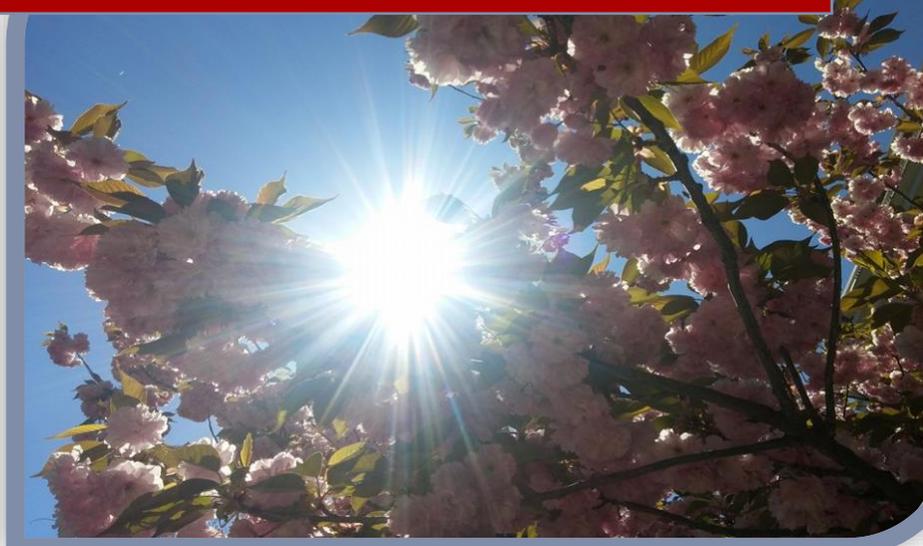




EASTERN
WASHINGTON UNIVERSITY

start something **big**

Student Handbook



Counseling

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

**MASTER OF SCIENCE IN COUNSELING:
SCHOOL COUNSELING EMPHASIS**

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

Welcome to the Counseling Program at Eastern Washington University!



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

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

To confirm that you have read this handbook and have understood the responsibilities, policies, and procedures outlined herein, please sign the Agreement Contract at the end of this handbook and submit it to Dr. Keely Hope.

This Handbook is updated once per year and is available online, along with a number of other resources.

Best wishes in your personal and professional pursuits!

The Counseling Faculty
Dr. Keely Hope
Dr. Karrie Swan
Ms. Cynthia Messier

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INTRODUCTION TO THE COUNSELING PROGRAM

MISSION & VISION

The Counseling Program at Eastern Washington University is committed to the selection, training, supervision, and professional success of counseling students, in keeping with the high standards established by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). As a regional teaching university, EWU has a proud history of providing education to a high percentage of first-generation college students, often from under-represented and lower socioeconomic communities, a tradition which the Counseling program maintains. We strive to prepare candidates to be ethical, culturally competent, theoretically sound and clinically skilled practitioners. Thus, counselor training occurs in a learning community that is challenging and supportive, academically stimulating, honors diversity, and intentionally focuses on both skill development and personal growth of the counselor-in-training. In this way, Counseling follows the EWU mission of *expanding opportunities for personal transformation through excellence in learning*.



ABOUT THE PROGRAM

The Counseling Program is housed in the Department of Psychology in Martin Hall at the Cheney, Washington campus. The program has achieved and maintained accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1989. Our program received the Innovative Counselor Education Program Award from the Western Association for Counselor Education in 2016.

COUNSELING MASTER'S DEGREE SPECIALTY AREAS

For individuals seeking to become counseling professionals, the Master of Science (MS) degrees are offered in the following tracks of study. Students receive an endorsement for the track that the graduate has completed.

Clinical Mental Health Counseling

EWU students enroll in a 94-quarter-hour track that is currently accredited by CACREP. This path leads to a Master of Science (MS) degree and prepares graduates to counsel in clinical mental health settings such as mental health clinics, private counseling agencies, drug abuse treatment centers, child counseling clinics, family counseling centers, and private practice. This track meets the educational requirement for Licensure as a Licensed Mental Health Counselor Associate in Washington.

School Counseling

The 94-quarter-hour track is currently accredited by CACREP. This path leads to a Master of Science (MS) degree and prepares graduates to counsel children and adolescents in both elementary and secondary school counseling settings. The program area meets the educational requirement for Certification as a School Counselor in Washington (ESA).

COUNSELING PROGRAM CORE FACULTY

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

Name, Degree, Position	Degree From	Teaching Areas	Research Interests/Specialty Areas
Keely Hope, PhD Associate Professor, Program Director	University of Florida	Clinical Mental Health Counseling	Crisis Intervention, Suicide Prevention, Attachment theory
Karrie Swan, PhD, Assistant Professor, School Counseling Coordinator	University of North Texas	School Counseling	Play Therapy, Filial Therapy, School Counseling
Cynthia Messier Lecturer	Oregon State University	Core Counseling areas	Adverse Childhood Experiences and the impact on adulthood

BEGINNING A MASTER'S DEGREE

ADMISSION

Applicants seeking admission to the Counseling Program should be aware that the Washington Department of Health and The Office of Superintendent of Public Instruction run criminal history checks on all applicants for licensure or certification. In Washington, certification is required to counsel in public schools; licensure is required to counsel outside the public school or religious setting. An applicant with a criminal background who seeks professional credentials should contact the appropriate Board prior to enrollment in the program to determine eligibility for certification and/or licensure.

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

1. Application and application fee
2. Personal Statement given the following prompts:
 - a. How have your life experiences influenced your decision to pursue a career in counseling?
 - b. Once you complete this degree, where do you see yourself working and with what population (types of clients)?
 - c. During your graduate education you will be exposed to people whose experiences and opinions are different from your own. How are you prepared to deal effectively with these people?
 - d. As a CACREP accredited program, we strive to provide the community with leaders. How do you see yourself providing leadership within your community upon completion of this program?
3. Transcripts for GPA verification
4. Three recommendation letters
5. Work or Volunteer Experience
6. GRE Scores

Once applications are reviewed, the admissions committee may invite candidates for an interview.

Upon matriculation, each student must adhere to the ACA Code of Ethics and the EWU Student Code of Conduct.

STUDENT ORIENTATION

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

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

I. Overview of the Program--Greetings and Welcome

Review Student Handbook with attention to:

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

II. Program Emphases Orientation

Students are split into groups of School Counseling and Clinical Mental Health Counseling. Faculty will facilitate a group discussion 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.
5. Licensure and certification requirements

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

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

1. Chi Sigma Iota officers will discuss the honorary society with incoming cohort
2. Strategies for success
3. Questions and discussion of their experiences
4. Assignment of second-year students as mentor to first-year students.

MASTER'S DEGREE CURRICULUM & OBJECTIVES

Objectives and curricular structure of the School Counseling and Clinical Mental Health Counseling programs reflect the core and specialty area requirements of CACREP standards, Washington state standards for licensure or certification, certification requirements of the National Board for Certified Counselors (NBCC) and the Professional Educators Standards Board (PESB) of Washington.

Program Objectives and Student Learning Outcomes

There are eight core curriculum areas and two specialized application areas. The curricular objectives are arranged according to these areas and incorporate requirements by CACREP 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. Below are the objectives designed for this program based on our mission statement and the 2016 CACREP standards.

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

CORE CACREP CURRICULUM & OBJECTIVES

CACREP SECTION 2

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. This is the foundation of the education a student receives and guides the content presented in every class. The eight common core areas follow.

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

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

SOCIAL AND CULTURAL DIVERSITY

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

- f. Help-seeking behaviors of diverse clients
- g. The impact of spiritual beliefs on clients' and counselors' worldviews
- h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

HUMAN GROWTH AND DEVELOPMENT

- a. Theories of individual and family development across the lifespan
- b. Theories of learning
- c. Theories of normal and abnormal personality development
- d. Theories and etiology of addictions and addictive behaviors
- e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. Systemic and environmental factors that affect human development, functioning, and behavior
- g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. A general framework for understanding differing abilities and strategies for differentiated interventions
- i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

CAREER DEVELOPMENT

- a. Theories and models of career development, counseling, and decision making
- b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. Processes for identifying and using career, vocational, educational, occupational and labor market information resources, technology, and information systems
- d. Approaches for assessing the conditions of the work environment on clients' life experiences
- e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. Strategies for career development program planning, organization, implementation, administration, and evaluation
- g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. Strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. Ethical and culturally relevant strategies for addressing career development

COUNSELING AND HELPING RELATIONSHIPS

- a. Theories and models of counseling
- b. Systems approach to conceptualizing clients

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

GROUP COUNSELING AND GROUP WORK

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

ASSESSMENT AND TESTING

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

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

RESEARCH AND PROGRAM EVALUATION

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

CLINICAL MENTAL HEALTH COUNSELING SPECIALTY

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

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

1. Foundations

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

2. Contextual Dimensions

- a. Roles and settings of clinical mental health counselors
- b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. Impact of crisis and trauma on individuals with mental health diagnoses
- g. Impact of biological and neurological mechanisms on mental health
- h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. Legislation and government policy relevant to clinical mental health counseling
- j. Cultural factors relevant to clinical mental health counseling
- k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. Legal and ethical considerations specific to clinical mental health counseling
- m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. Practice

- a. Intake interview, mental status evaluation, biopsychosocial history, mental health

- history, and psychological assessment for treatment planning and caseload management
- b. Techniques and interventions for prevention and treatment of a broad range of mental health issues
 - c. Strategies for interfacing with the legal system regarding court-referred clients
 - d. Strategies for interfacing with integrated behavioral health care professionals
 - e. Strategies to advocate for persons with mental health issues

4. Clinical Instruction

For the Clinical Mental Health Counseling Program, the 600-clock hour internship (Standard 3.J-M) occurs in a mental health setting under the supervision of a site supervisor as defined by Section 3, Standard N-R. The requirement includes a minimum of 240 direct service clock hours.

Each student prior to any clinical experience **MUST** complete four clock hours of prevention and information of HIV/AIDS. In addition, all students must carry liability insurance as a counselor-in-training.

SCHOOL COUNSELING SPECIALTY

The School Counseling (SC) track is designed to prepare individuals to work with both children and adolescents in PK-12 school settings. Candidates are prepared to be ethical, culturally competent, theoretically sound and clinically skilled.

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

1. Foundations

- a. History and development of school counseling
- b. Models of school counseling programs
- c. Models of P-12 comprehensive career development
- d. Models of school-based collaboration and consultation
- e. Assessments specific to P-12 education

2. Contextual Dimensions

- a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. School counselor roles in relation to college and career readiness
- d. School counselor roles in school leadership and multidisciplinary teams
- e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. Competencies to advocate for school counseling roles
- g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. Common medications that affect learning, behavior, and mood in children and adolescents
- i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. Qualities and styles of effective leadership in schools
- k. Community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. Legislation and government policy relevant to school counseling
- n. Legal and ethical considerations specific to school counseling

3. Practice

- a. Development of school counseling program mission statements and objectives
- b. Design and evaluation of school counseling programs
- c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. Interventions to promote academic development
- e. Use of developmentally appropriate career counseling interventions and assessments
- f. Techniques of personal/social counseling in school settings

- g. Strategies to facilitate school and postsecondary transitions
- h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. Approaches to increase promotion and graduation rates
- j. Interventions to promote college and career readiness
- k. Strategies to promote equity in student achievement and college access
- l. Techniques to foster collaboration and teamwork within schools
- m. Strategies for implementing and coordinating peer intervention programs
- n. Use of accountability data to inform decision making
- o. Use of data to advocate for programs and students

4. Clinical Instruction

For the School Counseling Program, the 600-clock hour internship (Standard 3.J-M) occurs in a school counseling setting under the supervision of a site supervisor as defined by Section 3, Standard 3. N-R. The requirement includes a minimum of 240 direct service clock hours.

Residency-Level Benchmarks for School Counselors

Standards reflected in WAC 181-78A-270 [Rev. 7/12]

ATTAINMENT OF STUDENT KNOWLEDGE AND SKILL

The primary evidence for success in a Counseling 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 rationale for choice of intervention approach; and 3) assessment of ability to integrate knowledge and skills necessary for professional functioning.** In addition, consistent demonstrations of 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 and a comprehensive examination.

Observational evaluations occur in three 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; and 3) through interaction with the internship supervisor.

The ability to integrate and organize the curricular content is assessed primarily through the comprehensive exam in the spring quarter of second year of the program.

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.

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

1. Written examinations in content classes;
2. A comprehensive exam adopted in order to assess the eight core areas
3. Demonstrate skills in assessment and therapeutic techniques through adequate performance in practicum and internships.

ASSESSMENT OF CANDIDATE PROGRESS AND STUDENT LEARNING OUTCOMES

1. The student's advisor provides feedback on the student's progress.
2. Feedback will be provided quarterly.
3. Feedback is based on consultation with all members of the faculty as appropriate.
4. Key Performance Indicators serve as data points in time to ensure a student is progressing with the knowledge needed to graduate. Each will be addressed in the applicable quarter.
 - a. Any KPI must be assessed as "Proficient" or above to consider that KPI complete. Rubrics have been designed to help assess each KPI.
 - b. Any scores below the above threshold warrant an intervention, which could include remediation or removal from the program.
5. The student will have a chance to review any evaluation forms, which are retained 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 also be assessed in the following areas:
 - a. **Academic Performance:** To include, but not limited to, work organization, problem-solving, critical thinking, independent functioning, data-informed conceptualization, and writing skills
 - b. **Professional Counseling Performance** See Practicum and Internship Packets.
 - c. **Professional Counseling Dispositions. Faculty review student professionalism quarterly.** See Appendix B&C for Professional Performance Review criteria.

POLICIES AND PROCEDURES

ACADEMIC POLICIES

Advancement to Master's Degree Candidacy

Advancement to Master's Degree Candidacy means the student has satisfactorily completed enough core coursework to begin the practicum and internship experience and is encouraged by

the faculty to complete their degree. Advancement to Master's Degree Candidacy requires the following along with a recommendation by the faculty:

1. Completion of at least 15 graded credits in a degree program;
2. Maintenance of at least a 3.00 cumulative graduate program GPA;
3. Completion of any specific departmental requirements;
4. Satisfactory professional counseling performance skills evaluations by supervisors;
5. The score on the Professional Dispositions form must be a mean of 3.0;
6. 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 the Dean of Graduate Studies grants special permission; and
7. Approval of the Dean of Graduate Studies or the Dean's designee.

Students should note that completion of steps 1-5 above **must** be combined with faculty recommendation (as evidenced by advisor and program director completing step 6) in order for candidacy to be granted.

The program retention policy can be found in the next section and it outlines the methods used to retain students during the program.

Note: Examples of the Candidacy forms for Clinical Mental Health Counseling and School Counseling can be found on the Counseling Canvas Site.

RETENTION POLICY

Standard 4.F of the CACREP standards require that the Program faculty conduct a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with the established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

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

Time	Method of Review	Gateway
Prior to Admission	Comprehensive review of academic and professional credentials, recommendations, personal statement, interview interactions	Acceptance to the program
Advancing to Candidacy	Review of professional dispositions rating form and Pre-practicum Skills Evaluation form	After completion of 15 graduate credits and successful completion of pre-practicum (PSYC 694)
End of Program	Review of CPCE scores	CPCE

Further, the Counseling Program faculty has created key performance indicators (KPI’s) that require knowledge and learning outcomes for particular courses. Faculty members evaluate progress and identify areas for remediation using standardized rubrics. Students meeting a KPI associated with courses must be rated “Proficient” or higher on any KPI.

In addition to the program gateways identified above, students are evaluated throughout the program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should be withdrawn from the program. At any faculty meeting, a faculty member may bring up a student about whom the faculty member has concerns. In addition, the faculty specifically addresses concerns at the last faculty meeting of each quarter. Any decision involving remediation or withdrawal follows the procedure specified for Reviewing Student’s Professional Competency that appears on the following pages.

Satisfactory Progress Policy

The Counseling Program faculty is committed to the use of grades to characterize accurately each student’s level of mastery of course material. The faculty has affirmed that, in graduate school, “3.0” or “B” is the expected grade. Grades below “3.0” or “B” reflect inadequate performance in coursework. A grade of “4.0”, or A, is reserved to reflect outstanding performance.

Students must earn grades of B or higher in all courses. In didactic courses, students have two attempts to earn a B. If a student takes any clinical course twice without achieving a grade of B or higher, continuation in the Counseling Program is by successful grade appeal only.

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

Incompletes

Incompletes may be assigned, at the discretion of the instructor, to students who cannot complete the required coursework due to circumstances that are beyond the student’s control (e.g. severe illness, death of a family member, or military deployment).

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

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

Procedure:

To assign an “X” grade, the instructor prepares an incomplete form detailing:

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

The instructor records the incomplete grade in the university grade system and provides the completed form to the student and a copy to the department chair.

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

Military Service: Special rules regarding Incompletes for students who are ordered to military duty are contained in Academic Policy 303-30, Registration.

EXIT OR GRADUATION 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. If those grades pull the composite GPA below 3.0, one or both of those courses will need to be retaken to graduate. Any course may be retaken only once. **Failure to maintain a composite GPA of 3.0 (B average) at any point during the program will lead to faculty review of student status.**

In addition, university policy states no graduate student may have ANY class grade below a 2.0, or C, on his/her transcript.

All coursework is identified on the student contract (Application for Master's Degree Candidacy), and signed by the spring quarter of the first year. All academic requirements and exit requirements for graduation are found in this handbook as well as the Eastern Washington University Graduate Studies Catalog for the year the student enrolled.

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

1. Comprehensive Exam;

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

COMPREHENSIVE EXAM

The Counseling Program at EWU has opted to use the Counselor Preparation Comprehensive Examination (CPCE) as the comprehensive examination. <http://www.cce-global.org/Org/CPCE> This four-hour multiple-choice exam covers the eight CACREP curriculum areas. This exam is standardized and is administered by the Counseling Program and proctored by a professional other than program faculty. It is given on the first Friday of the spring quarter of the second year. The exam also fulfills the requirement for Washington State Educational Staff Associate-School Counseling. This examination serves as an exit requirement and as a practice exam for the National Counseling Exam. The CPCE costs approximately \$75 (in July 2017). The testing company does scoring.

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.

A passing score is based on the National mean and will be determined definitively once those scores are delivered to the faculty. If students fail to achieve the passing score set by the faculty, they can retake the CPCE. Students have three opportunities to achieve a passing score on the CPCE.

NATIONAL COUNSELOR EXAMINATION AND PRAXIS

Students enrolled in CACREP programs benefit from the ability to take the National Counselor Examination (NCE) during the course of study. The NCE is one of the licensure examinations in Washington.

The NCE currently costs \$300+. NBCC will contact students via email in late fall or early winter after the Program Director submits the roster. Students will register directly with NBCC and take the exam during the Spring Quarter of their second year. The examination is done at a Pearson VUE testing center in Spokane Valley, WA. The examination is computer-based. Students will submit their score sheet to the program for verification of registration and completion.

The NCE score is determined by the NBCC independently 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.

The PRAXIS is a test geared toward education and teachers but is required for certification as a school counselor in many states outside of Washington. Any student planning to leave the state will benefit greatly from this test. In addition, while this is not required for school counselors in Washington to date, it has been discussed at the state level and it may be the standard within the next five years. The cost of this test is approximately \$100-200 depending on how many subject areas a student takes. Our school counselor educator can better advise you on what subject test to take.

Much like the NCE requirement, it is not required to pass, but to attempt the examination. Of course, it is in the student's best interest to pass the exam the first time he or she takes it.

Endorsement Policy

Students completing the Master's in Counseling from Eastern Washington University will have obtained the specific program coordinator's endorsement to practice in their specialty track.

WASHINGTON STATE COUNSELOR CREDENTIALING STANDARDS

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

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

<http://www.doh.wa.gov/hsqa/Professions/MentalHealth/default.htm>

Associates may not independently provide mental health counseling. Instead, they must work under the supervision of a Washington state approved supervisor. Associate licenses are valid for one year and may not be renewed more than four times. This four-year window should allow enough time to complete the supervision requirements for full licensure.

Clinical Mental Health 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 a state approved licensed mental health counselor (or comparable credentialed professional) and 3,000 hours postgraduate professional experience as an associate mental health counselor (1200 hours must be direct service). Students with a master's degree from a CACREP accredited counseling track are granted 50 hours of supervision and 500 hours of professional experience toward post-graduate experience by the Washington State Department of Health.

WASHINGTON STATE ESA STANDARDS & BENCHMARKS

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.

School Counseling 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 provided the opportunity to sit for either the NCE or Praxis.

STUDENT REMEDIATION AND GUIDANCE POLICY

Consistent with University practice, each student is provided with an advisor that oversees the student's progress throughout the program. A faculty advisor is assigned to each student during the first fall quarter. The student is expected to consult with the advisor quarterly throughout the program to review professional competency and academic progress. Consultation with an advisor is required for addressing questions and concerns about the program that are not addressed in this Master's Handbook and Graduate Catalog. Other occasions may arise when advisor consultation is required or desired.

Each faculty member is assigned a small group of advisees. This allows for individual supervision and tracking of the students throughout the education process. Faculty advisors are assigned to students based on specialty area and potential research areas when possible. 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 students throughout the program.

The ACA Code of Ethics (2014) requires counselor educators to engage in “initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance” (Section F.6.b.; p.13). As gatekeepers to the counseling profession and protectors of the rights of consumers, counselor educators will also “assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. ...They ensure that supervisees are aware of options available to them to address such decisions.” (ACA, 2014, p.16).

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

1. Meeting to Identify the Problem

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

2. Creation of Professional Development Plan

In the instance that a concern warrants corrective action, a professional development plan is created reflecting the nature, frequency, and intensity of the problem. The plan includes a written contract on areas for improvement, time frame, and method for this improvement. The document is referred to as a professional development plan. The student and faculty member(s) involved then signs this contract. One copy of this agreement is given to the student and one copy is placed in the student's main file. Plans are evaluated according to the time frame that the

faculty and student agree upon. Evaluation can lead to a subsequent plan, removal of the plan, or proceeding with dismissal or removal from the program.

3. Recurring and/or Severe Problems

If the issue is a continuing or severe one based on ACA or ASCA codes of ethics or Washington state law, expeditious progress toward resolution is expected. This includes issues where academic performance, counseling skills, or personal/interpersonal behaviors warrant the recommendation to dismiss a student from the program. The decision is made by a closed vote of faculty and the Department Chair.

4. Removal or Dismissal from the Program

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

1. Attainment of a therapeutic effectiveness rating of at least 3.0 for each quarter in which clinical skills are practice based on any counseling skills evaluation. Currently clinical skills are practiced in Counseling Skills, Advanced Counseling Skills, Practicum, and any Internship experience. One academic quarter of probationary status will be granted in which to meet the requirement. Once attained, continuous functioning at 3.0 or higher is necessary to maintain normal progress.
2. Maintenance of at least a cumulative 3.0 GPA. An academic one-quarter probationary period is normally granted to raise the grade point average.
3. Acquisition of an approved internship by the end of the second academic year (see page 35 for full policy). In some cases, a second internship assignment may be allowed or required.
4. Satisfactory completion of the internship.
5. A satisfactory rating at quarterly professional counseling disposition evaluation (CCS-R, Appendix A).
6. Satisfactory completion of the Counselor Preparation Comprehensive Examination (CPCE).
7. Ethical professionalism and practice are necessary for the duration of the student's tenure in the program. Any breach of a code of ethics can be considered for removal or dismissal.
8. Any violation of the practicum or internship contract, including but not limited to: violation of any site policies and procedures; ethical violations; and professional negligence (e.g., not regularly being on site). ***Any of the items in number 8 will prompt an immediate response from the faculty, typically including a meeting with student, faculty, and internship staff (if warranted).***

When the counseling faculty judges a student's performance to be less than satisfactory in any area of concern, a formal letter is sent to the student explaining the concern(s) and prescribing desirable response(s) – this is known as a *remediation or professional development plan*.

Documented and uncorrected concerns are grounds for removal or dismissal. Depending on the

nature of the concern, immediate removal or dismissal could occur. In some cases, behavior may warrant a case to be opened with the Student Conduct Committee. When a dismissal occurs, if the student formally requests, faculty will, when appropriate, assist the student in identifying an alternative career or professional direction.

Due Process Procedures

Unless a major disciplinary action is necessary, all the preceding steps are handled within the Counseling program. The University and the program work together to assure students' rights to privacy, due process, and fair remediation. If a student wishes to challenge the decision of the program, the student may pursue a formal appeal through the policy determined by the Graduate Studies Office and through University grievance procedures (see EWU Grievance Procedure).

Appeals Procedure

Students may appeal any decision to the counseling faculty, the department chair, the Dean of the college (representative), 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).

UNIVERSITY & DEPARTMENT POLICIES

DIVERSITY AWARENESS AND ACTION PLAN

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

1. A statement about cultural diversity will appear on every syllabus
2. The student disability services statement will appear on every syllabus
3. Diversity issues will be addressed in every class starting with the introductory courses 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

PROFESSIONAL DISPOSITIONS POLICY

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

Specifically, professional conduct includes:

- Respect for individuals (fellow students, faculty and site-based staff).
- Professional behavior and personal presentation regardless of setting (in classroom, on site, or elsewhere on campus).
- Professionalism online on social media forums or any electronic learning forum.
- Understanding and following the guidelines of the ACA or ASCA Code of Ethics.
- Maintaining appropriate and open communication with faculty.
- Contributing in constructive ways to the classroom environment (not engaging in disruptive behavior).
- Demonstrating a commitment to self-examination and personal growth.
- Flexibility: all things change and are in flux. Although the Counseling faculty provide and try to adhere to stable guidelines, things change. Such is life and certainly this pertains to the professional workplace. Students must apply a high degree of flexibility and tolerance to things that change, which demonstrates resiliency and maturity. A good relationship with the course instructor and faculty advisor will help support you through challenging times.
- Valuing learning in a variety of ways. Based upon their theoretical stances, research interests and professional strengths, faculty members approach education practice in a variety of ways. Enjoy the variety and learn from what they offer.
- Demonstrating responsibility through classroom attendance and participation. Active participation in class discussions, group activities, and demonstrations is as much a part of the attendance requirement as is physical presence.

EVALUATION OF PROFESSIONALISM

Students enrolled in the Counseling program are evaluated on professionalism quarterly using the Counseling Competencies Scale –Revised (Lambie, 2016). This serves as Key Performance Indicator. Students are expected to receive a score of 44 (80%) out of 55 points in order to be eligible for candidacy. Students will meet individually with all faculty to review their progress and professionalism in the beginning of Spring quarter.

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

SOCIAL MEDIA GUIDANCE

Students may choose to communicate with each other through social networks (e.g., Facebook, Twitter, Instagram), but be cognizant of the high ethical and moral expectations of a professional counselor when choosing this form of communication (e.g., Pham, 2014). Personal information, opinions, or communications that are posted on websites or social media outlets—or made in any public environment—should never be offensive to the community, immoral within accepted community standards, or insulting to any person or groups of persons. This includes peers and the members of the faculty. Any violation of this could be seen as a breach of the ethical and/or professional code set forth by this program. Depending on the severity of the incident, a student may require a professional growth plan.

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

WRITTEN WORK POLICY

The Counseling Program faculty requires that all papers written for counseling courses conform to American Psychological Association (APA) publication style. The current edition of the Publication Manual of the American Psychological Association is a required text for the introductory courses in the Counseling Program. APA is also the university-sanctioned form and style standard and is the accepted standard of research in our profession. An excellent tutorial on APA format can be found at the Harvard Graduate School of Education:

http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed.

Students are encouraged to gain proficiency in word processing in preparing all written work. When students submit electronic document, they are expected to use .doc or .docx files, which are default in the Microsoft Office Word software. Numerous computers and appropriate software are available on the EWU-Cheney campus in the computer labs. Using correct writing mechanics consistent with a graduate level education is required. The expectation is that information will be organized accurately and communicated succinctly.

SEXUAL HARASSMENT POLICY

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

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.

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. After a student misses 14 days in one academic quarter (or the equivalent of two classes), he or she will meet with the Academic Advisor and Program Director to determine if a Leave of Absence is prudent. Missing 14 days without pursuing a leave may result in failure to pass all classes. Reasons for a leave vary by student and situation, but may include, although not limited to, students becoming ill and requiring lengthy treatment, students become pregnant during the program, or a family emergency. It is important that a student know that any leave from the program would mean a potential delay in graduation. If the student is in the second year when a leave is granted, the leave should also be discussed with the internship site and supervisor. In some cases, leaves may be requested by the student or recommended by the faculty members.

RETURNING TO SCHOOL AFTER A LEAVE OF ABSENCE

Any student who takes a leave of absence will meet with the majority of the counseling faculty (3/4) to discuss returning to the program. The counseling faculty members, depending on the reason why the student took the leave of absence, may request permission to speak with a medical or mental health professional (if applicable) before a decision is made for the student to return. This conversation is meant to be informative in nature, not diagnostic or evaluative.

STUDENT EVALUATION OF COURSES AND INSTRUCTION

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

POSITION ATTAINMENT POLICY

The members of the Counseling faculty want to maintain high standards and our ultimate goal is to have all students gainfully employed as counselors upon graduation. To ensure ethical and legal practice, the faculty of the program has agreed upon the following policy.

1. In the event that an intern desires to seek employment prior to the end of the course of study and prior to graduation, the following must be considered:

- a. A student remains a student until a degree is conferred and therefore cannot be referred to as a ***counselor at the master's level*** until a *graduate transcript* says so.
- b. A student may apply for a position at the site (building site) where they have been accruing internship hours.
 - i. In other words, the site at which a student seeks employment must match the internship.
 - ii. A student **cannot** apply for a position as a **counselor** outside of that agreed upon internship experience, as under the law, the experience is not under his/her scope of practice. This is not only unethical; it is jeopardizing future licenses.

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

CLINICAL EXPERIENCES AND POLICIES

STATEMENT OF LIABILITY AWARENESS

In light of the increased litigation in the United States, it is important that students in training for the helping professions must have adequate liability coverage during their training period. Eastern Washington University DOES NOT provide legal protection for students in the event of legal problems arising in counseling practicum or internship settings.

To protect students in training who are providing direct client services, the EWU Counseling Program requires each student to present evidence of adequate personal liability coverage. The student's insurance program must cover the counseling curriculum including on- and off-campus courses. Students must have insurance coverage in the minimum amount of \$1,000,000 incident/\$1,000,000 aggregate. Students will be asked to present evidence of coverage at the first class meeting of each course involving a clinical component. Evidence of coverage consists of a photocopy of the cover page of the insurance policy that shows the student's name, social security number, policy number, and dates of coverage. Courses involving a clinical component include but are not limited to: PSYC: 583, 584, 585, 545, 547, 548, 571, 572, 694, 697

REQUIRED COUNSELING EXPERIENCES

Basic and Advanced Counseling Skills

Students practice with each other in many of the introductory courses. Practice is conducted in such a way that the "client" has role-playing options through which he or she can regulate self-disclosure and minimize dual relationships.

Group Counseling

The Counseling Program requires participation in a personal growth group counseling experience for approximately ten group sessions. The group experience occurs with other students in a class cohort under the leadership of an experienced group counselor.

TIMELINE FOR CLINICAL COURSEWORK IN COUNSELING

1. PSYC 571 and PSYC 572: Students refine basic counseling skills and the techniques associated with her/his guiding theory. Each student counsels a fellow counseling student for at least five counseling sessions under close supervision. Students must complete PSYC 571 with a grade of B or higher in order for the student to enroll in PSYC 572 and subsequently, Practicum. Students have two opportunities to achieve the required grade.
2. PSYC 583, PSYC 584 Group Counseling Theories and Techniques: Students participate in a process group with peers and conducts a counseling group related to his or her track.
3. PSYC 694 Practicum: Students provide counseling under close supervision to clients in either a school or agency setting. Students must provide at least 40 hours of counseling to clients and must participate in minimum amounts of weekly group supervision, as well as individual and/or triadic supervision, in addition to other course requirements. See the Practicum Handbook for details. Students must complete PSYC 694 with a grade of B or higher in order for the student to enroll in Internship. Students have two opportunities to achieve the required grade.
4. PSYC 697 Internship: Internship is the final activity in the students' programs and is intended to provide them with the opportunity to engage in all of the activities of a regularly employed staff member in either a mental health agency or school setting. Students must provide at least 240 direct (and 360 total) hours of counseling services during the internship experience. Counseling activities occur under supervision of approved supervisors at approved sites relevant to students' tracks. The Counseling Program faculty will provide opportunity for discussion of professional issues related to the practice of counseling through a scheduled group supervision seminar.

Clinical Experiences And Policies

Beginning in 2019, the Counseling program uses supervision software to aid in the training of students as well as facilitate communication between sites and the university. The software will come as a cost to the student and will be the equivalent of a textbook. The software is HIPPA compliant and will also assist students with categorizing licensure hours once he/she graduates.

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 during the skills courses (PSYC 571 & 572) is on sharpening the fundamental skills and laying foundations for specific techniques. 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 of Practicum

There are multiple sources of evaluation used to determine the successful completion of practicum. These include: an approved log; Practicum Evaluation; 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 students who have demonstrated the ability to perform therapy with minimal supervision and who have completed at least 45 credits with satisfactory grades (cumulative GPA 3.0), including prescribed foundation courses. Students may not begin internship hours without the direct approval of his

or her internship instructor. Students are required to accrue 600 hours throughout the internship experience. This is equivalent to a 20-hour/week job in each quarter. A minimum of 240 of the 600 hours must be direct contact with clients. During some of the remaining hours, students are required to participate in both individual and group supervision.

Clinical Mental Health Counseling interns are assigned to community agencies for a twelve-month period. Clinical Mental Health Counseling interns receive clinical and professional supervision from a licensed mental health counselor or equivalent and faculty member 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 faculty member in the department.

Supervision of the student's counseling activities will be conducted by the site supervisor. Administrative supervision will be the responsibility of the program faculty and will include at least one visit each quarter to the field site at which the student is working. The group supervision seminar will primarily focus on professional ethics, issues, and practices. 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 includes presenting cases.

School Counseling students' request placement from existing qualified internship schools. The school counseling coordinator initiates contact for Spokane Public Schools and Central Valley

School District in order to arrange a meeting of the student and the school representative. 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 an FBI background check prior to any clinical experience.

School Counseling Interns:

1. Students must have elementary and secondary experience. Students are required to accrue 400 hours at their primary site and 200 hours at their secondary site.
2. Students must be able to record counseling sessions for supervision by EWU internship supervisors.
3. Students are conducting counseling under the responsive services component of a comprehensive school counseling program. The percentage of responsive services conducted should meet state and national standards for school level (30-40% Elementary; 30-40% Middle School; 25-35% High School). Students also conduct the three additional components, Guidance, Individual Planning, & System Support

Clinical 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 an FBI background check prior to any clinical experience. In addition, students **MUST** complete four-hour HIV/AIDS awareness training before entering clinical experience.

Student Failure to Acquire Internship Placement

The above sections address the process that a student must use to identify and acquire a pre-approved practicum or internship site. Such placement is necessary to complete the clinical experience components of the graduate program. Contacting and placing oneself at the practicum or internship site is the student's responsibility. However, such contact cannot occur without the prior guidance and approval of the Counseling faculty. The following process delineates internship site selection and student options when they are unsuccessful in securing a practicum or internship site through the typical process.

1. Faculty members **do not place** students into internship sites. It is the student's responsibility, with faculty approval and guidance, to contact the pre-approved site supervisor for an interview. Site contacts are provided by the faculty for the student's expedience.

2. Students may interview only at pre-approved sites (however, see #6). CACREP and Washington State licensure require that the practicum/internship site supervisor has specific credentials. The site must also meet certain criteria, which can be found in the clinical and field supervisor handbooks as well as CACREP standards. In addition, the site must be able to provide the student with a minimum number of client contact and supervision hours and a specific list of expected activities to be performed during the internship.
3. The internship site clinical supervisor has final approval on whether the counselor-in-training is accepted for clinical training at that site.
4. If a student is not accepted into a practicum or internship site prior to the beginning of practicum (spring quarter of year one), the student may continue taking non-clinical courses for one year while attempting to locate alternative clinical sites. If a clinical site is not in place by the end of the second year, the student will be dismissed from the program.
5. The student may not enroll in practicum (taken during spring quarter of the first year) until an internship placement is secured. Practicum is a field-based course that prepares the student for the internship. Typically, the practicum occurs at the internship site. Thus, it is imperative that the practicum site be identified by the beginning of spring quarter of year one.
6. If a student does not secure an internship site by the end of spring quarter, that student may identify additional practicum or internship sites that potentially meet CACREP and University standards. Counseling faculty will meet with the proposed supervisor to evaluate the agency's appropriateness as a training site prior to permitting the student to experience a formal interview for or to accept said interns.

PERSONAL AND PROFESSIONAL CONSIDERATIONS & POLICIES

STUDENT PROFESSIONAL DEVELOPMENT AND SELF-DISCLOSURE STATEMENT

Participation in a Counseling program requires that the successful student learn theories, concepts, and skills; practice techniques and strategies; and discover and develop a personal counseling style, all while integrating course content and experiential skills development and increasing one's insight about the personal meaning of these areas of study. While not therapy processes, applied in-class experiences provide the opportunity to learn about 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 Counseling program faculty members respect a student's right not to participate in any exercise s/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 to pursue counseling.
6. Many of the educational and training activities are experimental in nature and provide participants with insights and avenues for personal growth. Demonstrations in group dynamics and group counseling classes involve participation, both as group members and as leaders. Similar 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.

PROFESSIONAL COUNSELING ORGANIZATIONS

Students are expected to join a professional organization during their tenure as students. Joining a professional organization helps develop a strong professional identity as a counselor. Benefits to becoming a member while in school include student liability insurance, quarterly journals containing relevant research, access to members only resources, monthly articles on counseling and relevant legislative efforts found in Counseling Today. Students are encouraged to attend local, state, and national conferences for networking.

American Counseling Association

www.counseling.org

American School Counseling Association

www.schoolcounselor.org

American Mental Health Counseling Association

www.amhca.org

Chi Sigma Iota

www.csi-net.org

Association for Creativity in Counseling (ACC)

www.aca-acc.org/

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGTBIC)

www.agblic.org/

Association for Multicultural Counseling and Development (AMCD)

www.amcdaca.org

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

www.aservic.org

Association for Specialists in Group Work (ASGW)

www.asgw.org

Association for Humanistic Counseling (AHC)

www.c-ahead.com

Counselors for Social Justice (CSJ)

<http://counselorsforsocialjustice.com/>

Washington Counseling Association

www.wacounseling.org

Washington School Counseling Association

www.wa-schoolcounseling.org

Washington Mental Health Counseling Association
www.wmhca.org

AFFILIATE AND OTHER PROFESSIONAL ORGANIZATIONS

Chi Sigma Iota International (CSI)
www.csi-net.org

Council for Accreditation of Counseling & Related Educational Programs (CACREP)
www.cacrep.org

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

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

CHAPTER OF CHI SIGMA IOTA

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

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

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

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

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

The chapter faculty advisor at EWU is currently Dr. Keely Hope.

SCHOLARSHIPS

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

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

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.

The Walt Powers Scholarship in Counseling

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

Criteria for the Walt Powers Scholarship

The counseling faculty makes the final selection of an award recipient according to the scholarship guidelines. The selection is made 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).

The Alan and Janna Basham Scholarship

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

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

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

Criteria for the Scholarship

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

Appendix A: Professional Counseling Competencies

Students will be evaluated on the following scale.

Total Scale Score is 55.

Students must receive a 44 on the scale (80%) in order to remain in GOOD STANDING.

CACREP (2016) Standards relating to the *Counselor Competencies Scale—Revised (CCS-R)* Lambie, 2016.

Permission granted via author January 12, 2017

CACREP (2016) Common Core Standards:

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

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

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

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

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

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

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

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

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

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

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

Core	Primary Counseling Dispositions and Behaviors	Specific Counseling Disposition & Behavior Descriptors (5)	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing toward competencies (2)	Below Expectations / Unacceptable (2)	Harmful (1)
	Profession	Adheres to	Demonstrate	Demonstrate	Demonstrate	Demonstrate	Demonstrate

	al Ethics	the ethical guidelines of the ACA, ASCA, & NBCC; including practices within competencies.	s consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	s consistent ethical behavior & judgments.	s ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process	s limited ethical behavior & judgment, and a limited ethical decision-making process	s poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
	Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
	Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures,	Demonstrates adherence to most counseling site and course policies & procedures, including	Demonstrates inconsistent adherence to counseling site and course policies & procedures,	Demonstrates limited adherence to counseling site and course policies & procedures, including	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to

		policies & procedures.	including strong attendance and engagement.	strong attendance and engagement.	including attendance and engagement.	attendance and engagement.	policies after discussing with supervisor / instructor.
	Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.
	Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
	Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability	Demonstrates consistent emotional stability & appropriateness in	Demonstrates emotional stability & appropriateness in interpersonal	Demonstrates inconsistent emotional stability & appropriateness in	Demonstrates limited emotional stability & appropriateness in	Demonstrates poor emotional stability & appropriateness in

		(i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.	interpersonal interactions with clients.	interactions with clients.	less in interpersonal interactions with clients	interpersonal interactions with clients.	interpersonal interactions with client, such as having high levels of emotional reactants with clients.
	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
	Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates <i>no</i> openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, &	Demonstrates consistent and strong openness to supervisory &/or instructor feedback &	Demonstrates consistent openness to supervisory &/or instructor feedback & implements	Demonstrates an inconsistent ability to adapt & flex to his or her clients' diverse	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing	Demonstrates a poor ability to adapt to his or her clients' diverse changing

		new situations.	implements suggested changes.	suggested changes.	changing needs.	needs.	needs, such as being rigid in work with clients.
	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

Appendix B: Student Verification of Handbook

By signing this form, I, _____, confirm that I received and read the student handbook for the Counseling Graduate Program at EWU.
 I acknowledge that this handbook contains policies and procedures including, but not limited to, evaluation of my progress and graduation requirements.

 Student Signature

 Date

 Keely J. Hope, PhD, LMHC
 Program Director

 Date

Signed copy to be placed in student file