Eastern Washington University
Department of Counseling, Developmental, and Educational Psychology

Counselor Education

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY:
MENTAL HEALTH COUNSELING EMPHASIS

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY:
SCHOOL COUNSELING EMPHASIS

2011-2013

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version 8/1/2011
# TABLE OF CONTENTS

**EASTERN WASHINGTON UNIVERSITY COUNSELOR EDUCATION PROGRAM** ....4  
Counselor Education Program Mission Statement .................................................4  
Program Objectives and Curriculum .......................................................................4  
Diversity Awareness and Action Plan ......................................................................5  

**STUDENT PROFICIENCY GOALS** ........................................................................5  
Specifications for Curricular Knowledge and Skill Attainment ...............................5  

**CORE CACREP AREAS - PROGRAM OBJECTIVES AND CURRICULUM** ............6  
The Practice of Professional Counseling: Program Area Standards for the Mental Health Counseling Program .................................................................................................10  
A. Foundations of Mental Health Counseling ..........................................................10  
B. Contextual Dimensions: Mental Health Counseling .............................................10  
C. Knowledge and Skills For The Practice Of Mental Health Counseling ..............11  
D. Clinical Instruction ...............................................................................................11  
WA State Counselor Credentialing Standards .........................................................11  
The Practice of Professional Counseling: Program Area Standards for the School Counseling Program .......................................................................................................12  
A. Foundations of School Counseling ......................................................................12  
B. Contextual Dimensions: School Counseling .......................................................12  
C. Knowledge and Skills for the Practice of School Counseling ............................13  
D. Clinical Instruction ...............................................................................................14  
Washington State ESA Standards and Benchmarks ..............................................14  
Residency-Level Benchmarks for School Counselors ..............................................14  

**STUDENT ORIENTATION PLAN** ......................................................................20  

**ASSESSMENT OF CANDIDATE PROGRESS** ......................................................21  

**RETENTION POLICY** .......................................................................................21  
Advancement to Master's Degree Candidacy ............................................................21  
Leave of Absence ......................................................................................................22  
Deselection ................................................................................................................22  
Appeals Procedure ....................................................................................................23  

**STUDENT REMEDIATION AND GUIDANCE POLICY** ................................23  
First Meeting to Identify the Problem .......................................................................23  
Recurring and Severe Problems .............................................................................24  
Due Process Procedures ...........................................................................................24  

**PRACTICUM POLICY** .....................................................................................24  

**INTERNSHIP POLICY** ..................................................................................25  

**WRITTEN WORK POLICY** ............................................................................26  

**EXIT REQUIREMENTS** ..................................................................................26  
Professional Portfolio ...............................................................................................27  
Terminal Research Document Requirement ............................................................27
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 tool and guide throughout the program.
Counselor Education Program Mission Statement

The Counselor Education 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 Counselor Education program maintains. Thus, counselor training occurs in a learning community that is challenging and supportive, honoring diversity, academically stimulating, and intentionally focused on both skills development and personal growth of the counselor-in-training. In this way, counselor education fulfills its purpose of preparing competent and caring professional counselors to meet the needs of diverse urban and rural communities.

Program Objectives and Curriculum

Objectives and curricular structure of the School Counseling and Mental Health Counseling programs are reflected in the core requirements of CACREP standards, in Washington state standards for licensure or certification, and in certification requirements of the National Board for Certified Counselors (NBCC). The CACREP core areas of study are:

Professional Identity
Social and Cultural Diversity
Helping Relationships
Group Work
Human Growth and Development
Career Development
Assessment
Research and Program Evaluation

In some cases, specific courses exist to provide a focused course of study on a particular topic, such as Appraisal in Mental Health Counseling, Career Counseling, and Tactics of Psychological Research. Other core areas are covered in multiple courses throughout the two-year program.

In addition to meeting the specific core academic requirements of CACREP programs, course work and supervised skill training are designed to develop students’ abilities in the following areas:

1. Acquisition of a knowledge base of diverse counseling theories from which individual counseling styles can be synthesized;
2. Development of both individual and group counseling skills, with an emphasis on best practice techniques for a variety of settings and therapeutic needs;
3. Awareness and commitment to ethical standards of practice in counseling, as reflected in the ACA and ASCA Code of Ethics, Washington State law, and a personal commitment to justice for others;
4. Awareness of and respect for cultural and socioeconomic differences in society and in clients, with a focus on social justice and on valuing diversity, not just accepting it;
5. Understanding of research and outcomes evaluation in the counseling field and their importance.
to professional excellence;

**Diversity Awareness and Action Plan**

The following plan has been developed and implemented by the Counselor Education 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 in the two professional emphases
4. Scholarship and work study opportunities will be explored in an effort 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 encouraged to undertake an active examination of diversity issues throughout their curriculum
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 promote diversity sensitive awareness and behaviors.

**STUDENT PROFICIENCY GOALS**

**Specifications for Curricular Knowledge and Skill Attainment**
The primary evidence for success in a Counselor Education Program is for the graduates to demonstrate 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 oral examination of perceptions, analyses of client style and problem, and justification for choice of intervention approach; and 3) assessment of ability to integrate knowledge and skills necessary for professional functioning. In addition, consistent demonstrations of the ability to communicate effectively orally and in writing 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 type of evaluation occurs via course examinations, a written comprehensive examination, a presentation of the terminal research document, and an exit interview.
Observational evaluations occur in four phases: 1) as part of the formalized foundation skills practicum; 2) in review sessions with the student's faculty advisor and at the end of each quarter (Appendix H); 3) through interaction with the internship supervisor (see Field Supervisor Handbook or Clinical Experience Handbook); and 4) submission by the student of a professional portfolio of experiences to include evidence relevant to accreditation and certification guidelines (see Field Supervisor Handbook or Clinical Experience Handbook).

The ability to integrate and organize the curricular content is assessed primarily through the comprehensive exam given near the end of the program. Primary focus is on professional preparation and internship experiences. A professional portfolio is presented to an advisory board near the end of the program. The presentation of the terminal research document is given only after successful completion of the written comprehensive exam.

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 (Appendix H).

There are eight common core areas and two specialized application areas. The curricular objectives are arranged according to these areas. They incorporate requirements by CACREP and guidelines for Washington State ESA counselor endorsement. 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.

For each of the eight core areas and for the appropriate specialty criteria, students will demonstrate competence through written examinations in content classes and a written comprehensive exam, demonstrating ability to use cognitive theoretical frames in analyses of clients, and show skills in assessment and therapeutic techniques and through adequate performance in practicum and internships. Questionable or marginal performance is reviewed by the program faculty.

**CORE CACREP AREAS - PROGRAM OBJECTIVES AND CURRICULUM**

**CACREP SECTION II:**
Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow.

1. **PROFESSIONAL IDENTITY:** studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, legalities, standards, and credentialing. Studies in this area include, but are not limited to the following:

   a. history and philosophy of the counseling profession including significant factors and events;
   b. professional roles, functions, and relationships with other human service providers;
c. technological competence and computer literacy;
d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
e. professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
f. public and private policy processes including the role of the professional counselor in advocating on behalf of the profession;
g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY: studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society. Studies in this area include, but are not limited to, the following:

a. multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally;
b. attitudes, beliefs, understandings, and experiences including specific experiential learning activities, related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socio-economic status and unique characteristics of individuals, couples, families, and communities;
c. individual, couple, family, group and community strategies with diverse populations;
d. counselors’ roles in social justice, advocacy and conflict resolution, self-cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, as well as other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
f. ethical and legal considerations

3. HUMAN GROWTH AND DEVELOPMENT: studies that provide an understanding of the nature and needs of individuals at all developmental levels. Studies in this area include, but are not limited to, the following:

a. theories of individual and family development and transitions across the life span;
b. theories of learning and personality development;
c. human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and situational and environmental factors as they affect both normal and abnormal behavior;
d. strategies for facilitating optimum development over the life span; and

4. CAREER DEVELOPMENT: studies that provide an understanding of career development and related life factors. Studies in this area include, but are not limited to, the following:
a. career development theories and decision-making models;
b. career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems and other electronic career information systems;
c. career development program planning, organization, implementation, administration, and evaluation;
d. interrelationships among and between work, family, and other life roles and factors including diversity and gender considerations as related to career development;
e. career and educational planning, placement, follow-up and evaluation;
f. assessment instruments and techniques relevant to career planning and decision-making;
g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
h. career counseling processes, techniques and resources including those applicable to specific populations; and
i. ethical and legal considerations.

5. HELPING RELATIONSHIPS: studies that provide an understanding of counselor or consultant characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors, and personal characteristics, orientations, and skills:

a. know how to use interviewing and counseling skills to promote therapeutic relationships, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
b. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling consistent with current professional research and practice in the field, and students will begin to develop a personal model of counseling;
c. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
d. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
e. integration of technological strategies and applications within counseling and consultation processes; and
f. ethical and legal considerations.
6. **GROUP WORK:** studies that provide an understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. Studies in this area include, but are not limited to, the following:

   a. principles of group dynamics including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;
   b. group leadership styles and approaches including characteristics of various types of group leaders and leadership styles;
   c. theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature;
   d. group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
   e. approaches used for other types of group work, including task groups, focus groups, prevention groups, support groups, psycho-educational groups, and therapy groups;
   f. professional preparation standards for group leaders; and
   g. ethical and legal considerations.

7. **ASSESSMENT:** studies that provide an understanding of individual and group approaches to assessment and evaluation. Studies in this area include, but are not limited to, the following:

   a. historical perspectives concerning the nature and meaning of assessment;
   b. basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, and performance assessment;
   c. individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
   d. statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
   e. reliability: theory of measurement error, models of reliability, and the use of reliability information;
   f. validity: evidence of validity, types of validity, and the relationship between reliability and validity;
   g. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
   h. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
   i. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
   j. ethical and legal considerations.

8. **RESEARCH AND PROGRAM EVALUATION:** studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. Students will be exposed to the importance of research and opportunities as well as difficulties in
conducting research in the counseling profession. Studies in this area include, but are not limited to, the following:

a. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
b. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
c. principles, models and applications of needs assessment, program evaluation, and use of findings to effect program modifications; and
d. ethical and legal considerations.

The Practice of Professional Counseling: Program Area Standards for the Mental Health Counseling Program

A. Foundations of Mental Health Counseling
   Studies in this area include, but are not limited to, the following:

   1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in mental health counseling;
   2. roles, functions, and professional identity of mental health counselors;
   3. structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling;
   4. implications of professional issues unique to mental health counseling including, but not limited to, recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status;
   5. ethical and legal considerations specifically related to the practice of mental health counseling (e.g., ACA and AMHCA Code of Ethics); and
   6. implications of social, cultural, spiritual, diversity and equity issues relevant to mental health counseling.

B. Contextual Dimensions: Mental Health Counseling
   Studies in this area include, but are not limited to, the following:

   1. assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of the public and private mental health care systems;
   2. theories and techniques of community needs assessment to design, implement, and evaluate mental health care programs and systems;
   3. principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and
   4. management of mental health services and programs in the public and private sectors; principles and practices for establishing and maintaining both independent and group private practice; and concepts and procedures for determining outcomes, accountability and cost containment.
C. Knowledge and Skills For The Practice Of Mental Health Counseling

Studies in this area include, but are not limited to, the following:

1. general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addiction;
2. general principles and practices for the promotion of optimal human development and mental health;
3. specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans;
4. knowledge of the principles of diagnosis and the utilization of current diagnostic tools, including the current *Diagnostic and Statistical Manual of Mental Disorders*;
5. application of modalities for initiating, maintaining and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the use of crisis intervention, brief, intermediate, and long-term approaches;
6. basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications, making appropriate referrals for medication evaluations, and identifying effects and side effects of such medications;
7. principles and guidelines of conducting an intake interview, a mental status evaluation, a bio-psycho-social history, a mental health history, and a psychological assessment for treatment planning and managing of client caseload;
8. knowledge of clinical supervision, including counselor development;
9. the application of concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy;
10. effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs affecting mental health services in general and the practice of mental health counseling in particular; and

D. Clinical Instruction

For the Mental Health Counseling Program, the 900 clock hour internship (Standard III.H) occurs in a mental health setting under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 360 direct service clock hours.

WA State Counselor Credentialing Standards

There have been no substantial changes in the certification process for school counselors in recent years. Mental health counseling graduates apply to be recognized by Washington State to be associate mental health counselors.

An associate mental health counselor is a prelicensure candidate who has a graduate degree in a mental health counseling or a closely related field and is acquiring the supervision and supervised experience necessary to become licensed mental health counselor (LMHC).

[http://www.doh.wa.gov/hsqa/Professions/MentalHealth/default.htm](http://www.doh.wa.gov/hsqa/Professions/MentalHealth/default.htm)
Associates may not independently provide mental health counseling, for a fee, monetary or otherwise. 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.

Four clock hours of AIDS prevention and information training MUST be completed by each student prior to any clinical experience.

The Practice of Professional Counseling: Program Area Standards for the School Counseling Program

A. Foundations of School Counseling

Studies in this area include, but are not limited to, the following:

1. history, philosophy, and current trends in school counseling;
2. relationship of the school counseling program to the academic and student services program in the school;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. knowledge of the school setting, environment, and pre-K-12 curriculum;
5. current issues, policies, laws, and legislation relevant to school counseling;
6. implications of social, cultural, diversity, and equity issues relevant to school counseling;
7. knowledge and understanding of community, environmental, and institutional barriers that impede (as well as opportunities that enhance) student academic success and overall development;
8. knowledge and use of current and emerging technology in education and school counseling to assist students and their families in accessing resources that increase academic and career choices; and
9. ethical and legal considerations specifically related to the practice of school counseling (e.g., ACA Code of Ethics and ASCA Ethical Standards for School Counselors).

B. Contextual Dimensions: School Counseling

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community include, but are not limited to, the following:

1. referral and advocacy for all children and adolescents;
2. coordination, collaboration and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives, and facilitate successful student development and achievement;
3. integration of the school counseling program into the total school curriculum; specifically by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development;
4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents and the community;
6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
7. knowledge of crisis intervention strategies.

C. Knowledge and Skills for the Practice of School Counseling

1. Program Development, Implementation, and Evaluation
   Studies in this area include, but are not limited to, the following:
   a. use of data from surveys, interviews, focus groups, and needs assessments to enhance student outcomes;
   b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs, including an awareness of various systems impacting students, school, and home (e.g., ASCA National Standards for School Counseling Programs);
   c. implementation and evaluation of specific strategies designed to meet program goals and objectives;
   d. identification of student achievement competencies and the implementation of activities and processes to assist students in achieving these competencies;
   e. preparation of a counseling calendar reflecting appropriate time commitments and priorities in a comprehensive developmental school counseling program; and
   f. strategies for seeking and securing alternative funding for program expansion.

2. Counseling and Guidance
   Studies in this area include, but are not limited to, the following:
   a. individual and small group counseling approaches which promote school success, and which are appropriate for the developmental stage and needs of children and adolescents;
   b. individual, group, and classroom guidance approaches systematically designed to assist children and adolescents with academic, career and personal/social development;
   c. approaches to peer helper, peer tutor, and peer mediation programs;
   d. issues which may affect the development and functioning of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide);
   e. developmental approaches to assist students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to post-secondary education, and career options);
   f. constructive interventions with parents, guardians, and families in order to resolve problems that impact students’ effectiveness and success in school; and
   g. systems theories and relationships among and between community systems, family systems and school systems, and how they interact to influence the students and affect each system.

3. Consultation
   Studies in this area include, but are not limited to, the following:
a. strategies of promoting, developing, and enhancing effective teamwork within the
   school and larger community;
b. theories, models, and processes of consultation including change processes with
   teachers, administrators, other school personnel, parents, community groups,
   agencies, and students as appropriate;
c. strategies and methods of working with parents, guardians, and families to empower
   them to act on behalf of their children;
d. knowledge and skills in conducting programs designed to enhance students’
   academic, social, emotional, career and other developmental needs; and

e. strategies of leadership designed to enhance the learning environment of schools.

D. Clinical Instruction
For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in
a school counseling setting under the supervision of a site supervisor as defined by Section
III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

Washington State ESA Standards and Benchmarks

In addition to meeting CACREP core competencies, school counseling students will fulfill
Washington State Standards and Benchmarks in order to be certified as an ESA school
counselor (WAC 180-78A-270). Students will demonstrate these competencies in the
classroom through creation of classroom artifacts as well as during the practicum and
internships. Collection of information, artifacts, and skill demonstration will be contained in
the student’s portfolio.

Residency-Level Benchmarks for School Counselors

Standards reflected in WAC 180-78A0270 (a) (5) [Rev. 12/3/04]

STANDARD 1: Foundations of the School Counseling Profession

Certified school counselors design, deliver, and evaluate student-centered, data-driven school
counseling programs that advance the mission of the school in light of recognized theory,
research, exemplary models, community context, and professional standards.

1. Articulates key features, benefits, goals, and objectives of a comprehensive school
counseling program;
2. Conducts counselor time utilization activity according to The ASCA Model;
3. Collects and analyzes data to determine impact of school counselor program on student
   achievement;
4. Articulates and documents how the school counseling program and counselor activities
   support the mission of the school and impact student learning;
5. Demonstrates understanding of school district policies and procedures regarding
   counseling activities, student behavior, and general operation of the school;
6. Demonstrates understanding of School Improvement Plan (SIP) processes and how it
   relates to the school counseling program; and

14
version 8/1/2011
7. Uses school report card, other data, and SIP to design systemic interventions based on research and theory.

STANDARD 2: School Counseling and Student Competencies

Certified school counselors know and can integrate academic, career, and personal/social student competencies, including Washington State Learning Goals and Essential Academic Learning Requirements, into the school counseling program; can teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skill for learning, living and working; and provide information about best practices to a school community.

1. Identifies needs of students in academic, career, personal, and social domains and determines positive impact on student learning;
2. Demonstrates knowledge and skills in curriculum development, instructional and assessment practices, and classroom management;
3. Uses student records to assist students and their parents/guardians to align academic and career expectations;
4. Knows and integrates academic, career, and personal/social students competencies, including Washington State Learning Goals, Essential Academic Learning Requirements, and Grade Level Expectations, into the school counseling program;
5. Guides individuals and groups of students through the development of education and career awareness and/or plans in order to develop knowledge and skills for learning, living, and working;
6. Promotes academic rigor and helps prepare students for successful transition to the next level of school from kindergarten to high school and beyond;
7. Assists teachers with infusing affective skills and career development, e.g., problem solving, goal setting and decision making; and
8. Conducts applied research in the school setting, including designing needs assessments, analyzing results, and using data to set priorities.

STANDARD 3: Human Growth and Development

Certified school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well being and to enhance resiliency. They also provide guidance to parents and teachers about developmentally appropriate practices that support students throughout their school experience.

1. Demonstrates comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being;
2. Provides guidance to parents and caregivers about developmentally appropriate practices that support students to motivate and nurture growth in academic, career, and personal/social domains;
3. Consults with staff and families about developmental needs of students; increases resiliency of students through development of skills in academic, career, and personal/social domains; and enhances personal connections to school, family and community;
4. Applies knowledge of learning theory, including styles, modalities, and multiple intelligences.

STANDARD 4: Counseling Theories and Techniques

Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working in a diverse population.

1. Counsels individual students and small groups of students using appropriate theories and techniques with respect to each diverse learner;
2. Uses counseling strategies to help students so they can be emotionally and socially prepared to maximize their instruction time;
3. Applies career development theory in educational planning;
4. Articulates a personal and professional belief statement and counseling philosophy;
5. Demonstrates a knowledge of mental health disorders, including substance abuse, and knows how and when to make referrals;
6. Uses counseling strategies that maximize students’ success and instructional time.

STANDARD 5: Equity, Fairness, and Diversity

Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student; advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.

1. Models, demonstrates, and advocates for fairness, equity, sensitivity, and respect for students, staff, parents/caregivers, and community members;
2. Advocates for equitable access to instructional programs and activities through the design and implementation of plans that remove barriers to learning;
3. Disaggregates data to identify areas where students may be negatively impacted by school practices and policies and proposes solutions;
4. Demonstrates an awareness of school climate and how it impacts student learning, especially for families and students who have been historically disadvantaged and marginalized; and
5. Demonstrates knowledge and awareness of special education and IEP goals and objectives.

STANDARD 6: School Climate

Certified school counselors work to establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.
1. Advocates for a safe, inclusive, nurturing, and intellectually stimulating learning environment;
2. Demonstrates knowledge of current law and best practices in the prevention of bullying/harassment, violence, and substance abuse as barriers to student learning;
3. Can articulate the school counselor’s role as an active participant in the school improvement planning process to ensure a school climate that supports equitable learning for all students;
4. Understands the site’s comprehensive safe schools plan and the role of staff, students, families, and community in this process, including peer helper and student leadership programs;
5. Facilitates new student integration into the school environment;
6. Demonstrates knowledge of the strategies and methodologies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest goals;
7. Collects and analyzes data regarding physical, social, psychological, and intellectual safety of the school environment;
8. Models caring, acceptance, communication, and human relations skills to students, staff, parents, and community; and
9. Demonstrates knowledge of ways to identify child physical, sexual, and emotional abuse and child neglect. Knows mandated child abuse reporting laws. Understands the impact of abuse on student learning and behavior. Has knowledge of child abuse prevention programs. Can provide teachers with information on the effects of abuse on the classroom environment and best practices for teaching children who have been the victims of child abuse.

STANDARD 7: Collaboration with School Staff, Family, and Community

Certified school counselors work collaboratively with school staff, families, and community members to achieve common goals for the education of students, improvements of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

1. Recognizes and fosters the value of community involvement in the schools and the design of effective methods for formal and informal written and oral communication;
2. Demonstrates knowledge of effective methods for consultation;
3. Accesses appropriate social service providers;
4. Develops appropriate strategies to promote effective, positive support plans for students;
5. Reduces barriers to student learning through direct referred services and/or in-district options;
6. Provides support for students in crisis situations with a calm, effectual, and ethical manner consistent with school policies and procedures;
7. Works with teachers and administrators to promote and support behavior management strategies;
8. Regularly attends counseling staff meetings and other counseling related meetings; and
9. Adheres to laws and regulations governing limits of information sharing.

STANDARD 8: Information Resources and Technology

Certified school counselors select and use informational resources and technology to facilitate delivery of a comprehensive school counseling program that meets student needs and skillfully uses technology to enhance communication.

1. Demonstrates proficiency in word processing, presentation software, database use, and uses search and navigation skills related to school counseling;
2. Selects and utilizes technology to facilitate delivery of a comprehensive school counseling program that meets student needs; and
3. Uses technology to strengthen communication with staff, families, and community.

STANDARD 9: Student Assessment and Program Evaluation

Certified school counselors understand the basic principles and purposes of assessment; collect and use data; regularly monitor student progress and are able to communicate the purposes, designs, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

1. Assess, interpret, and communicate results to students, faculty, and parents and community with respect to aptitude, achievement, interests, and learning styles;
2. Use assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, academics, and careers);
3. Collaborate with staff concerning assessment of students with special needs;
4. Interpret results of Washington Assessment of Student Learning (WASL) and/or other informal/formal assessments to a variety of audiences;
5. Use data to identify and support students at risk of school failure;
6. Articulate the basic principles and purposes of program evaluation; and
7. Identify a “closing the gap” activity, articulate a tentative hypothesis, and propose a research-based intervention.

STANDARD 10: Leadership and Advocacy

Certified school counselors support practices and policies that promote academic rigor – skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school’s educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

1. Contributes to the school improvement planning process;
2. Facilitates understanding the link between curriculum, instruction, and assessment to student effort, performance, and success beyond high school;
3. Works with colleagues to provide an effective learning climate within classrooms and the school;
4. Promotes active student and parent/guardian engagement in educational planning;
5. Practices effective listening, conflict resolution, and group facilitation skills as a team member;
6. Conducts meaningful trainings, in-services, or presentations based on assessed needs;
7. Promotes best practices in, and advocates for, professional school counseling; and
8. Advocates for balanced interventions that support needs of the whole child.

STANDARD 11: Professionalism, Ethics, and Legal Mandates

Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession’s codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board of Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

1. Writes and speaks effectively in formal and informal communications;
2. Demonstrates professional and responsible work habits;
3. Follows the current ASCA Guidelines For Practice and ACA Code of Ethics;
4. Demonstrates knowledge of local, state and federal policies, and laws relevant to school counseling including FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act);
5. Maintains current knowledge and skills through on-going reading, professional development, and participation in professional organizations;
6. Provides for a safe, confidential setting in which students can present their needs and concerns; and
7. Promotes appropriate use of assessment tools and presentation of relevant, unbiased data.

STANDARD 12: Reflective Practice

Certified school counselors integrate knowledge, skills, and life experience to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

1. Reflects on and provides thoughtful rationales for her/his school counseling decisions;
2. Actively solicits and uses feedback for continuous improvement on her/his school counseling practice;
3. Evaluates critical events and responds effectively and efficiently;
4. Demonstrates knowledge of systems and organizational change theory to promote engaging learning environments; and
5. Develops a Draft Professional Growth Plan.

**STUDENT ORIENTATION PLAN**

**Fall Orientation.** Within the first 12 days of the first quarter, three events are scheduled to help orient students to the program, faculty, and available resources at Eastern Washington University. These include: new student orientation meeting, a mentorship meeting, and a cohort-building small group experience.

The New Student Orientation meeting includes the following activities:

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

Distribute and overview of Student Handbook with attention to:

* program schedules, courses, requirements
* timelines across two years
* professionalism - behavior evaluations used in practicum and generally in program will be discussed by faculty
* diversity-diversity awareness and action plan
* communication-students are required to use and respond to their university sponsored (ewu.edu) email address

II. **Program Emphases Orientation**

Split into groups of School Counseling and Mental Health Counseling. Faculty will facilitate a group discussion process to include:

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 in next two years; and
5. Large group debriefing and discussion of small group process.

III. **Mentorship--"How to Succeed in the First Year"**

The second-year cohort will arrange one-on-one meetings between each mentor and mentee:

- Chi Sigma Iota officers will discuss the honorary society with incoming cohort
- Strategies for success
- Questions and discussion of their experiences
- Assignment of second-year students as mentor to first-year students.
Note: All students are expected to make an appointment and meet with their faculty advisors prior to mid-term each and every quarter.

ASSESSMENT OF CANDIDATE PROGRESS

1. The student’s advisor provides feedback on the student’s progress.
2. Feedback should be provided at the end of each quarter of the first year and at the end of the fall quarter of the second year.
3. Feedback should be based on consultation with all faculty the student has had in classes and practicum.
4. Faculty should review previous practicum evaluations in order to provide the most accurate assessment of the student’s clinical performance and professional development.
5. The student should receive copies of the evaluation forms and copies should be placed in the student’s file.
6. Students in practicum and internship will receive regular written and verbal feedback from their supervisors. This information will be included in regular faculty evaluations on student progress.
7. Students will be assessed in the following areas:
   a. **Academic Performance**: To include, but not limited to: work organization, problem-solving, critical thinking, independent functioning, data-based conceptualization, and writing skills
   b. **Professional Counseling Performance**: See Appendix A & B as well as internship evaluations in *Field Supervisor Handbook* or *Clinical Experience Handbook*
   c. **Non-Academic and Professional Performance Review** See Appendix H for Non-Academic and Professional Performance Review criteria

RETENTION POLICY

**Advancement to Master's Degree Candidacy**
Advancement to Master's Degree Candidacy means the department is encouraging the student to complete his or her master's degree. The student's program is planned at this time and the student is assured protection against subsequent program changes. Advancement to Master's Degree Candidacy requires the following:

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. Submission of the Application for Degree Candidacy form to the Graduate Studies Office; specifying a master's degree study program approved by the major department. The program is based on requirements in effect at the time of admission. The form must be submitted before the student has completed one-half the minimum credits in his/her graduate degree program unless special permission is granted by the Dean of Graduate Studies;
4. Completion of any specific departmental requirements;
5. Satisfactory professional counseling performance skills evaluations by supervisors;
6. The cumulative score on the Non-Academic Performance Review (Appendix H) must be at least a 3.0 average rating; and
7. Approval of the Dean of Graduate Studies or the Dean’s designee.

Note: Examples of the Candidacy forms for Mental Health Counseling and School Counseling can be found in this handbook, Appendices D and E.

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, and spring 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.

Deselection
A student may be denied continuation of the program when any of the following conditions are not met:

1. Attainment of a therapeutic effectiveness rating of at least 3.0 for each quarter in which clinical skills are practice based on the Counseling Skills Evaluation (Appendix A). Currently clinical skills are practiced in prepracticum, practicum, and any internship experience. One 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. A one-quarter probationary period is normally granted to raise the grade point average;

3. Satisfactory completion of the internship. In some cases a second internship assignment may be allowed or required;

4. A satisfactory rating at quarterly evaluations. At least once per quarter, all graduate counseling students are reviewed by the counseling faculty in three areas:

   a. academic performance
   b. professional counseling performance
   c. non-academic professional performance;

5. Satisfactory completion of a written comprehensive exam. The comprehensive exam must be written satisfactorily prior to the presentation of the terminal research document. For students who fail the written comprehensive exam, a second attempt may be made no earlier than one quarter following the first attempt. In such cases, graduation will be delayed by one quarter. The timing of the second attempt will be jointly decided by the faculty;

6. Satisfactory performance in the presentation of the terminal research document. Because course content is examined in the written comprehensive exam, the focus of the presentation of the terminal research document will be on presenting a student’s individual work from a completed literature review, an Institutional Review Board (IRB) approved study, a program evaluation, or a grant; and
7. Satisfactory performance on completing and presenting a professional portfolio to members of either the Mental Health Advisory Board or the Professional Education Advisory Board. The focus of the professional portfolio interview is on knowledge gained from the program content areas and internship and application of that knowledge to various work related situations. For school counseling students, the successful completion of the portfolio review will certify a student’s readiness for ESA School Certification.

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). Documented and uncorrected concerns are grounds for deselection.

**Appeals Procedure**

Students may appeal any retention decision to the counseling faculty, the department chair, the Graduate Affairs Council, and finally, the University Appeals Committee. (Further information on the university appeals procedure is found in the University Academic Policies/Procedures, available in the Graduate Studies Office, Showalter 206).

**STUDENT REMEDIATION AND GUIDANCE POLICY**

Consistent with University practice, each student is provided with an advisory committee that oversees the student's progress throughout the program. In counselor education, this committee includes the advisor assigned by the program, the coordinator of the student's professional emphasis, and the Director of Counselor Education. Additionally, the department chair, dean, Director of Graduate Studies, Dean of Graduate Studies, and the University legal liaison may act as part of the committee to examine issues and options for students. The student’s advisory committee does not meet as a collective unless a problem arises.

A small group, cohort model is used to supervise students. Each faculty is assigned a small group of advisees. This allows for individual supervision and tracking of the students throughout the education process. Ideally, the assigned advisor also supervises those students in practicum and for their research projects. 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** and/or the **ASCA Code of Ethics** provide the basis for evaluation of the students throughout the program. Assessment tools used to measure student progress and performance are found in CEDP 695 Practicum (two quarters), and CEDP 697 Internship (three or four quarters) and designated assessments for Advancement to Master’s Degree Candidacy and for Candidate Progress. When Counselor Education faculty become collectively concerned about skills, personal characteristics or ethics issues for a given student, they apply the following interventions:

**First Meeting to Identify the Problem**

Appropriate members of the student's advisory committee are brought together to discuss the concerns. An evaluation made at this meeting reflects the nature, frequency, and intensity of the problem. Based on this evaluation, a written contract is developed on areas for improvement, time frame, and method for this improvement. The student and staff members involved then sign this contract. One copy of this agreement is given to the student and one copy is placed in the student's main file, located in the department office in Martin Hall, Room 135M.
Recurring and Severe Problems
If the issue is a continuing or severe one, expeditious progress toward resolution is expected. This includes issues where academic performance, counseling skills, or personal/interpersonal behaviors warrant the recommendation to deselect a student from the program. The decision is made by a closed vote of faculty and the Department Chair. The student is offered academic, vocational, or personal counseling and the transfer of earned credits to a new program if the student selects this option. If the problem is not amenable to remediation, the student is advised and supported in the exploration of other educational options within the department or University. The Counselor Education Program Director works with the student, advisor, and Department Chair to establish the student's academic options.

Due Process Procedures
Unless a major disciplinary action is taken, all the preceding steps are handled within the Counselor Education program. The University and the program work to assure the student’s right to privacy, due process, and fair remediation are provided. If a student wishes to challenge a retention decision of the program, the student may pursue a formal appeal through the policy determined by the Graduate Studies Office and through University grievance procedures (see EWU Grievance Procedure).

PRACTICUM POLICY

The practicum and internships are administered in three segments with different levels of intensity, supervision, and responsibility. Each practicum section is assigned to a faculty member who is responsible for organizing relevant material to be presented and modeled in class, to provide the necessary experience to assist students in developing specifically-targeted skills, and to coordinate the total practicum experience. These group sessions are conducted once each week. In addition to this supervised collective practicum, students are assigned to an individual faculty member who meets weekly with the student to review their counseling experience.

1. The focus in pre-practicum is on sharpening the fundamentals and laying foundations for specific process enhancers of a more sophisticated nature. Practice is done primarily using fellow students and instructors.

2. During practicum, approximately 40 hours of direct client work or group counseling are performed and supervised. The learning objectives are to continue to sharpen fundamentals while using varied counseling theoretical approaches and counseling techniques. Practicum consists of field-based practice in schools and a variety of clinical settings in Spokane and the surrounding region. This includes 10 to 12 hours each week. Practicum activities may include individual or group counseling, psychoeducational workshops or presentations, assessment, peer observation, direct supervision, and other as needed. The primary focus is working on individual and group counseling skills. Once practicum has begun, a faculty member will meet with the site supervisor and the student quarterly. Contact between the site and the university can be initiated by the faculty supervisor, the site supervisor, or the student.
Evaluation For Practicum
There are multiple sources of evaluation used to determine the successful completion of practicum. These include: an approved log; Counseling Skills Evaluation (Appendix A); Practicum Evaluation (Appendix B); a successful meeting among site supervisor, faculty, and student; and other sources or assignments as deemed appropriate by the faculty instructor.

INTERNSHIP POLICY

The third level of experiential training is called internship. It is limited to second-year students who have demonstrated the ability to perform therapy with minimal supervision and who have completed at least 45 credits, including prescribed foundation courses. Mental Health Counseling interns are assigned to community agencies for a nine to twelve-month period. Mental Health Counseling interns receive clinical and professional supervision from a licensed mental health counselor or equivalent and a professor in the department. School counseling interns are assigned to public or private schools for a nine-month period. School Counseling interns receive clinical and professional supervision from a Washington State ESA certified school counselor who has had a minimum of three years of school counseling experience and from a professor in the department. An extensive handbook is provided to guide students and agency/school representatives in proper management of the internship endeavor.

Internship agencies are selected primarily on the basis of their ability to satisfy the student's vocational and/or educational goals, as well as the program's internship requirements. These requirements include:
1. Professionally trained staff;
2. Recognition in the community for quality of service;
3. Counseling services consistent with the ethics as stated by the American Counseling Association and the American School Counseling Association (ACA & ASCA);
4. Sufficient hours of actual counseling experience accomplished during the 20 hour/week, nine to twelve month internship;
5. School counselor supervisors must hold active ESA certification;
6. Mental health counseling supervisors must hold a current license; and
9. Sufficient cooperation between the agency and the program internship supervisor to insure the quality of the internship experience

Once the internship has begun, the university supervisor visits the site to meet with the student's site-based supervisor. The student is invited to attend the sessions. Contact between the clinical setting or school and the university can be initiated by the faculty supervisor, the site supervisor, or student. The clinical setting or school is visited at least once per quarter by the faculty supervisor in addition to occasional telephone and email contacts.

Students meet weekly as a group with the faculty supervisor to discuss their internship experiences and including presenting cases for staffing.

School Counseling students request placement from existing qualified internship schools. The faculty internship coordinator initiates contact for Spokane Public Schools and the three Spokane Valley School Districts in order to arrange a meeting of the student and the school representative.
For other placements, the student initiates contact after meeting with their practicum instructor and supervisor. At this meeting the student becomes acquainted with the school and establishes whether or not there is sufficient mutual interest for the student and site-based representative to contract for placement the following academic year. Occasionally a student will prefer to work in a school that has no prior affiliation with the program. The same procedure is followed and a placement contract is sought, providing the school satisfies the program criteria. All students are required to purchase professional liability insurance and pass a FBI background check prior to any clinical experience.

Note: For School Counseling interns, a second placement on a different level from the primary placement level is required for a minimum of one hundred (100) hours.

Mental Health Counseling students request placement from qualified internship agencies. The student initiates contact after meeting with the faculty internship coordinator. At this meeting, the student becomes acquainted with the agency and establishes whether or not there is sufficient mutual interest for the student and site-based representative to contract for placement. Occasionally a student will prefer to work in an agency that has no prior affiliation with the program. The same procedure is followed and a placement contract is sought, providing the agency satisfies the program criteria. All students are required to purchase professional liability insurance and pass a FBI background check prior to any clinical experience. In addition, students MUST complete four-hour HIV/AIDS awareness training before entering clinical experience.

WRITTEN WORK POLICY

For all written work in classes and for a research project, the expected form is APA publication manual (most recent edition). This is also the university-sanctioned form and style standard. All students must learn and use the APA format in their reports and writing of class assignments. It is the accepted standard of research in our profession. There is an excellent tutorial on APA format from 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 both EWU-Cheney and EWU-Riverpoint campuses 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.

EXIT REQUIREMENTS

Students must maintain a minimum cumulative 3.0 GPA, with no course grade below a 2.5 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. All coursework is identified on the student contract (Application for Masters Degree Candidacy - Sample, see Appendix D or E), and signed by the
spring quarter of the first year. All academic requirements and exit requirements for graduation are found in this handbook (see Appendices C, D, E, F, and H) as well as the 2011-2012 Eastern Washington University Graduate Studies Catalog.

The exit requirements for candidates for the degree of Master of Science in Applied Psychology: Mental Health or School Counseling Emphasis reflects the CACREP standards for counselor education and WAC codes for counselor certification. The exit requirements for the program are:

1. Professional Portfolio;
2. Comprehensive Exam;
3. Take the National Counselor Examination (NCE);
4. Research Project Presentation at the Oral Exit Interview; and
5. Portfolio Review by PEAB or MHAB, reflecting student training emphasis.

The exit requirements are evaluated on a pass/fail basis by the assigned faculty advisors and internship coordinators in accordance with departmental policy. All exit requirements must be passed with the exception of the National Counselor Examination. To meet program requirements, the exam must be taken, but the score does not have to be a passing score. The Counselor Education faculty reserves the right to amend these exit requirements at any time as they see fit in accordance with best practices in counselor education. Successful completion of the School Counseling Portfolio Review documents the student’s readiness to be considered for ESA School Counseling Certification. Successful completion by Mental Health Counseling Portfolio Review documents the successful completion of an exit interview with a member of the MHAB (Mental Health Advisory Board). This is a graduation requirement but is not linked to licensure per se.

**Professional Portfolio**

The professional portfolio is developed through the two years of the program and compiled during the second year of the program. It contains work samples reflecting professional and educational experiences. The sections of the professional portfolio are consistent with the competencies stated in the Washington State Codes as follows:

- School Counseling Portfolio sections reflect WAC 180-78A-270. Students will develop a portfolio showing performance evidence for the Residency Level Standards and Benchmarks.
- Mental Health Portfolio sections reflect WAC 246-810-521.

**Terminal Research Document Requirement**

There are four ways to meet this requirement.

1. A study with IRB approval;
2. 12-15 page topical paper—either a new topic or continued research of topic chosen during CEDP 520- Tactics of Psychological Research;
3. A grant proposal;
4. A program evaluation.

**A study with IRB approval:**
This is conducting a study with human subjects, i.e., surveying students/clients or comparing a control group to an experimental group. Length required is no less than 15 pages. APA style: Title page, abstract, table of contents, introduction, hypothesis, questions, variables, literature review, methods, results, discussion, professional growth statement (describe research experience and plans to integrate new skills gained in the research process into professional life), references, appendices and tables including a copy of the approved IRB application containing a statement of ethical implications of study, potential risks, and the protection of participants.

12 to 15 page topical paper:
This can either be on a new topic or continued research on a topic chosen during CEDP 520-Tactics of Psychological Research. It must be APA style including title page, abstract, literature review, and including a minimum of 15 references. Your research writing instructor will determine acceptability of references. The topic needs to be relevant to the student’s area of emphasis, either mental health or school counseling.

A grant proposal:
The paper will include a rationale for applying for the grant. The paper will utilize a literature review on the topic and needs assessments used to show the need for the grant money; how the proposal was a good match for the site’s needs; how grant information was located; and whether or not the grant was approved. If not, state reasons that the grant was not funded and what could one do differently next time? It must be APA style including title page, abstract, table of contents, references, appendices and tables (if appropriate) for the grant.

A program evaluation:
The paper will include the following elements in order listed:

1. A description of the program (i.e., a school’s anti-bullying program, a programmatic approach an agency is trying, etc.)
2. How the school or agency learned about the program
3. Needs assessments the school or agency used to decide to use the program
4. Rationale the school or agency uses to implement the program
5. Lesson plans or other types of implementation plans prepared and delivered
6. Evaluation of program-describe what methods were used to evaluate effectiveness of program
7. Student’s reflection-what worked and what did not work-and suggestions to site for further implementation of program.

The paper must be APA style including title page, abstract, table of contents, references, appendices and tables (if appropriate) for the evaluation.

Written Comprehensive Exam
This four hour essay exam covers the eight CACREP curriculum areas. This exam meets the requirements of the Graduate School and must be passed before a student’s presentation of his or her terminal research document. The exam is administered by the Counseling Program and proctored by a professional other than program faculty. It is given on a Saturday early in the spring quarter of the second year. The exam also fulfills the requirement for Washington State Educational Staff Associate-School Counseling.
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.

Completed examinations are distributed equally among the program coordinators for evaluation. Each question is scored as excellent (+), pass (O), or fail (-). Examinations with one failed question are considered as passing. Examinations with two failed questions are unacceptable for fulfillment of the requirement. These are read by the remainder of the counseling faculty members for concurrence.

**National Counselor Examination**
Taking the National Counselor Examination (NCE) currently costs $295. It is a four hour exam administered by the EWU Counseling Program on behalf of the National Board for Certified Counselors (NBCC; www.nbcc.org). It is given on a Saturday early in the spring quarter. The program distributes the application materials in the fall of the student's second year.

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.

**PROFESSIONALISM POLICY**
The Counselor Education 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.

Specifically, professional conduct includes:

- Respect for individuals (fellow students and faculty and site-based staff).
- Professional behavior and personal presentation regardless of setting (in classroom, on site, or elsewhere on campus).
- Maintaining appropriate and open communication with faculty.
- Contributing in constructive ways to the classroom environment (not engaging in disruptive behavior during any presentation).
- Demonstrating a commitment to self-examination and personal growth.
Flexibility: all things change and are in flux. Although the counselor education 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.

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

Participation in a counselor education 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 your personal and professional strengths, as well as areas for growth. Clear guidelines will be presented by the instructors regarding the format and content of the 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 has to 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 having a negative impact on 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 Counselor Education program faculty members respect a student's right not to participate in any exercise she/he wishes to decline, 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, at all times, 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 into 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 their pursuit of 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. Similarly to the self-disclosure guidelines, participants retain responsibility for themselves.

7. Each student is required to meet with her/his advisor at least once per academic quarter for both years of the program.

There is much in the process of going through two years of coordinated curricula with the same classmates that approximates experiences of personal growth groups and individual counseling. Principles and practices of open communication are encouraged within and among faculty and student groups and between and among individuals as a means of maximizing the benefits of this unusually rich interpersonal milieu while minimizing any negative impact.

**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.

The University believes education is the best way to prevent sexual harassment. Because of differences in employees’ values and backgrounds, some individuals may find it difficult to recognize their own behavior as sexual harassment. Eastern Washington University will take steps to educate the campus community about policies, grievance procedures, and possible disciplinary actions.
Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly as a term or condition of an individual’s employment or education, or
- submission to or rejection of such conduct by an individual is used as the basis of employment or education decisions, or
- such conduct has the purpose or effect of unreasonably interfering with an individual’s education or work performance or creating an intimidating, hostile, or offensive educational work environment.

Sexual harassment may include, but is not limited to, unwelcome actions such as the following:

- use of position or authority to coerce a student or employee to provide sexual favors
- sexually suggestive comments, demands or insults or pressure for sexual activity
- demeaning or sexist comments about a person of a specific gender or sexual orientation.

The University will consider the circumstances and the context in which an incident occurred when determining if such action constitutes sexual harassment.

All members of the campus community are required to comply with this policy. The University will take appropriate action against any employee or student of 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.

Violation of this policy will lead to disciplinary action that is appropriate to the circumstances and addresses the goal of prompt and effective action to stop sexual harassment. Such disciplinary action shall follow the principles of progressive discipline. Depending on the circumstances, the punishment may include, but is not limited to, verbal and written reprimands, suspension with pay, suspension without pay, demotion, expulsion, or dismissal.

This policy is consistent with the Equal Employment Opportunity Commission’s regulations on sexual harassment.

**ENDORSEMENT POLICY**

Students completing the Masters in Applied Psychology from Eastern Washington University will have obtained the specific program coordinator’s endorsement to practice in their specialty track.

School Counseling track students are endorsed to counsel in a K-12 school setting. They meet or exceed the State of Washington certification requirements for ESA School Counseling Certification. They are required to sit for the NCE.
Mental Health track students are endorsed to counsel in human services settings. They meet or exceed the academic, practicum, and internship standards for licensure in the State of Washington as a Mental Health Counselor. EWU counseling students will sit for the NCE required for state certification during their final quarter of graduate education. State certification requires post-master’s experience that includes 100 hours postgraduate supervision with an 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 postgraduate experience by the Washington State Department of Health.

**FINANCIAL AID AND SCHOLARSHIPS**

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

- Eastern Washington University [Graduate Studies Catalog](http://www.ewu.edu/gradprog/)
- 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/

**In addition:**

Non-resident tuition scholarship (NRTS) waivers have been established for non-Washington residents (domestic, US only). The waiver provides a reduction of 75% of the difference between resident and nonresident tuition. The student will pay approximately 150% of the resident cost.

Each spring, the Department of Counseling, Educational, and Developmental Psychology awards The Walt Powers Scholarship to deserving students in the counselor education program.

**The Walt Powers Scholarship in Counselor Education**

An Emeritus Professor of Counselor Education, 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 (one from Mental Health Counseling and one from School Counseling). A plaque with the engraved names of the annual award recipients is displayed in the Department of Counseling, Educational, and Developmental 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 on the basis of 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).

Peer Nominations

It is customary in professional associations to nominate one’s peers for honors and recognition. In that spirit, the counseling faculty invites counseling students and other interested individuals to join us in nominating two candidates for the Walt Powers Scholarship.

Application for the Walt Powers Scholarship

Interested candidates will complete the application form including a short essay demonstrating a mature commitment to the field of counseling. Only complete applications are considered.

To receive an application for either the scholarship or the peer nomination, please contact the Director of the Counselor Education Program.
Appendix A: Counseling Skills Evaluation

END OF PRE-PRACTICUM QUARTER

Student Name: ______________________ Quarter: ____________

Print or type legibly.

Reviewed By: ______________________ Date: _______________

Student Signature

Review Read By: ____________________ Date: ______________

Pre-Practicum Instructor

Overall Evaluation Score = ______

Please evaluate the student in each area using the following scale:
1 = Poor; 2 = Fair; 3 = Good; 4 = Very Good; 5 = Excellent.

<table>
<thead>
<tr>
<th>Personal Competence</th>
<th>Circle one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of professional ethics</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Enthusiasm for working with people</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Responsibility in meeting obligations</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. On time</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Appreciate the values and beliefs of others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Professional behavior</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Professional attitude</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Competence</th>
<th>Circle one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counseling skill level</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Demonstrates empathy for client</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Develops rapport with client</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Supervision</th>
<th>Circle one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to receive feedback</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Brings concerns to instructor when necessary</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Interacts appropriately with peers</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Other Observations

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

______________________ ____________________
Appendix B: Counseling Practicum Evaluation Form
(Copy this form as needed)

Student Name: ______________________________ Site: __________________
Print or type legibly.

Review Read By: ____________________________ Date: _______________
Student’s Signature

Review Read By: ____________________________ Date: _______________
Site Supervisor

Reviewed By: ______________________________ Date: _______________
Name of Faculty Advisor/Supervisor

Reviewed By: ______________________________ Date: _______________
Program Coordinator

Overall Evaluation Score = ______

Please evaluate the student’s preparation for internship in each area using the following scale:
1 = Poor; 2 = Fair; 3 = Good; 4 = Very Good; 5 = Excellent.

**Professional Competence**

| 1. Understanding of professional ethics. | 1 | 2 | 3 | 4 | 5 |
| 2. Enthusiasm for working with people. | 1 | 2 | 3 | 4 | 5 |
| 3. Responsibility in meeting obligations. | 1 | 2 | 3 | 4 | 5 |
| 4. On time & prepared for practicum experience. | 1 | 2 | 3 | 4 | 5 |
| 5. Adaptability for change. | 1 | 2 | 3 | 4 | 5 |
| 6. Professional appearance/presentation. | 1 | 2 | 3 | 4 | 5 |
| 7. Professional attitude. | 1 | 2 | 3 | 4 | 5 |
| 8. Demonstrates competence and understanding of case conceptualization. | 1 | 2 | 3 | 4 | 5 |
| 9. Establishes appropriate effective working relationships with others. | 1 | 2 | 3 | 4 | 5 |
| 10. Completed assigned projects or tasks. | 1 | 2 | 3 | 4 | 5 |
| 11. Sets and maintains appropriate boundaries | 1 | 2 | 3 | 4 | 5 |
| 12. Understands client content | 1 | 2 | 3 | 4 | 5 |
| 13. Understands client meaning | 1 | 2 | 3 | 4 | 5 |
| 14. Responds to client’s feelings effectively | 1 | 2 | 3 | 4 | 5 |
| 15. Demonstrates congruence and genuineness | 1 | 2 | 3 | 4 | 5 |
| 16. Understands the client and demonstrates empathy | 1 | 2 | 3 | 4 | 5 |
| 17. Appropriate use of non-verbal communication | 1 | 2 | 3 | 4 | 5 |
| 18. Appropriate use of self-disclosure | 1 | 2 | 3 | 4 | 5 |

**Use of Supervision**

| 1. Actively seeks and is prepared for supervision. | 1 | 2 | 3 | 4 | 5 |
| 2. Ability to receive positive feedback. | 1 | 2 | 3 | 4 | 5 |
| 3. Ability to receive corrective feedback. | 1 | 2 | 3 | 4 | 5 |
| 4. Brings concerns to supervisor. | 1 | 2 | 3 | 4 | 5 |
| 5. Meets responsibilities to peers. | 1 | 2 | 3 | 4 | 5 |
## Appendix C: Course Requirements by Program

### Mental Health Counseling Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>CEDP 506</td>
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<td>(4)</td>
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<tr>
<td></td>
<td>Transition Across the Lifespan</td>
<td></td>
</tr>
<tr>
<td>CEDP 520</td>
<td>Tactics of Psychological Research</td>
<td>(4)</td>
</tr>
<tr>
<td>CEDP 535</td>
<td>Intro to Mental Health Counseling</td>
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</tr>
<tr>
<td>CEDP 539</td>
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<tr>
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</tr>
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<td>Counseling Theory and Techniques</td>
<td>(4)</td>
</tr>
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<td>Appraisal in Mental Health Counseling</td>
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</tr>
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<td>Counseling Children &amp; Adolescents</td>
<td>(4)</td>
</tr>
<tr>
<td>CEDP 569</td>
<td>Family Systems &amp; Parent Education</td>
<td>(4)</td>
</tr>
<tr>
<td>CEDP 575</td>
<td>DSM Treatment Issues for Counselors</td>
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</tr>
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<td>CEDP 576</td>
<td>Professional Issues in Mental Health Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CEDP 581</td>
<td>Consulting Approaches &amp; Applications</td>
<td>(2)</td>
</tr>
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<td>CEDP 583</td>
<td>Group Experience</td>
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<td>CEDP 584</td>
<td>Group Theory</td>
<td>(2)</td>
</tr>
<tr>
<td>CEDP 585</td>
<td>Group Process in Counseling</td>
<td>(2)</td>
</tr>
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<td>CEDP 590</td>
<td>Diversity Counseling</td>
<td>(3)</td>
</tr>
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<td>CEDP 591</td>
<td>Addictive Behavior Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CEDP 592</td>
<td>Crisis Intervention and Trauma Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CEDP 595</td>
<td>Comprehensive Exam Review</td>
<td>(2)</td>
</tr>
<tr>
<td>CEDP 601</td>
<td>Research Project</td>
<td>(3)</td>
</tr>
<tr>
<td>CEDP 695</td>
<td>Practicum</td>
<td>(12)</td>
</tr>
<tr>
<td>CEDP 697</td>
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<td>(20)</td>
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**TOTAL CREDITS: 93**

### School Counseling Requirements

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<td></td>
<td>Transition Across the Lifespan</td>
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<td>CEDP 520</td>
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<td>CEDP 508</td>
<td>Classroom Management for the School Counselor</td>
<td>(3)</td>
</tr>
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<td>CEDP 520</td>
<td>Tactics of Psychological Research</td>
<td>(4)</td>
</tr>
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<td>CEDP 540</td>
<td>Professional School Counseling</td>
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</tr>
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<td>CEDP 542</td>
<td>Career Counseling</td>
<td>(4)</td>
</tr>
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<td>Counseling Theory and Techniques</td>
<td>(4)</td>
</tr>
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<td>CEDP 547</td>
<td>Assessment in School Counseling</td>
<td>(4)</td>
</tr>
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<td>CEDP 548</td>
<td>Counseling Children and Adolescents</td>
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<td>CEDP 569</td>
<td>Family Systems and Parent Education</td>
<td>(4)</td>
</tr>
<tr>
<td>CEDP 575</td>
<td>DSM Treatment Issues for Counselors</td>
<td>(4)</td>
</tr>
<tr>
<td>CEDP 576</td>
<td>Professional Issues in Mental Health Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CEDP 581</td>
<td>Consulting Approaches and Applications</td>
<td>(2)</td>
</tr>
<tr>
<td>CEDP 582</td>
<td>The Law for School Counselors</td>
<td>(3)</td>
</tr>
<tr>
<td>CEDP 583</td>
<td>Group Experience</td>
<td>(1)</td>
</tr>
<tr>
<td>CEDP 584</td>
<td>Group Theory</td>
<td>(2)</td>
</tr>
<tr>
<td>CEDP 585</td>
<td>Group Process in Counseling</td>
<td>(2)</td>
</tr>
<tr>
<td>CEDP 590</td>
<td>Diversity Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CEDP 591</td>
<td>Addictive Behavior Counseling</td>
<td>(3)</td>
</tr>
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<td>CEDP 592</td>
<td>Crisis Intervention and Trauma Counseling</td>
<td>(3)</td>
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<td>CEDP 594</td>
<td>Advanced School Counseling</td>
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<td>(2)</td>
</tr>
<tr>
<td>CEDP 601</td>
<td>Research Project</td>
<td>(3)</td>
</tr>
<tr>
<td>CEDP 695</td>
<td>Practicum</td>
<td>(12)</td>
</tr>
<tr>
<td>CEDP 697</td>
<td>Internship Mental Health</td>
<td>(20)</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 93**
Appendix D: Graduate Candidacy Form (Sample) - School Counseling

Application for Master’s Graduate Candidacy

Submit copy to Graduate Studies, Submit copy to Department, Student retains copy.

Date ____________________________

Name ____________________________________________________________

Address __________________________________________________________

Last MI First

Address __________________________________________________________

Email ___________________________________________________________

Home Phone (   ) Work Phone (   ) ID _____ - _____ -

Degree Desired: [   ] MA [   ] MBA [   ] MFA [   ] MM [   ] MN [   ] MPA [   ] MS [   ] MSW [   ] MURP

Specialization or Major: Applied Psychology: School Counseling

Quarter and year you expected degree completion: Spring 2013

This form is to be filed between completion of 15 graduate program credits and one half of the minimum program credits.

PROPOSED STUDY PROGRAM: Please include course number, title and credits.

<table>
<thead>
<tr>
<th>Courses Completed</th>
<th>Courses in Progress</th>
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<td>Fall</td>
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<tr>
<td>CEDP 506 (4) Counseling Dev &amp; Trans Across Lifespan</td>
<td>CEDP 542 (4) Career Counseling</td>
<td>CEDP 508 (3) Classroom Mgmt. School Counselor</td>
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</tr>
<tr>
<td>CEDP 540 (4) Professional SC</td>
<td>CEDP 547 (4) Assess SC</td>
<td>CEDP 569 (4) Fam Sy &amp; Par Ed</td>
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<tr>
<td>CEDP 544 (4) Counseling Theories &amp; Techniques</td>
<td>CEDP 575 (4) DSM Treatment Issues for Co</td>
<td>CEDP 581 (2) Con App &amp; App</td>
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</tr>
<tr>
<td>CEDP 583 (1) Group Exp</td>
<td>CEDP 585 (2) Group Process</td>
<td>CEDP 582 (3) Law for SC</td>
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</tr>
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<td>CEDP 695 (4) Pre Prac:SC</td>
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<td>Winter</td>
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<tr>
<td>CEDP 520 (4) Research in Co</td>
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<td>CEDP 548 (4) Co Ch &amp; Adol</td>
<td>CEDP 594 (3) Adv SC</td>
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<tr>
<td>CEDP 590 (3) Diversity Co</td>
<td>CEDP 601 (3) Research</td>
<td></td>
<td></td>
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<tr>
<td>CEDP 695 (4) Prac: SC</td>
<td>CEDP 697 (15) Internship: SC</td>
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<tr>
<td>Total = 93</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate: ____________________________________________________________
Sign above and obtain the signature of the following:

Adviser /Committee Chair: _____________________________________________ Date: ____________________________
Sign Print

Graduate Committee: _________________________________________________ Date: ____________________________
Sign Print

Program Director: ___________________________________________________ Date: ____________________________
Sign Print

Graduate Studies Office - EWU - 206 Showalter Hall - Cheney, WA 99004-2431 (509)359-6296 - Gradprograms@mail.ewu.edu
Appendix E: Graduate Candidacy Form (Sample) - Mental Health Counseling

Application for Master’s Graduate Candidacy
Submit copy to Graduate Studies, Submit copy to Department, Student retains copy.

Date ______________
Name __________________________________________

Last MI First
Address __________________________________________

Street City State Zip Code

Email __________________________________________

Home Phone ( ) Work Phone ( ) ID - -

Degree Desired: [ ] MA [ ] MBA [ ] MFA [ ] MM [ ] MN [ ] MPA [X] MS [ ] MSW [ ] MURP

Specialization or Major: Applied Psychology: Mental Health Counseling

Quarter and year you expected degree completion: Spring, 2013

This form is to be filed between completion of 15 graduate program credits and one half of the minimum program credits.

PROPOSED STUDY PROGRAM: Please include course number, title and credits

<table>
<thead>
<tr>
<th>Courses Completed</th>
<th>Courses in Progress</th>
<th>Remaining Courses</th>
<th>Approved Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
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</tr>
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<tr>
<td>CEDP 520 (4) Research in Co</td>
<td>CEDP 592 (3) Cri Int &amp; Tr Co</td>
<td>CEDP 595 (2) Comprehensive Exam Review</td>
<td></td>
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<tr>
<td>CEDP 548 (4) Co Ch &amp; Adol</td>
<td>CEDP 601 (3) Research Project</td>
<td>CEDP 697 (2) Internship MH</td>
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<td>CEDP 695 (4) Prac: MH</td>
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</table>

Total = 93

Candidate: ____________________________ Sign above and obtain the signature of the following:

Adviser /Committee Chair: ____________________________ Date: ____________________________

Sign Print

Graduate Committee: ____________________________ Date: ____________________________

Sign Print

Program Director: ____________________________ Date: ____________________________

Graduate Studies Office - EWU - 206 Showalter Hall - Cheney, WA 99004-2431 (509)359-6296 -
Gradprograms@mail.ewu.edu

41 version 8/1/2011
## Appendix F: Course & Task Checklist—Mental Health

Department of Counseling, Educational, and Developmental Psychology
Eastern Washington University

<table>
<thead>
<tr>
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**TOTAL CREDITS Earned**

**MINIMUM TOTAL CREDITS FOR PROGRAM: 93**

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Student’s Signature__________________________ Date__________________
Forwarding Address for Student After Graduation: Telephone/Area Code:____
### Appendix G: Course & Task Checklist—School Counseling

**Department of Counseling, Educational, and Developmental Psychology**  
**Eastern Washington University**

#### Student Name

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Orals Exit Interview Scheduled

Grade Changes Completed (“Y” & "X" Grades)

Human Resources Subject Review Comm. (Dept.) Approval of Res

Title of Research Project

Student’s Signature

Date

Forwarding Address for After Graduation:

Telephone/Area Code:

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version 8/1/2011
Appendix H: Non-Academic and Professional Performance Review

Student: __________________________  Advisor: __________________________
Quarter/Year: __________________________

Rating Scale for all items:
1 = Does not meet criteria for program level
2 = Meets criteria minimally or inconsistently for program level
3 = Meets criteria adequately for program level
4 = Meets criteria above program level expectations
5 = Meets criteria at the level of professional excellence

Please provide explanatory comments for any rating less than 3.

Professional Responsibility
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.
   1  2  3  4  5

2. The student relates to peers, professors, and others in a manner consistent with professional standards.
   1  2  3  4  5

3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people in personal or professional relationships.
   1  2  3  4  5

4. The student demonstrates application of legal requirements relevant to counseling training and practice.
   1  2  3  4  5

Competence
5. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.
   1  2  3  4  5

6. The student takes responsibility for assuring others’ welfare when encountering the boundaries of her/his expertise.
   1  2  3  4  5
7. The student provides only those services and applies only those techniques for which s/he is qualified by education, training and experience.

8. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond appropriately to others.

Maturity

9. The student demonstrates appropriate self-control (such as anger control & impulse control) in interpersonal relationships with faculty, peers, and others.

10. The student demonstrates honesty, fairness, and respect for others.

11. The student demonstrates an awareness of her/his own belief systems, values, needs and limitations and the effect of these on her/his work.

Integrity

12. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors.

13. The student exhibits appropriate levels of self-assurance, confidence, and trust in her/his own ability.

14. The student is mindful of diversity issues; respects cultural, individual and role differences; and conducts self in a manner that is inclusive and honoring of those differences.

15. The student refrains from making statements that are false, misleading or deceptive.
16. The student avoids improper and potentially harmful dual relationships.
1 2 3 4 5

17. The student respects the fundamental rights, dignity and worth of all people.
1 2 3 4 5

18. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.
1 2 3 4 5

Reliability
19. The student attends class faithfully.
1 2 3 4 5

20. The student is on time for class and for other relevant program meetings.
1 2 3 4 5

21. The student submits written and other assignments on time.
1 2 3 4 5

General Professional Performance
22. The student is open to new ideas, willing to consider ideas and events from another’s perspective.
1 2 3 4 5

23. The student demonstrates flexibility, the ability to accept changes in the environment, schedule or protocol.
1 2 3 4 5

24. The student is cooperative with others, demonstrating concern for the group’s well being and success, not just personal outcomes.
1 2 3 4 5

25. The student demonstrates awareness of and appropriate concern about her/his own impact on others.
1 2 3 4 5

26. The student responds appropriately to conflict, actively and constructively engaging in problem-resolution efforts with others.
1 2 3 4 5
27. The student is able to accept personal responsibility, owning her/his own mistakes while considering them as opportunities for self-improvement. 
1 2 3 4 5

28. The student is willing to express feelings effectively and appropriately, and readily acknowledges the feelings of others. 
1 2 3 3 5

29. The student pays attention to ethical and legal considerations, including responsiveness to supervision, confidentiality, and maintaining clear professional boundaries with clients. 
1 2 3 4 5

30. The student consistently demonstrates initiative and motivation in academic endeavors, including creativity and enthusiasm, participation in classroom activity, and in completion of assignments in a timely fashion. 
1 2 3 4 5

**Scoring:** Add the total number of points awarded for all 30 items, then divide by 30 to get the student’s average rating. Faculty intervention is warranted when: 
> The student’s average is below 3.0. 
> Three or more scores have a rating of less than 3. 
> At least one of the professional performance items has a rating of 1.

**Score:** ________