Graduate Certificate in Addictions Counseling

Student Handbook

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

Congratulations on being accepted into the Graduate Certificate in Addictions Counseling program. This is an opportunity to continue your education in a way that demonstrates your initiative and interest to employers and increases your knowledge in addictions counseling.

The information in this handbook has been provided to help you progress through your program. This handbook is intended as an informational guide and is updated once a year to reflect department and program changes.

As many of you know, Kathy Lovrien, LCSW, is the manager of the Addictions Counseling program. She is available to provide support and guidance throughout your program, from admissions to completion. Her contact information is as follows:

Kathy Lovrien, LCSW
Mental Health and Addictions Programs Manager
lovrienk@pdx.edu
503-725-8165

I hope you have a rewarding experience during your program of study. Please do not hesitate to contact me or Kathy.

Sincerely,

Rick Johnson, Ph.D.
Department Chair
Counselor Education Department
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) Marital, Couple and Family Counseling, (c) Clinical Rehabilitation Counseling, and (d) School Counseling. We are also committed to providing initial and ongoing training in the form of specialty certificates and continuing education, including graduate certifications in (a) Addictions Counseling and (b) Marital, Couple, and Family 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

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

- Promote diversity and social justice through inclusive programs, policies, and practices.
- Conduct and apply research and other scholarly work to improve education and counseling.
- Engage and model meaningful individual and program assessment that leads to continuous program improvement.
- Develop partnerships that support high-quality clinical experiences and professional development for GSE students, faculty, and cooperating professionals.
- Maximize the effective use of technology for instruction, recruitment, assessment and scholarship.
Addictions Certificate Program Faculty

Stephen Keeley, MS, ACS, was born and raised in Philadelphia, PA and earned a B.A. in Psychology at the University of Richmond (VA). He moved to Portland, OR in 2001 and worked as a substance abuse counselor in the Multnomah and Washington County Drug Courts for about 5 years, when he decided go to graduate school and study family counseling. He received an M.S. in Counselor Education from Portland State University in 2008, and worked as a problem gambling counselor for Volunteers of America, and is currently in private practice. Stephen enjoys counseling those with gambling problems and their families, and has provided several trainings on working with couples and families in which one or more members suffers from an addiction.

Portia Sipes, LPC, NCC, CADC I, ACS, has a private practice where she works with individuals and couples with mental health and addiction issues. She also works part-time for the Hazelden Betty Ford Foundation in their managed care department advocating for clients with their insurance companies. For over a decade she has worked in the non-profit addictions and mental health field as a counselor, program manager, clinical supervisor, and executive director. She is involved in the community as a member of the Northwest Institute of Addictions Studies board, as well as a community member of the Reed College Institutional Review Board.

Janet Bardossi, LCSW, has over twenty five years’ professional experience. She brings a long history of program development for youth, adults and families. She has successfully developed innovative programs for homeless, forensic, individuals with co-occurring disorders, and community justice populations. Janet has presented locally and nationally on integrated services and process improvement. She is dedicated to working with social service organizations and staff to increase recovery opportunities for individuals, families and communities.

Ben Wyatt, MA, CADC III, CGAC I, received his Master’s degree in Counseling Psychology from Lewis and Clark college in 2007. He began his career working as a child and family therapist in a locked residential facility and eventually transitioned into working with adults suffering from substance use disorders. From 2010 until 2014 Ben was the Program Manager for S.T.A.R.T. (Success, Through Accountability, Restitution and Treatment), a drug-court program in Multnomah County that provides co-occurring treatment to those convicted of property offenses. Currently, Ben works for the Oregon Criminal Justice Commission, as a Program Analyst and helps fund and implement best practices in Oregon’s specialty courts. Ben enjoys helping new clinicians develop the skills to work with individuals suffering with substance use disorders and who are also involved with the criminal justice system. He gets further enjoyment from playing Ultimate Frisbee and completing household projects with the assistance of his 4-year old son.

Benita Bellrichard Munson, MS, CRC, CADCI, was born and raised in Vancouver, British Columbia, Canada, and earned at B.A. in Criminology from Simon Fraser University in 1992. She was a social worker in Vancouver, and later a career counselor in Toronto, Ontario for many
years. After living in Sao Paulo, Brazil for 2 years with her family, she moved to Portland OR where she attended graduate school to study counseling at Portland State University. She received an M.S. in Rehabilitation Counseling from PSU, and has worked as a mental health/addictions counselor in both private practice and with Washington County Community Corrections ever since. Benita currently co-teaches the Capstone group counseling class, and specializes in working with people with co-occurring disorders and disabilities.

**Kristi Smith, MS** is a Marriage & Family Therapist, who has a private practice in Sherwood, OR. After working for five years as a social worker, she completed her master’s degree in counseling, with an emphasis on couples, marriage and families, at Portland State University. Since that time, Kristi has worked as an addictions and family counselor in both clinical and private practice settings.

**Elizabeth Hartshorn, LPC**, Elizabeth is the Proprietor of Full Circle Counseling & Coaching, LLC and Full Circle Supervision. She is a Licensed Professional Counselor, Counselor Educator and approved Clinical Supervisor with the Oregon Board of Professional Counselors and Therapists. Elizabeth received her Masters of Science in Rehabilitation Counseling from Western Oregon University in 1999. She has been licensed with the OBPCLT since 2007 in Oregon. She was appointed as a Board Member to the Oregon Board of Professional Counselor and Licensed Therapists by Governor Theodore Kulongoski in 2010 and served a 3-year term. Elizabeth’s career experience includes public agency management, K-12 school counseling, private practice, addiction treatment, and forensic mental health services for the Oregon Department of Corrections. She has served as Adjunct Faculty for the Department of Public Safety and Standards, Western Oregon University, George Fox University (Clinical Portfolio Reviewer for graduates in the Masters of Counseling Program), and Portland State University.
Program Overview

The Graduate Certificate in Addictions Counseling

This is a series of courses designed to prepare participants to work with clients struggling with addiction issues. It is becoming increasingly important for health care professionals to be able to work with clients who present both mental health and addiction issues, and having this background enhances a candidate’s opportunity for employment in agencies serving clients with multiple issues.

These courses will help meet the graduate course work requirements for obtaining the Master Addictions Counselor credential through the National Board for Certified Counselors. They also fulfill the educational requirements for obtaining Certification as an Alcohol and Drug Counselor through the Addiction Counselor Certification Board of Oregon.

The program includes seven courses leading to a graduate certificate in addictions counseling. These courses are designed to be taken sequentially. The preferred sequence is as follows. If you must take them out of sequence, you will need the instructor’s approval to do so.

NOTE: Addiction Pharmacology can be taken at any time in the program.

1. COUN 531 Foundations of Addictions Counseling
2. COUN 532 Assessment and Diagnosis in Addictions Counseling
3. COUN 533 Treatment of Substance Use Disorders I
4. COUN 534 Treatment of Substance Use Disorders II
5. COUN 535 Co-Occurring Disorders
6. COUN 536 Addictions Capstone Seminar (can only be taken when all previous courses have been completed)
7. COUN 507 Addiction Pharmacology (no prerequisite)
Course Descriptions

COUN 531 Foundations in Addictions Counseling (3 credits)
This course provides an overview of the biological, psychological, and social dimensions of substance use and dependency. Participants gain a basic understanding of the psychopharmacology of addictive substances, treatment modalities, and the role and responsibilities of the professional addiction counselor. Participants will be able to:

• Demonstrate an understanding of addiction as a chronic disease
• Develop a basic understanding of the pharmacology of psychoactive substances
• Identify major medical, psychological, social, and economic impacts of addiction
• Understand the role and responsibilities of the counselor in addiction treatment
• Identify treatment modalities for addiction

COUN 532 Assessment and Diagnosis in Addictions Counseling (3 credits)
Focuses on the development of the knowledge and skills of assessment and diagnosis of psychoactive substance use disorders. The elements of the bio-psychosocial assessment process, including basic interviewing and motivational interviewing skills, will be reviewed, as well as standardized screening and assessment instruments for chemical dependency.

• Understand the elements of a biopsychosocial assessment
• Gain knowledge of standardized screening and assessment instruments for chemical dependency
• Gain knowledge and skills of motivational interviewing
• Formulate a DSM-5 substance use disorder diagnosis based on a biopsychosocial assessment
• Develop knowledge of and ability to apply the ASAM patient placement criteria to determine an appropriate level of care

COUN 533 Treatment of Substance Use Disorders I (3 credits)
Focuses on the development of the knowledge and skills of treatment planning and implementation of individualized treatment for psychoactive substance use disorders. Students will review the various modalities of substance use disorder treatment along with the efficacy and indications of each modality.

• Develop the skill to establish treatment plans with clients that have measurable outcomes
• Understand the range of treatment modalities and be able to construct and implement a treatment plan that is individualized to the client

COUN 534 Treatment of Substance Use Disorders II (3 credits)
Focuses on the knowledge and skills of substance use disorder treatment for diverse client populations. Includes HIV/infectious diseases and how to complete a risk assessment. Examines the ethical and professional issues involved in addictions counseling. Focuses on practical skills including documentation, treatment planning, and clinical interventions.

• Demonstrate knowledge and skills in providing substance abuse treatment to adolescents, women, and individuals with co-existing psychiatric disorders
• Describe and apply the ethical and legal responsibilities of the addictions counselor
• Carry out the requirements and opportunities for continuing professional development
**COUN 535 Co-Occurring Disorders (3 credits)**
Focuses on helping individuals who have co-occurring psychiatric and substance use disorders by examining state of the art treatment approaches and the public policy and program management challenges that exist in responding to this complex population.

- Describe the clinical framework of concurrent treatment for individuals with co-occurring disorders
- Increase knowledge of mental health and chemical dependency in a co-occurring population
- Understand the concepts of engagement and treatment framing as fundamental principles in co-occurring disorders
- Improve skills in assessment, treatment planning, and treatment of individuals with co-occurring disorders
- Increase knowledge of psychopharmacology
- Apply principles of group work to individuals with co-occurring disorders

**COUN 536 Addictions Counseling Capstone (3 credits)**
Merges theoretical components of addiction treatment with practical applications. Students practice counseling skills through role-plays of client issues. Practice domains include individual and group counseling skills, counseling diverse populations, and working with co-occurring disorders.

- Prepare for entry, credentialing, or career enhancement in addictions counseling
- Increase skill and understanding of group and individual counseling techniques.
- Increase understanding of similarities and differences between individual and group therapy.
- Increase ability to apply counseling skills in the execution of a treatment plan.
- Increase awareness of the therapeutic process in working with clients struggling with addiction.

**COUN 507 Addiction Pharmacology (1 credit)**
Examines the neurochemistry and pharmacology of addictions. Provides an overview of the biological, psychological, social and spiritual dimensions of substance use disorders. Addictive behaviors are presented as part of a continuum of mental and emotional disorders.
Enrollment and Grading

You should plan to enroll utilizing the BANNER system online at www.banweb.pdx.edu. You will need to have your PSU ID and pin number ready to access registration.

Attendance

You are expected to be in class every session, to be on time, and to be in attendance the entire session. Exceptions should be prearranged with your instructor.

Disability Accommodations

In compliance with the law, students may request appropriate academic accommodations. Such requests should be communicated to your advisor, to faculty teaching classes (by second week) and at other times, such as comprehensive exams, to the appropriate person(s). Documentation of your eligibility for accommodation is important to us as it establishes the parameters of your disability. We recommend that you work with the Disability Resource Center (425 SMC) to establish your eligibility for accommodations so that appropriate support services can be provided.

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. You must have your PSU ID and pin number ready.

"C" Grades

By Graduate School of Education 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 receive more than 6 credits of "C," you will be placed on probation and must comply with department and university requirements for readmission.

By university policy, “the student must have a B average (3.00 GPA) on the courses fulfilling the degree requirements (courses listed on the GO-12 form for Master’s students), and the departments may establish a more rigorous standard.”

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. If you accumulate 9 credits of incomplete, you will be asked to complete them before you can enroll in additional coursework.
Rights and Responsibilities

Dispositions

Student Letter of Understanding

Behavior and Performance

Student Rights and Responsibilities
Graduate School of Education Disposition Indicators

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<th>Disposition</th>
<th>Description of Disposition</th>
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<tr>
<td>1. Collaboration</td>
<td>Demonstrate the ability to engage in discourse and work collaboratively with others in a manner that honors and respects all participants.</td>
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<td>2. Honesty / Integrity</td>
<td>Demonstrate truthfulness to oneself and others. Demonstrates trustworthiness and maintain confidentiality.</td>
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<td>3. Respect</td>
<td>Honor, value and demonstrate consideration and regard for diverse patterns and expectations of learning and communication.</td>
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<td>4. Commitment to Learning</td>
<td>Demonstrate commitment to ongoing professional learning and a belief that everyone can learn and construct knowledge.</td>
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<td>5. Reflection</td>
<td>Demonstrate ability to learn from experience and plan future action. Demonstrate responsiveness to feedback.</td>
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<td>6. Flexibility</td>
<td>Demonstrate a willingness to listen, accept and adapt to change; Demonstrate tolerance for ambiguity.</td>
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<td>7. Responsibility</td>
<td>Act independently, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication.</td>
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<tr>
<td>8. Advocacy for Fairness</td>
<td>Demonstrate the commitment to work for equity and fairness across race, class, ethnicity, language, sexual orientation, religion, and ability levels.</td>
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<tr>
<td>9. Professionalism</td>
<td>Follow codes of professional ethical conduct. Maintain appropriate professional appearance and demeanor.</td>
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<tr>
<td>10. Dedication &amp; Positive Focus</td>
<td>Demonstrate the energy, drive, and determination to overcome obstacles and continually learn in every setting. Demonstrate initiative, motivation and commitment to become a professional educator.</td>
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Student’s Letter of Understanding

I have read and understand the Graduate School of Education’s Student Conduct Code and the Counselor Education Student Rights and Responsibilities. I also understand that I will be held accountable throughout the program to the following Codes of Ethics:

- Addiction Counselor Certification Board of Oregon  
  http://www.accbo.com
- American Counseling Association’s Code of Ethics  
- American Psychological Association’s Code of Ethics  
  http://www.apa.org/ethics/
- Oregon Administrative Rules for Licensed Professional Counselors  
  http://landru.leg.state.or.us/ors/675.html
- Graduate School of Education  
- Counselor Education Student Handbook including section on Student Rights and Responsibilities (you received Student Rights at your interview and will receive a hard copy of your handbook at orientation)  
  http://www.pdx.edu/coun/counselor-education-student-handbooks

___________________________________________   _____________   
Signature                                     Date

___________________________________________   _____________   
Counselor Education Program  

Name (Print)                                     Program Name

The statement above must be signed and returned to the appropriate department in the Graduate School of Education.
This document outlines expectations for students in the Graduate School of Education in three areas: academics, behavior, and performance in field placements. It also outlines procedures the PSU Graduate School or the Graduate School of Education will take to respond to serious problems in any of those areas.

Many students in the Graduate School of Education (GSE) are preparing to work as professionals who work with children, clients, and/or adult learners. They must develop and demonstrate competence consistent with the expectations of their professions. Students who do practicum, internships, and/or student teaching in PreK-12 schools, social service agencies, and/or institutions of higher education must exemplify the attitudes and actions of teachers, administrators, librarians, counselors, or adult educators rather than those of students. All students, throughout their programs, must demonstrate behavior that is consistent with the ethical codes of the professions they are pursuing (e.g., Oregon Administrative Rules for teachers and administrators, Council for Exceptional Children’s Code of Ethics, National Education Association’s Code of Ethics of the Education Profession, American Association of School Administrators’ Statement of Ethics, American Library Association’s Code of Ethics, American Counseling Association and the American Psychological Association’s Codes of Ethics, American Rehabilitation Counseling Association and Commission on Rehabilitation Counselor Certification’s Code of Ethics, and American Association of Adult and Continuing Educators’ standards). Failure to adhere to the ethical code applicable to the relevant profession, or discovery by GSE of conduct (such as a criminal offense) that would likely preclude successful placement and/or professional licensure, is grounds for removal from the program.

Students are responsible for knowing and complying with all regulations and procedures required by the University, the GSE, and their profession’s codes of ethics. University and GSE regulations and procedures are to be found in the Portland State University Bulletin and in the student handbooks developed specifically for each program. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or due to the assertion that the student was not informed by a faculty advisor or other authority. Students must follow these policies, regulations and procedures in order to complete and/or be recommended for licensure programs.

I. Definitions
A. “School Day” shall be a day when PSU is in session (excluding weekends) and includes final exam week and summer session.
B. “Review Panel” or “Panel” shall mean that Department Committee or Review Panel appointed by the Department Chair and charged with reviewing a student’s behavioral or performance concerns or a student’s unprofessional behavior as discussed in this Code.

II. Advancement Requirements
All GSE students must make adequate progress in academic performance, satisfying University and GSE grade point requirements and showing adequate knowledge of the competencies associated with their programs. When students are involved in the field experiences, they are expected to demonstrate adequate competence and reasonable growth in their work in those placements. They are expected to act in a professional manner, relating effectively with faculty, student peers, public school or agency personnel, and the students and/or clients with whom they work. In addition, students are expected to comply with all PSU codes of conduct, the professional standards of the school or agency in which they are placed, and the code of ethics in their particular professions, and to demonstrate a high level of ethical behavior generally. Students seeking an incomplete in any course will need to comply with the requirements of all graduate studies students as stated in the current PSU Bulletin (under Graduate Studies: Enrollment.) A program may restrict placement in a field experience if a student has an incomplete in any course in the student’s program.
As a rule, students are automatically advanced from one stage of the program to the next, and should consider themselves advanced unless they are informed otherwise. The following procedures are designed to ensure that students complete their programs fully prepared for professional practice and that problems are handle predictably and fairly, respecting student rights and program responsibilities.

III. Academic Concerns
A. The academic requirements to remain a student in good standing for a student who has been admitted to graduate studies at Portland State University are stated in the PSU Bulletin (under Graduate Studies: Enrollment: Academic Standing.) These requirements may be affected by the terms of the student’s admission, which are also stated in the PSU Bulletin (under Graduate Studies: Admissions Requirements.)
B. Requirements of the Graduate School of Education
1. In addition to meeting the requirements of the Graduate School, students admitted to GSE programs must meet the following expectations:
a. Make satisfactory progress toward meeting the required competencies for licensure/degree programs;
b. Satisfy any conditions placed on admission to the program within the timeline outlined at the time of admission; and
c. Present work that meets the standards for quality of the profession and/or the program.

IV. Performance Review (initiated by a faculty member or supervisor)
A performance review is requested when a faculty member or supervisor has a serious concern about the student. Serious concerns include but are not limited to behavior or performance that violates ethical or legal standards, interferes with others’ opportunity to learn, reflects a lack of judgment, would likely preclude successful field placement or professional licensure, or does not meet expectations outlined in student handbooks or program descriptions.
A. The faculty member or supervisor who has identified a serious concern about a student will provide a statement of the concerns and a Request for a Performance Review in writing to the student, the cohort leader/advisor, and the Department Chair.

1. The Chair reviews the request and determines whether the concern warrants a formal review. If the review is not to be handled formally, the Chair works with the referring faculty member to address the concern.

2. The Department Chair notifies the Dean’s office of the request and convenes a Review Panel or refers the request to the appropriate Review Panel*.

3. The Review Panel notifies student in writing of the date and time of the Review Hearing. The student may request that a faculty member or other representative of his/her choice attend the hearing. However, the student must speak for him/herself at the hearing. The Review Hearing should take place within 15 school days of the request.

4. Decision of the panel should be rendered within 15 school days of the Review Hearing, with a written copy sent to the student, Department Chair and Deans Office. The student may appeal the decision to the Dean (or his/her designee) in writing, within 5 school days of the decision.

*Review Panel makeup can vary by department. Some Departments may have standing review panels; others may convene them on an ad hoc basis. In either case, panels should all include: at least 3 faculty members, one from a list provided by the student. The Department Chair can be a member of the Panel or not, as the Department policy describes. Possible outcomes of these hearings are as described in the GSE Behavior and Performance Guidelines (p.3).

5. The outcome of the Review Hearing will be one of the following:
   i. Dismissal, in the event the Panel determines that the basis for the Request for Review was unwarranted.
   ii. A Plan of Assistance (Plan) for continuation in the program (See Section IV, B below);
   iii. Approval of a leave of absence from the program while concerns are resolved; or
   iv. Suspension from the program while a Plan of Assistance is implemented. The outcome of the hearing should be conveyed to the student and to the Dean’s office in writing within fifteen (15) school days of the hearing. The student may appeal the decision to the Dean (or his/her designee), in writing, within five (5) school days of the decision.

6. If the concern about a student involves reservations about the appropriateness of the student continuing to work in a field placement, the department chair may, at any point in the Review Process and in consultation with the cohort leader/advisor, decide that the student should not take part in any field placement pending the outcome of the hearing. This decision will be communicated to the student in writing. The student may request in writing, within five (5) school days of the decision, that the Dean (or his/her designee) review the decision. The Panel will monitor the Plan of Assistance and determine when its requirements have been met. If the problems are not resolved, the process moves to suspension/termination from the program (see section VI).

B. Plan of Assistance for Behavioral or Performance Deficiencies

1. The Panel may oversee the development of a written Plan of Assistance. The Plan of Assistance will include the following components:
   a. A description of the behavioral, dispositional, or performance deficiencies;
b. The goals the Plan will help the student address;
c. A clear statement of the criteria for evaluating successful remediation of problems;
d. A description of specific actions the student will take and assistance the program will provide, if any;
e. A designated faculty member who will monitor the student’s progress and report to and confer with the appropriate Department Chair; and
f. A timeline which includes a date for evaluating the student’s performance and making a decision about next steps. All decisions about next steps should be made in consultation with the appropriate Department Chair.

2. At the time(s) established in the Plan of Assistance, the designated faculty member(s) will meet with the student to evaluate progress. Four possible scenarios may occur:
a. The student has remediated the deficiencies and has demonstrated adequate progress toward meeting the required competencies. The student continues in the program.
b. The student has made progress, but has not demonstrated the level of competence required. The designated faculty may extend the deadlines, revise the Plan of Assistance, provide additional resources for remediation and set a new date for evaluation.
c. The student has made progress toward demonstrating the required competencies, but needs an extension of time beyond the current quarter to fully meet the requirements. The student may be given a grade of Incomplete for the course or field experience in question and an extension of time, in alignment with the requirements outlined in the PSU Bulletin. If the extension involves additional field experiences, the student will be required to register and pay tuition for those additional field experiences. Satisfactory completion of the extension will be required for removal of any incompletes. If the student does not show competence by the end of the extension, the (I) will be changed to an (F) and the consequences of academic disqualification provided for Graduate Studies as outlined in the PSU Bulletin will ensue.
d. The student has not made sufficient progress toward meeting the required competencies. The Panel will convene, at the designated faculty member’s request, to consider suspension or termination, following the procedures outlined below. The student has the right to appear before the Panel and to be accompanied by a faculty member of his or her choice.

C. Removal from Field Placements
1. Field placements are integral to programs to prepare professionals. Because field placements serve as the culmination of programs and often involve children and other vulnerable populations, the GSE has the responsibility to assure that students’ actions are consistent with expectations for professionals in those settings.
2. Many field placements require a student to successfully pass a background check prior to placement. Students with criminal convictions that might preclude successful placement or that could preclude licensure by the Oregon Teachers Standards and Practices Commission or other applicable professional licensure body, are required to disclose such convictions to GSE.
2. A student will be removed immediately from a practicum, an internship, or student teaching field placement if such removal is requested by the onsite administrator and/or University supervisor.
3. The University supervisor may recommend that an alternative placement be arranged. If the University supervisor so recommends, the Field Placement Officer will attempt to locate an alternative placement. If an appropriate alternative site cannot be found, the student may request a Leave of Absence from the program or defer completion of the practicum, internship or student teaching. A student removed from a field placement may be allowed to continue participation in course work.

4. When a student is removed from a field placement, the Department Chair may request a Performance Review, following the procedures outlined above.

V. Academic Disqualification
A student may be academically disqualified from the GSE program at Portland State University as stated in the PSU Bulletin (under Graduate Studies: Enrollment: Academic Standing.)

VI. Suspension and Termination for Unprofessional Behavior
A. Unprofessional conduct (which includes, but is not limited to, serious violations of the ethics code of the profession, failure to adhere to program expectations, actions that threaten the safety of others, and/or conduct (such as a criminal offense) that would likely preclude successful placement and/or professional licensure) may result in suspension or termination from the program. If an allegation of unprofessional conduct is made to the department chair, the following process applies:

1. The department chair will refer the matter to the appropriate Review Panel. A copy of this referral will be provided to the student. The Panel will set a time and date for a Review Hearing and will notify the student of the same. The student may request that a faculty member or other representative attend the Review Hearing. However, the representative may not speak for the student. If the Panel finds that the student does not meet the professional standards of conduct as required by PSU, the GSE, or the pertinent professional association(s), or if the student’s behavior is a threat to others’ safety, the Panel may make a decision to suspend or terminate the student from the program.

2. Students should be notified in writing within fifteen (15) school days of the review committee’s hearing regarding their decision. The student may appeal the decision to the Dean (or his/her designee). The appeal must be made in writing and received within five (5) school days of receipt of the decision. If the student is suspended from the program, the Panel will list conditions the student must meet to return to the program in good standing. It will be up to the student to request that the suspension be lifted, and this request must be made in writing. Upon receipt of the request, the Panel will meet with the student to determine whether the conditions have been met. The committee should meet within fifteen (15) school days of the student’s request and make a decision and notify the student and department chair of their decision within fifteen (15) school days of the meeting.

3. If a student is arrested or indicted for an offense that, if convicted, would likely preclude successful placement and/or professional licensure by the Oregon Teacher Standards and Practices Commission or other applicable licensing entity, the Department Chair will ask the Vice Provost for Student Affairs to review the case. If the Vice-Provost makes a finding that the student’s continuation in the program, while the matter is being resolved, poses a risk to children or vulnerable adults, the student will be suspended from the program until the matter is resolved. The Department
Chair will make a determination to lift the suspension when the student provides evidence that he or she is able to resume full participation in the program without risk to others.

4. Students may be terminated from a program under the following conditions:
   a. Conviction of an offense that will likely preclude successful field placement and/or result in denial of licensure by the Oregon Teacher Standards and Practices Commission or other applicable licensing entity;
   b. Failure to complete the requirements of a Plan of Assistance; or
   c. Receipt of an unsatisfactory grade in a field placement.

VII. Readmission after Termination
A student who has been terminated from a GSE program may apply to the GSE for re-admission as a degree-seeking or licensure-seeking student after one (1) calendar year. A terminated student seeking readmission must be admitted into the GSE through the appropriate program’s regular admission process during the regular admission cycle.

VIII. Leave of Absence
In addition to the requirements for any leave of absence from graduate studies at Portland State University (as stated in the PSU Bulletin under Graduate Studies: Enrollment: Leave of Absence), a student in good standing must request a leave of absence from a GSE program under this procedure. A leave of absence will be granted for no more than one (1) year.
1. The request must be submitted in writing to the Department Chair.
2. The chair will notify the program faculty, who will determine if the leave request should be granted.
3. The Department Chair will notify the student in writing of the program faculty’s decision.
4. If the program faculty recommends approval of the leave, they will also specify the conditions and requirements the student must meet to return to the program.
5. The student must sign a “Conditions and Requirements for Return” document indicating that s/he understands the conditions. Copies of these letters are sent to the department chair and also placed in the student’s file.
6. A student on leave of absence must notify the Department Chair in writing three (3) months before he/she plans to return to complete the program.

IX. Medical Leave of Absence
To request a Medical Leave of Absence, a student must complete a GSE medical leave request form and provide a medical recommendation to the Department Chair. The Chair will notify the program faculty, and the student of approval of the request. A student on medical leave of absence must notify the Department Chair in writing three (3) months before he/she plans to return to complete the program. Requests for any needed accommodations should be made through the Student Disabilities Services Office at PSU.

X. Appeal of Performance Review decision (initiated by student)
1. The student submits an appeal (in writing) to the Dean’s Office within 5 school days of panel decision.
2. Dean (or designee) rules on the appeal (within 15 school days of request) and submits decision in writing to the student and the Department Chair.
3. If the student is still not happy with the decision, she/he can appeal through an appropriate PSU appeals process, if any is applicable, such as the Academic Appeals Board, Deadline Appeals Board or Scholastic Standards.

**XI. Appeal of Academic Evaluation (initiated by a student)**

Academic reviews can be requested by students who believe they have not been treated fairly in class or in their evaluation.

1. The student submits a request for review (in writing) to the Department Chair. This request must be submitted no later than the first 15 school days of the term following the awarding of the grade or evaluation in question. The request should include evidence that supports the student’s contention that her/his work was unfairly evaluated.
2. The Department Chair reviews the appeal and renders a decision (in writing) within 15 school days of receiving the review request.
3. If the student is still dissatisfied she/he submits a request for review (in writing) within 5 school days of the Chair’s decision, to the Dean’s Office.
4. The Dean (or designee) reviews the appeal and renders a decision, in writing, within 15 school days of receiving the request.
5. If the student wishes to continue the appeals process she/he can consider these resources: PSU Academic Appeals Board, Deadline Appeals Board, and Scholastic Standards.

Your signature below indicates that you have read and agree to the above Behavior and Performance Guidelines.

____________________________________________                     _____________
Signature                                                      Date

____________________________________________
Name
The policies governing the rights, freedoms, responsibilities and conduct of students are set forth in the *Statement of Student Rights, Freedoms, and Responsibilities*, as supplemented and amended by the *Portland State University Student Conduct Code*, which has been issued by the President of Portland State University. The code governing academic honesty is part of that document; both of these statements can be obtained through the Office of Student Affairs in 433 Smith Memorial Center. Policies governing the rights, freedoms, responsibilities and conduct of students are also delineated by the Code of Ethics of the American Counseling Association (1995); students should refer to *Section F: Teaching, Training, and Supervision* for the statement of ethical principles guiding the counselor education experience.

**Academic Freedom**
Academic freedom is the intellectual and creative foundation of teaching and learning in a university environment. This "foundation" includes accepting responsibility for maintaining 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 and show respect for the opinions of others.

**Academic Honesty**
Academic honesty is the cornerstone of any meaningful education and prohibits all forms of academic cheating, fraud and dishonesty. These acts include, but are not limited to, plagiarism, buying and selling of course assignments and research papers, performing academic assignments for others, and other practices commonly understood to be academically dishonest. Students should carefully read the *Student Conduct Code* for a more complete description of this topic and the discussion of academic honesty in the *Graduate Studies* section of the *PSU Bulletin*.

Allegations of academic dishonesty must first be addressed by the instructor of the course in which alleged violations have occurred whether these allegations are made by one student against another or by a faculty member against a student. If the matter can be resolved in this manner, no additional steps need be taken. In the event the issues cannot be resolved, the involved parties should meet with the student’s academic advisor and with the coordinator of the counselor education program for the purpose of achieving closure that is acceptable to all concerned. (Note: At the student’s discretion, a neutral support person may participate in all discussions). If resolution at this level fails, the problem can be referred to the department head. If resolution is not achieved via a meeting with the department head, an appointment should be made with the Dean of the Graduate School of Education. (In no instance should the involved students or faculty draw the issues to the attention of another party until all avenues leading to possible resolution of the matters at hand have been explored at the lowest level of administrative responsibility). In the event that no resolution can be achieved at the Dean’s level, the next level to which allegations are to be referred is the Dean of Graduate Studies (see the *Graduate Studies* section of the *PSU Bulletin*).
Grievances
In the spirit of University collegiality, and in keeping with principles outlined in the ACA Code of Ethics, every effort should be made to resolve grievances between students or between faculty and students informally by discussion between complainants. It is not appropriate for a student to ask a faculty member to resolve a grievance with another student without first attempting informal resolution. Likewise, it is not appropriate for a student to talk with another faculty member with respect to an issue he or she has with a faculty member without first talking directly to the faculty member with whom the issue has arisen. In the event direct and informal discussion is unsatisfactory, the involved parties should follow the procedures as outlined in the previous section. In the event the issues involved relate to sexual harassment or discrimination, a complaint can be filed through the Office of Affirmative Action, 122 Cramer Hall, which is obligated to investigate all such allegations.

Class Attendance, Completion of Course Assignments, and Academic Appeals
Students are expected to attend all class meetings; however, one absence is not considered excessive. Arrangements should be made with the course instructor to make up missed attendance-related assignments and experiences when it is possible to do so. If, because of the nature of the course and experiential learning activities, it is not possible to make up excessive absences, students may need to withdraw from the course and re-enroll during a subsequent quarter. It is up to the student and faculty member to negotiate a satisfactory solution with respect to absences.

Course assignments must be completed and turned into the course instructor by agreed upon due dates in order to complete requirements for the assignment of a course grade. Incomplete grades cannot be assigned because students did not take the time to complete assignments. All Incomplete (I) grades must be negotiated with the instructor and should include a completion deadline. Appeals of assigned course grades must follow guidelines set out by the Academic Appeals Committee of the University (see PSU Bulletin). (Note: Students needing an accommodation should notify the course instructor at the beginning of the course. Students will be referred to Disability Services (725-4005) to document their disability and to obtain support services if appropriate).

Classroom Behavior and Professional Conduct
Students are expected demonstrate professional behavior and collegiality at all times, inside and outside the classroom. Respect for faculty instructors and towards fellow students is an ethical requirement of the counseling profession. Being late for class, eating in class, talking with fellow students while instructors are conducting class, using cell phones or having them ring during class, are all examples of disruptive behaviors that degrade the integrity of the classroom experience. The Counselor Education faculty may have additional classroom conduct requirements specified in course syllabi. Maintaining professionalism outside the classroom is also expected, and violations of such standards as set out in the ACA Code of Ethics may be considered in evaluating student progress in the program at any time
Annual Review and Plans of Assistance
Each year, the counselor education faculty reviews the progress of all students. Reviews of first year students always address the readiness of the student to enroll in the second year practicum experience. In instances in which student progress is not deemed satisfactory, the student will be contacted by his or her faculty advisor and given appropriate feedback. At times, it may become necessary for a student to work with faculty to develop a plan of assistance for the purpose of overcoming a barrier to successful completion of a degree or licensure program. This plan may include a recommendation to acquire additional personal counseling. In the event that such assistance does not result in alleviation of the identified barriers, a student may be required to take a leave of absence from the program until such time as they are better able to function in the context of their role as a graduate student in the counselor education program. In some instances, as supported by section F.3 in the ACA Code of Ethics, a student may be dismissed from the degree or licensure program.

Student Requests for Variation of Program Requirements
In the event that a student wishes to request a variation of program requirements, he or she should initiate the process via a meeting with his or her faculty advisor. In some instances, through the course waiver process, a variation can be approved by the faculty advisor. In other instances, a student may be asked to state the request in writing and meet with the counselor education faculty for the purpose of resolving any issues or problems that might be inherent in the request. In all cases a student must complete program requirements within the seven-year time limit established through the Office of Graduate Studies.

Some Final Notations
The importance of following established university policies and the current Code of Ethics of the American Counseling Association cannot be over emphasized. In all cases, parties should attempt to obtain clarifying information or to resolve interpersonal or academic difficulties through direct and informal means prior to involving an outside party.

Your signature below indicates that you have read and agree to the above statement of rights, freedoms, responsibilities and conduct. Your signature also indicates that you have read the attached university policies and the Code of Ethics of the American Counseling Association and have committed to conducting yourself in a manner congruent with these documents.

____________________________________________                     _____________
Signature                                                                                              Date

Keep a copy of this statement and the attached items. Return a signed copy of only the Student Rights, Freedoms, Responsibilities and Conduct statement to the receptionist in the main office of the Department of Special and Counselor Education (204 Education Building). The material will be filed in your advising folder. You may not register for core courses or continue in the counselor education program until the signed document is on file.

Adopted: March 1, 2000.
Revised: April 1, 2013