



# **Student Handbook**

**2018-2019**

Counselor Education Department  
Graduate School of Education  
Portland State University  
Portland, Oregon

Congratulations on your acceptance into the Counselor Education Department Master's program. You are beginning an important journey that is likely to be both challenging and rewarding. You can expect a tremendous amount of personal and professional growth during your coursework and clinical training experiences, as well as both support and challenge from your faculty and peers. I know I speak for my faculty colleagues in saying that we are excited to witness and assist you in finding your place in the counseling profession.

The information in this handbook has been provided to help you better understand your program and the policies of the Counselor Education Department, the Graduate School of Education, and Portland State University. It is your responsibility to familiarize yourself with this handbook and to bring any questions about its contents to your faculty advisor.

You can also expect official departmental communications to be sent via your cohort's email listserv to your PDX email address. It is your responsibility to check your PDX email regularly.

Please stay in communication with your faculty advisor and plan to meet with them sometime during your first year in the program (or earlier if directed). Your advisor can assist you in matriculating through the program, clarifying your career goals, and networking with counseling professionals.

I would like to acknowledge the incredible contributions to this handbook of our Department Graduate Assistant, Stephanie MacDonald, Marriage, Couple, & Family Counseling student. Thank you, Stephanie!

Sincerely,

Joel Lane, Ph.D. LPC NCC  
Interim Department Chair  
Counselor Education Department

# **Table of Contents**

## **Welcome**

|  |    |
|--|----|
| <b>Philosophy</b> .....  | 6  |
| Counselor Education Mission Statement .....                                | 7  |
| GSE Guiding Principles and Priorities .....                                | 7  |
| Counselor Education Plan Recruitment & Retention of Diverse Students ..... | 8  |
| History of PSU’s Counselor Education Department .....                      | 11 |
| CACREP COMMON CURRICULAR AREAS .....                                       | 17 |

|  |    |
|--|----|
| <b>Who We Are</b> .....                              | 21 |
| Counselor Education Department Faculty & Staff ..... | 22 |

## **The Basics: Counselor Education Department**..... 26

|   |    |
|---|----|
| Required Programs of Study .....                      | 27 |
| Group A and B Practicum Groups .....                  | 27 |
| Sequence of Program Offerings .....                   | 27 |
| Pre Requisite Requirements .....                      | 27 |
| Clinical Mental Health Program Requirements .....     | 28 |
| Marriage, Couple, & Family Program Requirements ..... | 29 |
| Clinical Rehabilitation Program Requirements .....    | 30 |
| School Counseling Program Requirements .....          | 31 |
| School Counseling Licensure Only .....                | 33 |
| Dual Program Requirements .....                       | 34 |
| Transfer Credit and Degree Time Limits .....          | 34 |
| Limits on Hours .....                                 | 34 |
| Waivers/Course Substitutions .....                    | 34 |
| Independent Study .....                               | 35 |
| Tk20 Database .....                                   | 35 |
| Enrollment .....                                      | 36 |
| Course Numbering .....                                | 36 |
| Continuous Enrollment .....                           | 36 |
| Disability Accommodations .....                       | 36 |
| Readmission .....                                     | 36 |
| Grading .....   | 37 |
| Incompletes .....                                     | 37 |
| C Grade Policy .....                                  | 37 |
| Academic Probation .....                              | 37 |
| Student Progress .....                                | 38 |

|   |           |
|---|-----------|
| Criminal Background Check.....                          | 43        |
| Monitoring of Student Progress.....                     | 38        |
| During Clinical Training.....                           | 38        |
| Rating of Internship Process.....                       | 39        |
| Assignment of No Pass Grades.....                       | 39        |
| Personal Counseling Requirement.....                    | 39        |
| Master's Exam or Thesis Requirement.....                | 39        |
| Licensure: State of Oregon.....                         | 40        |
| Certification: CRC.....                                 | 41        |
| Performance Evaluation.....                             | 46        |
| PSU Alcohol and Drug-Free University Policy.....        | 53        |
| GSE Framework and Dispositions.....                     | 46        |
| Department Policy Statement.....                        | 48        |
| <b>Working With Clients.....</b>                        | <b>49</b> |
| Group Work Requirements.....                            | 50        |
| Practicum Prerequisites.....                            | 50        |
| Counseling Requirement.....                             | 50        |
| Background Check.....                                   | 50        |
| Insurance Requirement.....                              | 59        |
| Concurrent Enrollment in Clinical Experiences.....      | 59        |
| Practicum and Internship Requirements.....              | 51        |
| Internship Enrollment.....                              | 51        |
| Internship Policy.....                                  | 51        |
| Grading of Practicum and Internship.....                | 52        |
| Verification of Clinical Hours.....                     | 52        |
| <b>Students' FAQ.....</b>                               | <b>53</b> |
| Advising.....   | 53        |
| Meeting with your Advisor.....                          | 53        |
| Request to Change Advisor within Your Same Program..... | 53        |
| Student / Advisor Relationship.....                     | 53        |
| Student Support.....                                    | 56        |
| Support for Professional Development Activities.....    | 56        |
| Student Honorary Society.....                           | 56        |
| Graduate Assistantships.....                            | 56        |
| Rehabilitation Traineeships.....                        | 56        |
| Computer Services.....                                  | 56        |
| Staying Informed.....                                   | 57        |
| PSU Bulletin.....                                       | 57        |
| E-mail Requirement.....                                 | 57        |

|  |    |
|--|----|
| Testing .....  | 57 |
| Finishing Up .....   | 58 |
| Nearing Completion.....  | 58 |
| Steps To Complete - Forms Required For Graduation In Counselor Education ..... | 58 |
| Endorsement Policy .....   | 58 |
| Postgraduate Concerns.....   | 59 |
| Supervision and Licensure.....   | 59 |
| Continuing Education.....  | 59 |
| Professional Organizations.....  | 59 |

|   |     |
|---|-----|
| <b>Appendices</b> .....                               | 61  |
| Appendix A: List of Necessary Forms .....             | 62  |
| Appendix B: Comprehensive Exam Preparation .....      | 65  |
| Appendix C: Thesis Guidelines .....                   | 70  |
| Appendix D: Master’s Degree Checklist.....            | 74  |
| Appendix E: Useful Addresses and Websites .....       | 76  |
| Appendix F: Experiential Training Clinic .....        | 79  |
| Appendix G: Tk20 Database .....                       | 81  |
| Appendix H: Due Process and University Policies ..... | 84  |
| Appendix I: Counselor Dispositions Statement.....     | 98  |
| Appendix J: Sequence of Courses .....                 | 102 |

# Philosophy

Mission Statement

Department History

Program Objectives

## Counselor Education Mission Statement

The mission of the Counselor Education Department is to provide high quality training and curricular experiences to masters-level graduate students in counseling, leading to eligibility for certification and licensure as professional counselors. We train academically-grounded and clinically-skilled generalist counselors who are competent to work with diverse clients and in a variety of settings, with special emphasis on issues that emerge in a diverse metropolitan environment. Along with a common curriculum that supports generalist counselor preparation, the Counselor Education Department honors and supports learning associated with four programs: (a) Clinical Mental Health Counseling, (b) Marriage, Couple, and Family Counseling, (c) Clinical Rehabilitation Counseling, and (d) School Counseling. We support our students as they become critical thinkers, innovative practitioners, and leaders in the counseling profession and in their particular specializations. The Counselor Education mission statement reflects the following Guiding Principles of the Graduate School of Education.

### Conceptual Framework

|  |
|--|
| <b>Vision: Preparing professionals to lead life-long learning and development within our diverse communities.</b>  |
| 1. Diversity and Inclusiveness - Advocacy for Fairness and Respect.<br>1.1 Candidates work effectively with diverse populations.<br>1.2 Candidates promote inclusive and therapeutic environments.   |
| 2. Research based practices and professional standards - Professionalism.<br>2.1 Candidates critically analyze and implement research-based practices.<br>2.2 Candidates demonstrate appropriate professional knowledge, skills, and dispositions.                                 |
| 3. Impact on Learning and Development - Commitment to learning.<br>3.1 Candidates ensure that all learners and clients succeed.<br>3.2 Candidates use technology to enhance learning and development.<br>3.3 Candidates influence policy and provide leadership for organizations. |
| 4. Evidence-informed decision making - Reflection.<br>4.1 Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.   |

### GSE Philosophy (Guiding Principles)

- We create and sustain educational environments that serve all students and address diverse needs.
- We encourage and model exemplary programs and practices across the life span.
- We build our programs on the human and cultural richness of the University's urban setting.
- We challenge assumptions about our practice and accept the risks inherent in following our convictions.
- We model professionalism and develop collaborative efforts that foster our mission.
- We develop our programs to promote social justice, especially for groups that have been historically disenfranchised.
- We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.
- We model thoughtful inquiry as a basis for sound decision making.

### GSE Priorities

1. Engage in individual and program assessment that leads to continuous program improvement.
2. Ensure that GSE programs, policies, and practices advance and promote equity, diversity, and inclusion.
3. Significantly increase and strengthen faculty research productivity while advancing diverse methods, approaches, and tools for faculty to be engaged in collaborative research that has a transformative impact on our global, state, and local community.
4. Maximize the effective use of technology to promote equity in instruction, recruitment, assessment, retention, and scholarship.
5. Develop partnerships that support high-quality practical experiences and professional development for GSE candidates, faculty, and cooperating professionals.
6. Maximize the effectiveness, efficiency, and productivity of GSE operations.

### Counselor Education Plan Recruitment and Retention of Diverse Students

The Counselor Education Department has a goal to increase the diversity of candidates from underrepresented groups that enter our programs and to help them complete their programs of study successfully. Our department values diversity because it generates a multiplicity of ideas and viewpoints, leads to more creative and efficient problem solving, fosters an understanding and acceptance of individuals from diverse and underrepresented backgrounds, and recognizes the contributions that a variety of individuals and groups can make. A diverse group of candidates will ensure that the Counselor Education Department can better serve the needs of our increasingly diverse communities, while also attending to the needs of those communities that are most underserved.

The Counselor Education Department and the GSE prohibit discrimination or harassment on the basis of age, disability, national origin, race, color, marriage status, veteran status, religion, sex, sexual orientation, genetic information, or in the use of Worker's Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act (see also PSU Prohibited Discrimination & Harassment Policy\*).

The University and the Graduate School of Education (GSE) have a plan in place to promote its efforts to increase candidate diversity, and the Counselor Education department is actively engaged with the following structures within the university and the GSE.

| Structures   |  |
|--|--|
| PSU University-wide Support  | GSE & COUN Plan  |
| <p>Global Diversity and Inclusion: Office of Equity and Compliance<br/> <a href="http://www.pdx.edu/diversity/office-of-equity-compliance">http://www.pdx.edu/diversity/office-of-equity-compliance</a></p> <p>The Diversity Action Council<br/> <a href="http://www.pdx.edu/diversity/diversity-action-council">http://www.pdx.edu/diversity/diversity-action-council</a></p> | <ul style="list-style-type: none"> <li>• Diversity Committee Mission:<br/>           To promote the consideration of diversity and social justice issues within the GSE, gather data on the extent to which diversity is represented in the GSE, and assist in the preparation of diversity documents for accreditation. The Counselor Education Department is represented on this committee by tenure-track faculty.</li> </ul> |



|   |  |
|---|--|
| <p>Cultural Resource Centers<br/><a href="http://www.pdx.edu/cultural-resource-centers/">http://www.pdx.edu/cultural-resource-centers/</a></p> <p>Disability Resource Center<br/><a href="http://www.pdx.edu/drc/">http://www.pdx.edu/drc/</a></p> <p>Veteran Resource Center<br/><a href="http://www.pdx.edu/veterans/vrc">http://www.pdx.edu/veterans/vrc</a></p> | <ul style="list-style-type: none"> <li>• Collaborate and Comply with the Office of Equity &amp; Compliance to:<br/>Investigate complaints of prohibited discrimination and harassment. Ensure compliance with federal and state equal opportunity laws and regulations.</li> </ul> |
|---|--|

The GSE has a goal to recruit the most promising candidates who reflect a diverse range of interests, abilities, life experiences, and worldviews to enhance the mission of the Counselor Education Department and the GSE. Past and current recruitment efforts include two successful “pathway” programs that provide encouragement and financial support to candidates of color interested in careers within the GSE programs. Effective recruitment efforts require extensive informal networks with local and national organizations and personal contacts with diverse members of the professional community. The university and the GSE have these strategies to recruit diverse candidates:

| Recruitment Strategies  |   |
|---|---|
| PSU University-wide Support   | GSE & COUN Plan   |
| <p>PSU Human Resources<br/><a href="http://www.pdx.edu/hr/">http://www.pdx.edu/hr/</a></p> <p>Campus Centers for Students<br/><a href="http://www.pdx.edu/diversity/welcome-our-campus">http://www.pdx.edu/diversity/welcome-our-campus</a></p> <p>Cultural Resource Centers<br/><a href="http://www.pdx.edu/cultural-resource-centers/">http://www.pdx.edu/cultural-resource-centers/</a></p> <p>Disability Resource Center<br/><a href="http://www.pdx.edu/drc/">http://www.pdx.edu/drc/</a></p> <p>Veteran Resource Center<br/><a href="http://www.pdx.edu/veterans/vrc">http://www.pdx.edu/veterans/vrc</a></p> | <ul style="list-style-type: none"> <li>• PSU displays and presentations at state and local conferences</li> <li>• RSA Long-Term Training Grant</li> <li>• Scholarships in which diversity and/or cultural competence is considered as a criterion for awarding.</li> <li>• Marketing materials sent to Minority Serving Institutions</li> </ul> |

The Counselor Education Department and the GSE are not only committed to recruitment of candidates from diverse and underserved groups, but also in retaining candidates of diverse backgrounds. We work to identify retention problems that have a negative impact on candidate diversity by examining those conditions under which students leave our programs.

One of the most effective variables in retaining minority candidates is having instructors who also come from minority communities and provide recognizable role models for emerging professionals. Candidates of color and those with other diverse identities are also more likely to stay in programs where colleagues and instructors create learning environments characterized by openness and respect. Some students and instructors

need assistance in becoming more sensitive to cultural differences and aware of their own biases and prejudices. PSU provides programs with these instructional aims. Programs in place to promote the retention of diverse candidates include:

| Retention Strategies   |  |
|--|--|
| PSU University-wide Support  | GSE & COUN Plan  |
| <p>Cultural Competence Training Series<br/> <a href="http://www.pdx.edu/diversity/psu-cultural-competence-training-series">http://www.pdx.edu/diversity/psu-cultural-competence-training-series</a></p> <p>Queer Education Seminars and Trainings<br/> <a href="http://www.pdx.edu/queer/quest">http://www.pdx.edu/queer/quest</a></p> <p>Multicultural Retention Services<br/> <a href="http://www.pdx.edu/dmss/retention-services-programs">http://www.pdx.edu/dmss/retention-services-programs</a></p> <p>Cultural Resource Centers<br/> <a href="http://www.pdx.edu/cultural-resource-centers/">http://www.pdx.edu/cultural-resource-centers/</a></p> <p>Disability Resource Center<br/> <a href="http://www.pdx.edu/drc/">http://www.pdx.edu/drc/</a></p> <p>Veteran Resource Center<br/> <a href="http://www.pdx.edu/veterans/vrc">http://www.pdx.edu/veterans/vrc</a></p> | <ul style="list-style-type: none"> <li>• Having a diverse and supportive faculty</li> <li>• Accommodations statements included on the first page of every syllabus</li> <li>• Maintaining a database on student demographics and monitoring trends in ethnic/racial representation</li> <li>• Working with Disability Resource Center to provide appropriate accommodations for student success</li> <li>• Assisting students in locating University resources and supports for multiple diverse identities</li> <li>• Mentoring students to assist in success               <ul style="list-style-type: none"> <li>• Creating an environment in which faculty and students can engage in conversations around knowledge and awareness of personal biases can be explored and addressed</li> </ul> </li> </ul> |

\*Portland State University, Prohibited Discrimination and Harassment Policy  
[http://www.pdx.edu/ogc/sites/www.pdx.edu.ogc/files/Policy\\_on\\_Prohibited\\_Discrimination\\_and\\_Harassment\\_Final\\_.pdf](http://www.pdx.edu/ogc/sites/www.pdx.edu.ogc/files/Policy_on_Prohibited_Discrimination_and_Harassment_Final_.pdf)

# History of PSU's Counselor Education Department

## The 1960s

During the 1960s, universities benefited from the availability of National Defense Education Act (NDEA), 1958, grant monies for the initiation of training programs to place counselors in our schools. PSU received some of these grant monies, which also provided stipends for graduate students, and Counselor Education in the School of Education was initiated. In 1968, the university provided formal approval for the curricular offerings and the "program", entirely focused on the preparation of school counselors, became an ongoing part of the School of Education's curriculum. At first, the program was focused on providing the TSPC-required course work for certification of school counselors. It was not until the late 1980s that students' transcripts indicated anything other than the MA or MS in Education. At that time, it became possible to receive a transcript designated as an "MA or MS Education: Counseling" (or "Curriculum and Instruction", "EPFA", etc.). The Master's course work was limited to 45 credits, no differentiation was made between Practicum and Internship, and there were no provisions for videotaping and little on-site supervision.

## The 1970s

As a result of the Community Mental Health Centers Act (1963), federal funds were made available throughout the nation for the creation of community mental health centers and by the mid-1970s more and more positions were available for Master's prepared counselors with a community/mental health specialization. Few universities had programs designed for the Master's level practitioner, although there were doctoral programs for counselors/therapists who wanted to work in a non-school setting. The American Counseling Association began to assume leadership in the conceptualization of what a Master's curriculum should "deliver" to graduate students through the efforts of one of its newly formed (1976) divisions, the American Mental Health Counselors Association (AMCHA) and an affiliate group, now known as the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). By the late 1970s, PSU's Counselor Education faculty began to offer courses to counselor candidates interested in community/mental health counseling and began to increase degree requirements to work towards eventual accreditation by CACREP. In 1977, Dr. Carol Burden was hired and, in 1978, Dr. David Capuzzi was added to the Counselor Education faculty to assist Dr. Neal Phelps, program coordinator and Dr. Charles Bursch. Dr. Phelps died in early 1979 and Dr. Phyllis Lee, who worked in a different component of the university, was asked to return to the School of Education and assist with the Counselor Education program. (Dr. Lee moved to OSU in the mid-1980s; Dr. Bursch retired in the mid-1980s and died in 1999).

## The 1980s

In the early 1980s, the Counselor Education faculty developed an in-house clinic to provide graduate students with better opportunities to develop their counseling skills, under close supervision, in the context of work with clients referred by schools and clinics in the metropolitan area. The space for such a clinic was part of the fifth-floor design at the time the School of Education was built; initially, however, the space was not equipped with video equipment and part of the development task was to ask for the funding needed to make the clinic operative. Such a facility would also be necessary for eventual CACREP accreditation.

The prototype for our current Master's program was created at the time that the 1988 federal funding, for the purpose of creating a rehabilitation counseling specialization, became available. At that time, Dr. Hanoch Livneh and Dr. David Capuzzi worked together to collect the data needed to apply for funding and, when the grant was funded, Dr. Livneh was brought onto the faculty to direct the grant. (There have been two three-year and two five-year funding cycles). At first, Dr. Livneh's salary was entirely funded by the federal grant. One

of the terms of the funding was that the university would eventually provide funding for Dr. Livneh and, over time, this did occur. This grant provided impetus for a much-needed training program in the Pacific Northwest. (At the beginning of the 1999/2000 academic year Dr. Lisa Wilson was added, via rehabilitation grant monies, on a half-time basis, to teach in the rehabilitation counseling specialty).

Because Dr. Livneh was required, by national training and funding requirements, to eventually apply for program accreditation from the Council on Rehabilitation Education (CORE), the curriculum was designed utilizing core courses already offered via Counselor Education followed by specialty courses then focused solely on rehabilitation counseling. This provided impetus for both the school and community programs to develop more discrete specialty offerings as a follow-up to core courses that all students completed and to expand the degree program to 72-credit format so that it would be possible to achieve CACREP accreditation. Dr. Carol Burden and Dr. Art Terry worked to develop the school counseling specialization; the community specialization also began to be refined.

### **The 1990s**

In the early 1990s the Counselor Education faculty was authorized to conduct a search, and Dr. Liz Wosley-George was hired to develop the community specialization. Soon thereafter, the Counselor Education faculty successfully applied for and received CACREP accreditation for both the school and community-focused Master's and CORE accreditation for the rehabilitation-focused Master's. In 1994, because of the unexpected death of Dr. Art Terry, Dr. Russ Miars was hired, on a fixed-term basis, to offer some of the course work previously taught by Dr. Art Terry. Dr. Miars brought needed expertise to our program in areas such as testing and career and life style planning as well as human development across the life span. In 1997 Russ Miars was moved to a tenure track position. At the same time, Glenn Maynard, LPC, a half-time clinic director was hired to better manage the increasing volume of clients and scheduled counseling sessions in the fifth-floor clinic. Since Dr. Miars' previous employment was focused on university counseling center work, the program needed a replacement for the school counseling emphasis lost when Dr. Terry died. This led to the authorization of a Counselor Education/Teacher Education position, and Dr. Rolla Lewis was hired in 1995. Dr. Lewis joined the Counselor Education faculty on a full-time basis in 1998/99, following the retirement of Dr. Carol Burden, and this precipitated the need to recruit for a counselor educator who could fill the half-time Counselor Education/curriculum and instruction position. In the spring of 1999, Dr. Susan Halverson-Westerberg was hired for the 1999/2000 academic year for this joint appointment; her background is in school counseling and Marriage, Couple, and Family Counseling.

In 1994 the Counselor Education faculty was approached by a member of the Oregon Board of Licensed Professional Counselors and Therapists and asked to develop a course sequence, and possible specialization, for the preparation of Marriage, Couple, and Family therapists since no state-supported university provides such training and most licensees were from out of state. A planning committee, comprised of Dr. David Capuzzi and Dr. Cheryl Livneh, Dr. Sandy Anderson (Social Work), Dr. Shirley Hanson (OHSU School of Nursing), Dr. Stan Cohen (Oregon Board), Patrick Feeney (PSU Extended Studies) and one or two community representatives, planned a curriculum for a Marriage, Couple, and Family course sequence. Dr. David Capuzzi and Dr. Cheryl Livneh presented the proposal to the Oregon Board of Licensed Professional Counselors and Therapists and received conditional approval to offer the program in a way that would insure the licensure of PSU graduates. Subsequently, the Counselor Education faculty received university approval for a course sequence in Marriage, Couple, and Family Counseling so that students could add the course work on to their 72-credit hour programs to achieve licensure in that area. The program began solely through the support of Extended Studies and the efforts of adjunct professors, hired by Extended Studies, to offer the majority of the specialty courses. During the 1999-2000 academic year, Marriage, Couple, and Family Counseling was approved as the fourth specialty.

## **The 2000s**

During the 1998/1999 academic year, the program conducted a self-study for CACREP and hosted a CACREP team on campus during the spring of 2000 to reapply for accreditation for another 7-year cycle. Considerable faculty time was devoted to preparing for the site visit; this expenditure of effort was successful and resulted in CACREP accreditation for Community Counseling and School Counseling through 2007. Again in 2007 the program hosted a CACREP team as well as a CORE team and was awarded the maximum accreditation of 8 years for the Community Counseling, School Counseling and Rehabilitation Counseling programs.

In recent years faculty changes have continued. In 2003 Dr. Patrick “Rick” Johnson joined the faculty. In 2006 Rick became the Program Director. During his time as Program Director Dr. Johnson and the faculty have addressed student needs and restructured the program to a more appropriate three-year format. In 2005 Dr. Lisa Aasheim joined the faculty as the Clinic Director. She began teaching courses in the Addictions and Marriage and Family programs in 2006. In the summer of 2006, Dr. Aasheim became the interim School Counseling Coordinator; in the fall of 2007 she became a tenure track assistant professor and began her second year as the School Counseling Coordinator. In 2012, Dr. Lisa Aasheim received tenure and was promoted to Associate Professor.

In 2008 Dr. Tina Anctil joined the faculty in a one-year fixed term position. Starting fall 2009 she was hired as an assistant professor in the department. In 2012, Dr. Anctil received tenure, was promoted to Associate Professor, and became the program coordinator of the Rehabilitation Counseling Program.

Starting in the fall of 2008 the program returned to a 3-year-minimum format. The changes involved eliminating the two-year option and increasing credit requirements. In terms of eliminating the two-year option, the program is primarily an evening/weekend program during the fall, winter, and spring terms, with some courses required during the day in the summer. It was very difficult for students to complete all of the required courses in two years and during the day in the summer. In addition, students attempting to complete the program in two years were finding it increasingly difficult to secure internship placements beginning in winter term, which was necessary to complete the program in two years. The proposed changes provide students with a realistic pacing of the course work, reduced requirements in the summer, and internships that begin fall term rather than winter term. These changes are based on the faculty’s beliefs about the academic integrity of the program as well as student feedback.

In the fall of 2008 the Counselor Education Program separated from the Special Education Program and became its own department with Dr. Rick Johnson as the Department Chair.

Following the national trends for Marriage, Couple, and Family programs, in the 2008-2009 academic year, the Counselor Education Department introduced a 90-credit program of study option for all students enrolled at that time. Starting in the fall of 2009 the Marriage, Couple, and Family Program became 90 credits, which is a CACREP requirement for this specialization.

In the spring of 2009, a self-study was submitted to CACREP for the Marriage, Couple, and Family Counseling Program, which led to successful accreditation. Currently, the School Counseling, Community Counseling, and Marriage, Couples, and Family Counseling programs are fully accredited by CACREP, and the Rehabilitation Counseling program is fully accredited by CORE until 2016.

The 2009 CACREP standards eliminated Community Counseling as an option and replaced it with Clinical Mental Health Counseling. To match this change, starting in fall 2010 the Community Counseling Program was retitled Clinical Mental Health Counseling, which also increased the program requirements to 90 credits.

Our programs are approved by the Oregon Board of Licensed Professional Counselors and Therapists and TSPC for licensure purposes, and our graduates have no difficulty in obtaining their credentials once their post-degree requirements for supervised practice are completed.

## **The 2010s**

In 2013, Dr. Hanoch Livneh retired. Our faculty was joined by Dr. Joel Lane, teaching primarily in the Clinical Mental Health Counseling program. Furthermore, in 2015 our faculty was joined by Dr. Kimberly Jayne, who teaches in and coordinates the School Counseling program.

In 2015, Dr. Russ Miars retired and Dr. Rick Johnson completed a 9-year term as Department Chair, returning to his role as a faculty member in the department. Dr. Tina Anctil began as Department Chair in the Fall of 2015 and served through Summer of 2017.

In 2016, our faculty was joined by Dr. Deanna Cor, Assistant Professor with a specialty in Clinical Mental Health, and Dr. Rana Yaghmaian, Assistant Professor with a specialty in Rehabilitation Psychology/Rehabilitation Counseling and program coordinator of the Clinical Rehabilitation Counseling Program.

In 2017, Dr. Lisa Aasheim began as Department Chair and served through Spring of 2018. Our faculty was joined by Dr. Javier F. Casado Pérez, Assistant Professor with a specialty in Marriage, Couple, and Family Counseling, and Elliot Witherspoon, Assistant Professor of Practice with a specialty in School Counseling.

In 2018, Dr. Joel Lane was named Interim Department Chair and Dr. Deanna Cor began as the program director for Clinical Mental Health Counseling Program. Dr. Javier F. Casado Pérez was named Interim Director of the PSU Community Counseling Clinic.

## **The School Counseling Program**

The School Counseling Program prepares individuals to serve as counselors in public or private schools at levels K-12. The School Counseling Program at Portland State University is designed to prepare knowledgeable and competent professional school counselors who: (1) advocate, care, and support for all students, (2) engage in participatory leadership to help all students reach high academic expectations, (3) collaborate with others in and beyond their school communities to ensure opportunities for meaningful participation and growth for all students, and (4) commit to lifelong professional development.

We prepare professional school counselors to develop comprehensive school counseling programs based on the **American School Counselor Association National Model, Oregon's Comprehensive Counseling and Guidance Framework**, and Oregon's Teacher Standards and Practices Commission school counselor competencies. We teach school counselors to actively engage as self-reflexive practitioners in developing and evaluating counseling programs and educational practices that promote teaching effectiveness, community responsibility, and social justice. We are guided by Oregon's Comprehensive Counseling and Guidance Framework to enhance the learning of all students by integrating academic, career, personal /social development, and community involvement. We promote collaboration between school counselors and other professionals to create learning communities where students are engaged as learners, passionate about what they do, and empowered as people. We are informed by a vision for school counselors that defines five school

counselors competencies: (1) leadership, (2) advocacy, (3) teaming and collaboration, (4) counseling and coordination, and (5) assessment and use of data. The counseling emphasis in schools is on facilitating the growth and development of all students, in delivering services that facilitate learning and in providing assistance for crisis situations. We believe these competencies are necessary in removing barriers to student achievement.

CACREP recommendations and the 1998 Teacher Standards and Practices Commission (TSPC) revisions in school counseling licensure have prompted revision of the school counseling program and a school counseling program core has been defined. Additionally, a Licensure Only option has been introduced in order to enable highly qualified students with MA/MS/MSW graduate degrees from clinical programs to be recommended for licensure as school counselors; prior to the introduction of this option, competent professionals outside of the school counseling program were unable to become licensed as school counselors in Oregon.

The completion of the School Counseling Program results not only in TSPC licensure as a school counselor, but also eligibility as a Licensed Professional Counselor (LPC) through the state licensure board. This program is CACREP accredited until 2023.

### **Clinical Rehabilitation Counseling Program/Clinical Mental Health Counseling Program**

Rehabilitation counselors help people deal with the consequences of crisis and traumatic situations that include chronic illnesses and disabilities. The ultimate goals of the rehabilitation counseling process typically include providing psychosocial adaptation services and coping skills to deal with the loss incurred by chronic illnesses and disabilities, as well as job training, and development and placement services. This small, but highly regarded program was recently ranked 18th in the nation by US News and World Report. The program faculty are nationally and internationally known for their involvement in the rehabilitation community and their high-quality research. They work closely with many of the local rehabilitation agencies and facilities to fill the critical shortage of well-trained rehabilitation counselors. Offered as a graduate program, the Clinical Rehabilitation Counseling Program consists of 90 credit hours of coursework, including practicum and internship experiences. The program is committed to serving a range of people with disabilities who represent diverse cultural, ethnic, and linguistic backgrounds.

In the fall of 2013 the program was retitled from Rehabilitation Counseling to Clinical Rehabilitation Counseling, with 90 credits required to meet the new CACREP standards. In 2016, this program received dual CACREP accreditation as a Clinical Rehabilitation Counseling Program and a Clinical Mental Health Counseling Program. This dual program is CACREP accredited through 2023. Graduate are eligible for the Certified Rehabilitation Counselor (CRC) credential, the NCE, and Oregon state licensure as an LPC.

### **The Clinical Mental Health Counseling Program**

Clinical Mental Health Counselors provide diagnostic and intervention services to a wide variety of clients seeking personal and mental health counseling. The Clinical Mental Health Counseling (CMHC) specialty within the Department of Counselor Education prepares professionals to work in public mental health agencies, public and private community counseling agencies, employee assistance programs, day treatment and in-patient hospital settings, and private practice. CMHC graduates may also find employment in community colleges and university settings. The curricular experience of the CMHC Master's degree is organized around core foundation courses, an intensive on-campus practicum training clinic experience, interpersonal growth experiences, advanced theory and practice courses, and a culminating half-time field internship placement. The program consists of 90 graduate credits designed to meet CACREP national accreditation standards for professional counselors and the academic degree requirements to become licensed

as a Licensed Professional Counselor (LPC) in Oregon and other states. Prior experience in a helping relationship is highly recommended for individuals pursuing this specialization. The Clinical Mental Health Counseling Program meets the requirements for the Licensed Professional Counselor (LPC) in the State of Oregon. The Clinical Mental Health Counseling This program is CACREP accredited until 2023.

### **The Marriage, Couple, and Family Program**

The Marriage, Couple, and Family Counseling program prepares individuals to work in mental health centers, community agencies, private practice, and additional settings in which counselors support clients with relationship and family issues. Emphasis is placed on preparing counselors for systemic assessment and intervention in the counseling process with a focus on diversity and equity.

Beginning in the fall of 2008, as part of the changes to the Counselor Education Department, all of the courses for the Marriage, Couple, and Family Program moved from Continuing Education to Counselor Education. This program has been formalized as a 90-credit hour program. The program consists of 90 graduate credits designed to meet CACREP national accreditation standards for professional marriage and family counselors and the academic degree requirements to become licensed as a Marriage and Family Therapist (LMFT) in Oregon and other states. This program is CACREP accredited until 2023.



# CACREP COMMON CURRICULAR AREAS/PROGRAM AREA OBJECTIVES

All students in each of the four degree programs in the department will develop and exhibit the following knowledge and skill competencies:

## 1. 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

## 2. SOCIAL AND CULTURAL DIVERSITY

- . multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
  - a. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
  - b. multicultural counseling competencies
  - c. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
  - d. the effects of power and privilege for counselors and clients
  - e. help-seeking behaviors of diverse clients
  - f. the impact of spiritual beliefs on clients' and counselors' worldviews
  - g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

## 3. HUMAN GROWTH AND DEVELOPMENT

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

## 4. CAREER DEVELOPMENT

- . theories and models of career development, counseling, and decision making
    - a. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
    - b. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
    - c. approaches for assessing the conditions of the work environment on clients' life experiences
    - d. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
    - e. strategies for career development program planning, organization, implementation, administration, and evaluation
    - f. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
    - g. strategies for facilitating client skill development for career, educational, and life-work planning and management
    - h. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
    - i. ethical and culturally relevant strategies for addressing career development
5. COUNSELING AND HELPING RELATIONSHIPS
- . theories and models of counseling
    - a. a systems approach to conceptualizing clients
    - b. theories, models, and strategies for understanding and practicing consultation
    - c. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
    - d. the impact of technology on the counseling process
    - e. counselor characteristics and behaviors that influence the counseling process
    - f. essential interviewing, counseling, and case conceptualization skills
    - g. developmentally relevant counseling treatment or intervention plans
    - h. development of measurable outcomes for clients
    - i. evidence-based counseling strategies and techniques for prevention and intervention
    - j. strategies to promote client understanding of and access to a variety of community-based resources
    - k. suicide prevention models and strategies
    - l. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
    - m. processes for aiding students in developing a personal model of counseling
6. GROUP COUNSELING AND GROUP WORK
- . theoretical foundations of group counseling and group work
    - a. dynamics associated with group process and development
    - b. therapeutic factors and how they contribute to group effectiveness
    - c. characteristics and functions of effective group leaders
    - d. approaches to group formation, including recruiting, screening, and selecting members
    - e. types of groups and other considerations that affect conducting groups in varied settings
    - f. ethical and culturally relevant strategies for designing and facilitating groups
    - g. 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
7. ASSESSMENT AND TESTING
- . historical perspectives concerning the nature and meaning of assessment and testing in counseling
    - a. methods of effectively preparing for and conducting initial assessment meetings
    - b. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
    - c. procedures for identifying trauma and abuse and for reporting abuse
    - d. use of assessments for diagnostic and intervention planning purposes
    - e. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

- f. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- g. reliability and validity in the use of assessments
- h. use of assessments relevant to academic/educational, career, personal, and social development
- i. use of environmental assessments and systematic behavioral observations
- j. use of symptom checklists, and personality and psychological testing
- k. use of assessment results to diagnose developmental, behavioral, and mental disorders
- l. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

#### 8. RESEARCH AND PROGRAM EVALUATION

- . the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- a. identification of evidence-based counseling practices
- b. needs assessments
- c. development of outcome measures for counseling programs
- d. evaluation of counseling interventions and programs
- e. qualitative, quantitative, and mixed research methods
- f. designs used in research and program evaluation
- g. statistical methods used in conducting research and program evaluation
- h. analysis and use of data in counseling
- i. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation



# **Who We Are**

The Counselor Education Faculty/Staff

## **Counselor Education Department Faculty & Staff**

### **Current Faculty:**

#### **Lisa Aasheim, Ph.D, LPC, LMHC(WA), NCC, ACS, Oregon State University**

Office: FAB 250 A  
E-mail: aasheim@pdx.edu

Lisa Aasheim, PhD, NCC, ACS, is an Associate Professor in the Counselor Education Department. She was the Director of the Community Counseling Clinic at Portland State University from 2005-2017 and was the School Counseling Program Coordinator from 2005 until 2015. She was also a member of the Graduate Certificate in Addictions faculty. Dr. Aasheim teaches school, community, marriage and family therapy, general counseling and addictions courses. She completed her doctorate in Counselor Education and Supervision with a specific interest in clinical supervision in agency settings. Prior to her doctoral work, she specialized in working with couples and families with addictions. Currently, she maintains a private practice where she offers counseling, clinical supervision, and agency consultation. Her research and scholarly interests include clinical supervision, counselor development and skills training, countertransference in the helping processes, and reflective practice.

#### **Javier F. Casado Pérez, Ph.D., NCC, The Pennsylvania State University**

Office: FAB 250 B  
E-mail: j.casadoperez@pdx.edu

Javier F. Casado Pérez, Ph.D., NCC is an Assistant Professor in the Counselor Education department, with a focus on Marriage, Couple, and Family Counseling. He earned his Ph.D. in Counselor Education and Supervision from The Pennsylvania State University in 2017 and his MS in Mental Health Counseling with specialization in Marriage and Family Counseling from Monmouth University in 2013. He is a nationally certified counselor and is pursuing licensure as a Professional Counselor and Marriage and Family Therapist in the state of Oregon. His research and scholarly agenda focuses on power and inequity in education, theoretical issues in counselor preparation, and the effects of counterculture identity and sociopolitical activism on family and couple relationships.

#### **Deanna Cor, Ph.D., George Washington University**

Office: FAB 250 J  
E-mail: dcor@pdx.edu

Deanna Cor, Ph.D., LPC, NCC is an Assistant Professor and the Program Coordinator of the Clinical Mental Health program in the Counselor Education Department, with a focus on Clinical Mental Health Counseling. She received her Ph.D. in Counselor Education and Supervision from The George Washington University in 2016. She is a licensed professional counselor in Oregon and the District of Columbia. Dr. Cor's research focuses on developing and enhancing multicultural counseling competencies in students and practitioners, specifically for working with clients identifying as trans and gender nonconforming.

### **Kimberlee Hattig, M.S., Portland State University**

Office: FAB 250 D  
E-mail: hattigk@pdx.edu

Kimberlee Hattig, MS, CRC, is the Practicum and Internship Coordinator in the Counselor Education Department. Kim teaches internship sections, providing internship site visits for the CMH, MCF, and CLRC programs. She coordinates internship placements and develops internship sites in the Portland area. Kim is a member of the Oregon Association for Rehab Professionals and is certified as a Rehabilitation Counselor.

### **Kimberly Jayne, PhD., University of North Texas**

Office: FAB 250 H  
E-mail: kmj@pdx.edu

Kimberly Jayne, PhD, LPC, NCC, RPT, is an Assistant Professor of Counselor Education and the School Counseling Program Coordinator. She graduated with her PhD in Counseling from the University of North Texas and specializes in child and adolescent counseling, school counseling, and play therapy. Kimberly has extensive experience working with children, adolescents, and families in school and clinical settings and actively researches developmentally responsive counseling interventions for children and adolescents. She is passionate about developing effective, empirically supported counseling interventions, understanding relational variables and processes that impact growth and change within the counseling and school context, and exploring mediators and moderators of therapeutic outcome. Kimberly works with children and families in both private practice and school settings, is an active member in several counseling associations, and serves on multiple editorial boards.

### **Patrick “Rick” Johnson, Ph.D., New Mexico State University**

Office: FAB 250 C  
E-mail: johnsonp@pdx.edu

Rick Johnson, PhD, is a current professor and coordinator of the Marriage, Couple, and Family Counseling program. Previously, Dr. Johnson was an Assistant/Associate Professor at Montana State University. His research and scholarly agenda focuses on family systems theory and the effects of family experiences on psychosocial development in adolescence and adulthood. He is a licensed psychologist in Oregon and a clinical member of the American Association for Marriage and Family Therapy.

### **Joel Lane, Ph.D., Oakland University**

Office: FAB 250 G  
E-mail: lanejoel@pdx.edu

Joel Lane, PhD., is an Associate Professor and the Interim Department Chair of the Counselor Education Department. He served as the Program Coordinator of the Clinical Mental Health Counseling program from 2014-2018. His research and scholarly agenda focuses on the impact of life transition on mental health and well-being during emerging adulthood. He is a licensed professional counselor in the State of Oregon and a Nationally Certified Counselor. He is currently the Past President of the Oregon Counseling Association and is involved in advocacy for the counseling profession at the state and national levels.

**Benita Bellrichard Munson, MS, CRC, LPC, CADC I**

Office: FAB 250 M  
E-mail: benit2@pdx.edu

Benita Bellrichard Munson, MS, CRC, LPC, CADC I, is an assistant professor of practice in the Clinical Rehabilitation Counseling Program, in the Counselor Education Department. She is also a member of the Graduate Certificate in Addictions faculty. She obtained her master's degree in Rehabilitation Counseling from Portland State University. She maintains a private practice where her clinical specialties include working with individuals and couples adjusting to chronic illness/disability, relational improvement, and addiction. She has previous experience working in an inpatient alcohol and drug treatment program, and a history of both social work and career counseling in Canada. She is interested in multicultural issues in counseling, and the intersection between couples, families, and their adjustment to disability.

**Rana Yaghmaian, Ph.D., CRC, The University of Wisconsin–Madison**

Office: FAB 205 F  
E-mail: ryaghm2@pdx.edu

Rana Yaghmaian, Ph.D., CRC, is an Assistant Professor and coordinator of the Clinical Rehabilitation Counseling program. She received her Ph.D. in Rehabilitation Psychology from the University of Wisconsin – Madison. Her primary research interests include the psychosocial aspects of disability, well-being in women and other minorities with disabilities, and multicultural competency training and development in current and future counselors. She also takes a strong interest in teaching and pedagogy, focusing her work specifically on the integration of social justice theory into the counselor education classroom.



## **Staff**

**Erica Soule**, Admissions & Progression Specialist

Office: FAB Front Desk  
Phone: (503) 725-9942  
E-mail: [esoule@pdx.edu](mailto:esoule@pdx.edu)

**Tammy Klupar**, Department Coordinator

Office: FAB 250-02  
Phone: (503) 725-9860  
E-mail: [klupar2@pdx.edu](mailto:klupar2@pdx.edu)

**Stephanie MacDonald**, Department Graduate Assistant

Office: FAB 250-01  
E-mail: [counseloreducation@pdx.edu](mailto:counseloreducation@pdx.edu)

**Elliot Townley**, Clinic Graduate Assistant

Office: FAB 250E  
E-mail: [clinic@pdx.edu](mailto:clinic@pdx.edu)

## **Professors Emeritus**

**David Capuzzi**, Ph.D., Florida State University

E-mail: [capuzzida@pdx.edu](mailto:capuzzida@pdx.edu)

David Capuzzi, Ph.D., NCC, LPC, was a Professor and Coordinator of the Counselor Education Program until he retired in 2004.

**Susan Halverson-Westerberg**, PhD, College of William & Mary

Email: [halversons@pdx.edu](mailto:halversons@pdx.edu)

Susan Halverson-Westerberg, PhD was a professor and coordinator of the Marriage, Couple, and Family Program until she retired in 2017.

**Hanoch Livneh**, Ph.D., University of Wisconsin

E-mail: [livnehh@pdx.edu](mailto:livnehh@pdx.edu)

Hanoch Livneh, Ph.D., CRC, LPC, was a Professor and Coordinator of the Rehabilitation Program until he retired in 2013.

**Russel Miars**, PhD., The University of Iowa

Email: [miarsr@pdx.edu](mailto:miarsr@pdx.edu)

Russel Miars, Ph.D., was an Associate Professor in the Department until he retired in 2015.

# **The Basics:**

## Counselor Education Department

### **Required Programs of Study**

- Pre-requisite Requirements
- Group A and B Practicum Groups
- Sequence of Program Offerings
- Dual Specialization Requirements
- Academic Requirements by Specialization
- Clinical Requirements
- Transfer Credit and Degree Time Limits
- Limits on Hours
- Waivers
- Independent Study
- TK20

### **Enrollment**

- Course Numbering
- Continuous Enrollment
- Accommodation
- Readmission

### **Grading**

- Incompletes
- Grading Policy

### **Student Progress**

- Background Checks
- Monitoring of Student Progress
- Clinical Training
- Performance Evaluation
- Personal Counseling Requirement
- Master's Comprehensive Examination or Thesis
- Licensure: State of Oregon (LPC or LMFT)
- Licensure: School Counselors
- Certification: CRCC

## Required Programs of Study

The programs of study for each program in our department are outlined in the following pages. You should refer to these outlines when tentatively planning your program of study and as you complete your official plan of graduate study for either the Master's or the school licensure programs.

The University reserves the right to change program requirements after a student is admitted. Students who complete the program in a timely fashion are not likely to be affected by these changes. If you experience difficulty due to changes, immediately consult your advisor.

### Group A and B Practicum Groups

PSU's Counselor Education programs have been designed to admit cohorts of Groups A (fall/ winter) and B (spring/ summer) Practicum groups. CACREP accreditation standards require the completion of Practicum before beginning Internship. Practicum is taken after a prescribed set of courses is completed. During the Practicum sequence, you act as a counselor-in-residence, serving clients in either our on-campus or off-campus clinics. Your field placement (Internship) occurs during your last year of enrollment, providing you have met all prerequisites and successfully completed Practicum, plus have met the dispositional requirements to move beyond the first year. All incompletes must be removed prior to enrollment in Practicum or Internship.

### Sequence of Program Offerings

Charts showing the course sequence can be found in **Appendix J**. These charts reflect that: (1) there is a set sequence of courses taken by all programs of study which must be completed prior to Practicum or taken concurrently with Practicum (Core courses) and (2) there are specialty courses which can be completed concurrently with Internship. **PLEASE NOTE:** Due to changes in faculty and program support, courses may be offered at times different from those listed on this chart. This is especially true for summer school courses. Some courses are not listed on these charts, so consult with your advisor.

### Prerequisite Requirements

Prerequisite courses include:

- One upper division undergraduate or graduate level psychopathology course, such as COUN 430/530: Introduction to Psychiatric Diagnoses, or PSY 434: Introduction to Psychopathology
- A graduate level introduction to counseling course, such as COUN 541: Introduction to Counseling

Students are **required** to complete COUN 541: Introduction to Counseling by fall quarter of their first year. COUN 430/530: Introduction to Psychiatric Diagnoses must be completed by winter quarter of their first year.

## Academic Requirements by Program

### The Clinical Mental Health Counseling Program

#### COURSE REQUIREMENTS

The program of study leading to an MA or MS in Education with a Clinical Mental Health Counseling Program must include the following courses to total 90 credits:

| <u>Common Courses</u>    |  | <u>Credits</u> |
|--------------------------|--|----------------|
|                          | Coun 504 Internship  | 12             |
|                          | Coun 509 Practicum: Group Counseling                           | 1              |
| **                       | Coun 509 Practicum: Counseling                                 | 6              |
| ***                      | Coun 509 Practicum: Peer Supervision                           | 2              |
|                          | Coun 531 Foundations of Addictions Counseling                  | 3              |
| **                       | Coun 543 Interpersonal Relations II (Counseling Skills)        | 3              |
|                          | Coun 551 Theories and Interventions I                          | 3              |
| *                        | Coun 566 Appraisal Instruments                                 | 1              |
| *                        | Coun 567 Using Tests in Counseling                             | 3              |
|                          | Coun 568 Career and Lifestyle Planning                         | 3              |
|                          | Coun 569 Developmental Foundations of Counseling               | 3              |
|                          | Coun 570 Legal and Ethical Issues                              | 3              |
|                          | Coun 571 Group Counseling                                      | 3              |
| ***                      | Coun 580 Supervision   | 1              |
|                          | Coun 581 Multicultural Perspectives in Counseling              | 3              |
|                          | Coun 582 Research and Program Evaluation in Counseling         | 3              |
|                          | Coun 585 Diagnosis and Treatment Planning I                    | <u>3</u>       |
|                          |  | <b>56</b>      |
| <u>Specialty Courses</u> |  |                |
|                          | Coun 507 Crisis Assessment and Intervention                    | 1              |
|                          | Coun 544 Consultation: Theory and Practice                     | 2              |
|                          | Coun 546 Grief and Loss  | 2              |
|                          | Coun 552 Theories and Interventions II                         | 3              |
|                          | Coun 553 Advanced Therapeutic Strategies                       | 3              |
|                          | Coun 572 Systemic Perspectives on Human Sexuality              | 3              |
|                          | Coun 575 Foundations of Couples, Marriage, & Family Counseling | 3              |
|                          | Coun 577 Family Therapy <u>or</u> Coun 578 Couples Therapy     | 3              |
|                          | Coun 586 Psychopharmacology and Mental Illness                 | 3              |
|                          | Coun 587 Foundations of Mental Health Services                 | 3              |
|                          | Coun 588 Diagnosis and Treatment Planning II                   | 3              |
|                          | Various Electives  | <u>5</u>       |
|                          |  | <b>34</b>      |
| <b>TOTAL CREDITS</b>     |  | <b>90</b>      |

\*Concurrent enrollment required.

\*\*Concurrent enrollment required.

\*\*\*COUN 580 Supervision - Concurrent enrollment during first term of COUN 509: Peer Supervision required.

**NOTE:** Students are required to complete a 600-hour internship experience, including 240-direct client contact hours. Students are required to complete a 100-hour practicum experience, including 40-direct client contact hours.

## The Marriage, Couple, and Family Counseling Program

### COURSE REQUIREMENTS

The program of study leading to an MA or MS in Education with a Marriage, Couple, and Family program must include the following courses to total 90 credits:

| <u>Common Courses</u>    |   | <u>Credits</u> |
|--------------------------|---|----------------|
|                          | Coun 504 Internship   | 12             |
|                          | Coun 509 Practicum: Group Counseling                            | 1              |
| **                       | Coun 509 Practicum: Counseling                                  | 6              |
| ***                      | Coun 509 Practicum: Peer Supervision                            | 2              |
|                          | Coun 531 Foundations of Addictions Counseling                   | 3              |
| **                       | Coun 543 Interpersonal Relations II (Counseling Skills)         | 3              |
|                          | Coun 551 Theories and Interventions I                           | 3              |
| *                        | Coun 566 Appraisal Instruments                                  | 1              |
| *                        | Coun 567 Using Tests in Counseling                              | 3              |
|                          | Coun 568 Career and Lifestyle Planning                          | 3              |
|                          | Coun 569 Developmental Foundations of Counseling                | 3              |
|                          | Coun 570 Legal and Ethical Issues                               | 3              |
|                          | Coun 571 Group Counseling                                       | 3              |
| ***                      | Coun 580 Supervision  | 1              |
|                          | Coun 581 Multicultural Perspectives in Counseling               | 3              |
|                          | Coun 582 Research and Program Evaluation in Counseling          | 3              |
|                          | Coun 585 Diagnosis and Treatment Planning I                     | <u>3</u>       |
|                          |   | <b>56</b>      |
| <u>Specialty Courses</u> |   |                |
|                          | Coun 544 Consultation   | 2              |
|                          | Coun 546 Grief and Loss   | 2              |
|                          | Coun 552 Theories and Interventions II                          | 3              |
|                          | Coun 555 Counseling Children and Youth                          | 3              |
|                          | Coun 572 Systemic Perspectives on Human Sexuality               | 3              |
|                          | Coun 573 Contemporary Couples, Marriage and Family Systems      | 3              |
|                          | Coun 574 Family Life Cycle and Transitions                      | 3              |
|                          | Coun 575 Foundations of Couples, Marriage and Family Counseling | 3              |
|                          | Coun 577 Family Therapy   | 3              |
|                          | Coun 578 Couples Therapy  | 3              |
|                          | Coun 579 Advanced Systemic Interventions: Couples and Families  | 3              |
|                          | Coun 588 Diagnosis and Treatment Planning II                    | <u>3</u>       |
|                          |   | <b>34</b>      |
| <b>TOTAL CREDITS</b>     |   | <b>90</b>      |

\*Concurrent enrollment required.

\*\*Concurrent enrollment required

\*\*\*COUN 580 Supervision - Concurrent enrollment during first term of COUN 509: Peer Supervision required.

**NOTE:** Graduates wishing to attain both the LPC and the LMFT license must intern at a site that will provide couples and family counseling opportunities. Sequential courses 573, 575, 574, 572, 578, 577, 579.

**NOTE:** Students are required to complete a 600-hour internship experience, including 240-direct client contact hours. Students are required to complete a 100-hour practicum experience, including 40-direct client contact hours.

## The Clinical Rehabilitation Counseling Program (dual accreditation as Clinical Mental Health Counseling)

### COURSE REQUIREMENTS

The 90-credit program of study leads to an MA or MS in Education with a specialization in Clinical Rehabilitation Counseling and Clinical Mental Health Counseling The following courses are required.

| <u>Common Courses</u>    |  | <u>Credits</u> |
|--------------------------|--|----------------|
|                          | Coun 504 Internship  | 12             |
|                          | Coun 509 Practicum: Group Counseling                                     | 1              |
| **                       | Coun 509 Practicum: Counseling   | 6              |
| ***                      | Coun 509 Practicum: Peer Supervision                                     | 2              |
|                          | Coun 531 Foundations of Addictions Counseling                            | 3              |
| **                       | Coun 543 Interpersonal Relations II (Counseling Skills)                  | 3              |
|                          | Coun 551 Theories and Interventions I                                    | 3              |
| *                        | Coun 566 Appraisal Instruments   | 1              |
| *                        | Coun 567 Using Tests in Counseling                                       | 3              |
|                          | Coun 568 Career and Life Style Planning                                  | 3              |
|                          | Coun 569 Developmental Foundations of Counseling                         | 3              |
|                          | Coun 570 Legal and Ethical Issues  | 3              |
|                          | Coun 571 Group Counseling  | 3              |
| ***                      | Coun 580 Supervision   | 1              |
|                          | Coun 581 Multicultural Perspectives in Counseling                        | 3              |
|                          | Coun 582 Research and Program Evaluation in Counseling                   | 3              |
|                          | Coun 585 Diagnosis and Treatment Planning I                              | <u>3</u>       |
|                          |  | <b>56</b>      |
| <u>Specialty Courses</u> |  |                |
|                          | Coun 552 Theories and Interventions II                                   | 3              |
|                          | Coun 575 Foundations of Couples, Marriage, & Family                      | 3              |
|                          | Coun 586 Psychopharmacology and Mental Illness                           | 3              |
|                          | Coun 587 Foundations of Mental Health Services                           | 3              |
|                          | Coun 588 Diagnosis and Treatment Planning II                             | 3              |
|                          | Coun 590 Foundations of Rehabilitation Counseling                        | 3              |
|                          | Coun 591 Medical Aspects of Disability                                   | 3              |
|                          | Coun 592 Psychosocial Aspects of Disability                              | 3              |
|                          | Coun 593 Case Management   | 3              |
|                          | Coun 594 Occupational and Vocational Analysis                            | 3              |
|                          | Coun 595 Contemporary Issues & Applications in Rehabilitation Counseling | 3              |
|                          | Various Electives  | <u>1</u>       |
|                          |  | <b>34</b>      |

\* Concurrent enrollment required.

\*\*Concurrent enrollment required.

\*\*\*COUN 580 Supervision - Concurrent enrollment during first term of COUN 509: Peer Supervision required.

**NOTE:** Students are required to complete a 600-hour internship experience, including 240-direct client contact hours. Students are required to complete a 100-hour practicum experience, including 40-direct client contact hours.

## The School Counseling Program

### COURSE REQUIREMENTS

The program consists of 90 credits of study leading to an MA or MS in Education: School Counseling Specialization. Track I is for individuals with two years teaching experience. Track I students complete 90 credits that include 6 credits of electives to be arranged with your advisor. Track II is designed for individuals without a teaching license. Track II students complete 90 credits that include a 6 credit, 200 clock-hour teaching requirement.

#### Common Courses

|     |   | <u>Credits</u> |
|-----|---|----------------|
|     | Coun 504 Internship                                     | 12             |
|     | Coun 509 Practicum: Group Counseling                    | 1              |
| **  | Coun 509 Practicum: Counseling                          | 6              |
| *** | Coun 509 Practicum: Peer Supervision                    | 2              |
|     | Coun 531 Foundations of Addictions Counseling           | 3              |
| **  | Coun 543 Interpersonal Relations II (Counseling Skills) | 3              |
|     | Coun 551 Theories and Interventions I                   | 3              |
| *   | Coun 566 Appraisal Instruments                          | 1              |
| *   | Coun 567 Using Tests in Counseling                      | 3              |
|     | Coun 568 Career and Life Style Planning                 | 3              |
|     | Coun 569 Developmental Foundations of Counseling        | 3              |
|     | Coun 570 Legal and Ethical Issues                       | 3              |
|     | Coun 571 Group Counseling                               | 3              |
| *** | Coun 580 Supervision                                    | 1              |
|     | Coun 581 Multicultural Perspectives in Counseling       | 3              |
|     | Coun 582 Research and Program Evaluation in Counseling  | 3              |
|     | Coun 585 Diagnosis and Treatment Planning I             | <u>3</u>       |
|     |   | <b>56</b>      |

#### Specialty Courses

|  |  |   |
|--|--|---|
|  | Coun 507 Electives (Germane to School Counseling)      | 2 |
|  | Coun 526 Effective Teaching^^ (Track II only)          | 6 |
|  | Coun 527 Counseling Individuals with Diverse Needs     | 3 |
|  | Coun 545 Youth at Risk                                 | 3 |
|  | Coun 546 Grief & Loss                                  | 2 |
|  | Coun 547 Legal and Ethical Issues in School Counseling | 1 |
|  | Coun 555 Counseling Children and Youth                 | 3 |
|  | Coun 575 Foundations of Couples, Marriage, and Family  | 3 |
|  | Coun 576 Parents, Families, and Communities in Schools | 3 |

|          |                                  |           |
|----------|----------------------------------|-----------|
| Coun 589 | Action Research in Counseling    | 5         |
| Coun 596 | Foundations of School Counseling | <u>3</u>  |
|          |                                  | <b>34</b> |

**TOTAL CREDITS            90**

\* Concurrent enrollment required.

\*\* Concurrent enrollment required.

\*\*\*COUN 580 Supervision - Concurrent enrollment during first term of COUN 509: Peer Supervision required.

*^^Track I students – additional 6 credits are required to meet the 90-credit hour requirement; fill with electives or select from the other related courses (suggestion list will be provided)*

**NOTE:** Students are required to complete a 600-hour internship experience, including 240-direct client contact hours. Students are required to complete a 100-hour practicum experience, including 40-direct client contact hours.

## School Counseling Program Teaching Experience Requirements

### Track I and Track II Teaching Experience Requirements

**Track I** is for individuals who have documentation of teaching licenses. Students are required to provide a letter from a school administrator as proof of successful teaching employment and a copy of their teaching license.

**Track II** is designed for individuals who cannot document the required two years teaching experience. Track II students complete a 6-credit, 200 clock-hour teaching requirement as part of their licensure program.

COUN 526    Effective Teaching (200 hour teaching Practicum)

Track II students must take two credits of Effective Teaching each term during the first year in the program: fall, winter, and spring. The teaching sequence is completed for the entirety of an academic year and cannot be completed over the course of two years.



## School Counseling Program: Licensure Only Option

### COURSE REQUIREMENTS

Students enrolled in the **Licensure Only** option must be graduates from an accredited Master's program in counseling, psychology, or social work that required a clinical Practicum focused on individual and group counseling skills. Licensure Only does **not** include graduate degrees in teaching or education. The program is designed to meet the requirements for the school counselor license approved by TSPC.

All students in the Licensure Only Option must take the School Counseling specialty courses. Teachers Standards and Practices Commission requires school counselors to have two years' experience or 360 hours of teaching as a licensed teacher in a public-school setting. Students are required to provide a letter from a school administrator and a copy of their teaching license. Individuals in need of the teaching requirement must take the six-credit, 200 clock hour Teaching Experience sequence.

| <u>School Counseling Specialty Core Classes</u> |  | <u>Credits</u> |
|---|--|----------------|
| COUN 596  | Foundations of School Counseling                 | 3              |
| COUN 545  | Youth at Risk                                    | 3              |
| COUN 555  | Counseling Children and Youth                    | 3              |
| COUN 526  | Effective Teaching (200-hour teaching Practicum) | 6              |
| COUN 504  | Internship: School Counseling                    | 9              |
| COUN 589  | Action Research                                  | 3              |
| COUN 527  | Counseling Individuals with Diverse Needs        | 3              |
| COUN 576  | Parents, Families, and Communities in Schools    | 3              |
| <b>TOTAL CREDITS</b>                            |  | <b>33</b>      |

## **Adding an Additional Specialty (Dual Program)**

### **Dual Program Requirements**

Students in any of the four programs can add another program to their plan of study but need to realize that doing so extends the time needed to complete degree requirements. Once admitted to their program, students may not switch to a different program.

To add another program, students must consider the following:

- Number of total Internship (field site) hours may range from 600 hours (of which 240 must be in direct client services) when Internship fully meets requirements for both programs (e.g., Clinical Mental Health and Rehabilitation), to 1200 hours (of which 480 hours must be in direct client services) when two separate Internship sites are required (e.g., Clinical Mental Health and School). Same requirements also apply to adding the Marriage, Couple, and Family program.
- Often, an alternative exists that includes two Internship sites with a partial overlap in required clinical tasks/activities, and, therefore, a total number of hours of less than 1200 hours (e.g., Clinical Rehabilitation and Marriage, Couple, and Family). To explore this option, students must coordinate efforts with their advisor, faculty member assigned to Internship supervision, and the intended clinical site supervisor. This is not an option for School Counseling students who are already dually placed at two internship sites.

### **Transfer Credit and Degree Time Limits**

There is a seven-year deadline for all course work counted toward the degree. All transferred course work must also meet this deadline. The seven years begins the term in which the earliest course work counted toward the degree was completed, regardless of when you were admitted to PSU. When course work exceeds the seven-year limit, students have the option of petitioning for an extension using the Graduate Council Graduate Petition form (**see Appendix A**). Courses with C grades or Pass (P) grades are not eligible to be transferred into a program of studies. A maximum of one-third of the total credits for a degree can be transferred and “transfer” credit includes courses taken at PSU prior to admission.

### **800 Level Course Limits**

The Graduate School of Education allows up to 15% of one's academic program to be at the 800-level course work. You must receive prior approval before including these courses. Courses numbered 808 need approval of your advisor, the department head, and appropriate dean. Be sure to tell your advisor that the course has an 800 number.

### **Course Substitutions**

You are expected to enroll in courses regularly offered by the department. If you have had an equivalent course, discuss this immediately with your advisor. Courses with C grades or Pass (P) grades from another institution are not eligible for substitution considerations. Substituting courses does not waive the number of credits required for the degree or license; it merely allows you to matriculate in advanced or complementary courses. Anyone wishing to substitute a course must demonstrate knowledge to the instructor of that course. The instructor may require that the student pass the final exam of the course with a grade of "B" or better.

There is a substitute form, which needs to be completed by you, signed by your advisor, evaluated by the course instructor, and then confirmed by the department head. When you complete the form, you should attach evidence that you have an understanding of 1) theoretical/ conceptual/ factual information; 2) research, and 3) application to the profession.

The substitute form is available online at [www.pdx.edu/coun/prerequisites](http://www.pdx.edu/coun/prerequisites). This form is returned to you via email upon completion of the evaluation process with the recommendation and statement of the action taken.

### **Independent Study**

If you desire to take independent study (also known as “by-arrangement”), you must do it in conjunction with a PSU tenure track or fixed term faculty member. Enrollment for a COUN 501 (Research) or COUN 505 (Reading and Conference) course is done on a "by-arrangement" form, which requires a faculty member's signature and the PSU ID number of both the faculty member and the student. You should have a clear proposal in mind before meeting with the faculty member with whom you desire to do the independent study.

### **Tk20 Database**

Tk20 is a data management system that is used to store vital information, and assist with advising, as you progress through the program. (For information on Tk20 go to Appendix G.)

## **Enrollment**

You should plan to enroll utilizing the BANWEB system online at [www.banweb.pdx.edu](http://www.banweb.pdx.edu).

You will need to have your PSU ID and pin number ready to access registration. Most Counselor Education courses are restricted to majors only. If you attempt to enroll in a restricted class and it is not accepted, it probably means you are not identified in the university system as being a Counselor Education major. This designation should have occurred when you were formally admitted to the Counselor Education Department. The first time this occurs, consult with your faculty advisor.

## **Course Numbering**

In most instances, courses are offered first on an experimental basis using a COUN 510 number. Within three (3) years, these courses must go through a formal approval process (program, department, entire GSE faculty, Graduate Studies, University Senate, and Chancellor's Office). When this approval occurs, the course is given a discrete number. Any formal document you complete must list the course number recorded on your transcript, even if it now has a discrete number. Consult with your advisor if you have any questions.

## **Continuous Enrollment**

By policy of the department, continuous enrollment is expected, except for summers. **If enrollment does not occur for two consecutive terms, you will be automatically dropped from the department.** If students want a leave of absence they must write a letter to their advisor and department chair requesting the leave, then must meet with the advisor prior to initiating the leave to document the conditions and timeline of the student's return.

## **Access and Inclusion for Students with Disabilities**

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the DRC. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), <https://www.pdx.edu/drc>.

## **Readmission**

Readmission to the department will be considered on a case-by-case basis **up to five years after exiting the program.** In any case, if your earliest course work is beyond the seven-year limit, you must reapply for admission to the department.

## Grading

Your grades will be recorded online in your electronic records (on the web). The grades will be available approximately 10 days after finals. You can access this information by going to [www.banweb.pdx.edu](http://www.banweb.pdx.edu). You must have your PSU ID and password ready.

### **Incompletes**

Giving a grade of incomplete (“I”) will be considered by department faculty **only** for medical or health reasons. If you are granted an incomplete, you must complete the course work within one year and/or before you are allowed to enroll in Practicum or Internship. If you accumulate 9 credits of incomplete, you will be asked to complete them before you can enroll in additional coursework.

During the time you are enrolled in Practicum you must complete ALL required courses in which you are concurrently enrolled.

Practicum is considered an advanced counseling course. During the term you enroll in Practicum, you will enroll in COUN 543 Interpersonal Relations II concurrently with COUN 509 Practicum: Counseling. An incomplete (I) in either course will result in suspension from the department.

### **C Grade Policy**

By Counselor Education Department policy, no more than 6 resident credits of C or C+ grades earned at PSU, after admission, may count toward a degree program, providing GPA requirements are met. If you earn more than 6 credits with grades of C+ or lower, you will need to repeat courses in an effort to earn a higher grade (i.e., B or higher).

### **Academic Probation**

An admitted graduate student is placed on probation if the student's cumulative graduate GPA at PSU, based on the completion of 9 or more letter-graded graduate credits after admission to the graduate level at PSU, falls below 3.00.

While on academic probation a student will not be permitted to graduate, to be admitted to a new or different graduate certificate or degree program, to be advanced to doctoral candidacy, to have a thesis or dissertation committee appointed, to receive or continue to hold a graduate assistantship, or to register for more than a total of 9 credit hours in any term. A student is removed from academic probation if the student's cumulative graduate GPA is brought up to 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status

## Student Progress

### **Criminal Background Check**

Please be advised that criminal background checks, which are student-funded, are a requirement for all Counselor Education students. Many internship sites require criminal background checks, as do the various licensing Boards in Oregon. All students must have a background check that does not reveal any disqualifying criminal convictions (completed before the start of the program). Information about obtaining the appropriate background check will be provided to students at the new student orientation in the fall. If you have any criminal convictions you are required to meet with the department chair and to write a letter explaining the circumstance of the conviction. The core department faculty will review the letter and make a determination about your ability to remain in the department.

An unsuccessful background check would likely result in your inability to complete the requirements of the counseling program. Additionally, a criminal background would likely preclude licensure and may preclude employment in the counseling field. PSU is not liable if a finding from a criminal background check makes it impossible for you to complete your degree, receive a license, or obtain employment. If you have any criminal convictions, you should also check with the relevant licensing Board before beginning a degree program.

### **Monitoring of Student Progress**

Student progress is monitored by faculty in the department. Counseling is a profession that relies heavily upon your beliefs about people, your communication and interpersonal skills, as well as your knowledge and academic and clinical skills. The faculty monitors your progress in the department based on a set of dispositions (see Appendix I). Any areas of concern will be noted and communicated to you by your advisor, the program coordinator, or the department chairperson. All students will receive a formal evaluation at the end of each academic year of the program. This information will be communicated to students through their faculty advisor.

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education (see **Appendix H**). Professionalism is expected to extend beyond the classroom as it relates to confidentiality of client material and online conduct, including social media.

Students' progress is also closely monitored and rated during both Practicum and Internship clinical training experiences.

### **During Clinical Training**

Rating of Practicum Progress:

Student progress during Practicum is monitored by: (a) Practicum instructor and (b) peer supervisor(s). This progress is evaluated and rated both in writing and verbally. The evaluation feedback is shared with the student continuously and at the completion of each academic term. These evaluations are used to yield one of three grading options: P (Pass: adequate clinical competence demonstrated to date/for academic term), I (Incomplete: adequate clinical competence, but more time needed to demonstrate skill/professional development for this term), or NP (No Pass: inadequate progress not related to time in training experience). A NP is equivalent to a Failing grade. Students are allowed only one NP grade during their Practicum experience. In the event that the student receives a NP grade, the failed Practicum term is to be repeated. A second NP, anytime during the Practicum experience, results in an automatic dismissal of the student from the program.

### **Rating of Internship Progress:**

Student progress during the community-based Internship experience is monitored by: (a) the site (field) supervisor, and (b) the academic/faculty instructor. This progress is evaluated and rated both in writing and verbally. The feedback from that evaluation is shared with the student at the end of each term. Evaluations of student performance yield one of the three grading options: P (Pass: adequate clinical competence demonstrated to date/for academic term), I (Incomplete: adequate clinical competence, but more time needed to demonstrate skill/professional development for this term), or NP (No Pass: inadequate progress not related to time in training experience). Students are allowed only one grade of NP during their Internship experience. When a student receives a NP grade, the failed Internship term must be repeated. A second NP, anytime during the Internship experience, results in an automatic dismissal of the student from the department. All internship hours accrued during a term in which an NP grade occurs must be re-accrued.

### **Assignment of No Pass (NP) Grade**

NP reflects unsatisfactory performance on the part of the student. When indications of unsatisfactory performance are first evident, the Practicum supervisor (clinic experience) or the Internship site supervisor (field experience) shares the observations with the student. If needed, a plan of assistance is then developed by the Practicum supervisor or Internship site supervisor, and the student, to rectify those areas in need of improvement. If no improvement becomes evident in the student's performance within a reasonable period of time (typically one month or less), a grade of NP is assigned to the student's performance (to reflect failure to attain satisfactory performance during that term). A grade of NP is assumed to indicate the following: (a) the student's performance failed to attain satisfactory progress in the areas of knowledge, professional skills, or clinical skills; (b) the student has been advised that their performance is unsatisfactory; (c) the student was given adequate time to work on the area(s) in need of improvement; (d) the student was provided with assistance by both faculty, and, when appropriate, site supervisor to improve their performance; and (e) despite all these efforts, the student's performance has not demonstrated any appreciable improvement.

**Personal Counseling Requirement** (see Experiential Training Clinic/Group Practicum requirement, Appendix F)

You must participate as a client in 20 hours of personal counseling including participation in the ETC Group Counseling course. This requirement is to be met prior to enrollment in Practicum. **A letter(s) from your counselor/ therapist verifying completion of the 20 hours of personal counseling (either individual and/or group) should be submitted before the first meeting of your Practicum section, for inclusion in your Practicum file.** Ten of these hours may be obtained during ETC and documentation will be kept in the department following successful completion of ETC. No regularly employed faculty member can provide this individual or group counseling for you (except in the case of ETC). This includes any adjunct faculty hired to teach individual classes at Portland State University.

### **Master's Comprehensive Exam or Thesis Requirement**

As you complete your program of study, consideration should be given to which option you will pursue for exiting the department: (a) written comprehensive exam, (b) thesis, or (c) professional portfolio.

1. **Written Comprehensive Exams (no credit).** This option requires you to integrate information from all your Master's courses. Discuss with your advisor the term you will be taking exams. Most students take comprehensive exams during their last term of enrollment, however, you must (1) have a

minimum of 48 credits and (2) have completed Practicum or be enrolled in the last quarter of Practicum. Students must have no grades of incomplete (I or IP) at the time of taking the exam. If a final written examination is required, it can only be held during regular academic terms, i.e., not between terms. Examinations must be scheduled and completed by the Friday of finals week for graduation in that term. For summer term graduation, the deadline applies to the regular eight-week summer session dates, i.e., exams must be scheduled and completed by the Friday of the eighth week of summer term. If the student fails the entire examination or any section thereof, the department may dismiss the student from the master's degree program or permit the student to repeat the entire examination, or the section that was failed, after a minimum of three months. The results of the second examination are final. Remember that University policy requires enrollment the term you take the exam. Exact dates are defined each quarter the exam is scheduled. You should notify Disability Resource Center for any needed accommodations.

**Appendix B** contains guidelines to assist you in studying for the exam.

2. **Master's Thesis:** see Appendix C for details on this option.
3. **Professional Portfolio:** this option is for school counseling students only. School Counseling students must complete a Professional Practice Portfolio to demonstrate that they meet the TSPC competency requirements for licensure endorsement. The portfolio must demonstrate competency in each of the TSPC domains to be endorsed for licensure, and a minimum score must be achieved for graduation from the school counseling program. Students will receive a handbook detailing these requirements upon the start of their final year in the program.

### **Licensure: State of Oregon**

**Clinical Mental Health, Clinical Rehabilitation, Marriage, Couple, and Family, and School Counselors,** completing specified courses in their Master's program, are eligible to apply for licensure as a professional counselor (LPC) in the State of Oregon. Those completing the Marriage, Couple, and Family program are eligible for both the LPC and LMFT licenses. It is important that you read the requirements for licensure as either a Licensed Professional Counselor (LPC) or a Licensed Marriage and Family Therapist (LMFT) in the state of Oregon. The licensure statutes can be found online at [www.oblpct.state.or.us](http://www.oblpct.state.or.us). These statutes outline requirements for: a) education, b) exam, and c) post-Master's experience under supervision. Please read, print, and keep a copy for your records. The state licensing board does recognize a satisfactory score from the National Board for Certified Counselors (NBCC) and the Commission on Rehabilitation Counselor Certification (CRCC). The NBCC allows students from CACREP accredited programs to apply for and take the national exam prior to graduation. Therefore, many of you may want to take the exam at the time you are completing your program of studies. You may refer to the NBCC website (<http://www.nbcc.org/Certification/NCC>) for up-to-date information on the certification process.

When PSU's Counselor Education program was approved by the state licensing board, the following provision was made:

Graduates completing the Master's program will be allowed to utilize the direct clinical service hours documented in their Master's program toward the 2,400 clock hours required for licensure. NBCC has now increased required clock hours of experience to 2,400 prior to the awarding of the NCC credential.

**Endorsement Statement:** Graduation from the department does not automatically equate with positive endorsement for licensure from the department faculty. To receive an endorsement from faculty,



students must demonstrate proficiency in the skills and dispositions appropriate for the specific credential or employment opportunity.

### **School Counselor Licensure: Oregon**

In the final year of student study, school counseling students will attend a meeting with the Graduate School of Education licensing office to learn about the licensure recommendation process. School counselors are recommended at both levels (EC/EL and MS/HS) as soon as their degree posts to their transcript and they complete the required application through TSPC.

### **School Counselor Certification: Washington**

Washington and other US states may also want verification of program completion.

### **Certification: CRC**

**Clinical Rehabilitation counselors** are eligible for national certification from the Commission on Rehabilitation Counselor Certification (CRCC). Awarding of this certificate is dependent upon completion of a specified curriculum from a CACREP accredited program and submission of a passing score on the CRC exam. CRCC allows for this exam to be taken while enrolled in the last 25% of your program of studies. Normally, this would be the last term of enrollment.

### **Performance Evaluation (Behavior and Performance Guidelines)**

Counselor Education students are evaluated with regard to the professional counseling dispositions outlined in the “Counselor Education Dispositions” document (Appendix I).

Please see Appendix H for information on the Graduate School of Education’s Performance Evaluation policy. You can also access the policy online at:

[http://www.pdx.edu/sites/www.pdx.edu.education/files/gse\\_handbook\\_student\\_conduct.pdf](http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_conduct.pdf)

A. When a faculty member or field supervisor has a serious concern about a candidate’s academic or field-based performance, the faculty member or field supervisor may request a performance review. A performance review, if merited, is undertaken by a performance review panel (Review Panel) as further described below. A performance review is a meeting and conversation between the members of the Review Panel and the candidate to discuss the candidate’s performance, progress, success, and challenges related to academic program and/or field experiences.

B. The types of performance that could prompt a request for performance review include but are not limited to performance that (a) violates ethical or legal standards, (b) interferes with others’ opportunity to learn, (c) reflects a lack of judgment that suggests inability to consistently meet the standards of the profession, (d) could preclude or has precluded successful field placement; (e) could result in the candidate failing to meet the qualifications for professional licensure, or (f) does not meet expectations outlined in the PSU Bulletin or in GSE program handbooks.

C. The composition of a Review Panel varies by each department of the GSE as stated in their respective Program Handbooks. A GSE department or program may elect to have a standing panel (*e.g.*, Student Affairs Committee) while other GSE departments and programs may convene a Review Panel on an *ad hoc* basis. Review Panels may or may not include the Department Chair.

D. Performance review processes can vary depending upon the GSE department or program as set out in the respective Program Handbooks; however, all GSE performance review processes must at a minimum comply with the following:

1. Written request for review: The faculty member or field supervisor submits a written request for performance review stating the concerns to the Department Chair and the cohort leader/advisor. The statement must include specific information about behavior and/or performance of concern, provide examples of the performance problems, identify any prior corrective actions and guidance related to the issue presenting a concern, and make specific reference to any standards, rules, or procedures that the candidate has failed to meet or adhere to (see Appendix B).
2. Department Chair determination and notification (within 5 days of receipt of request): The Department Chair reviews the request for performance review and then determines whether the concern warrants a performance review. If the Department Chair decides that the concern does not warrant a performance review, the Department Chair will deny the request and work with the referring faculty member or field supervisor, as well as other applicable faculty and staff, to address the concern. If the Department Chair decides that the concern warrants a performance review, the Department Chair will notify the referring faculty member or field supervisor, the Dean's office, and the candidate of this decision, giving the candidate written notice of the issues of concern to be discussed at the performance review. The Department Chair also refers the matter to the appropriate department or program Review Panel. Regardless of the choice to convene a panel, the request for review is documented in the GSE confidential student information system for record keeping.
3. Performance Review meeting (within 15 days of receipt of request): The Review Panel, once notified by the Department Chair, will schedule the performance review within 15 days after the Department Chair received the request for performance review.  
The candidate shall speak for themselves at the performance review. The candidate is invited to submit additional evidence on their behalf to the Review Panel at least 24 hours in advance of the review. The candidate is allowed to invite up to two support persons, who are not directly involved in the matter, to the performance review; the candidate may bring a DRC representative as a support person to the performance review; the candidate may bring an attorney as a support person, however the GSE is not responsible for any costs associated with the candidate's use of an attorney. The candidate will notify the panel at least 24 hours in advance of the performance review with the names of the support persons that will attend the performance review. Support persons are not permitted to participate directly in the performance review, but candidates may take breaks to consult with their support persons as needed. The Review Panel will provide written notice, at least five days in advance of the performance review, to the candidate, and Department Chair, that includes the following:
  - a) date and location of the performance review;
  - b) any documents provided to the Review Panel including the written request for performance review (the chair may elect include these documents to the notice consistent with FERPA requirements);
  - c) the names of the members of the Review Panel;
  - d) the names of other persons that the Review Panel will invite to provide information to the Review Panel;
  - e) inform the candidate that they may provide additional documentation for the Review Panel to consider at least 24 hours in advance of the review;
  - f) inform the candidate that they may bring up to two support persons to the performance review according to the guidelines above.

4. Notification of Outcome: After the performance review, the Review Panel will issue a written decision of the outcome within 15 days of the performance review to the candidate, the Department Chair (if different), and the Dean's Office. The outcome of a performance review will be a recommendation to the Department Chair for one or more of the following actions:

- a) No action: The basis for the review was unwarranted or no longer relevant and the matter is closed.
- b) Candidate Plan of Assistance: The candidate should remain in the program while addressing the areas of concern according the Plan of Assistance (section VII below).
- c) Candidate Leave of Absence with conditions for return: The candidate should take a Leave of Absence from the program for up to four consecutive terms to take action outlined in an associated Plan of Assistance. The Review Panel will list conditions the candidate must meet to return to the department, program and/or GSE in good standing (see section X below).
- d) Candidate Removal: The candidate should be removed from the program and/or from the GSE.

Where the panel recommendation is a leave of absence or removal from the program and/or the GSE, the Department Chair will communicate directly with the candidate to enact the recommendation.



## **PSU ALCOHOL AND DRUG-FREE UNIVERSITY POLICY**

### **I. Policy Statement**

PSU's Alcohol and Drug Free University Policy exists to promote a safe, healthy, and efficient campus environment. Alcohol and drug abuse pose a threat to health and safety, and to the security of equipment and resources. Accordingly, this policy prohibits the unlawful manufacture, use, dispensing, possession, or distribution of controlled substances as defined in the Controlled Substances Act (21 U.S.C. 802) and prohibits abuse and the unlawful use of alcohol.

Understanding that addiction is a disease, the University supports programs for the prevention of alcohol and substance abuse, as well as treatment programs for those with a record of past abuse or who are in treatment; however, current abuse evidenced on campus is not tolerated.

### **II. Reason for Policy/Purpose**

The purpose of this policy is to promote compliance with state and federal laws relating to the use of alcohol and drugs. Further, PSU strives to provide a safe and secure environment for its students, faculty, and staff, as well as for all visitors to campus and for all who participate in University events and activities. This policy is in compliance with the provisions of the Drug- Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989.

### **III. Applicability**

This policy applies to all students, faculty, staff, and visitors to campus.

### **IV. Definitions:**

1. *Alcohol*. Any beverage classified as an “Alcoholic Beverage” by Oregon law, Oregon Revised Statutes Chapter 471.
2. *Impaired*. To be under the influence of a drug or alcohol such that academic or job performance is, or could reasonably be, adversely impacted
3. *Controlled substance*. A list of controlled substances can be found in Schedules I through V or Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined in Regulation 21 CFR 1308.11-1308.15. In the event of a conflict between federal law and state law, federal law controls.
4. *Conviction*. A finding of guilt, including a plea of nolo contendere (no contest), or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
5. *Illegal Drug*. Any drug: (a) which is not legally obtainable under federal or state law; (b) which may be legally obtainable but has not been legally obtained; or (c) which is being used in a manner or for a purpose other than as prescribed.
6. *Legal Drug*. Includes prescribed drugs and over-the counter drugs that are capable of impairing one’s mental or physical ability to safely, efficiently, and accurately perform their duties, but which have been legally obtained and which are being used solely for the purpose for which they were prescribed or manufactured, and which are being used according to the prescribing healthcare practitioner’s directions.
7. *University premises*: All institutionally owned, rented, leased, or controlled property. This term also includes University vehicles whether operated on or off campus and whether owned or leased.

#### **V. Policy**

1. Students, faculty, and staff who are under the legal age are prohibited from drinking alcohol on campus or during University-sponsored events or activities.
2. Students or others who live on University premises must comply with the University Housing Handbook rules on alcohol.
3. Unlawful possession, dispensation, distribution, manufacture or use of alcohol, any controlled substance or illegal drug, at any time on University property, in a PSU owned or operated vehicle or while conducting or engaging in University business or activities is strictly prohibited. As a federally-controlled substance, the possession, dispensation, distribution, manufacture, or use of marijuana in any form is prohibited on campus, during University events and activities, or while conducting University business.
4. Faculty, staff, and students are required to report to work, class, and other activities in an appropriate mental and physical condition to work and participate safely and effectively. No faculty, staff, or student shall report to work or class or engage in any University activity while impaired by alcohol, a controlled substance, or a legal or illegal drug. Further, no faculty, staff, or students shall report to work, class, or other activities while having the presence of an illegal drug or controlled substance in their system. This policy applies while students, faculty, and staff are conducting PSU activities and business, wherever located, and to all persons present on University premises (even if off-duty).
5. Any faculty, staff, or student who observes or has knowledge of another member of the PSU community in violation of this policy, and in a condition that poses a hazard to the safety or welfare of others, is encouraged to report the information to their immediate supervisor, the employee’s supervisor, Human Resources, the Provost’s Office, the Dean of Student Life, or to the Campus Public Safety Office.
6. Persons violating this policy may be subject to disciplinary action in accordance with applicable PSU policies and collective bargaining agreements, up to and including expulsion and/or termination of

- employment, and potentially, referral for prosecution. The University may require participation in an approved drug or alcohol abuse assistance or rehabilitation program, as appropriate.
7. If a faculty or staff member is involved with work supported by a federal agency, the University will notify the federal agency within 10 days after receiving notification that an employee has been convicted of violating a criminal statute in the workplace. The University will take appropriate personnel action against such an employee and/or require the employee to participate satisfactorily in an alcohol or other drug rehabilitation program.
  8. Any student convicted of violating a criminal drug statute on PSU owned property or during any University-sanctioned function must notify the Director of Financial Aid, if that student is receiving any form of federal financial aid (*e.g.*, Pell grants). The Director of Financial Aid will then notify the Secretary of the United States Department of Education. Conviction on any drug-related charge is grounds for forfeiture of federal financial aid.
  9. The University is committed to the provision of substance abuse education and prevention activities. In compliance with the Drug Free Schools Act Amendment of 1989, the University annually publishes and distributes to students, faculty, and staff "An Information Guide to Alcohol and Other Drug Problems."
  10. Faculty and staff are required to notify PSU's management of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after the conviction.

#### **VI. Links To Related Policies, Procedures or Information**

Housing Handbook:

<http://www.pdx.edu/housing/sites/www.pdx.edu.housing/files/2014-2015%20Housing%20Handbook%20Final%20draft%2009192014%201752.pdf>

**A Guide for Alcohol and Other Drug Problems Portland State University:**

*Drug and alcohol treatment programs provided by PSU:*

Employee Assistance Program: Cascade Centers Inc.: 503-639-3009, or 1800-433-2320 Student Health and Counseling Center: 503-725-2800 Kaiser Permanente: 503-813-2000 Providence Health Plans: 503-574-7500


#### **VII. Contacts**

If you have any questions on the policy or procedure for PSU Alcohol and Drug-Free policy, you may: Call the Office of Human Resources at 503-725-4926, or the Office of the Dean of Student Life at 503-725-4422.

Send an e-mail to [askhrc@pdx.edu](mailto:askhrc@pdx.edu) or [AskDos@pdx.edu](mailto:AskDos@pdx.edu).

#### **VIII. History/Revision Dates**

Adoption Date: June 12, 2015 Next Review Date: June, 15, 2020

 The image part with relationship ID: r643 was not found in the file.

## **GSE Framework and Dispositions**

 The image part with relationship ID r1691 was not found in the file.

**Department Policy Statement:** The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior is essential. As a counselor-in-training, you are expected to be: 1) open to learning, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of your impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, 9) able to express feelings effectively and appropriately; 10) show initiative and motivation; and 11) committed to human diversity.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint, show respect for the perspectives of others, and demonstrate cultural humility (see definition below\*)

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

\*Cultural Humility definition: operates with a high level of commitment to self-reflection and self-critique regarding cultural features, usually demonstrated by curiosity, a willingness to learn about others, and a willingness to ask questions, correct errors, and make a sincere effort to learn.

All students in the department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm>  
Failure to do so can result in termination from the department.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the department. Deficiencies, which are not corrected, will be cause for disciplinary action and may include termination from the department.



# Working with Clients

Group Work Requirements

Practicum Prerequisites

Counseling Requirement

Insurance Requirement

Concurrent Enrollment in Clinical Experiences

Practicum and Internship Requirements

Internship Enrollment

Grading of Practicum and Internship

Verification of Clinical Hours

Clinic Library Information

## **Group Work Requirements**

The following information provides clarification of both course and experiential requirements for the group work component of the MA/MS Education: Counseling degree program. The same requirements apply to those who may also be working towards licensure as a school counselor.

1. Enroll, during one quarter of your **first year** in the Counselor Education Department, in **COUN 509 Practicum: Group** (1 credit). This is the experiential component of our group work requirement. You will participate in a small group of approximately eight members facilitated by someone who holds a Master's or a Doctoral degree. With verification of completion of COUN 509 Practicum: Group, students will also be able to log 5 contact hours on their practicum logs during enrollment in COUN 509 Practicum: Counseling.
2. Enroll, during fall or spring quarter of your **second year** in the Counselor Education Department, in **COUN 571 Group Counseling** (3 credits). This is the lecture/discussion/demonstration component of our group work requirement.
3. After completing the counseling practicum, enroll in **COUN 504: Internship** (4 credits each term). During the course of this enrollment, you will work at an off-campus site. You must arrange for a site placement that will allow you to **facilitate or co-facilitate at least 10 sessions (or 10 clock hours) of a group**.

## **Practicum Prerequisites**

The course prerequisites for Practicum are specified below:

All **incompletes** must be removed prior to enrollment in Practicum and for continuation in Practicum. Pre-requisite courses for all specializations are: COUN 530 Introduction to Psychiatric Diagnoses, COUN 541 Introduction to Counseling, COUN 551 Theories and Interventions I, COUN 567 Using Tests in Counseling, COUN 566 Appraisal Instruments, COUN 509 Practicum: Group, COUN 569 Developmental Foundations of Counseling, COUN 585 Diagnosis and Treatment Planning.

## **Counseling Requirement**

Participate in the required 10-hour Experiential Training Clinic (ETC) (see description, Appendix F), **plus** an additional 10 hours of your own personal individual or group counseling, equaling 20 hours total. This requirement **must** be met prior to enrollment in Practicum. Bring the documentation to the mandatory practicum orientation.

## **Criminal Background Check**

A successful criminal background check must be obtained before the start of the program.

## **Insurance Requirements**

Documentation that you have malpractice insurance is required prior to enrolling in Internship. At some Internship sites, you may be asked to document health insurance in case of on-the-job injuries. Individuals who do not have documentation of malpractice insurance cannot provide counseling to clients.

## **Concurrent Enrollment in Clinical Experiences**

CACREP accreditation standards require completion of Practicum prior to Internship. **Therefore, concurrent enrollment in Practicum and Internship is not an option.**

## **Practicum and Internship Requirements**

Practicum is a two-term course sequence. During Practicum, you will work once a week in either our on-campus clinic or our off-campus clinic at Beaverton High School. The clinic operates days and evenings. Assignment to a Practicum section is made by the department faculty. Day Practicum meets from 9:00 a.m. to 3:00 p.m. You can expect to be at the clinic site from 4:00 p.m. to 10:00 p.m. for evening Practicum.

Internship is a three-term course sequence (fall, winter and spring). Students are required to successfully complete practicum before beginning their internship.

If students do not begin practicum as expected with their cohort, there is no guarantee that students will be able to be in practicum at the next available term; they may have to wait a year to begin practicum.

## **Internship Enrollment**

Internship enrollment is dependent upon removal of all incompletes and satisfactory completion of Practicum as well as other required courses. If students begin volunteering or working at a potential internship site before completing practicum and other required courses they will not receive internship hours for their time at the site. They must complete the Volunteer Form (students can get the form on the Counselor Education website). Documentation of malpractice insurance and possibly health insurance are also required. School Counseling specialization interns must enroll concurrently in Action Research (COUN 589).

## **Internship Policy**

- Students must be registered for internship credits if they are participating in internship and attend weekly group supervision at PSU.
- All students must take 12 credits of internship minimum: 4 credits fall, winter, and spring terms.
- The summer internship option is for those who want/need to start internship early or need additional hours to finish all requirements.
- Participating in summer internship requires students to register for 2 credits of internship in the summer and attend weekly group supervision at PSU.

- This will mean that students will have 14 total credits of internship. Because only 12 credits can be counted toward the student's program of study, the other two credits are in addition to their program requirements (e.g., they will take 92 instead of 90 credits), unless their program has room to use the 2 credits as electives.
- If students finish all their internship hours early, they still need to complete 4 credits of internship spring term.

### **Grading of Practicum and Internship**

All Practicum and Internship hours are graded on a pass/no pass basis. Unsatisfactory progress or performance will result in either a formal plan of assistance or dismissal from the program. Grades will not be given until clinical hours are documented in Tk20.

### **Verification of Clinical Hours**

All students are given a document to complete which summarizes their hours of clinical experience (for both Practicum and Internship). This document should be kept with our logs in your Practicum and Internship files so those hours can be verified. You should also keep a copy for your own records. Students will also log their clinical hours in the Tk20 database. Students will not be given a grade until clinical hours are documented in Tk20.

Students are required to complete a 100-hour practicum experience, including 40-direct client contact hours. Students will receive more information on specific requirements during the student Practicum Orientation in the second year of the program.

Students are required to complete a 600-hour internship experience, including 240-direct client contact hours. Students will receive more information on specific requirements during the student Internship Orientation in the second year of the program.

# Students' FAQ

## **Advising**

Meeting with Your Advisor  
Request to Change Advisor  
Student/Advisor Relationship

## **Student Support**

Support for Professional Development Activities  
Student Honorary Society  
Graduate Assistantships  
Rehabilitation Traineeships  
Computer Services

## **Staying Informed**

PSU Bulletin  
Student Newsletter  
Mailboxes and E-mail  
Posting or Distributing Information  
Counseling Central  
Student Representative

## **Testing**

The National Counselor Exam

## **Finishing Up**

Nearing Completion  
School Licensure: Oregon  
School Licensure: Washington  
Endorsement Policy

## **Postgraduate Concerns**

Supervision and Licensure  
Continuing Education

## Advising

### Meeting with your Advisor

Your advisor will be a key person as you pursue your academic program at PSU. You should follow the guidance of your advisor regarding how often to meet with them and inform your advisor of your progress. You can schedule a time to meet with your advisor during scheduled office hours by contacting them directly via email.

As you prepare for your first meeting:

Prepare to clearly articulate your professional goals and any special skills that you may want to develop.

Tentatively outline your program of study for the Master's and/or licensure programs. Consult the PSU Bulletin for a description of courses offered by all departments and programs in the University. The Fall Schedule of Classes usually has a listing of the term in which each class will be offered during that academic year.

Identify courses you want to transfer from another institution into your program of studies at PSU. These must 1) be discussed and approved by your faculty advisor, 2) be formally approved by the University by completing a GO-11 form, and 3) fall within the seven-year limit set by the University for beginning and completion of a degree program.

Depending upon the program to which you have been admitted, there are a number of forms you must complete. Complete whatever forms apply to your program and situation during your first term of enrollment (see **Appendix A**):

\*GO-21 Preadmission & Transfer Credit Form

\*Course Substitution Form: If approved, this form waives a specific requirement, but DOES NOT waive credits. Any required courses for which a waiver is granted must be documented with a waiver form

\*TSPC: Track I: Initial license program of study

\*TSPC: Track II: Initial license program of studies (Master's Degree).

### Request to Change Advisor within Your Same Program

Should you wish to change advisor within the same program you must:

1. Speak with your current advisor
2. Speak with your desired advisor
3. Complete the Advisor Change Request form (see **Appendix A**)
4. Send an email to the Department Chair informing him/her of the change.

\*Note: Students are not permitted to switch programs after admission into the department

### Student / Advisor Relationship

Counselor Education students are required to meet with their advisors at least once per year. Students have the responsibility to make appointments to meet with their advisor.

Counselor Educators strive to develop positive and professional relationships with students; diversity is respected. Counselor Education students should recognize that their relationship with their advisor is not confidential. This relationship is different from that formed between counselor and client. Because Counselor Educators evaluate student academic and clinical progress and the student's professional development, they cannot be in a counseling relationship with their advisees. Such a relationship would constitute a dual relationship.

Since Counselor Educators have a responsibility to the counseling profession, as well as their academic institution, they have an obligation to confer with colleagues to make decisions concerning students' academic and clinical performance/progress. Personal information shared by students is not regarded as confidential and may be shared with colleagues if pertinent to the student's or the program's professional standing. However, when students share historical personal events and other past personal issues (mostly during class discussions and exercises), these are regarded as reflective of personal insight and growth. Such disclosures are, therefore, treated differently than the sharing of current unresolved and problematic issues and maladaptive behaviors.

## **Student Support**

### **Support for Professional Development Activities**

The Counselor Education Department encourages your participation in workshops and professional meetings. Notices about workshops, professional meetings, employment opportunities, and doctoral programs will be made available via the Counselor Education Google Group email system.

### **Student Honorary Society**

Chi Sigma Iota is a rapidly growing International Counseling Academic and Professional Honor Society for counselors-in-training, counselor educators, and professional counselors. It has invited over 11,000 individuals and 140 chapters to membership since its formation in January of 1985. The objective of CSI, as stated in the Society's By-laws, is "...to promote scholarship, research, professionalism and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling". Membership benefits include the CSI Newsletter 3-4 times a year, annual conventions, annual awards recognizing excellence in the field, certificate of membership and membership pin, and access to an international network of others in the counseling profession.

Pi Sigma Upsilon is PSU's chapter of this international counseling students' honor society. It is a student-run organization with a faculty advisor. The group schedules professional speakers each year and provides the opportunity to become professionally involved in the organization. Eligibility requires a cumulative GPA of 3.5 or higher. Information regarding membership may be obtained from the chapter faculty advisor.

### **Graduate Assistantships**

Graduate assistantships may become available in the department or school. Available positions are announced via the Counselor Education Google Groups. Assistantships pay a monthly or hourly stipend and most of the cost of tuition. They require the student to be enrolled in at least 9 credits per term.

### **Rehabilitation Traineeships**

Several traineeship awards may be available for qualified students. Applications from disabled and minority candidates are especially encouraged. The stipends are awarded on a competitive basis and are based upon availability of funds. Contact Tina Anctil for more information.

### **Computer Services**

As an enrolled student at PSU, you have access to computers, computer software and printing services. As an education student, you may use the Technology Center (FAB 270). The Tech Center includes computers and a workspace and printing for students. It also includes the offices of the Technology Services Team Manager and Technology Consultant.

There are also a number of computer labs across the Portland State University campus, offering a range of services to meet your needs. See the Office of Information Technology (OIT) website for specific location, hours, and services.



## Staying Informed

### PSU Bulletin

You should read the PSU Bulletin. This document describes university services such as financial aid, counseling, legal aid, and placement services that are available to students. It also contains course descriptions for all discrete numbered courses in the University. A copy of this document can be found on the PSU website.

### E-mail Requirement

The faculty wants to keep in touch with you and help you keep in touch with other students in the department. Please note that e-mail is the major “vehicle” for the transmission of information about course changes, required meetings, applications for Practicum and Internship, comprehensive exams, etc. All students are required to maintain their PSU email addresses and check them daily. Class professors may correspond with the entire class through email announcements. Students must establish their email address prior to the start of the first term of their first year in the department. Students may begin to receive notifications and correspondence prior to their first term, for which **the student is responsible**. Students must notify the Counselor Education Graduate Assistant and/or the Counselor Ed admission staff (located on the second floor of GSE) of their exact PSU email address when they have been given one through OIT.

## Testing

### The National Counselor Exam

The National Counselor Exam (NCE) is given by the National Board for Certified Counselors (NBCC). There is a PSU-based administration twice a year. Watch for dates and directions for signing up via e-mail. The Certified Rehabilitation Counselor (CRC) Exam is administered by the Commission on Rehabilitation Counselor Certification (CRCC). For dates and directions for signing up, contact the Clinical Rehabilitation Counseling Program Coordinator.

## Finishing Up

### **Nearing Completion: School Counseling Specialization:**

At least one term before you plan to graduate or seek recommendation for an initial license as a school counselor, all final year students meet with a representative from the licensure office to initiate the recommendation process. A Master's Degree Checklist outlining existing procedures has been developed. See (**Appendix D**).

The necessary forms and information are available online at [www.gsr.pdx.edu/ogs\\_forms.html](http://www.gsr.pdx.edu/ogs_forms.html)

### **Nearing Completion: All Specializations:**

#### **Steps to Complete - Four Forms Required for Graduation in Counselor Education**

Application for Awarding of Master's or Doctoral Degree form

1. The Application for Awarding of Master's or Doctorate Degree is located at <http://www.pdx.edu/ogs/forms>
2. Complete form and make a copy.
3. Take completed form to the Office of Graduate Studies at XSB 184.

Please note: Instead of processing degree audits manually (GO-12 form), students will now use the degree audit reporting system (DARS). More information can be found at: [www.pdx.edu/ogs/dars](http://www.pdx.edu/ogs/dars).

4. Make a copy before turning in the signed GO 12 and GO 21, if needed, to Kris Smith in FAB Suite 250.

### **Endorsement Policy**

Employment: Students and department graduates applying for employment, internship, or field placements are reminded that the Counselor Education Department faculty can only endorse or recommend students and department graduates for positions and placements in specialties or areas in which students are qualified and have been prepared. In situations in which a student or department graduate has acquired additional training and expertise outside of the Counselor Education Department, the candidate is advised to obtain recommendation directly from the entities that provided the additional training/education.

Endorsement Statement: Graduation from the department does not automatically equate with positive endorsement for licensure from the department faculty. To receive an endorsement from faculty, students must demonstrate proficiency in the skills and dispositions appropriate for the specific credential or employment opportunity.

Licensure and Certification Examinations: Students in all specializations may apply to sit for the NBCC examination but must utilize a different application form. Students must apply for the NCE exam based on the specialization in which they were admitted to the Counselor Education Department.

Scholarships/Fellowships and Further Education: The Counselor Education Department faculty is interested in and committed to assisting students and department graduates that are seeking recommendations for scholarships, fellowships, and grants while completing their education at Portland State University. At the time of application for assistance, students must be in good academic standing, and must demonstrate excellence and commitment to the field of counseling. The department encourages interested students to pursue further education and is happy to support qualified students in this pursuit.

## **Postgraduate Concerns**

### **Supervision and Licensure**

For further information, contact the Oregon Board of Licensed Professional Counselors and Therapists for up-to-date information on licensure requirements and hours:

Phone: (503) 378-5499 e-mail: [lpc.lmft@state.or.us](mailto:lpc.lmft@state.or.us) website: [www.oblpct.state.or.us](http://www.oblpct.state.or.us)

### **Continuing Education**

For further information regarding Continuing Education requirements, contact the Oregon Board of Licensed Professional Counselors and Therapists:

(503) 378-5499 e-mail: [lpc.lmft@state.or.us](mailto:lpc.lmft@state.or.us) website: [www.oblpct.state.or.us](http://www.oblpct.state.or.us)

### **Professional Organizations**

All students are encouraged to join appropriate organizations in the counseling field. See Appendix E for addresses and websites.



# Appendices

- A. List of Forms
- B. Comprehensive Exam Preparation
- C. Thesis Guidelines
- D. Master's Degree Checklist
- E. Useful Address and Websites
- F. Experiential Training Clinic (ETC)
- G. Tk20 Database
- H. Due Process and University Policies
- I. Clinical Rehabilitation Counseling Mission Statement and Program Goals
- J. Sequence of Courses

# **APPENDIX A**

List of Necessary Forms

## List of Forms

**Available online** at <<http://www.pdx.edu/ogs/forms>>

- GO-15      **Validation of Out-of-Date Graduate Credit**  
Applies to previous PSU coursework only.
- GO-16M    **Appointment of Final Oral Examination Committee** (Master's Level)  
Use if writing a Master's thesis. Submit to the Office of Graduate Studies and Research.
- GO-19M    **Petition for Change of Major (Master's Level)**  
Use if changing, for example, from MA to MS within the same department or to a new program. Submitted by the Counselor Education Department to the Office of Graduate Studies and Research.
- GO-21      **Proposed Transfer Credit**  
Must be completed and approved prior to graduation. Many limitations apply.
- **Graduate Petition Form**  
Use to request action on a specific University policy/regulation in relation to a certain course.

### **Available in Office of Graduate Studies and Research, XSB 184**

#### **Dual Degree form**

Use if working on two Master's degrees simultaneously.

#### **Overload Approval**

Use if planning to take more than 16 credits in a term.

### **Available in Counselor Education Suite via Student Progression Specialist, Graduate School of Education**

#### **Fingerprinting Forms**

Licensing forms for School Counselors

#### **Advisor Change Request Form**

Changes made with consideration of both student need and faculty load.

### **Available Online**

#### **Course Substitution Form**

Waives a specific requirement but does not waive credits.

**TSPC Documents**

Licensing forms for School Counselors.

**Link for Forms and Related Resources**

<http://www.pdx.edu/education/licensure>

**Available from your Advisor**

**Independent Study Form**

Requires PSU tenure track or fixed-term faculty member's collaboration based on student's prepared proposal.

**Available from Clinic Director via TK20 and online at <http://www.pdx.edu/coun/>**

**Practicum Application Packet**

**Internship Handbook**

**Internship Site Application and Clinic Supervising Form**



# **Appendix B**

Comprehensive Exam Preparation



## **Comprehensive Exam Preparation**

In order to graduate from the Counselor Education Department all students must (a) successfully pass the Comprehensive Exam, or (b) write and defend a scholarly project (the master's thesis), or (c) develop a professional portfolio (school counseling students only). School counseling students ONLY complete a professional portfolio in lieu of comprehensive exam.

### **Final Examination:**

If a final examination is required by the student's department, it shall be taken after successful completion of any required second language examination and after at least 30 credits have been completed. The examination is not a re-examination over coursework but rather a test of the candidate's ability to integrate material in the major and related fields, including the work in any thesis or research project. A minimum of 1 graduate credit of registration is required when taking any final oral or written examination.

### **Oral examinations:**

In the case of a non-thesis oral examination, the committee shall consist of at least two members of the student's department, including the student's adviser. At the discretion of the department, a faculty member from another department may be added. For M.A.T. and M.S.T. students, one additional member of the committee is required to be a faculty member from the Graduate School of Education or a faculty member with pedagogical expertise in the student's discipline.

Non-thesis final oral examinations (including final project presentations) can only be held during regular academic terms, i.e., not between terms. Examinations must be scheduled and completed by the Friday of finals week for graduation in that term. For summer term graduation, the deadline applies to the regular eight-week summer session dates, i.e., exams must be scheduled and completed by the Friday of the eighth week of summer term.

Passing of the final oral examination requires a majority approval. If the student fails the entire examination or any section thereof, the department may dismiss the student from the master's program or permit the student to repeat the entire examination, or the section that was failed, after a minimum of three months. The results of the second examination are final.

### **Written examinations:**

If a final written examination is required, it can only be held during regular academic terms, i.e., not between terms. Examinations must be scheduled and completed by the Friday of finals week for graduation in that term. For summer term graduation, the deadline applies to the regular eight-week summer session dates, i.e., exams must be scheduled and completed by the Friday of the eighth week of summer term.

If the student fails the entire examination or any section thereof, the department may dismiss the student from the master's degree program or permit the student to repeat the entire examination, or the section that was failed, after a minimum of three months. The results of the second examination are final.

This section addresses the exam, its goals, format, and content. The Comprehensive Exam is a 3-hour exam, offered biannually (May and November) that seeks to:

- (a) insure that department graduates possess the necessary knowledge to successfully practice as counselors in a variety of community settings, and
- (b) prepare students for the national certification exams (e.g., NCC, CRC, CDMS) and the state licensure exam (i.e., Oregon's LPC exam). A second component, students' possession of clinical skill, is measured by successful completion of the practicum and internship experiences.

The Comprehensive Exam is comprised of cross-specialization multiple choice questions that samples content covered in required-only Counselor Education Department courses.

The multiple-choice section typically presents the student with 120 questions based on 9 content areas that sample CACREP approved academic areas (i.e., required courses).

These include:

Helping Relationships (based on such courses as Interpersonal Relationships and Practicum)

Theories and Interventions (Theories and Intervention I & II)

Social and Cultural Foundations (Multicultural Counseling)

Group Counseling (Group Counseling, Group Practicum)

Lifestyle and Career Development (Career Counseling, Occupations Analysis/Voc. Evaluation)

Human Growth and Development (Developmental Foundations)

Appraisal and Diagnosis (Using Tests in Counseling, Diagnosis)

Research and Evaluation (Research and Program Evaluation in Counseling)

Professional Orientation (Introduction to Counseling, Ethical and Legal Issues, Practicum)

Students are advised to review material covered in these required courses prior to taking the Comprehensive Exam. Students should also contact their advisors for assistance on preparing and organizing material for the exam. The use of small study groups may also be beneficial as a means of organizing and reviewing material for the exam.

Students who seek special arrangements and provisions when taking the exam must register with the Disability Resource Center and request approved accommodations, in writing, prior to the exam.

Students are permitted to receive a “no pass” on the exam only once.

If a student fails the exam, their Comprehensive Exam is considered a no-pass. In this case the exam must be retaken. If the second exam still does not merit a passing grade, their exam will be considered a no-pass a second time and the student will not be permitted to graduate.

Instructions for registration for the Comprehensive Exams will be emailed during winter term of your 3<sup>rd</sup> year.



# **Appendix C**

## Thesis Guidelines



## **Thesis Supervision and Development Guidelines for Faculty and Students in Counselor Education**

Students who wish to complete a thesis in conjunction with their MA/MS should first discuss this option with their faculty advisor. The student would need to initiate the thesis project at least one year (during your first year in the program would be better) prior to the projected date of graduation. Since the planning, execution, writing, and defense of a thesis requires at least four quarters, faculty may decline to participate on a thesis committee unless a student initiates the thesis enough in advance of the projected term of graduation to allow adequate time for the development of a well-executed and written product.

**COUN 582 (Research & Program Evaluation in Counseling) must be completed prior to the initiation of a thesis.**

Students must be registered for at least 1 graduate credit in every term in which they are working on any phase of their thesis, including data development or collection, writing, revision, defense, and finalization through approval by the Office of Graduate Studies. Students must register for at least 6 to 9 credits of 503 Thesis in their department. (Since students must be continuously enrolled while working on the thesis, they frequently accumulate more than 9 credits of 503 Thesis. However, a maximum of 9 credit of 503 Thesis may be applied to the program of study.) IP (In Progress) is the interim grade reported until the thesis is defended and approved by the student's thesis committee. Final grades for thesis credits are not recorded until the thesis has been approved by the Office of Graduate Studies.

**NOTE: Students may not access the library or obtain faculty supervision for a thesis unless they are enrolled in at least one credit.**

The following guidelines should be followed by students and faculty during the thesis development process:

1. **Students obtain style manual** for dissertations and theses from the Graduate School of Education. Note: Timeline guidelines should also be obtained. The oral presentation of a thesis and final copy must be completed well in advance of the end of the quarter chosen by the student to complete all degree requirements.
2. The thesis committee must be approved by the Office of Graduate Studies using the [GO-16M form](#) in advance of the thesis defense. The committee must consist of at least three and not more than five faculty members. The chair of the thesis committee must be regular, full-time PSU instructional faculty, tenured or tenure track, assistant professor or higher in rank; the other committee members may be non-tenure track or adjunct faculty. Two of the committee members (the committee chair and one other member) must be from the student's department; the third member may be from the student's department or may be PSU faculty from another department or OHSU faculty. If it is necessary to go off campus for one additional committee member with specific expertise not available among PSU faculty, a CV for that proposed member must be presented with the GO-16M form; that member must be in addition to the required three PSU faculty members. All committee members must have master's degrees or higher.
3. The student, in consultation with the thesis chair, develops a **thesis proposal** (not to exceed 10 pages):
  - \* Chapter I Introduction and Problem Statement
  - \* Chapter II Literature Review
  - \* Chapter III Methodology



- \* Chapter IV Presentation and Analysis of Data
- \* Chapter V Summary and Recommendations

NOTE: Not every thesis will be formatted into a five-chapter paradigm. Some topics may lend credence to a four chapter or a six-chapter format. **Only the first three chapters are part of the thesis proposal.**

4. Student organizes a **committee meeting**. Faculty should receive the proposal two weeks prior to the meeting as to provide input and suggest changes.
5. After the student incorporates suggested revisions and receives approval from the thesis chair, the student must **submit the proposal to the University Human Subjects Committee** if human subjects are part of the data collection process. If revisions are requested by the Human Subjects Committee, the student must organize an additional meeting with the Thesis Committee to incorporate such changes.

**NOTE: Under no circumstances may a student begin writing or collecting data until the first five steps have been completed.**

6. Student, with the consultation of the thesis chair, **drafts all chapters**. After satisfactorily revising the draft(s) according to the thesis chair's feedback, the student provides copies to the other committee members.
7. **Committee members provide written feedback** to student within two weeks.
8. Student and thesis chair **incorporate** committee member feedback.
10. **Student meets with graduate representative, as appointed by OGS**, and provides a copy of the thesis.
11. **Four weeks prior to the oral defense** of the thesis, the student contacts faculty to organize the date and time. Student schedules location of defense via the Dean's secretary (503) 725-4689.
12. A thesis defense may be scheduled only during the regular academic terms, no later than five weeks prior to the close of the term of application for graduation in which the degree will be granted (i.e., must be completed four weeks before the beginning of finals week). For summer term graduation, deadlines apply to the regular eight-week summer session dates. Later completion will result in graduation in a subsequent term. The student must deliver a final draft of the thesis to all members of the approved committee no fewer than 14 days before the thesis defense.

A thesis defense must take place in a meeting with the student and the entire, appointed committee. While it is expected that all members should be physically present, remote participation is permitted under [specific conditions](#). The student's oral presentation should not exceed 60 minutes. The thesis defense is open to the University faculty and may be open to the public at the department's discretion. Passing of the thesis defense requires a majority approval. If the student fails the thesis defense, the department may dismiss the student from the master's program or permit the student to hold a second defense after a minimum of three months. The results of the second defense are final. The final thesis must be submitted to the Office of Graduate Studies not later than three weeks prior to the close of the term of application for graduation.

After the oral defense, final **changes** suggested by faculty are **integrated**. The student then **circulates signature pages** to faculty after the chair of the Thesis Committee approves the final revisions.

# **Appendix D**

## Master's Degree Checklist

## MASTER'S DEGREE CHECKLIST

- \_\_\_ 1. Meet with your assigned advisor during your first year of the program. Discuss your program course grid and verify license requirements if you are combining a TSPC license with your degree.
- \_\_\_ 2. If you have taken course work at any other university and want to count it toward your PSU degree, ask your advisor for assistance in completing a GO-21M (Transfer of Credit) form. You may request transfer of up to 1/3 of a program's graduate credits, providing a grade of B or better was earned, and subject to approval by the Graduate School of Education and the Office of Graduate Studies. Courses taken at PSU prior to admission count as transfer credits but need not be indicated on a GO-21M. **Please remember that no course work more than seven years old at the time of graduation may be counted toward a Master's degree.** Upon completion of the GO-21 form, obtain your advisor's approval and then take it to the department. NOTE: **Courses graded P/NP may not be transferred.**
- \_\_\_ 3. You have been admitted to the MS in Education: Counselor Education. If you wish to complete the MA with foreign language proficiency, please fill out a GO-19M and submit it to the Counselor Education Department.
- \_\_\_ 4. Complete the Application for the Degree form at Degree Requirements online at <http://www.pdx.edu/ogs/forms> by the end of the first week of the term you intend to graduate. If you decide to postpone your term of graduation, please notify that office.
- \_\_\_ 5. Run your DARS report. See the following link for more information <http://www.pdx.edu/ogs/dars>
- \_\_\_ 6. Register and take the written comprehensive exam if you have selected this as your culminating activity. Exams are scheduled fall and spring quarter, usually during the eighth week. You will need to be enrolled and taking course work the term you take the written exam.
- \_\_\_ 7. See your advisor for assistance in completing a licensure program form if you will be applying for a school counseling license.

# Appendix E

## Useful Addresses and Websites

Addresses of Accreditation/ Licensing Groups

Council for Accreditation of Counseling and Related Educational Programs (CACREP)  
1001 North Fairfax Street, Suite 510  
Alexandria, VA 22314  
(703) 535-5990  
[www.cacrep.org](http://www.cacrep.org)

National Board for Certified Counselors (NBCC)  
3-D Terrace Way  
Greensboro, NC 27403  
(919) 547-0607  
[www.nbcc.org](http://www.nbcc.org)

Commission on Rehabilitation Counselor Certification (CRCC)  
1835 Rohlwing Road, Suite E  
Rolling Meadows, IL 60008  
(708) 394-2104  
[www.crc certification.com](http://www.crc certification.com)

Oregon Board of Licensed Professional Counselors & Therapists  
3218 Pringle Road SE # 160  
Salem, OR 97302-6312  
(503) 378-5499  
TTY/Voice 1-800-735-2900  
[www.oregon.gov/OBLPCT](http://www.oregon.gov/OBLPCT)

Teacher Standards and Practices Commission (TSPC)  
Public Service Building  
255 Capitol St NE, Suite 105  
Salem, OR 97310  
(503) 378-3586  
[www.oregon.gov/tspc](http://www.oregon.gov/tspc)

Office of the Superintendent of Public Instruction  
Old Capitol Building  
600 South Washington  
PO Box 47200  
Olympia, WA 98504-7200  
[www.k12.wa.us](http://www.k12.wa.us)

## **Other Useful Addresses and Websites**

American Counseling Association (ACA)  
5999 Stevenson Ave.  
Alexandria, VA 22304  
(703) 823-9800  
[www.counseling.org](http://www.counseling.org)

International Association of Marriage and Family Counseling (IAMFC)  
Dr. Robert Smith, Executive Director  
Texas A & M University - Corpus Christi  
College of Education  
6300 Ocean Drive  
Corpus Christi, TX 78412  
(361) 825-2307  
[www.iamfc.org/contact.html](http://www.iamfc.org/contact.html)

American Mental Health Counselors Association (AMHCA)  
801 N. Fairfax Street, Suite 304  
Alexandria, VA 22314  
1-800-326-2642 or (703) 548-6002  
[www.amhca.org](http://www.amhca.org)

American Rehabilitation Counseling Association (ARCA)  
5999 Stevenson Avenue  
Alexandria, VA 22304-3300  
1-800-545-2223  
[www.arcaweb.org](http://www.arcaweb.org)

American School Counselor Association (ASCA)  
801 N. Fairfax St., Suite 301  
Alexandria, VA 22314  
1-800-306-4722  
[www.schoolcounselor.org](http://www.schoolcounselor.org)

Oregon Counseling Association (ORCA)  
21415 Miles Drive  
West Linn, OR 97068  
1-800-233-2547  
[www.or-counseling.org](http://www.or-counseling.org)

# **Appendix F**

Experiential Training Clinic

"ETC"

A Practical Step Towards Becoming a Counselor:  
The PSU Experiential Training Clinic (ETC) / Group Practicum

There is broad consensus in the counseling field about the importance of professional counselors being clinically knowledgeable, ethical, and technically competent, as well as self-aware and interpersonally skilled, regardless of specialty or theoretical orientation. The PSU Clinical Mental Health Counseling Clinic now offers an affordable way to foster the aforementioned qualities and to fulfill part of the personal counseling requirement.

The Experiential Training Clinic (ETC) is designed to facilitate self-awareness and interpersonal skill building during the first year of graduate training. In a supportive, safe, and respectful closed group environment, the ETC provides an opportunity for peer-based experiential learning, recognition of the centrality and humanness of the counselor, and a forum for student community building. The ETC was proposed by students and unanimously approved by faculty and is modeled on the concept of training groups as a core component of counselor growth. Starting in Fall term of 2004 the ETC program requirement was combined with the COUN 509 Practicum: Group 1-credit course requirement for a combined 20-hour group experience over the course of an academic quarter. Ten (10) hours of this experience can be used to meet the 20-hour personal counseling requirement.

The ETC/Group Practicum is offered Fall, Winter, and Spring terms, with groups of 8-10 first-year students. Along with offering an experience that is tailor-made for the training needs of counseling students, the ETC offers a lower fee than the equivalent fee-for-service in the community.

The ETC begins the first week of classes during the term of which it is taken and continues weekly for the entirety of an academic term, to be no less than 10 weeks. ETC is listed in Banweb as COUN 509: Group Practicum. The ETC/Group Practicum will be offered at two different time slots per term, each with room for up to 10 students. The time slots are set in advance each term and are available during the ETC application process.

Qualified Group Leaders will facilitate the groups. Dr. Rick Johnson is the clinical supervisor of the ETC/Group Practicum experience with the administrative support of the Department Chair.

Nothing that occurs or is divulged in the context of the ETC/Group Practicum will be used in any way to affect student standing, grades, or participation in the counselor education graduate program. The ETC/Group Practicum experience is a non-judgmental, safe, supportive space in which to develop self-awareness and interpersonal skills as a counselor. Individual students who would like more in-depth personal counseling will be encouraged to seek counseling outside of ETC, either concurrently with or as a follow-up to the ETC.



# Appendix G

Tk20 Database



# Tk20 Information

PSU's Graduate School of Education purchased this comprehensive data system because it will do several things, including:

- Enhance student advising
- Enable students to submit important work and receive feedback online
- Keep records on field experience sites
- Facilitate collaborative evaluations between instructors, supervisors, and students
- Streamline procedures for licensure upon completion of the program

You will need access to the system in order to complete some of your course assignments and be evaluated for course and field experiences.

TK20 has a one-time-only fee which is automatically charged to your student account. That means you will have access to Tk20 for as long as you need it, whether that means one year or one-hundred years. The system is secure and confidential; no one will have access to your files except you and your instructors and advisors. You will receive instruction in how to use TK20.

Your access will not be active until the term begins.

Additional information on TK20 can be found here: <https://www.pdx.edu/education/tk20-information>.

# **Appendix H**

Due Process & University Policies

Click on the links below to go to specific sections of the [Portland State Code of Student Conduct and Responsibility](#) or scroll down to read the document in its entirety. To view a PDF version click [here](#).

- I. [General Policy](#)
- II. [Definitions](#)
- III. [General Statement of Authority](#)
- IV. [Jurisdiction](#)
- V. [Conduct Proscribed by Portland State University](#)
- VI. [Procedures for Complaints Against Recognized Student Organizations](#)
- VII. [Procedures for Complaints Against Students in University Housing](#)
- VIII. [Procedures for Emergency Action](#)
- IX. [Procedures for Complaints Against Individuals](#)
- X. [Procedures for Allegations of Sexual Misconduct and Prohibited Discrimination](#)
- XI. [Procedures for Complaints of Academic Misconduct](#)
- XII. [Appeals](#)
- XIII. [Fees](#)
- XIV. [Sanctions](#)
- XV. [Records](#)
- XVI. [Interpretation and Revision](#)

## PORTLAND STATE UNIVERSITY

### CODE OF STUDENT CONDUCT AND RESPONSIBILITY

#### **I. General Policy**

- (1) Portland State University seeks excellence in instruction, research, and public service. The University recognizes the intrinsic value of individual differences and diversity. The University supports the right of all people to live and learn in a safe and respectful environment that promotes the free and vigorous expression of ideas. Policies and procedures are designed to protect these freedoms and the fundamental rights of others. Students are expected to conduct themselves in a manner consistent with these principles.
- (2) A Student, Recognized Student Organization, or group of Students whose conduct is determined incongruent with the standards of the University as described in this Code of Student Conduct and Responsibility (“Code”) is subject to disciplinary action. The procedures for that action are generally educational in nature and are intended to lead to the preservation of community, self-evaluation, and accountability.
- (3) The procedures of this Code consider each case individually and without prejudice. Investigations in to matters shall be done in a prompt, fair, and impartial manner.
- (4) In addition to the regulations in this Code, all Students must follow the academic and professional standards of all applicable academic units, departments, schools, and colleges.
- (5) This Code becomes effective on May 1, 2015 and supersedes all other previous student conduct codes.

#### **II. Definitions**

- (1) The “Code” is this Code of Student Conduct and Responsibility.
- (2) A “Complainant” is any person submitting a Complaint alleging that a Student, Recognized Student Organization or group has engaged in conduct proscribed by this Code.
- (3) A “Complaint” includes, but is not limited to, a Campus Public Safety Office Incident Report, Portland Police Bureau Report, Dean of Student Life Conduct Complaint Form, or Residence Life Incident Report.
- (4) A “Conduct Record” includes, but is not limited to, incident reports, final reports, notification of allegation, disciplinary reports, informal discussion notes, formal hearing records and recommendations, decision statements, appeal records and decision, and related documentation and correspondence.
- (5) A “Course Instructor” is any person employed by the University to conduct classroom activities or who has an official instructional function with the University.
- (6) A “Day” is any business day in which the University is open. It does not include weekends, federal and state holidays or days in which the University is not open for business.

- (7) The “Dean of Student Life” or “Dean” is the University Official holding this title. Any action required to be performed by the Dean under this Code may be performed by their designee(s).
- (8) The “Vice President for Enrollment Management and Student Affairs” or “Vice President” is the University Official holding this title. Any action required to be performed by the Vice President under this Code may be performed by their designee(s).
- (9) A “Hearing Officer” is a University Official designated to adjudicate cases by the Senior Conduct Officer.
- (10) “Effective Consent” is a voluntary, non-coerced and mutually understandable communication between adults, meeting the age requirements of the State of Oregon, indicating a willingness to participate in a particular act. Consent must be freely and actively given. Effective consent cannot be gained by actual or the threat of force, intimidation, or by taking advantage of incapacitation of another, where a person knows or reasonably should have known of such incapacitation. Silence, stillness, or the absence of “no” in and of itself is not an indication of consent. Consent can be withdrawn at any time. Past consent does not imply future consent.
- (11) “Incapacitation” is a state that renders a person incapable of determining their own conduct and/or lacking an understanding of the who, what, when, where, why, or how of their sexual interaction at the time of the incident. The causes of incapacitation may include but are not limited to a medical diagnosis, lack of sleep, blackouts, or influence of a controlled or other intoxicating substance that has rendered the individual physically or substantially incapable of making decisions or communicating unwillingness to engage in sexual activity.
- (12) A “Recognized Student Organization” is a group of five or more Students who have formed around a defined mission or purpose and who have been officially recognized by Student Activities and Leadership Programs or Campus Recreation.
- (13) A “Respondent” is a Student who is alleged to have engaged in conduct proscribed by the Code.
- (13) The “Senior Conduct Officer” is the University Official charged with the responsibility of administering the Code. The Director of Student Conduct and Community Standards is the senior conduct officer for PSU. Any action required to be performed under this Code by the Senior Conduct Officer may be performed by their designee.
- (14) The “Student Conduct Committee” (the “Committee”) is composed of faculty and staff appointed by the Faculty Senate of the University and students appointed by the Associated Students of Portland State University. Quorum for the committee will be four (4) members.
- (15) A “Student” is a person who: (a) is enrolled and/or registered for one or more credit hours; (b) is enrolled in a special non-credit program approved by the University; or (c) was enrolled as a student and is eligible to return or have a continuing relationship with the university. A person who satisfies (a), (b), or (c) above is considered a “Student” for purposes of the Code as of the date that the person first submitted an application for admission, financial aid or any other service provided by the University that requires student status.
- (16) A “University Official” is any person performing assigned administrative or professional responsibilities on behalf of the University.
- (17) The “University Premises” are all lands, buildings, facilities, and other property owned, in the possession of, used, or controlled by the University.
- (18) “Rational Nexus” with the institution is the standard used in adjudicating behavior that originates or takes place off-campus. Criminal, violent, or other behavior that has the potential impact the campus community may be subject to administrative action by the university.
- (19) A “University Sponsored Activity” is any program or event hosted by a department, program, organization, or individual representing the University. Such activities include, but are not limited to, field trips, athletic events, education abroad, University exchange programs, and student organization-hosted programs or events.
- (20) The “University” is Portland State University, or any part, program, department, or division within Portland State University.

### **III. General Statement of Authority**

- (1) As provided in PSU's student conduct and responsibility policy, the Senior Conduct Officer will maintain overall responsibility for developing and implementing policies for the administration of the Code and procedural rules for the conduct of hearings that are consistent with provisions of the Code and applicable law.
- (2) The Senior Conduct Officer will review all complaints received by the Dean of Student Life, determine if adjudication is appropriate, and if so, assign them to the appropriate hearing body or University Official for adjudication.

#### **IV. Jurisdiction**

- (1) The provisions of this Code apply to all Students and activities on University Premises; during any University Sponsored Activity regardless of location; and to off-campus conduct that has a rational nexus to the University and/or the pursuit of its objectives or that poses a potential threat to the health, safety, or assets of the University or any person associated with the University or substantially impacts any person's ability to continue their University-related pursuits. Questions regarding jurisdiction will be resolved by the Senior Conduct Officer.
- (2) Students participating in co-admission programs between Portland State University and other institutions will be accountable to conduct standards at Portland State University regardless of the standards applicable at the other institution and whether the other institution is or is not pursuing charges.
- (3) Allegations of certain behavior may be adjudicated within the University's administrative conduct program as outlined in this Code as well as within any off-campus criminal justice system. Adjudication of allegations of misconduct by Students or Recognized Student Organizations or groups will occur expediently without regard to the status of any off-campus adjudication.
- (4) Generally, students may be charged up to six months from the date of discovery of the alleged violation regardless of their current enrollment status. However, the Senior Conduct Officer may determine that a charge is appropriate beyond the six-month time limit, in their sole discretion. An adjudicated violation may result in a notation on the permanent record or degree revocation if the Student has separated from the University.

#### **V. Conduct Proscribed by Portland State University**

The following constitutes conduct as proscribed by the university for which a Student or Recognized Student Organization or group is subject to disciplinary action:

- (1) Obstruction or disruption of teaching, classroom, research, administration, disciplinary procedures or other authorized University activities.
- (2) Obstruction or disruption interfering with freedom of movement.
- (3) Possession or use of explosives, dangerous chemicals, or other weapons or reasonable facsimiles or instrumentalities on University-owned or -controlled property, unless expressly authorized by law, Board or PSU rules or policies.
- (4) Physical abuse or detention of any person or conduct which intentionally or negligently causes harm or is intended to threaten imminent danger to the health of any person.
- (5) Malicious damage, misuse or theft of University property, or the property of any other person where such property is located on University-owned or -controlled property, or, regardless of location, is in the care, custody or control of the University.
- (6) Unauthorized entry to or use of University facilities, including buildings and grounds.
- (7) Illegal use, possession or distribution of drugs.
- (8) Inciting others to engage in any of the conduct or to perform any of the acts prohibited in this Code.
- (9) Academic Misconduct. Academic Misconduct is defined as, actual or attempted, fraud, deceit, or unauthorized use of materials prohibited or inappropriate in the context of the academic assignment. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student's own work, or must clearly acknowledge the source(s). Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (d) the

buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person's stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student's work.

(10) Furnishing false or misleading information to the University, including but not limited to knowingly failing to provide requested or required information to the University or misrepresenting a person's identity to a Course Instructor or other University Official.

(11) Forgery, alteration or unauthorized use of University documents, records, identification or resources.

(12) Behavior that constitutes an existing or potential threat to the health or safety of others.

(13) Stalking. Stalking is repeatedly contacting another person without a legitimate purpose when: (a) the contacting person knows or should know that the contact is unwanted by the other person; and (b) it is reasonable for the other person in that situation to have been alarmed or coerced by the contact. As used in this subsection, "contacting" includes but is not limited to coming into the visual or physical presence of the other person; following another person; or sending written, electronic or telephonic communication of any form to the other person, personally or through a third party.

(14) Harassment. Harassment is a course of conduct directed at a specific individual or individuals that causes or is intended to cause emotional or physical distress and serves no legitimate purpose. This includes but is not limited to harassment based on protected class that violates the University's "Prohibited Discrimination and Harassment Policy."

(15) Sexual Exploitation. Sexual Exploitation occurs when a Student takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit or to benefit another person. Examples of sexual exploitation include, but are not limited to: invasion of sexual privacy, engaging in voyeurism, exposing one's genitals in non-consensual circumstances, prostituting another person, or inducing incapacitation with the intent to commit other acts of sexual misconduct.

(16) Non-Consensual Sexual Contact. Non-Consensual Sexual Contact is any intentional sexual touching, by a person upon another person that is without consent and/or by force. This type of contact includes but is not limited to breasts, buttocks, groin, or genitals, or touching with any of these body parts, or making another touch another person or themselves with any of these body parts.

(17) Non-Consensual Sexual Intercourse. Non-Consensual Sexual Intercourse is unwanted sexual intercourse of any kind or attempt to engage in such conduct. Sexual intercourse includes vaginal, oral or anal sex. Intercourse includes penetration by a penis, object, tongue, finger, or oral copulation no matter how slight. Sexual intercourse is "unwanted" if no Effective Consent is given or if the Respondent knew or should have known that the person was incapable of giving Effective Consent. The use of drugs or alcohol will not serve as an excuse for failing to obtain consent for sex acts.

(18) Domestic Violence. Any act of violence committed by a current or former spouse or intimate partner of the harmed individual, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the harmed individual as a spouse or intimate partner, by a person similarly situated to a spouse of the harmed individual under applicable federal or state domestic or family violence laws, or by any other person against an individual who is protected from that person's acts under applicable domestic or family violence laws.

(19) Dating Violence. The term "dating violence" means any act of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the harmed individual. The existence of such a relationship shall be determined based on a consideration of the following:

(i) The length of relationship

(ii) The type of relationship

(iii) The frequency of interaction between the persons involved in the relationship

(20) Tampering with the election of any Student, Recognized Student Organization or group.



- (21) Hazing. Hazing is conduct which subjects a person to bodily danger, or physical, mental, or emotional harm, or to the likelihood of bodily danger or physical, mental, or emotional harm, or requiring, authorizing or permitting that the person be subjected to such conduct or act, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a student group or organization. The real or alleged participation in, consent to, or acquiescence in such conduct by a person subjected to hazing does not relieve an individual or group from responsibility for violating the Code.
- (22) Violation of the University Alcohol and Other Drugs Policy or possession or consumption of alcohol beverages by persons under 21 years of age, or furnishing of alcoholic beverages to persons under 21 years, on University Premises or at any University Sponsored Activity.
- (23) Smoking or use of tobacco in university buildings and other unauthorized areas. This includes but is not limited to e-cigarettes, cloves, bidis, vaping pens and other related equipment.
- (24) Public indecency, includes but is not limited to behavior such as exposing the intimate parts while in a public place or a place visible from a public place not otherwise in accordance with the law.
- (25) Failure to comply with a University Official's requests. Students and Recognized Student Organizations and groups are expected to comply with and respond appropriately to requests of University Officials made in the performance of their duties.
- (26) Engaging in conduct that is contrary to any federal or state law or city or local ordinance when such violation interferes with, or is detrimental to, the mission of the University or interferes with other students' legitimate educational activities and interests. Use of University property or University Premises to facilitate conduct that is contrary to any federal or state law or city or local ordinance shall automatically be deemed to be detrimental to the mission of the University. University disciplinary proceedings may be instituted against a Respondent charged with conduct that potentially violates both the law and this Code without regard to the pendency of civil or criminal litigation or criminal arrest and prosecution. Determinations made or sanctions imposed under this Code are not subject to change merely because criminal charges arising out of the same facts are dismissed, reduced, or resolved in favor of or against an individual.
- (27) Violation of any University rule or policy, including but not limited to: Standards of Residence, PSU Housing Handbook, University Housing Office contracts, University Key Policy, and the University Computer and Acceptable Use Policy, and the Prohibited Discrimination and Harassment Policy.
- (28) Conviction of a felony or misdemeanor under circumstances where it is reasonable to conclude that the presence of the person at the University would constitute a danger to health, personal safety, or property.
- (29) Recording (Audio or Visual) Without Authorization or Consent. Using electronic or other means to photograph or record the likeness of another without expressed consent or University authorization.
- (30) A violation of any sanctions imposed as a result of previous disciplinary proceedings under the Code.
- (31) Retaliation or Abuse of the University conduct program as outlined in this Code, including but not limited to: (a) Threat of or actual menacing, intimidation, or other adverse actions toward another individual(s) for making a report or otherwise attempting to deter participation in the conduct process (b) falsification, distortion or misrepresentation of information before any conduct body; (b) knowingly initiating any conduct proceedings without cause; (c) attempting to discourage an individual's participation in, or use of, any conduct system.

## **VI. Procedures for Complaints Against Recognized Student Organizations**

- (1) Complaints submitted to the Senior Conduct Officer against a Recognized Student Organization or group may be referred, in their best judgment, to a University Official of the department or unit to which the group is most closely affiliated. The University Official will follow the procedures of the department or unit to which the complaint is referred.
- (2) The president, principal officer, contact person(s), or other students designated by the Recognized Student Organization or group to act on behalf of the organization shall be given reasonable notice of the charges and be afforded all procedural rights in accordance with the provisions of this Code. The president, principal officer, contact person(s), or group agent shall be required to represent the group at all applicable stages of the

judicial program. Failure to cooperate or appear and represent the organization will not delay the disposition of the matter.

### **VII. Procedures for Complaints Against Students in University Housing**

- (1) Complaints alleging only a violation of the Housing Handbook will generally be heard by a Hearing Officer within Residence Life.
- (2) The Hearing Officer will follow the procedures outlined in the Housing Handbook.

### **VIII. Procedures for Emergency Action**

- (1) In the event the Dean of Student Life determines emergency action is appropriate, the student will receive notice of the action and the information supporting the action. As soon as possible following implementation of the emergency action (in most cases, within 72hrs) the Dean shall provide the student an opportunity to address the action and supporting information in person, via phone, or written communication. Based on that information, the Dean may maintain, revoke, or modify the action. Emergency action may include, but is not limited to: (a) immediate suspension of the Student; (b) exclusion from University Premises or any portion thereof; (c) loss of any of the privileges of being a Student; (d) mandating completion by the Student of an assessment by a qualified professional and compliance with the recommendations of the professional; or (e) any other action determined by the Dean to be reasonable due to the circumstances.
- (2) Incidents in which emergency action is taken will be forwarded to the Senior Conduct Officer and follow the procedures outlined in Section IX of the code. The emergency action will remain in effect until for as long as the Dean determines in their sole discretion that is necessary to alleviate the risk as appropriate. All incidents in which emergency action has been taken will be adjudicated in a timely manner.

### **IX. Procedures for Complaints Against Individuals**

- (1) Any person may submit a written complaint to the Dean of Student Life Office alleging that a Student(s) or Recognized Student Organization or group has engaged in conduct proscribed by this Code. Any charge should be submitted as soon as possible after the event takes place, preferably within fourteen (14) Days of notice. While there may be delays in the process for legitimate reasons, matters should normally not extend beyond 60 days.
- (2) The Senior Conduct Officer will review all complaints received by the Dean of Student Life Office to determine, in their sole discretion, if there are sufficient grounds to investigate the complaint. If so, an investigation may be initiated and the process will proceed as outlined below or, as appropriate, as outlined in the code.
- (3) After initiating an investigation, the Senior Conduct Officer will send written notice to the Respondent(s) advising of the allegations and referencing the specific section of this Code allegedly violated. a. It is within the Senior Conduct Officer's authority to place a hold on transcripts pending the outcome of an investigation or hearing in order to preserve the record and allow for the completion of the process.
- (4) The Senior Conduct Officer, in their best judgment, will determine which hearing body will hear the complaint. The Respondent may request that the Senior Conduct Officer choose a particular hearing body. The final decision will rest with the Senior Conduct Officer.
- (5) If the Senior Conduct Officer hears the case, the Senior Conduct Officer will facilitate the hearing procedures and may decide the matter based on the available information. All hearings before the Senior Conduct Officer are closed, and the information and supporting documents presented are confidential except as required by law or policy. The hearing is informal and does not follow administrative contested case or courtroom procedures, including formal rules of evidence. It will be at the discretion of the Senior Conduct Officer to review information brought forward by any party involved and determine if it will be considered as a part of the hearing. All information and documentation associated should be submitted prior to the close of an investigation. Supplemental information submitted after review of the investigation should be submitted at least 24hrs in advance of a hearing.

- (a) If the Respondent fails to attend the meeting, the Senior Conduct Officer will decide the matter in the Respondent's absence. Failure to cooperate or appear will not delay the disposition of the matter.
- (b) The Respondent may bring up to two (2) third party advisors of their choice to the hearing as long as the availability of the advisor does not interfere with the timeliness of the hearing. The choice of advisor may be limited if otherwise directly involved with the matter in question. Delays will not normally be allowed due to the scheduling conflicts of an advisor. The Respondent will be expected to speak for themselves at all times and may only use the advisor for consultation or support. Advisors are not generally permitted to speak or participate directly in the hearing. The Respondent may elect to have an attorney serve as an advisor. The Respondent must notify the Dean of Student Life Office at least 24 hours prior to the scheduled meeting if their attorney will be present. The University assumes no responsibility for any costs associated with such representation.
- (c) The Respondent will have the opportunity to offer information on their behalf and to review and respond to all information presented.
- (d) The Senior Conduct Officer may ask questions of any person present during the hearing. The Senior Conduct Officer may invite questions and comments from advisors or others present.
- (e) If the Senior Conduct Officer decides an essential person or piece of information is missing, the Senior Conduct Officer may decide to reconvene the hearing at the earliest practical time that the missing information will be available.
- (f) The Senior Conduct Officer will determine, based upon a preponderance of the evidence (which means whether something is "more likely than not"), whether the Respondent is responsible for a Code violation and, if so, what sanctions are to be imposed. Once that determination is made, the Senior Conduct Officer will send written notice to the Respondent articulating the determination of responsible or not for the alleged violation(s), subsequent sanction(s), if any are imposed, and information about the appeal process described in the code.
- (6) If the Student Conduct Committee (the Committee) hears the case, the Committee Chairperson facilitates the hearing procedures and has voting power in the case of a tie. The Senior Conduct Officer serves as an ex-officio consultant and ensures administrative support of the process. All Committee hearings are closed, and the information and supporting documents presented are confidential except as required by law. The hearing is informal and does not follow administrative contested case or courtroom procedures, including formal rules of evidence. It will be at the discretion of the Chairperson to review information brought forward by any party involved and determine if it will be considered as a part of the hearing. All information and documentation associated should be submitted prior to the close of an investigation. Supplemental information submitted after review of the investigation should be submitted at least 24hrs in advance of a hearing.
- (a) If the Respondent fails to attend the meeting, the Committee will decide the matter in the Respondent's absence. Failure to cooperate or appear will not delay the disposition of the matter.
- (b) The Respondent may bring up to two (2) third party advisors of their choice to the hearing as long as the availability of the advisor does not interfere with the timeliness of the hearing. The choice of advisor may be limited if otherwise directly involved with the matter in question. The Respondent will be expected to speak for themselves at all times and may only use the advisor for consultation or support. Advisors are not generally permitted to speak or participate directly in the hearing. The Respondent may elect to have an attorney serve as an advisor. The Respondent must notify the Dean of Student Life at least 24 hours prior to the scheduled meeting if their attorney will be present. The University assumes no responsibility for any costs associated with such representation.
- (c) The Respondent will have the opportunity to offer information on their behalf and to review and respond to all information presented.
- (d) Members of the Committee may ask questions of any parties present during the hearing. The Chairperson may invite questions and comments from advisors or others present. The parties may not question other participants or witnesses directly.

(e) If the Chairperson decides an essential person or piece of information is missing, the Chairperson may decide to reconvene the hearing at the earliest practical time that the missing information will be available.

(f) After the Chairperson has determined that all the necessary information has been presented and questions answered, the Committee will go into executive session and all persons except for the Committee and its legal advisors, if any, will be excused. The Committee will determine, based on a preponderance of evidence (which means whether something is “more likely than not”), whether the Respondent is responsible for a Code violation, and, if so, what sanctions are to be imposed. Once that determination is made, the Committee will send written notice to the Respondent articulating the determination of responsible or not for the alleged violation(s), subsequent sanction(s), if any are imposed, and information about the appeal process described in the code.

(7) Appeals of the decision of the Senior Conduct Officer or of the Committee must follow the appeal process outlined in the code.

(8) Except as limited by the Dean of Student Life pursuant to the Code (Section XII), the Respondent is entitled to all rights and privileges of a student in good standing pending the Senior Conduct Officer’s or the Committee’s resolution of the matter. If the Senior Conduct Officer or the Committee decides to impose sanctions, those sanctions shall be effective immediately upon notice to the Respondent and shall remain in effect pending resolution of any appeal unless (a) the Senior Conduct Officer or the Committee states otherwise in a written notice issued or (b) the Vice President decides to stay the imposition of those sanctions while the appeal is being decided.

## **X. Procedures for Allegations of Sexual Misconduct and Prohibited Discrimination**

When the Senior Conduct Officer has determined that a complaint requires an investigation, the process will proceed as follows:

(1) If a complaint alleges facts that would constitute a sex offense, including stalking, dating or domestic violence, sexual harassment, sexual exploitation, non-consensual sexual contact, and non-consensual sexual intercourse, or violate the University’s “Prohibited Discrimination and Harassment Policy,” the Complainant and Respondent will be provided with equivalent opportunities to present relevant witnesses, documents and information during the investigation and, to participate during any hearings or other proceedings. This includes an opportunity to request an appeal to the decision and participation in any granted hearing thereafter.

(a) If in the course of a report of sexual misconduct, a violation such as underage drinking was reported, the university will not pursue formal adjudication of said violation if the Senior Conduct Officer determines that the Complaint related to sexual misconduct is brought forward in good faith.

(2) Pursuant to the code, the Dean of Student Life may impose interim actions such as suspension, relocation, or no contact orders between parties, to protect the integrity of the investigation and prevent the recurrence of the alleged code violation.

(3) The Senior Conduct Officer or other investigator will contact the Complainant and Respondent to gather statements, documents, digital records, and other information related to the complaint. The investigator will interview relevant witnesses. The Complainant and Respondent will be kept informed of the status of the investigation, as appropriate.

(4) Complaints will be investigated and resolved, and parties will be notified of the outcome promptly, but in most cases, not later than sixty (60) Days from the date of the complaint, absent extenuating circumstances.

(5) Hearing result notifications will be provided to Complainants and Respondents consistent with the Family Educational Rights and Privacy Act and other applicable laws.

## **XI. Procedures for Complaints of Academic Misconduct**

(1) Course Instructors have the primary responsibility and purview for responding to and reporting academic misconduct by students enrolled in their respective courses. Course Instructors may issue a zero or a failing

grade for the assignment for which the misconduct was found. Course Instructors may not issue a failing grade for the course unless a failing grade on the assignment in question results in a failing grade for the course, per the syllabus. Instructors may not administratively remove a student from a course.

(2) Departments, programs, colleges, or schools may also address academic dishonesty in accordance with their respective policies and procedures. These entities are limited to the following academic sanctions: (a) Issuing a zero or a failing grade for the assignment for which the misconduct was found; or (b) probation, suspension or expulsion from the department, program, college or school per the process proscribed by the respective entity.

(3) Any person may submit a Complaint to the Dean of Student Life Office alleging that a Student(s) has engaged in academic misconduct. Any charge should be submitted as soon as possible after the activity takes place, preferably within fourteen (14) Days of such activity.

(4) If the Complaint is submitted by anyone other than the Course Instructor, the Complaint will also be referred to the Course Instructor in which the alleged academic misconduct occurred.

(5) Course Instructors who submit a Complaint alleging academic misconduct may also include a suggestion for potential sanctions to be considered by the conduct officer and will be notified of the outcome of their Complaints upon request.

a. Outcomes and findings in the conduct process are separate from grading. Grades are given at the discretion and review of faculty.

## **XII. Appeals**

(1) Appeals of the decision of the Senior Conduct Officer or the Committee shall be made to the Vice President for Enrollment Management and Student Affairs, whose decision is final.

(2) Appeal hearing requests must be in writing and received by the Vice President within ten (10) Days following the date of the letter notifying the Respondent of the outcome of the hearing.

(3) The request for an appeal hearing must state sufficient grounds for an appeal. Dissatisfaction with a decision is not grounds for appeal. Appropriate justification may include (a) new information that was not available at the time of the original hearing; (b) a demonstration that the sanction(s) imposed were outside of the University's authority; or (c) demonstrated errors in the conduct process. Justifications described in (a) or (c) will not be a basis for sustaining an appeal unless the deviation would have materially affected the decision of the Committee or the Senior Conduct Officer.

(4) After receiving the request for appeal hearing, the Vice President or designee(s) will review the appeal request, together with any other information the Vice President deems relevant, and determine whether an appeal hearing would assist the Vice President in deciding the appeal. The Vice President may grant an appeal hearing, or not, in their best judgment. The Vice President may also request the Committee or Senior Conduct Officer to conduct an appeal hearing and make findings and recommendations to the Vice President. The Vice President may limit the subject of hearing to the matters that will assist them in deciding the appeal.

(5) If the Vice President grants a hearing, the Vice President will facilitate the hearing procedures or remand the matter to a hearing body. All appeal hearings are closed, and the information and supporting documents presented are confidential except as required by law. The appeal hearing is informal and does not follow administrative contested case or courtroom procedures, including formal rules of evidence.

(a) During the appeal hearing, if any, the Respondent may bring up to two (2) third party advisors of his/her choice as long as the availability of the advisor does not interfere with the timeliness of the hearing. Delays will not normally be allowed due to the scheduling conflicts of an advisor. The Respondent will be expected to speak on their own behalf at the hearing. Advisors are generally not permitted to speak or participate directly in the hearing. The Respondent may elect to have an attorney serve as an advisor. The Respondent must notify the Vice President at least 24 hours prior to the scheduled meeting if his or her attorney will be present. The University assumes no responsibility for any costs associated with such representation.

(b) The Respondent's failure to cooperate or appear at the appeal hearing will not delay the disposition of the appeal. The Vice President may dismiss the appeal if the Respondent fails to appear at the appeal hearing.

- (c) At the appeal hearing, if any, the Senior Conduct Officer or the Chair of the Committee will have the opportunity, within any limits prescribed by the Vice President in granting the appeal hearing, to offer information and to review and respond to all information presented;
  - (d) At the appeal hearing, if any, the Respondent will have the opportunity to offer information on their behalf, within any limits prescribed by the Vice President in granting the appeal hearing, and to review and respond to all information presented.
  - (e) The Vice President or designee(s) may ask questions of any person present during the appeal hearing. The Vice President may invite questions and comments from advisors or others present. No person other than the Vice President may ask questions of persons present at the hearing.
  - (f) If the Vice President decides an essential person or piece of information is missing, the Vice President may decide to reconvene the hearing at the earliest practical time that the missing information will be available.
  - (g) After the Vice President has determined that all the necessary information has been presented and questions answered, the appeal hearing will be closed. The Vice President will determine, based on a preponderance of evidence (which means whether something is “more likely than not”), whether or not the appeal is warranted, and, if so, what subsequent actions may be appropriate.
  - (h) The Vice President’s decision will be in writing to the Respondent with copies to the Senior Conduct Officer and/or Chair of the Committee.
- (6) Sanctions associated with a decision are deemed upheld unless the Vice President specifies otherwise in their written decision.

### **XIII. Fees**

- (1) A Student or Recognized Student Organization or group that has been determined to have violated the Code will be assessed a fee as provided in this rule. In incidents involving more than one violation, a fee will be assessed for the highest level offense only.
- (2) The amount of the fee will be determined by the nature of the offense, as follows:
  - (a) For a Low Level Offense, the first violation may result in a \$10 fee, a second violation of the same or similar nature may result in a \$20 fee, and the fee will increase by an additional \$10 for each subsequent violation of the same or similar nature.
  - (b) For a Mid Level Offense, the first violation may result in a \$20 fee, a second violation of the same or similar nature may result in a \$40 fee, and the fee will increase by an additional \$20 for each subsequent violation of the same or similar nature.
  - (c) For a High Level Offense, the first violation may result in a \$75 fee, a second violation of the same or similar nature may result in a \$100 fee, and the fee will increase by an additional \$25 for each subsequent violation of the same or similar nature.
  - (d) For a Drug or Alcohol Offense, the first violation may result in a \$50 fee, a second violation of the same or similar nature may result in a \$75 fee, and the fee will increase by an additional \$25 for each subsequent violation of the same or similar nature.
  - (e) For Smoking related offenses in university buildings, violations may result in amounts up to \$250 for the first violation. A second violation of the same or similar nature may increase by an additional \$25 for subsequent violations.
- (3) The following definitions apply to this rule:
  - (a) A “Low Level Offense” includes but is not limited to any of the following: (i) any violation of the Housing Handbook that is not a High Level Offense or a Drug or Alcohol Offense, unless the offense endangered the health or safety of the Student or others and (ii) minor violation of acceptable use policy.
  - (b) A “Mid Level Offense” includes but is not limited to any offense that is not a Low Level Offense, High Level Offense or Drug or Alcohol Offense.
  - (c) A “High Level Offense” includes but is not limited to any of the following: (i) any significant offense that involved firearms or weapons, (ii) resulted in physical injury to another, (iii) Sexual Misconduct, (iv) Sexual Misconduct, (v) Severe/Repeated instances of Academic Misconduct, or (vi) any offense in which the sanction imposed includes suspension, expulsion or negative notation on transcript.

- (d) A “Drug or Alcohol Offense” is any offense, that is not a High Level Offense, that included the use or possession of drugs or alcohol in violation of the Code.
- (4) The Senior Conduct Officer may waive the imposition of a fee in unique and compelling circumstances.
- (5) All fees will be assessed to the University account of the responsible Student or Recognized Student Organization or group.

#### **XIV. Sanctions**

Students or Recognized Student Organizations whose behavior violates this Code may be subject to one or more sanctions, including, but not limited to:

- (1) Mediation Intake. Participation in a facilitated discussion about the matter with an option to move forward with a discussion with the Complainant. Mediation involving a Complainant is not an appropriate sanction in a case involving a sex offense as described in the code.
- (2) Assessments. Completion of evaluation(s) and following the recommendations of a qualified professional for treatment and/or education.
- (3) Restitution. Those responsible may be required to make monetary restitution, return any stolen or misappropriated property, or provide services to the University or a member of the University community in accordance with the nature of the violation and in an amount not to exceed the actual expenses, damages, or losses incurred.
- (4) Educational Assignment. Complete specific assignments or render a designated number of hours of specified service to the University or the community.
- (5) Community Service. This service can be mandated for on and off-campus related projects and service needs as a result of hearing outcome.
- (6) Disciplinary Probation. Constitutes a period of time during which additional violations of the Code will result in sanctions of increased severity. Upon expiration of the period of probation and fulfillment of other sanctions imposed, if any, the Student’s disciplinary probation will be lifted.
- (7) Social Probation. Establishes a fixed period of time, not less than one term, in which a student/organization may not be permitted to represent the University or participate in any University, extracurricular, athletic, or other activities. The specifics of the social probation will vary based upon the violation and the individual Student’s circumstances. For example, a Student may be restricted and allowed to participate only in activities directly related to academic pursuits and only be permitted to enter buildings necessary for the completion of academic requirements. Students on social probation may be restricted from attending or purchasing tickets for certain events sponsored by the University including, but not limited to, athletic events, concerts, SALP programs, intramurals, off-campus trips, etc.
- (8) No Contact. An order of “No Contact” with another student, faculty member, staff member or University Official. In this case, Respondents or Recognized Student Organizations or groups may be required to organize their on-campus activities in order to avoid contact with designated individuals.
- (9) Registration Hold. Students who do not complete assigned sanctions within the time provided may be prevented from registering for classes until completion of those sanctions.
- (10) Exclusion from the University Premises or any portion thereof.
- (11) Suspension. Loss of the right to be an enrolled student at the University for a specific period of time. Suspended Students are not eligible for the privileges and services provided to currently enrolled students, including but not limited to residing in University-owned student housing, registering, attending class, or using other University services or facilities. The suspension may be specified for any length of time.
- (a) If a student is suspended, tuition and fees associated with the administrative withdrawal process are the responsibility of the student.
- (b) If the pending conduct hearing or appeal may result in suspension, award of the academic degree sought may be postponed pending the outcome of the hearing.
- (c) Upon expiration of the period of suspension the Student must submit in writing to the Senior Conduct Officer a request for the suspension to be lifted. The request should include a description of the Student’s activities since the suspension went into effect. If the Senior Conduct Officer certifies that all the

terms of the suspension have been met and the suspension lifted, the student may register for courses through the regular process, contingent on the completion and/or satisfaction of all sanctions and satisfaction of general admission and registration requirements.

(d) A notation of “Disciplinary Suspension” may be entered on the student’s transcript for the duration of the suspension. After the suspension period is complete and all other conditions, if any, have been satisfied, the Senior Conduct Officer will notify the Registrar’s Office to lift the Registration Hold, and the notation may be removed from the transcript.

(12) Administrative Removal from a Course. In the case of administrative removal from a particular course, a student will be allowed to continue in all other courses unless otherwise stated. After removal from a course, tuition and fees associated with the administrative withdrawal process are the responsibility of the student.

(13) Negative Notation on Transcript. Entry of information onto the student’s permanent academic record regarding his or her violation of the Code and subsequent sanction. The entry may be permanent or temporary. If the notation is temporary, after the expiration of the period of time specified, the notation will be removed upon written request by the student to the Dean of Student Life. If the notation is permanent, “Permanent Negative Notation” on transcript will remain on the Respondent’s transcript indefinitely.

(14) Expulsion. Permanent suspension from the University. A permanent notation is entered on the transcript of an expelled Student: “Disciplinary Expulsion”.

(15) Degree Revocation. A former Student may have his/her degree revoked if the Student is found to have engaged in conduct leading to a degree that, if known at the time the degree was awarded, would have made the Student unqualified for the program or degree.

#### **XV. Records**

(1) All formally charged Complaints, involve the creation of a Conduct Record for the Student or Recognized Student Organization or group alleged to have violated the Code. These records are generally treated as confidential and accessible only to the Respondent and appropriate University Officials and other entities as required by law.

(2) An Expulsion of a Student will be permanently noted in a Student’s general academic record maintained by the Office of the Registrar by means of a notation, which indicates the reason for the action.

(3) A Suspension of a Student may be noted in a Student’s general academic record maintained by the Office of the Registrar by means of a notation, which indicates “Disciplinary Suspension” on the document until the Suspension is lifted.

(4) All files and records are kept in accordance with all applicable policies and law.

#### **XVI. Interpretation and Revision**

(1) Any question of interpretation regarding the Code must be referred to the Senior Conduct Officer for final determination.

(2) The Code should be reviewed annually or as determined appropriate by the Senior Conduct Officer after a 30 day review and posting period.





# **APPENDIX I**

Counselor Dispositions Statement

## Candidate Statement of Commitment to Counseling Dispositions

The Counselor Education Department at Portland State University is committed to training professional, highly impactful counselors. Effective interpersonal and intrapersonal functioning as aspects of counselor dispositions are considered necessary and important functions of an effective counselor. So, these functions will be formally evaluated at various points in the program and informally evaluated as you progress.

Professional dispositions are values, attitudes, and beliefs that influence your behavior and impact your professional growth and development as a counselor in training and, eventually, a professional level counselor.

Various aspects of your professional behavior are assessed during classes and field experiences as a representation of your overall presentation. These factors are listed in the first year pre-practicum review, the pre-internship review, and the pre-graduation final review. In addition to these dispositions, counselor trainees are expected to aspire to the highest possible standards of professional conduct both in the university learning setting and during field placements.

At times, students have difficulty with some of these areas of professional functioning. This may be due to situational factors (like a personal crisis or health issue), mental illness, substance abuse, excessive stress, or other variables that prevent a student from demonstrating adequate professional disposition. Indicators of difficulty may include behaviors such as excessive disruptions to the learning climate, hostility or aggression toward peers or faculty, obvious signs of impairment from substance use, insensitivity, failure to attend classes or inadequate participation, or a general attitude of disrespect or disinterest.

Students who are considered to not be meeting the minimum acceptable dispositions will not be allowed to sign up for practicum until they have achieved a satisfactory level of functioning. If dispositional concerns are observed during a practicum or internship placement, the student may be required to drop the class and engage in a remedial effort prior to returning to field placement in a subsequent term.

As referenced in the Department Statement and Student Handbook, the following dispositions are formally assessed at various points in your program:

### 1. Professionalism

- a. Attendance and Punctuality: prepared and on time for classes and field experience; completes assignments in a timely manner; reliable attendance at relevant meetings and trainings.
- b. Demeanor and Appearance: grooming and dress are professional and appropriate for the setting.
- c. Attitude: is positive, hopeful, patient, fair, empathic, caring, and non-judgmental.

- d. Spirit of Cooperation & Collaboration: willingly works with and connects with others; respects individual differences and varying perspectives.
- e. Ethical Functioning: demonstrates truthfulness and honesty; adheres to the code of ethics and standards of practice; maintains confidentiality; does not plagiarize or cheat.
- f. Appropriate and respectful online presence/electronic communication.
- g. Absence of Impairment: impairment due to substance use.
- h. Flexibility: can adapt to changes quickly and positively.

## **2. Intrapersonal and Interpersonal Effectiveness**

- a. Interpersonal Awareness: demonstrates an understanding of 1) how trainees are experienced by others (e.g., clients, peers, faculty, staff, supervisors) and 2) the impact of trainees' demeanor, communication, and interactions on others.
- b. Intrapersonal Awareness: understands how the trainees' personal qualities (e.g., values, experiences, personality, attitudes, beliefs, biases, assumptions, history) interacts with professional development and performance.
- c. Professional Communication: utilizes respectful, clear, professional - communication (verbal, written, and electronic); absence of slang, biased language, or unprofessional conversations; demonstrates effective conflict resolution skills.
- d. Self-Management: responds effectively under stress; shows an ability to maintain a regulated, calm composure; actively engages in self-care; takes responsibility for own actions.

## **3. Commitment to Learning and Growth**

- a. Cultural Humility: operates with a high level of commitment to self-reflection and self-critique regarding cultural features, usually demonstrated by curiosity, a willingness to learn about others, and a willingness to ask questions, correct errors, and make a sincere effort to learn.
- b. Openness: willingness to embrace and examine multiple perspectives; demonstrates an attitude of curiosity; demonstrates a willingness to learn and be taught.
- c. Openness to Feedback: willingness to receive feedback and incorporate it into future work.
- d. Contributes to the Learning Climate: shows courtesy and respect to peers and faculty; proactively contributes to a positive and safe learning environment for all participants (self, fellow trainees, instructors).

e. Learning Skills: actively engages and reflects throughout the learning process; effectively uses problem-solving skills to identify solutions and resources.

Student Name (Clearly Printed) \_\_\_\_\_

Signature \_\_\_\_\_

Specialty:      CMHC                      MCF                      School                      Rehab

# **APPENDIX J**

## Sequence of Courses

## Group A – Fall/ Winter Practicum

*Effective starting 2018 cohort and beyond (90 credits)*

|               | FALL   | WINTER  | SPRING  | SUMMER   |
|---------------|--|---|---|--|
|               | <b><i>CLINICAL MENTAL</i></b>  | <b><i>HEALTH PROGRAM</i></b>  | # optional Counseling 507 courses   | are scheduled each term.   |
| pre-requisite |  |   |   | 541 Intro. to Counseling - 3<br>530 Intro to Psych Diag - 3  |
| 1ST YEAR      | 551 Theories and Interventions I - 3<br>569 Developmental Foundations - 3<br>531 Foundations of Addictions Counseling – 3<br><i>509 Practicum: Group (ETC) – 1<sup>s</sup></i> | 552 Theories and Interventions II - 3<br>567 Using Tests in Counseling - 3<br>566 Appraisal Instruments - 1<br>575 Foundations of Couples, Marriage, and Family Counseling – 3<br><i>509 Practicum: Group (ETC) – 1<sup>s</sup></i> | 585 Diagnosis & Treatment Planning I – 3<br>570 Legal & Ethical Issues – 3<br><i>509 Practicum: Group (ETC) – 1<sup>s</sup></i><br>586 Psychopharmacology – 3 | 544 Consultation – 2<br>507 Crisis Assessment and Intervention - 1<br><i>581 Multicultural Counseling – 3</i><br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i> |
| 2ND YEAR      | 509 Practicum – 3*<br>543 IPR II: Counseling Skills – 3*<br>587 Foundations of Mental Health Services - 3  | 509 Practicum – 3<br><i>581 Multicultural Counseling – 3</i><br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i><br>588 Diagnosis & Treatment Planning II – 3  | 580 Supervision – 1^<br>509 Practicum: Peer Supervision -1<br>571 Group Counseling-3<br>568 Career & Lifestyle Planning - 3                                   | 509 Practicum: Peer Supervision -1<br><i>581 Multicultural Counseling – 3</i><br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i>                                 |
| 3RD YEAR      | 504 Internship – 4<br><i>578 Couples Therapy – 3 %</i><br><i>Electives – 3<sup>#</sup></i>   | 504 Internship – 4<br>572 Systemic Perspective on Human Sexuality – 3<br><i>581 Multicultural Counseling – 3</i>  | 504 Internship – 4<br>546 Grief and Loss – 2<br>553 Advanced Therapeutic Strategies – 3   |  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <i>582 Research &amp; Program<br/> Evaluation in Counseling – 3~<br/> 577 Family Therapy – 3 %</i> |  |  |
|--|--|--|--|--|

\* Must be taken concurrently

^Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

# Check schedule of classes for electives and COUN 507 offerings each term; may be taken any time throughout program.

~May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

% Choose either 578 or 577; both classes do not have to be taken



## Group B – Spring/ Summer Practicum

*Effective starting 2018 cohort and beyond (90 credits)*

|               | FALL  | WINTER  | SPRING   | SUMMER   |
|---------------|---|---|--|--|
|               | <b><i>CLINICAL MENTAL</i></b>   | <b><i>HEALTH PROGRAM</i></b>  | # optional Counseling 507 courses  | are scheduled each term.   |
| pre-requisite |   |   |  | 541 Intro. to Counseling - 3<br>530 Intro to Psych Diag - 3  |
| 1ST YEAR      | 551 Theories and Interventions I - 3<br>569 Developmental Foundations - 3<br>531 Foundations of Addiction Counseling – 3<br><i>509 Practicum: Group (ETC) – 1<sup>s</sup></i> | 552 Theories and Interventions II - 3<br>567 Using Tests in Counseling - 3<br>566 Appraisal Instruments - 1<br>575 Foundations of Couples, Marriage, and Family Counseling – 3<br><i>509 Practicum: Group (ETC) - 1<sup>s</sup></i> | 585 Diagnosis & Treatment Planning I – 3<br>570 Legal & Ethical Issues – 3<br><i>509 Practicum: Group (ETC)- 1<sup>s</sup></i><br>586 Psychopharmacology - 3 | 544 Consultation – 2<br>507 Crisis Assessment and Intervention - 1<br><i>581 Multicultural Counseling – 3</i><br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i> |
| 2ND YEAR      | 571 Group Counseling-3<br>587 Foundations of Mental Health Services – 3<br><i>Electives –5<sup>#</sup></i>  | <i>581 Multicultural Counseling – 3</i><br>582 <i>Research &amp; Program Evaluation in Counseling – 3~</i><br>588 Diagnosis & Treatment Planning II – 3   | 509 Practicum -3*<br>543 IPR II: Counseling Skills – 3*<br>568 Career & Lifestyle Planning – 3   | 509 Practicum – 3<br><i>581 Multicultural Counseling – 3</i><br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i>  |
| 3RD YEAR      | 504 Internship – 4<br>509 Practicum: Peer Supervision - 1<br>580 Supervision -1^<br><i>578 Couples Therapy – 3 %</i>  | 504 Internship – 4<br>509 Practicum: Peer Supervision - 1<br>572 Systemic Perspective on Human Sexuality – 3<br><i>577 Family Therapy – 3 %</i><br><i>581 Multicultural Counseling – 3</i>  | 504 Internship – 4<br>546 Grief and Loss – 2<br>553 Advanced Therapeutic Strategies – 3  |  |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | 582 <i>Research &amp; Program Evaluation in Counseling</i> – 3~ |  |  |
|--|--|---|--|--|

\* Must be taken concurrently

^Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

# Check schedule of classes for electives and COUN 507 offerings each term; may be taken any time throughout program.

~May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

% Choose either 578 or 577; both classes do not have to be taken

### Group A – Fall/ Winter Practicum

*Effective starting 2015 cohort (90 credits)*

|               | FALL   | WINTER  | SPRING   | SUMMER   |
|---------------|--|---|--|--|
|               | <b><i>MCF PROGRAM</i></b>  |   | # optional Counseling 507 courses  | are scheduled each term.   |
| pre-requisite |  |   |  | 541 Intro. to Counseling - 3<br>530 Intro to Psych Diag - 3  |
| 1ST YEAR      | 551 Theories and Interventions I - 3<br>569 Developmental Foundations - 3<br>573 Contemporary Couples, Marriage & Family Systems - 3<br>509 Practicum: Group (ETC) – 1 <sup>\$</sup> | 552 Theories and Interventions II - 3<br>567 Using Tests in Counseling - 3<br>566 Appraisal Instruments - 1<br>575 Foundations of Couples, Marriage & Family Coun-3<br>509 Practicum: Group (ETC) – 1 <sup>\$</sup> | 585 Diagnosis & Treatment Planning I – 3<br>570 Legal & Ethical Issues – 3<br>574 Fam. Life Cycle & Transitions – 3<br>509 Practicum: Group (ETC)- 1 <sup>\$</sup> | 544 Consultation – 2<br>555 Counseling Children & Youth – 3<br>581 Multicultural Counseling – 3<br>582 <i>Research &amp; Program Evaluation in Counseling</i> – 3~ |

|             |   |   |   |   |
|-------------|---|---|---|---|
| 2ND<br>YEAR | 509-Practicum -3*<br>543 IPR II: Counseling Skills<br>– 3*<br>578 Couples Therapy – 3 | 509 Practicum – 3<br>582 <i>Research &amp; Program<br/>Evaluation in Counseling</i> – 3~<br>588 Diagnosis & Treatment<br>Planning II – 3          | 580 Supervision -1^<br>509 Practicum: Peer Supervision<br>- 1<br>571 Group Counseling-3<br>568 Career & Lifestyle Planning<br>- 3<br>546 Grief & Loss – 2 | 509Practicum: Peer<br>Supervision – 1<br>581 <i>Multicultural Counseling</i> – 3<br>582 <i>Research &amp; Program<br/>Evaluation in<br/>Counseling</i> – 3~ |
| 3RD<br>YEAR | 504 Internship – 4<br>531 Foundations of<br>Substance Abuse – 3                       | 504 Internship – 4<br>572 Systemic Perspectives on<br>Human Sexuality – 3<br>577 Family Therapy – 3<br>581 <i>Multicultural Counseling</i> –<br>3 | 504 Internship – 4<br>579 Adv Systemic Inter:<br>Couples &<br>Families – 3  |   |

\* Must be taken concurrently

^ Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~ May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

# Check schedule of classes for COUN 507 offerings each term; may be taken any time throughout program.

+ May be taken in winter of the second or third year of the program.

## Group B – Spring/Summer Practicum

*Effective starting 2015 cohort (90 credits)*

|               | FALL  | WINTER   | SPRING   | SUMMER  |
|---------------|---|--|--|---|
|               | <b><i>MCF</i></b>   | <b><i>PROGRAM</i></b>  |  | # optional Counseling 507 courses   |
|               |   |  |  | are scheduled each term.  |
| pre-requisite |   |  |  | 541 Intro. to Counseling - 3<br>530 Intro to Psych Diag - 3   |
| 1ST YEAR      | 551 Theories and Interventions I - 3<br>569 Developmental Foundations - 3<br>573 Contemporary Couples, Marriage & Family Systems - 3<br>509 Practicum: Group (ETC) – 1 <sup>s</sup> | 552 Theories and Interventions II - 3<br>567 Using Tests in Counseling - 3<br>566 Appraisal Instruments - 1<br>575 Foundations of Couples, Marriage & Family Coun-3<br>509 Practicum: Group (ETC) – 1 <sup>s</sup> | 585 Diagnosis & Treatment Planning I – 3<br>574 Fam. Life Cycle & Transitions – 3<br>570 Legal & Ethical Issues – 3<br>509 Practicum: Group (ETC) – 1 <sup>s</sup> | 544 Consultation – 2<br>555 Counseling Children & Youth – 3<br>581 Multicultural Counseling – 3<br>582 Research & Program Evaluation in Counseling – 3~ |
| 2ND YEAR      | 531 Foundations of Substance Abuse – 3<br>571 Group Counseling-3<br>578 Couples Therapy – 3   | 582 Research & Program Evaluation in Counseling – 3~<br>581 Multicultural Counseling – 3<br>588 Diagnosis & Treatment Planning II – 3 <sup>+</sup>   | 509 Practicum – 3*<br>543 IPR II: Counseling Skills – 3*<br>568 Career & Lifestyle Planning - 3  | 509 Practicum – 3<br>581 Multicultural Counseling – 3<br>582 Research & Program Evaluation in Counseling – 3~   |
| 3RD YEAR      | 504 Internship – 4<br>509 Practicum: Peer Supervision - 1<br>580 Supervision – 1 <sup>^</sup>   | 504 Internship – 4<br>509 Practicum: Peer Supervision - 1<br>572 Systemic Perspectives on Human Sexuality – 3<br>577 Family Therapy – 3  | 504 Internship – 4<br>579 Adv Systemic Inter: Couples & Families – 3<br>546 Grief and Loss – 2   |   |

\* Must be taken concurrently

^ Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

# Check schedule of classes for COUN 507 offerings each term; may be taken any time throughout program.

+ May be taken in winter of the second or third year of the program.

## Group A - Fall/Winter Practicum

*For 2015 cohort and beyond (90 credits)*

|               | FALL   | WINTER  | SPRING  | SUMMER   |
|---------------|--|---|---|--|
|               | <b><i>CLINICAL REHAB</i></b>   | <b><i>PROGRAM</i></b>   | # optional Counseling 507 courses   | are scheduled each term.   |
| pre-requisite |  |   |   | 541 Intro. to Counseling - 3<br>530 Intro to Psych Diag - 3  |
| 1ST YEAR      | 551 Theories and Interventions I - 3<br>569 Developmental Foundations - 3<br>590 Foundations of Rehabilitation Counseling - 3<br><i>509 Practicum: Group (ETC) – 1<sup>s</sup></i> | 552 Theories and Interventions II - 3<br>567 Using Tests in Counseling - 3<br>566 Appraisal Instruments - 1<br>591 Medical Aspects of Disability - 3<br><i>509 Practicum: Group (ETC) – 1<sup>s</sup></i> | 585 Diagnosis & Treatment Planning I – 3<br>570 Legal & Ethical Issues – 3<br>592 Psychosocial Aspects Disability – 3<br><i>509 Practicum: Group (ETC)- 1<sup>s</sup></i> | <i>581 Multicultural Counseling – 3</i><br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i><br>Elective – 1#                      |
| 2ND YEAR      | 509-Practicum – 3*<br>543 IPR II: Counseling Skills – 3*<br>593 Case Management-3  | 509 Practicum - 3<br>588 Diagnosis and Treatment Planning II – 3<br>575 Foundations of Couples, Marriage, and Family - 3<br>594 Occupational Analysis/Vocational Analysis – 3                             | 580 Supervision – 1^<br>509 Practicum: Peer Supervision -1<br>571 Group Counseling-3<br>568 Career & Lifestyle Planning – 3   | 509 Practicum: Peer Supervision -1<br><i>581 Multicultural Counseling – 3</i><br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i> |
| 3RD YEAR      | 504 Internship – 4<br>531 Foundations of Sub Abuse – 3<br>587 Foundations of Mental Health Services -- 3   | 504 Internship – 4<br><i>581 Multicultural Counseling – 3</i><br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i>  | 504 Internship – 4<br>595 Contemporary Issues & Applications in Rehab Counseling-3<br>586 Psychopharmacology - 3  |  |

\* Must be taken concurrently

^ Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

# Check schedule of classes for COUN 507 offerings each term; may be taken any time throughout program.

## Group B – Spring/Summer Practicum

*For 2015 cohort and beyond (90 credits)*

|               | FALL   | WINTER  | SPRING  | SUMMER  |
|---------------|--|---|---|---|
|               | <b><i>CLINICAL REHAB</i></b>   | <b><i>PROGRAM</i></b>   | # optional Counseling 507 courses   | are scheduled each term.  |
| pre-requisite |  |   |   | 541 Intro. to Counseling - 3<br>530 Intro to Psych Diag - 3   |
| 1ST YEAR      | 551 Theories and Interventions I - 3<br>569 Developmental Foundations - 3<br>590 Foundations of Rehabilitation Counseling - 3<br><i>509 Practicum: Group (ETC) – 1<sup>s</sup></i> | 552 Theories and Interventions II - 3<br>567 Using Tests in Counseling - 3<br>566 Appraisal Instruments - 1<br>591 Medical Aspects of Disability - 3<br><i>509 Practicum: Group (ETC) – 1<sup>s</sup></i> | 585 Diagnosis & Treatment Planning I – 3<br>592 Psychosocial Aspects Disability – 3<br>570 Legal & Ethical Issues – 3<br><i>509 Practicum: Group (ETC)- 1<sup>s</sup></i> | <i>581 Multicultural Counseling – 3</i><br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i><br>Elective – 1#     |
| 2ND YEAR      | 571 Group Counseling-3<br>593 Case Management-3<br>531 Foundations of Substance Abuse - 3  | 588 Diagnosis and Treat Plan II – 3<br>575 Found of CMF - 3<br>594 Occupational Analysis/Vocational Analysis – 3  | 509 Practicum – 3*<br>543 IPR II: Counseling Skills – 3*<br>568 Career & Lifestyle Planning – 3   | 509 Practicum – 3<br><i>581 Multicultural Counseling – 3</i><br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i> |
| 3RD YEAR      | 504 Internship – 4<br>509 Practicum: Peer Supervision - 1<br>580 Supervision – 1^<br>587 Foundations of Mental Health Services -- 3  | 504 Internship – 4<br>509 Practicum: Peer Supervision - 1<br><i>582 Research &amp; Program Evaluation in Counseling – 3~</i>  | 504 Internship – 4<br>595 Contemporary Issues & Applications in Rehab Counseling -3<br>586 Psychopharmacology - 3   |   |

\* Must be taken concurrently



^ Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

# Check schedule of classes for COUN 507 offerings each term; may be taken any time throughout program.

## Group A – Fall/Winter Practicum

*Effective starting 2015 cohort (90 credits)*

|               | FALL   | WINTER   | SPRING  | SUMMER   |
|---------------|--|--|---|--|
|               | <i><b>SCHOOL</b></i>   | <i><b>PROGRAM</b></i>  | <i><b>Track I &amp; II</b></i>  | # optional Counseling 507 courses are scheduled each term.   |
| pre-requisite |  |  |   | 541 Intro to Counseling – 3<br>530 Intro to Psych Diag – 3   |
| 1ST YEAR      | 551 Theories and Interventions I - 3<br>569 Developmental Foundations - 3<br>576 Parents, Families, & Communities in Schools – 3<br>526 Effective Teaching – 2^^<br>509 Practicum: Group (ETC) – 1\$ | 567 Using Tests in Counseling - 3<br>566 Appraisal Instruments - 1<br>526 Effective Teaching – 2^^<br>555 Counseling Children & Youth – 3#<br>509 Practicum: Group (ETC) – 1\$ | 585 Diagnosis and Treatment Plan. I – 3<br>570 Legal & Ethical Issues – 3<br>526 Effective Teaching – 2^^<br>509 Practicum: Group (ETC) – 1\$ | 545 Youth at Risk – 3<br>581 Multicultural Counseling– 3<br>582 Research & Program Evaluation in Counseling – 3~ |
| 2ND YEAR      | 509 Practicum – 3*<br>543 IPR II: Counseling Skills – 3*<br>596 Foundations of School Counseling – 3   | 509 Practicum – 3<br>547 Legal & Ethical Issues in School Counseling – 1<br>527 Counseling Individuals with Diverse Needs – 3<br>575 Foundations of CMF - 3                    | 580 Supervision – 1^<br>509 Practicum: Peer Supervision - 1<br>571 Group Counseling – 3<br>568 Career & Lifestyle Planning – 3                | 509 Practicum: Peer Supervision – 1<br>581 Multicultural Counseling– 3<br>504 Internship-1                       |
| 3RD YEAR      | 504 Internship – 3*<br>589 Action Research – 2*<br>531 Foundations of Sub Abuse - 3  | 504 Internship – 4*<br>589 Action Research in Counseling – 1*<br>582 Research & Program Evaluation in Counseling – 3~<br>581 Multicultural Counseling – 3                      | 504 Internship – 4*<br>589 Action Research in Counseling – 2*<br>546 Grief and Loss - 2   |  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

\*Must be taken concurrently

^^Track II without teaching experience during first year. The 200-hour teaching requirement must be completed before beginning the Internship experience.

^ Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~ COUN 581 & 582 are offered both in winter & summer terms, but only need to be taken once.

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

# COUN 555 Counseling Children & Youth winter term for school counseling students ONLY

## Group B - Spring/Summer Practicum

*Effective starting 2015 cohort (90 credits)*

|               | FALL   | WINTER   | SPRING   | SUMMER   |
|---------------|--|--|--|--|
|               | <i>SCHOOL</i>  | <i>PROGRAM</i>   | <i>Track I &amp; II</i>  | # optional Counseling 507 courses are scheduled each term.   |
| pre-requisite |  |  |  | 541 Intro to Counseling – 3<br>530 Intro to Psych Diag – 3   |
| 1ST YEAR      | 551 Theories and Interventions I - 3<br>569 Developmental Foundations - 3<br>576 Parents, Families, & Communities in Schools – 3<br>526 Effective Teaching – 2^^<br>509 Practicum: Group (ETC) – 1\$ | 567 Using Tests in Counseling - 3<br>566 Appraisal Instruments - 1<br>526 Effective Teaching – 2^^<br>555 Counseling Children & Youth – 3#<br>509 Practicum: Group (ETC) – 1\$                       | 585 Diagnosis and Treatment Planning I – 3<br>526 Effective Teaching – 2^^<br>509 Practicum: Group (ETC) – 1\$<br>570 Legal & Ethical Issues – 3 | 545 Youth at Risk – 3<br>581 Multicultural Counseling -3<br>582 Research & Program Evaluation in Counseling – 3~ |
| 2ND YEAR      | 531 Foundations of Substance Abuse - 3<br>571 Group Counseling – 3<br>596 Foundations of School Counseling – 3   | 547 Legal & Ethical Issues in School Counseling – 1<br>527 Counseling Individuals with Diverse Needs – 3<br>581 Multicultural Counseling – 3<br>582 Research & Program Evaluation in Counseling – 3~ | 509 Practicum – 3*<br>543 IPR II: Counseling Skills – 3*<br>568 Career & Lifestyle Planning – 3  | 509 Practicum – 3<br>581 Multicultural Counseling -3<br>504 Internship – 1                                       |
| 3RD YEAR      | 504 Internship – 3*<br>509 Practicum: Peer Supervision - 1<br>580 Supervision – 1^<br>589 Action Research – 2*   | 504 Internship – 4*<br>509 Practicum: Peer Supervision – 1<br>589 Action Research in Counseling – 1*<br>575 Foundations of Couples, Marriage, and Family Counseling -3                               | 504 Internship – 4*<br>589 Action Research in Counseling – 2*<br>546 Grief and Loss - 2  |  |

\*Must be taken concurrently

^^Track II without teaching experience during first year. The 200-hour teaching requirement must be completed before beginning the Internship experience.

^ Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~ COUN 581 & 582 are offered both in winter & summer terms, but only need to be taken once.

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

# COUN 555 Counseling Children & Youth winter term for school counseling students ONLY

|  | FALL   | WINTER  | SPRING  | SUMMER                |
|--|--|---|---|-----------------------|
| <b><i>SCHOOL COUNSELING LICENSURE ONLY</i></b> |  |   |   |                       |
|  |  |   |   | 545 Youth at Risk – 3 |
| 1ST<br>YEAR                                    | 504 Internship – 3*<br>589 Action Research – 2*<br>576 Parents, Families, &<br>Communities in Schools – 3<br>596 Foundations of School<br>Counseling – 3<br>526 Effective Teaching - 2** | 527 Counseling Individuals with<br>Diverse Needs – 3<br>555 Counseling Child & Youth – 3<br>504 Internship – 3*<br>589 Action Research – 1*<br>526 Effective Teaching - 2** | 504 Internship – 3*<br>589 Action Research – 2*<br>526 Effective Teaching – 2** |                       |

\*\*Licensure Only without two years teaching experience has a 200-hour teaching requirement

\*Courses must be taken concurrently