evaluated on a pass/no pass basis by the assigned faculty advisors and internship coordinators in accordance with departmental policy. 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 multiple-choice exam covers the eight CACREP curriculum areas. This exam is standardized and is administered by the Counseling Program and proctored by a professional other than program faculty. It is usually given on the first Friday of the spring quarter of students' second year. You will be informed of the finalized date as soon as possible. It is a possibility to take this exam at a third-party testing location or via a lock down browser at home. This option is more expensive and leaves the student responsible for ensuring an appropriate testing environment.
This examination serves as an exit requirement and as a practice exam for the National Counseling Exam. The CPCE costs approximately $75 (in Spring 2022). The testing company scores the test. Your raw score will be reported through the testing company after you complete your exam. Once the testing company determines the national mean and standard deviation for all counseling students who took the CPCE, your raw score will be contextualized in the national average. 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 score, the faculty will evaluate the mean scores for the subscales. Students must then achieve a score within one standard deviation of six of eight subscale scores. Students will receive an email from the Program Director once we receive this information.

The exam areas are:
1. Human Growth and Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Appraisal
7. Research and Program Evaluation
8. Professional Orientation in School Counseling or Mental Health Counseling.

If students fail to achieve the passing score set by the faculty, they can retake the CPCE. Students have three opportunities to achieve a passing score on the CPCE. Students retaking the CPCE will be responsible for registering and organizing testing through the testing site. Faculty can aid in this process as needed.

EXIT INTERVIEW

Prior to graduation, each candidate will participate in an exit interview with a committee comprised of Core faculty including the program faculty and site supervisor, if available.

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

During this interview the candidate will present a clinical case as an example of their counseling skills and knowledge along with their plan for continued professional growth post-graduation. Clinical case presentations may follow the format of case presentations in Practicum/Internship class. Plans for continued professional growth may be reviewed with the student's advisor as needed.

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 up to one hour and can be done in person or utilizing video conferencing if needed.

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 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 in Spokane Valley, WA. The examination is computer-based. Students will submit their score sheet to the program for verification of registration and completion.

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.

WASHINGTON STATE COUNSELOR CREDENTIALING STANDARDS

Clinical mental health counseling graduates apply to be recognized as associate mental health counselors by Washington State.

An associate mental health counselor (LMHCA) is a pre-licensure candidate who has a graduate degree in mental health counseling or a closely related field and is acquiring the supervision and supervised experience necessary to become a licensed mental health counselor (LMHC). http://www.doh.wa.gov/hsqa/Professions/MentalHealth/default.htm
Associates may not independently provide mental health counseling. Instead, they must work under the supervision of a Washington state approved supervisor. Associate licenses are valid for one year and may not be renewed more than four times. This four-year window should allow enough time to complete the supervision requirements for full licensure. State certification requires post-master's experience that includes 100 hours postgraduate supervision with a state approved licensed mental health counselor (or comparable credentialed professional) and 3,000 hours postgraduate professional experience as an associate mental health counselor (1200 hours must be direct service). Students with a master's degree from a CACREP accredited counseling track are granted 50 hours of supervision and 500 hours of professional experience toward post-graduate experience by the Washington State Department of Health.

Endorsement Policy

Students completing the Master's in Counseling from Eastern Washington University will have obtained the program's endorsement to practice in their specialty track. Clinical Mental Health students are endorsed to counsel in human services settings under supervision from faculty and site supervisors. They meet or exceed the academic, practicum, and internship standards for licensure in the State of Washington as a Mental Health Counselor.

DIVERSITY AWARENESS AND ACTION PLAN

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

1. A statement about cultural diversity will appear on every syllabus
2. The student disability services statement will appear on every syllabus
3. Diversity issues will be addressed in every class starting with the introductory courses
4. Scholarship and work study opportunities will be explored to recruit low SES, rural, and disadvantaged students
5. 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
6. Faculty will pursue cross disciplinary collaborations to increase their own and student understanding of diversity
7. Students and faculty will be expected to remain open to professional growth and development in diversity issues
8. Students will be required to undertake an active examination of diversity issues throughout their curriculum and throughout clinical experiences
9. Efforts to recruit and retain culturally diverse faculty and students will be actively pursued by the faculty and administration
10. 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 DISPOSITIONS POLICY

The Counseling Program at Eastern Washington University works to create a supportive environment where all students and faculty are productive and respectful. To this end, the 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.
- Understanding and following ACA guidelines.
- Maintaining appropriate and open communication with faculty.
- Contributing in constructive ways to the classroom environment (not engaging in disruptive behavior).
- Demonstrating a commitment to self-examination and personal growth. Students are encouraged to respond to feedback openly 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 the course instructor and faculty advisor will help support you through 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 Key Performance Indicator. Students are expected to receive a score of 44 (80%) out of 55 points to be eligible for candidacy. Students will meet individually with their advisor to review their progress and professionalism in the beginning of Spring quarter.

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

SOCIAL MEDIA GUIDANCE

Students may choose to communicate with each other through social networks (e.g., Facebook, Twitter, 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). 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.

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 instructor wishes 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 Harvard Graduate School of Education:
http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed.

Students are encouraged to gain proficiency in word processing in preparing all written work. When students submit electronic document, 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.

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 Academic Advisor and Program Director 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 should 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. In these cases, 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 most of the counseling faculty (at least 2/3) 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.

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 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.

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 coverage at the first class meeting of each course involving a clinical component. 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.

Courses involving a clinical component include but are not limited to: PSYC: 571, 572, 694, 697

This means student are to be covered by liability insurance for the duration of their program. Often, students gain liability insurance by becoming a student member of ACA. A student may choose to explore other liability options.

REQUIRED COUNSELING EXPERIENCES
Basic 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 done primarily using fellow students and instructors.

Group Counseling
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 counsels a fellow counseling student for at least five counseling sessions under close supervision. Students must complete PSYC 571 with a grade of B or higher for the student to enroll in PSYC 572 and subsequently, Practicum. Students have two opportunities to achieve the required grade – meaning they make retake this course(s) only once.

PSYC 584 Group Counseling Theories and Techniques: Students participate in a process group with peers and conducts 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 if they are working to complete required hours in good faith. Students have two opportunities to achieve the required grade.

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. 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 therapy. 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 Psychological Services at EWU. Faculty members may, after consultation with colleagues in the department, recommend to students to pursue counseling.
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. Each student is required to meet with their advisor at least once per academic quarter.

POSITION ATTAINMENT 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:

Revised August 2023

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 (building 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.

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

American Mental Health Counseling Association
www.amhca.org

Chi Sigma Iota
www.csi-net.org

Association for Creativity in Counseling (ACC)
www.aca-acc.org/

Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)

https://saigecounseling.org/

Association for Multicultural Counseling and Development (AMCD)
www.amcdaca.org

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
www.aservic.org

Association for Specialists in Group Work (ASGW)
www.asgw.org

Association for Humanistic Counseling (AHC)
www.c-ahead.com

Counselors for Social Justice (CSJ)
http://counselorsforsocialjustice.com/

Washington Counseling Association
www.wacounseling.org

Washington Mental Health Counseling Association
www.wmhca.org

AFFILIATE AND OTHER PROFESSIONAL ORGANIZATIONS

Chi Sigma Iota International (CSI)
www.csi-net.org
Council for Accreditation of Counseling & Related Educational Programs (CACREP)
www.cacrep.org

National Board for Certified Counselors (NBCC)
www.nbcc.org

American College Personnel Association (ACPA)
www.myacpa.org

CHI SIGMA IOTA

Per the Chi Sigma Iota International webpage (www.csi-net.org), the International Counseling Academic and Professional Honor Society was established January 1, 1985, following several months of planning by representatives of the Counselor Education training program at Ohio University and leaders in the U.S. counseling profession. The impetus for forming an international honor society in counseling included a desire to provide recognition for outstanding academic achievement as well as outstanding service within the counseling profession. The formation of an honor Society was created to provide a much-needed link between students, educators, practitioners, and administrators in various counseling settings who identify themselves as professional counselors, first and foremost.

In 1988, negotiations were initiated by Rho Chi Sigma, the national rehabilitation counseling and services honor society, concerning unification. Rho Chi Sigma was formally merged into Chi Sigma Iota in March of 1989. This was a landmark move to unify rehabilitation counselors with the mainstream of the counseling profession.

CSI evolved because of the maturity of the counseling profession. While the scope of the Society is international, its focus is upon the personal and professional development of its individual members. CSI is committed to upholding the high standards of its members.
Our goals of Chi Sigma Iota are achieved primarily through the activities of local campus-based chapters, and secondarily, through efforts of the Headquarters' staff, officers, and committees.

EWU is home to the Epsilon Alpha Psi Chapter of Chi Sigma Iota.

Membership in Chi Sigma Iota is by chapter invitation to both students and graduates of the chapters' Counseling programs. Students must have completed at least one quarter of full-time graduate coursework in a Counseling degree program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership by the chapter, including promise for a capacity to represent the best about professional counseling through appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to working to advocate for wellness and human dignity for all. Faculty and alumni of the program shall have met the overall G.P.A. requirement as graduates of a Counseling program and be recommended to CSI by the chapter. The primary identity of these persons shall be as professional counselors, including evidence of a state or national credential as a professional counselor.

While Headquarters will acknowledge receipt of the application and payment with a welcoming notice, full-fledged membership into the Society takes place at a formal oath taking initiation ceremony that is arranged by the chapter. Certificates of membership and recognition pins are to be distributed during the formal initiation ceremony.

The chapter faculty advisor at EWU is currently Dr. Camille Frank.

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/studentserv/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 school;
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 1st Marine Air Wing in the Vietnam War and helped to establish the EWU's Veteran's 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 Scholarship
1. Be a current EWU graduate student in the Counseling program in the Department 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 is 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.
Total Scale Score is 55.
Students must receive a 44 on the scale (80%) to remain in GOOD STANDING.

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

Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard* 1.k.).

Self-care strategies appropriate to the counselor role (Section II, *Standard* 1.l.).

Multicultural counseling competencies (Section II, *Standard* 2.c.)

A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard* 3.h.).

Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard* 5.d.).

Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard* 5.f.).

Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard* 5.g.).

Developmentally relevant counseling treatment or intervention plans (Section II, *Standard* 5.h.).

Processes for aiding students in developing a personal model of counseling (Section II, *Standard* 5.n.).

The Counseling program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard* H.).

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).

Core	Primary Counseling Dispositions and Behaviors	Specific Counseling Disposition & Behavior Descriptors (5)	Exceeds Expectations/ Demonstrates Competencies (4)	Meets Expectations/ Demonstrates Competencies (3)	Near Expectations/ Developing toward competencies (2)	Below Expectations/ Unacceptable (2)	Harmful (1)
	Professional Ethics	**Adheres to the ethical guidelines of the ACA, ASCA, & NBCC; including practices within competencies.**	Demonstrates consistent & advanced (*i.e., exploration & deliberation*) 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
	Professional Behavior	**Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.**	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within *all* professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within *all* 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.
	Professional & Personal Boundaries	**Maintains appropriate boundaries with supervisors, peers, & clients.**	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.

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	Knowledge & Adherence to Site and Course Policies	**Demonstrates an understanding & appreciation for *all* counseling site and course policies & procedures.**	Demonstrates consistent adherence to *all* 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.
	Record Keeping & Task Completion	**Completes *all* weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).**	Completes *all* required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes *all* required record keeping, documentation, and tasks in a competent & timely fashion.	Completes *all* 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.
	Multicultural Competence in Counseling Relationship	**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**	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.

		culture interacts with the counseling relationship.				
	Emotional Stability & Self-control	**Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.**	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.
	Motivated to Learn & Grow / Initiative	**Demonstrates engagement in learning & development of his or her counseling competencies.**	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.
	Openness to Feedback	**Responds non-defensively & alters behavior in accordance with supervisory**	Demonstrates consistent and strong openness to supervisory &/or instructor feedback &	Demonstrates consistent openness to supervisory &/or instructor feedback & implements	Demonstrates openness to supervisory &/or instructor feedback; however,	Demonstrates a lack of openness to supervisory &/or instructor feedback & does *not*	Demonstrates *no* openness to supervisory &/or instructor feedback & is defensive

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		&/or instructor feedback.	implements suggested changes.	suggested changes.	does *not* implement suggested changes.	implement suggested changes.	&/or dismissive when given feedback.
	Flexibility & Adaptability	**Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.**	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.
	Congruence & Genuineness	**Demonstrates ability to be present and "be true to oneself"**	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.