

**Professional Mental Health Counseling Program  
Lewis & Clark Graduate School of Education and  
Counseling  
Student Handbook 2014-2015**



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## **SECTION I: OVERVIEW OF THE PROFESSIONAL MENTAL HEALTH COUNSELING PROGRAM**

### **Accreditation and Licensure**

Professional Mental Health Counseling programs are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2001 standards for Community Counseling programs. Students who complete the Professional Mental Health Counseling program are eligible to take the National Counselor Examination (NCE) and to apply for status as a Nationally Certified Counselor (NCC).

The Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) extends approval to Lewis & Clark's Professional Mental Health Counseling programs. Graduates who have earned an M.A. or M.S. degree are eligible to pursue licensing as professional counselors (LPC) in Oregon. In addition, Professional Mental Health Counseling programs meet the requirements for licensure as a professional counselor in most states. However, some states may have additional educational requirements that must be met prior to licensure.

### **Welcome to the Professional Mental Health Counseling Program!**

This handbook is designed to serve as a resource and reference to answer a variety of questions and to assist you throughout the program. This handbook is designed to be used along with *The Navigator*, the student handbook of the Graduate School of Education and Counseling. *The Navigator* may be found online at [http://www.lclark.edu/graduate/student\\_life/handbook/](http://www.lclark.edu/graduate/student_life/handbook/). Students must be familiar with both documents. See the Student Resources section of this handbook for more information on components in *The Navigator*.

### **Mission Statement – CPSY Department**

The faculty and staff of the Department of Counseling Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.

We believe personal development is closely related to professional effectiveness. Therefore, we expect faculty and students to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.

We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.

We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.

Finally, we are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.

### **Mission Statement - PMHC**

The Professional Mental Health Counseling program prepares highly skilled, ethical, and compassionate mental health professionals grounded in a commitment to social justice.

We emphasize the client counselor relationship, creative and experiential modalities, and a thorough understanding of mental health issues across the lifespan. The curriculum reflects multiple theoretical perspectives with guidance to support students in developing their own framework for community and clinical practice.

Our program creates a transformative environment where students emerge with an understanding of their own social locations and the role of power, privilege and difference within institutional, social, intimate, and therapeutic relationships. We have a commitment to social justice which is embodied in four focus options across the curriculum: counseling with LGBTQI clients, feminist counseling, mind/body/spirit and community/professional advocacy.

### **Program Objectives**

1. Theory and Research to Practice – Students develop an understanding of a range of counseling theories consistent with a developmental perspective. Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.
2. Clinical Skill (Helping Relationships) – Students develop therapeutic communications skills, emphasize the client-counselor relationship, and facilitate and manage the counseling process with individuals and groups.
3. Self as Counselor (Reflective Practitioners) – Students develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision, and recognize/acknowledge/remediate personal issues that may impact client care.
4. Multicultural Competence – Students develop awareness of power, privilege, and difference and their own cultural attitudes, beliefs, and affects of social location, and learn strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.
5. Professional Counseling Identity – Students develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement, and knowledge and understanding of professional ethics.
6. Ethical Practice – Students commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to



resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed.

7. Social Justice Advocacy and Community Involvement – Students develop an ability to recognize the injustices that affect physical, academic, career, economic, and mental well-being of individuals and learn skill sets to act to alleviate such injustices in the society. Students develop the ability to be empowering agents and advocates in service as change agents on the systemic level to better serve underrepresented, marginalized, and oppressed individuals and groups.

## **Theory, Science, and Practice**

The Professional Mental Health Counseling program seeks to balance applied clinical training and field experience with a rigorous approach to psychological inquiry and explicit grounding in theory. Classes are designed to encourage students to develop personal styles for their professional endeavors. Students are exposed to a broad range of theoretical orientations and related empirical knowledge. Throughout their time in the program, students are supported as they develop and refine the theoretical bases for their own approaches to counseling and related services. A central and necessary feature of good professional practice is the practitioner's ability to articulate clearly the theoretical frame from which they offer services, as well as the evidence that supports that frame. The goal of the program is to educate students through exposure to a wide range of scholars and practitioners in the hopes of creating diverse, articulate, and competent professionals.

## **Psychology and Social Sciences Background Requirement**

All students admitted to the PMHC program are expected to have a thorough grasp of psychology and social science. Students without a background in psychology and social science may satisfy this program requirement within their first year of study in one of the following ways:

- Pass the GRE psychology test with a score of 550 or better.
- Take Psychology for Everyone (noncredit option), a course offered through our [Center for Community Engagement](#).
- Pass one undergraduate introductory psychology course, one undergraduate abnormal psychology course, one undergraduate social psychology course or substantially equivalent courses as determined by the program director (e.g. Intro to Sociology). These courses may be taken through the institution of the student's choice, ideally prior to enrollment in a counseling psychology program. (Credit hours are not applicable to the degree.) Evidence of passing grades must be presented to an advisor during the first year of study. Students may not move forward in their programs if they have not completed this requirement.

## **PMHC Faculty**

The Professional Mental Health Counseling program is composed of core program faculty, departmental faculty members and a varied number of part-time or adjunct faculty members. The primary program faculty is responsible for developing and administering the program. They are also involved in professional service in the larger community and they sustain programs of research and scholarship in a range of areas. Most adjunct faculty are practicing mental health professionals, and some are scholars in

specific fields related to our curriculum. All faculty can be reached or left a message by calling the department office at 503-768-6060.

**Jeff Christensen, M.A.** Assistant Professor of Counseling Psychology, Doctoral Candidate, College of William and Mary, M.A. Lewis & Clark College 2007, B.S. Washington State University.

**Carol Doyle, Ph.D.** Associate Professor of Counseling Psychology.  
Specializes in research and statistics, program evaluation, gay and lesbian issues, and spirituality in counseling. Ph.D. 1996 University of Nevada. M.Div. 1981 Boston University School of Theology. B.A. 1978 California State University at Fresno.

**Stella Beatriz Kerl-McClain, Ph.D.** Professional Mental Health Counseling Program Co-Director. Associate Professor of counseling psychology. Specializes in families, couples and individual therapies in diagnosis and treatment of a broad population base, including college students, children, adolescents, community members, couples and families, and people with chronic mental illness. Ph.D. 1995 University of Texas at Austin, M.A. 1991 University of Texas at Austin, B.A. 1988 University of Washington.

**Amy Rees, Ph.D.** Professional Mental Health Counseling Program Co-Director. Associate Professor of counseling psychology.  
Research and teaching interests include GLBT issues, feminist therapies, counselor supervision, and ecosystemic child/adolescent treatment. Ph.D. 1998 Ball State University. M.A. 1995 Ball State University. B.S. 1993 Purdue University.

### **Affiliated Faculty (Faculty serve multiple programs)**

**Boyd Pidcock, Ph.D.** Addiction Studies Program Coordinator. Internship Coordinator for Professional Mental Health Counseling and Addiction Studies. Associate Professor of counseling psychology.  
Specializes in addictions counseling, adolescent and family therapy, intergenerational vulnerability to addictions, and community program development and evaluation. Ph.D. 1998 Texas Tech University. M.Ed. 1994 Southwest Texas State University. B.A. 1978 University of Houston.

**Tod Sloan, Ph.D.** Professor of Counseling Psychology. Interests include psychoanalytic psychotherapy, decision counseling, adult development, community psychology, and critical social theory. Ph.D. 1982, M.S. 1977 University of Michigan. B.S. 1975 Brigham Young University.

### **Admission Requirements**

The minimum requirements for admission and information about applying can be found on the Lewis & Clark Graduate School Admissions website at <http://www.lclark.edu/graduate/offices/admissions>.

## SECTION II: THE CURRICULUM AND CLINICAL EXPERIENCE

### Degree Courses:

A minimum of 60 semester hours, distributed as follows:

<a href="#">MHC 503</a>	Introduction to Professional Counseling	2
<a href="#">MHC 511</a>	Diversity and Social Justice	
<a href="#">CPSY 506</a>	Life Span Development	2
<a href="#">MHC 509</a>	Practical Skills for Counselors	3
<a href="#">MHC 532</a>	Ethical and Legal Issues in Professional Counseling	2
<a href="#">MHC 513</a>	Theory and Philosophy of Counseling	3
<a href="#">CPSY 514</a>	Group Counseling With Children and Adolescents	3
or <a href="#">CPSY 515</a>	Group Counseling With Adults	
<a href="#">MHC 540</a>	Career Counseling	2
<a href="#">CPSY 522</a>	Diagnosis of Mental and Emotional Disorders	2
<a href="#">MHC 523</a>	Counseling and Interventions With Children and Adolescents	3
<a href="#">MHC 524</a>	Counseling and Interventions With Adults	3
<a href="#">MHC 541</a>	Introduction to Assessment	2
<a href="#">MHC 534</a>	Child and Family Counseling	3
<a href="#">MHC 535</a>	Research Methods in Counseling	3
<a href="#">MHC 536</a>	Introduction to Addiction Counseling and Psychopharmacology	2
<a href="#">MHC 548</a>	Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span	2
<a href="#">MHC 549</a>	Clinical Reasoning: Theory and Research to Practice	1
		3
<a href="#">MHC 580</a>	Practicum in Counseling (two semesters, 3 semester hours each)	6
<a href="#">MHC 582</a>	Mental Health Internship: Adult Emphasis (two semesters, 3 semester hours each)	6
or <a href="#">MHC 583</a>	Mental Health Internship: Emphasis on Child and Family Problems	

## **Graduate CORE Requirement**

A minimum of 2 Core Units and one Core convocation.

## **Elective Courses**

The remaining 6 semester hours will be earned by taking elective courses approved by the program. Students must complete 2 of their elective credits in one or more of the four focus options. The focus options are: counseling with LGBTQQI clients, feminist counseling, mind/body/spirit and community/professional advocacy.

## **Curriculum Sequence**

The curriculum is sequenced to provide a structured program of learning. Students must follow the sequence of courses as outlined (see Appendix B for program sequence charts). Students attend all three semesters per year, fall, spring, summer. Many courses are only offered during a particular semester of the year. Any deviations from the program plan (e.g. leave of absence) must be approved by the program director and may result in taking an additional academic year to complete the program. If a needed course is full at the time of registration, please register for the course to be placed on the waitlist. Many of our courses are shared across other programs in the department, but we will honor program plans by adding additional courses or increasing class sizes as needed if no space is available in any of the sections of your required course. If you **MUST** have either day or evening courses, PLEASE REGISTER EARLY, as we cannot add sections if there is space available.

## **Core Curriculum**

Core studies begin with a fall Convocation focused on the role that creativity, compassion, and commitment play in the professional lives of educators and counselors. Convocation provides an opportunity for students to learn more about the graduate school and the purposes and possibilities of the Core Program. Students go on to complete two additional Core units—experiences that explore the central values of the graduate school as expressed in its mission and vision. Core experiences that fulfill the two-unit requirement are described on the [Core website](#). CORE units are fulfilled in .5 or 1.0 units. Generally, a .5 unit is a partial day event, and a 1.0 unit is a full day event. There is no charge to students for Core units; however, students must register for the events through the course registration system.

## **Master of Science Option**

Students admitted to the Master of Arts in Professional Mental Health Counseling may choose to seek an M.S. degree. This option, which is often of interest to students planning to pursue a doctoral degree, is available only upon formal application to the M.S. program. Students wishing to pursue this degree apply after completing the requirements listed below.

Application to the master of science requires the following:



- Completion of **one of** the following, taken in place of Research Methods in Counseling ([MHC 535](#)), with a grade of B or better:

[CPSY 538](#) Advanced Research Methods (for those with demonstrated skills and experience in research) 3

[CPSY 530](#) Research Methods and Statistics I (for those with no research background) 3

□ Completion of **one of** the following, with a grade of B or better:

[CPSY 531](#) Research Methods and Statistics II (for those interested in conducting quantitative research) 3

[CPSY 537](#) Qualitative Research Methods (for those interested in conducting qualitative research) 2

- Completion of a thesis proposal, including a timeline for completing the project, agreement by a faculty member to serve as chair of a thesis committee, and designation of a three-person faculty committee
- Formal approval of a thesis proposal by a thesis committee

## MS Degree Requirements

A minimum of 63 semester hours, distributed as follows:

Students must meet all regular requirements for a Master of Arts in Professional Mental Health Counseling (except Research Methods in Counseling ([CPSY 535](#)))

[CPSY 594](#) Proposal Writing 1-2

[CPSY 595](#) Master's Thesis Research (Satisfactory completion of a thesis—a minimum of 2 semester hours and maximum of 9 semester hours is required) 2

## PMHC Evaluations of Student Progress

As professionals in training, students are evaluated by a variety of means. In addition to course requirements, students complete a professional development portfolio (see below), are expected to demonstrate professional qualities as outlined in the Professional Qualities Evaluation (see Appendix A), and will upload course assignments and other documentation to Taskstream, our online portfolio system. Students are required to complete the Counselor Preparation Comprehensive Evaluation (CPCE), a nationally administered exam, during the program designated semester.

Students entering the program in 2014-15 will be expected to score at the mean or above compared to the national sample of students. Students scoring below the mean may be required to complete

additional work to demonstrate competency if deficiencies are also noted in other methods of evaluation.

### **Portfolio Requirement**

As part of your master's degree program, you are required to develop a portfolio that documents your experience and growth as a helping professional. You will receive guidance on how to complete this requirement in MHC 503 Introduction to Professional Counseling and in meetings with your advisor. The core elements of the portfolio requirement are listed and described briefly here. **All elements of your portfolio must be completed by the deadline for beginning practicum, and you must meet with your advisor to document that these requirements have been met.**

Your portfolio is to include the following elements:

**Resume, current.**

### **Statement of Professional Goals**

Indicate your professional goals. What do you hope to be doing professionally when you complete your degree? Identify the populations and problems you want to work with, as well as the settings in which you wish to work. (Write your goals by the end of MHC 503, even though you might change your goals later.)

### **Description of 200 hours or more of experience in helping roles.**

This may be in previous employment, volunteer work, or appropriate practicum placements. If you have other kinds of experience that might apply, check with your advisor about including that experience.

### **Documentation of Collaboration Skills**

List your collaborative experiences as a professional or counselor-in-training. Collaboration means working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative problem-solving. Briefly describe your role and the contributions you made to the work of the group.

### **Professional Record Keeping System**

Briefly describe how and where you will keep records that document your professional education and experiences. List the categories of information you are including, such as those listed here. The contents of your records, for example course syllabi, are not to be placed in the portfolio itself. Your portfolio simply lists the contents and format of your record system.

- Degrees and certificates earned
- Course syllabi and institutional catalogs
- Workshops, trainings, and seminars attended
- Conference and institutes attended
- Presentations given and other work samples
- Special study projects and research
- Evaluations from supervisors and peers
- Certificates from training programs
- Other relevant information

### **Documentation of Personal Counseling**

Document at least **10 hours** of personal counseling (individual, couple, family, or group). Documentation does not require you to reveal any personal material, but does require both you and your professional mental health provider to sign a statement indicating that you completed at least 10 hours of personal counseling. This personal work should be completed by the end of your first three semesters in your degree program. We will also accept documentation of appropriate personal counseling completed prior to admission to the program. Documentation should be included in your portfolio.

If you do not have at least 10 hours of personal counseling, formulate a specific plan to meet this requirement within the first three semesters in your degree program. If you want information or advice about how and where you can obtain this experience, your advisor will be happy to discuss options with you. The internship/practicum administrator maintains a list of counselors who provide low-cost services.

### **12-Step Program Attendance**

We strive to prepare students in a comprehensive and best-practice-based course of study to work effectively with clients impacted by the full range of presenting problems. This preparation includes acknowledging the importance of both mental health issues as well as the substance use disorders that often co-occur with mental health problems. Of specific importance to effectively treating dual diagnosis clients is developing a basic understanding of addiction and the role of community-based, 12- step groups that serve as vital supports to effective treatment effort.

In recognition of this, all students are required to attend a minimum of four meetings of various 12- step-oriented groups held in their communities. By having the experience yourself, you should be more able to empathize with a client who may be involved in the recovery community or anticipating attending a meeting for the first time. In addition, you will be able to give basic information to clients about how to contact 12- step groups, where to go, and what to expect. Students are also required to prepare a one-page, single-spaced summary of each of the separate meetings attended. The summary should include the type, address, and time of the meeting. Additional information should include an assessment of the behavioral, cognitive, social, and affective elements/activities observed at the meetings as well as the student's own personal reactions and feelings. The four summaries of visits made should be submitted to your advisor upon completion, before you enroll for internship courses.

**Meeting Requirements** (Students should attend only meetings that are listed as open to the public. Contact information for specific groups concerning meeting schedules and locations is readily available in the Yellow Pages and via the Internet.):

- ☐ One meeting of Alcoholics Anonymous
- ☐ One meeting of Narcotics Anonymous
- ☐ One meeting of Alanon
- ☐ One meeting of another 12-step-oriented group such as Cocaine Anonymous, Overeaters Anonymous, Gamblers Anonymous, Adult Children of Alcoholics (ACOA), Codependents Anonymous (CODA), etc.

To arrange visits, contact:

Portland Area AA Intergroup, (503) 223-8569; [www.portland-aa.org](http://www.portland-aa.org)

Portland Area NA, (503) 284-1787

Portland Area Alanon, (503) 292-1333

Portland Alano Club, (503) 222-5756

The following are some general guidelines for you to follow as you attend these meetings yourself.

- 1) There are various types of meetings, including speaker meetings, small group meetings, and open and closed meetings. Open meetings are the type you should attend. These are open to anyone. Closed meetings are for individuals who are attending for their own need (i.e. people with drug addiction attending NA meetings) and it is not appropriate for you to attend those meetings as a professional.
- 2) When attending a meeting, you will be interacting with a number of people and may or may not be asked to introduce yourself to the group. Even if you do not speak or participate in the meeting you attend, individuals before or after the meeting are likely to strike up conversations with you. BE HONEST. It is appropriate to say something like: "I'm a graduate student in a counseling program and I'm here to learn more about (AA, NA, etc.). I want to have the knowledge and experience I need to help my clients find the places they can get assistance with (alcohol problems, eating problems, etc.)."
- 3) DON'T tell people you are only there as a requirement for school. It may be considered insulting to those in attendance. People attend these groups to help them survive and cope with tremendous difficulties and they deserve your respect.
- 4) Yes, you will probably feel uncomfortable at your first meeting. This is part of the point of attending. If you accidentally get into a closed meeting, apologize politely, ask whom you can contact about an open meeting, and leave.
- 5) All meetings have a different "flavor" to them, depending on who is in attendance and the norms of the group. Be open to a variety of experiences.

### **Self-Disclosure and Licensure**

The Professional Mental Health Counseling program prepares students for eligibility for licensure as a professional counselor. However, licensing boards have no specific connection with Lewis & Clark that would guarantee a graduate licensure. Students must take responsibility for identifying and fulfilling the requirements of the licensing board.

Individuals who have been convicted of certain criminal offenses are ineligible for licensure in some professions. These include sexual offenses (molestation, abuse, rape), RICO laws (pertaining to embezzlement), and tax evasion. In these cases, responsibility for disclosure of personal history becomes an issue for aspects of professional training and is therefore required by the program.

Specific to individuals wishing to pursue licensure as professional counselors, ORS 675.745 states that:

"The Oregon Board of Licensed Professional Counselors and Therapists may deny, suspend, revoke or refuse to issue or to renew any license issued under ORS 675.715 to 675.835 upon proof that the applicant for licensure or the licensee (a) has been convicted of violating ORS 675.825 or of a crime in this or any other state or territory against the Federal Government that brings into question the competence of the licensee in the role of a counselor or a therapist; (b) has failed to file a professional disclosure statement or has filed a false, incomplete or misleading professional disclosure statement."

To paraphrase, the Oregon Board of Licensed Professional Counselors and Therapists has the right to deny licensure to someone convicted of a crime that brings into question the competence or the ethical reliability of

the licensee in the role of counselor or therapist.

*Again, neither admission to, nor graduation from, any program guarantees licensure.*

### **Criminal Background Check**

The Professional Mental Health Counseling program is responsible to ensure that ethical guidelines are followed regarding the protection of clients. One critical aspect of this responsibility is reflected in the program's requirements for all students to obtain criminal background checks as one of the requirements due during the first semester in the program. Students initiate the FBI background check during MHC 503. Additional background checks may be required if a significant time accrues since the most recent check. When an applicant or student has past conduct, experiences or conditions that could create a risk for working with any client population, the program has the ethical responsibility to evaluate the applicant's or the student's ability to be admitted, start clinical training, or continue with clinical work.

### **Pre-Admission Background Review Requirements**

Applicants to the Professional Mental Health Counseling program who have indicated on their application that they have a prior record of citations, arrests, charges filed, convictions or other legal actions involving conduct that was potentially or actually harmful to others will be required to provide a FBI background check as part of the admissions review process. Additionally, a personal letter of explanation will be required; and there may be a request by the program for further information, evaluations, and records. If additional information is required, the applicant will be asked to sign appropriate release of information forms. Information, documents and records are maintained in a confidential file and this information remains confidential within the department. Failure to provide this information, or knowingly omitting or misrepresenting information related to a background check, will be grounds for denial of admission for applicants, or dismissal for current students from the program.

### **Pre-Practicum Background Review Requirements**

An FBI background check is required of all students prior to engaging in any client contact in their MHC 580 Practicum in Counseling course. Given the extended length of time required for the review, all students will be required to initiate the process during their first semester in the program while in MHC 503 Introduction to Professional Counseling. A full explanation of the policy and procedures for obtaining the required review will be presented to all students during the first weeks of the course. Students will not be allowed to be placed in the practicum course or initiate any client contact without fulfilling the requirements for this review.

### **Unlawful Conduct While Enrolled in the Professional Mental Health Counseling Program**

Because any charges or convictions of unlawful conduct can affect a student's access to practicum and internship placement, licensure, and possible future employment, the program has ethical responsibilities for students working with clients. The following requirements apply:

Any student charged, convicted, or granted conditional discharge by any court for (a) any felony; (b) any misdemeanor; or (c) any major traffic violation, such as driving under the influence of intoxicants or drugs reckless driving; fleeing from or attempting to elude a police officer; driving while your license is suspended, revoked, or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident is required to inform in writing their advisor and program director(s) of their program. This notification should be received no later than 15 days after the initial arrest or charge. Failure to comply with this policy may result in a review of the student's status in the program and action including dismissal from the student's program of study.



## **Practicum and Internship**

Practicum and internship are supervised experiences in which you learn, demonstrate, and document your developing professional abilities. Prior to enrollment in practicum or internship you must complete all of the prerequisite courses. As a condition of enrollment in practicum or internship, students must have removed all grades of Incomplete from their transcripts. For full details on Practicum and Internship, see the Practicum and Internship Manuals. The following provides a general summary.

**Important Note:** There are strict attendance requirements for MHC 509 Practical Skills for Counselors and for MHC 532 Ethical and Legal Issues in Professional Counseling. Because the material covered in these classes has essential and immediate implications for entry into any practicum or internship, class attendance and participation are especially critical. *Any absence that cannot be made up so that the learning and performance required can be documented may lead to a failure to pass the class and a requirement to repeat it.*

### **Practicum**

Two semesters of practica in counseling (MHC 580) are required of students in Professional Mental Health Counseling and addiction studies. This is described in the Practicum Manual and will generally take place in the CPSY community clinic.

Materials Note: Students will be required to purchase a specific encrypted key drive for use in practica and internship. Details will be provided at the beginning of the clinical experience.

### **Internship**

All students enroll in internships as the capstone experiences of their program. These internships emphasize learning through application of the knowledge and skill gained in prerequisite coursework. Internships provide the opportunity for the integration of this knowledge and skill in supervised situations. In this way, internships provide students with both the practical settings and the initial experiences necessary for moving into roles as practicing professionals.

During the internship, students have the opportunity to apply basic skills as professional mental health counselors to develop more advanced skills in preparation for employment. Students in internships are provided with lists of competencies to help guide formation and actualization of professional goals.

Internship site placement involves consultation with advisors and internship coordinators, followed by formal applications and interviews with selected sites. Most internships require part-time commitments (usually 20 hours per week) for two terms. All placements must be approved by the program to ensure that the site meets training expectations and is a good fit for the individual student.

Selecting an internship site is one of the most important decisions students make during their professional preparation. Most students find it helpful to discuss their options with their advisors well in advance of the actual search for a site. For additional assistance in choosing an internship or practicum site, students may look through the internship/practicum binders located in the department office. These binders contain information on approved internship and practicum sites and describe the population served and the supervision procedures at each site. In addition, practicum/internship sites are listed on a Moodle page accessible online. Contact the CPSY office for more information.

Every Fall, an Internship Fair is held on campus to aid the process in seeking an internship. At this event, representatives from prospective sites are available for describing their sites and the opportunities available there.

### **Practicum/Internship Campus Supervision**

Concurrent with participation in the field experience of internship or practicum, students attend weekly supervision on campus. In these courses, students review cases, consider related readings, participate in group, individual, and peer supervision, and complete written assignments that document their learning and development as professionals. Internship/practicum work is videotaped and sometimes recorded in other ways for review and training in campus supervision.

### **Documentation of Practicum/Internship Hours**

Students are responsible for keeping a record of the hours they are involved in their practica and internships. Students file their internship record-keeping forms with the Counseling Psychology Department. *It is extremely important for students to keep copies of their hours for licensure purposes.*

### **Liability Insurance**

For all internships and practica, students are required to purchase malpractice insurance. Many students obtain insurance from the American Counseling Association when they become student members of the ACA. It is important to secure insurance well in advance of beginning a practicum or internship, because it takes several months to process your paperwork. Without insurance, students will be unable to have any contact with the populations served by their sites. Forms for applying for insurance are available in the department office, or visit the association's website, as they have the most current information.

### **Department Policy for Practicum and Internship Extenders**

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course.

For students who need to extend their practicum or internship past the end of a semester, they have the following options:

- For extensions up to four weeks past the end of a final semester (but no more than FOUR WEEKS), students must register for a zero credit practicum or internship course in order to continue to count hours towards their practicum or internship. Students must join an existing campus-based practicum or internship section for weekly supervision until they complete their practicum or internship hours.
- For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship (3 semester hours for PMHC & PMHC-A, 4 semester hours for MCFT).

- All students must obtain permission from the clinical coordinator before any extension is granted. Registration must be completed prior to the end of the semester for which the extension will be required.

The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

### **Practicum and Internship Handbooks**

For further information on the specific program internships and practica, please consult the Internship Handbook and Practicum Handbook. These handbooks are made available to students in their pre-internship and pre-practicum classes. In addition, the handbooks are available online.

### **Information on Professional Organizations**

Students are encouraged to join the American Counseling Association (ACA) early in their program and to engage in professional activities (beyond course requirements), such as attending state and national conferences, workshops, and events offered on campus and in the external community. Many of our students are involved in the organization of the state branch of ACA; The Oregon Counseling Association (ORCA). Students are also encouraged to submit proposals for conference presentations. Faculty members often present at conferences, and students who attend receive the benefit of faculty mentoring and help networking while there. Students should watch for email announcements about conference opportunities and instructions on how submit a proposal for a presentation. Each year we have a few students who jump right in and present early in their programs. All faculty in the program are open and available for assisting students with conference presentations, and you are encouraged to talk with multiple faculty members to seek a match between interests.

### **Professional Organization Resources**

The American Counseling Association (ACA): <http://www.counseling.org/>

The Oregon Counseling Association (ORCA): <http://www.or-counseling.org/>

### **Student Input on Program Evaluation**

Students are offered the opportunity to evaluate every course at the end of each semester. They are often asked to informally evaluate courses around mid-term. They also evaluate their practicum and internship sites, and complete an exit survey prior to graduation. Program mission, objectives, and course objectives are reviewed annually by faculty and a Community Advisory Board that includes agency supervisors and alumni. All alumni are invited to complete surveys both 1 year and 3 years after graduation.

## SECTION III: LIFE AS A PROFESSIONAL MENTAL HEALTH COUNSELING GRADUATE STUDENT

### Personal and Professional Development

We encourage you to recognize that learning to be a helping professional is different from becoming a computer programmer, a historian, or a performing artist. As a helping professional you are assuming responsibility for significantly affecting the lives of the people who come to you. Helping professionals are licensed by the state mainly to provide a way to ensure that they are qualified to intervene in the lives of their clients and are subject to continuing oversight regarding the competence and ethical quality of their practice. As a result, success in a graduate program involves much more than passing academic courses. It involves learning and demonstrating qualities of balance and increasing maturity of judgment based on an expanding body of expert knowledge and professional skills.

We encourage you to approach your role as a student, not as is customary in undergraduate work, but to think of yourself as a professional in preparation. This means you take coursework as an opportunity to learn in ways that will affect your ability to help your clients, because it really will have exactly those effects. That makes conscious learning not just a matter of complying with requirements but an ethical responsibility to learn, think, judge and interact with maturing judgment. The same realities apply to your relationships with other students, your instructors, your supervisors, and your advisor. These are all relationships of mutual responsibility and accountability. Fulfilling your role in these relationships will require you to stretch at times, to go beyond what is necessary just to get by, but to do what the substance of a task or responsibility requires of a person conscious of her or his relationships and impact on others.

### You and Your Advisor

Upon full admission to the program, students are assigned an advisor. Advisors are assigned based on the number of advisees the faculty members already have, and sometimes on the basis of a matching of special areas of interest. While it is relatively easy to plan your own courses each semester using the program sequence sheet, checking in with your advisor can benefit you in a number of other ways: to answer questions, to give advice and recommendations, to listen to problems and issues and to help find ways to assist your successful completion of the program. Developing your program of study with the help of your advisor, monitoring your progress, making adjustments as needed, and seeking support and guidance for problems and for charting your course are all key parts of that relationship. Please be aware that your advisor can offer support and referral for personal issues, but cannot act as your personal counselor/therapist as this would constitute a dual relationship. **The advising relationship is *not* confidential. Faculty work collaboratively to support students in their development and may share information with each other relevant to assisting/supporting you in your program.**

After getting started in your program, if you find interests in common with a faculty member other than the advisor you are assigned, you can change to another advisor within your program. You can do so without submitting any explanation. We want you to have the best working relationship you

can have. We also ask that you make such changes with the recognition that too many changes for trivial reasons can unbalance the advising workload of faculty members to the detriment of students. *There are certain mandatory advising points, where students are required to meet face to face with their advisors. At other times, the advising process is dependent on student initiative.*

### **Mandatory advising times are:**

1. During your first or second semester of the program, in order to meet your advisor and discuss any potential issues you may have experienced in your initial time in the program.
2. At least one full semester before enrollment in MHC 580 Practicum in Counseling and MHC 582/583 Mental Health Internship. This is to ensure that all the prerequisite course requirements and any other departmental requirements have been met (e.g., portfolio requirements, or special requirements determined by a faculty committee for students who have experienced particular problems in their progress through the initial coursework). **Advisor and student signatures are required on dated forms at these points.** This is critical to ensure that you have the necessary preparation for these experiences and that there will be space in these experiences and courses for you.

### **Being a Student**

Pursuing graduate studies in the helping professions has distinctive qualities that make this learning different from other undergraduate or graduate education. Here the emphasis is not only on mastering a body of knowledge and theory, but on developing, demonstrating, and documenting your competence and ethical reliability in applying this knowledge and theory in work with clients. Specific skills and competencies are required to become an effective helping professional. Those are the focus of attention in courses that emphasize structured experiential learning. Most of this learning involves interpersonal judgment and communication effectiveness. Personal qualities of reasonable balance in one's temperament, responsibility in carrying out assignments, understanding and respect for the mutual obligations of client and professional relationships, and willingness and ability to accept and learn from feedback are also critical.

This learning is highly personal. It requires reflection, flexibility, and ability to take emotional risks and learn from them. Participation in this graduate program requires a personal commitment to continued learning through reflection, self-evaluation, and receiving and learning from the evaluative feedback of other students, faculty members, and supervisors. Evaluation of each student's academic progress and growth in professional skills and personal fitness for this work is an ongoing responsibility of faculty members.

### **Getting Help from the CPSY Office**

The Department of Counseling Psychology is located in Rogers Hall on the graduate campus. Office hours are from 9:00 to 5:30 Monday through Friday. However, hours may vary in the summer or around the holidays, so it is generally a good idea to call ahead if access to the office staff is needed.

The office is managed and supported by staff members who are available to answer questions and help students move through the program. Staff can assist students with questions about class schedules and locations, checking out test materials (please see below), internships, the degree application process, etc. Students may also make appointments to see professors through staff



members. Staff do not advise students. It is best to see advisors for questions related to what courses to take and when.

A variety of resources are available to students in the office. These include information on professional organizations and potential internship sites, forms for changing advisors, and changing tracks. In most cases, forms are also available on the department website.

Professors frequently leave papers with staff for students to pick up. Please check with staff to see if they have papers from your class. Students may not have access to any papers other than their own.

Professor mailboxes are also located in the department office. If students wish to drop something off for a professor, it is best to leave it with one of the staff members and she or he will be sure that the professor receives it.

Students are encouraged to frequently check the boards that are located in the hallway just outside the office. Listings are posted there regarding internship sites, student meetings, and potential jobs. This is a great source of information and department news.

### **Checking Out Test Materials and Instruments**

Although the Counseling Psychology Department possesses a number of psychological tests for use in classes and for the training of our students, there are very strict ethical guidelines surrounding their use and availability to students. Two of these guidelines impact students directly. First, the public disclosure of specific content of certain tests damages the test's validity. Secondly, the use of test materials should be directly supervised by a professor or supervisor. Thus, as a general rule, students will only be able to check out tests during the semester(s) they are enrolled in MHC 541 Introduction to Assessment. If students wish to use a test for a specific project/assignment, they may do so, but first need to obtain authorization from their advisor or the department chair.

The purchase and updating of test materials involves a substantial financial commitment on the part of the department. During recent years, all too many tests have been returned to the office missing components. As a result, the following guidelines were instituted in June 2009:

All tests must be properly checked out and checked in by a staff member in the Counseling Psychology Department.

Tests may only be checked out by students in assessment classes. If a student needs a test and is not in an assessment class, the student must obtain permission from their advisor or program director.

All tests must be signed out, and the student is responsible for all contents during the checkout period. If anything is missing or damaged when the test is checked in, the student will need to either find all missing components, or pay for their replacement. **Students will not receive a grade in their assessment class until all materials are either turned in or paid for.**

If a student loses or damages a test, the student may be held responsible for the cost of replacing the test materials. All test materials must be checked out to the person using the test. If a student loans or transfers test materials to another student, without going through proper check-out/check-in procedures, that student is still responsible for the test and all contents.

The usual checkout period for tests is one week. However, in certain instances, this period may vary. Please remember the needs of fellow students when checking out and using tests.

### **Checking Out Video Cameras and Other Equipment**

While students will be expected to purchase their own digital video cameras as part of the MHC 509 course, the Graduate School does maintain a small lending library through which mini digital video cameras and tripods are available for checkout. Students MAY NOT USE CELL PHONES OR PERSONAL COMPUTERS for recording.

Students must email gradloaner@lclark.edu to reserve a camcorder for up to 5 business days. They can pick up the equipment Monday through Friday from 3pm to 6pm in Rogers Hall 214.

Since these camcorders are in high demand, we ask that faculty email gradloaner@lclark.edu as far in advance as possible if your entire class will have an assignment requiring the use of camcorders and we will try to accommodate your request. Remember that Instructional Media Services also checks out equipment to students.

### **Completing Your Degree in the Professional Mental Health Counseling Program**

#### **Graduating**

In order to complete the degree application thoroughly and accurately, please follow the steps below.

*Students will want to begin this process at least nine months prior to graduation.*

1. Request an advising transcript and a degree application from Web Advisor.
2. Schedule a meeting with your advisor to review coursework and advising transcripts to confirm readiness to graduate.
3. Submit the completed, signed, and dated degree application to the graduate registrar. Please contact this office well in advance to determine the deadline for submission.
4. The registrar will forward degree applications to the Counseling Psychology Department for the appropriate signatures.
5. As of Fall 2010, this process is handled through the registrar visiting your internship class and providing you with the necessary paperwork to complete in class. This process is a courtesy to students, and may not be able to be continued by the time you graduate. Therefore, it is your responsibility to insure that you have applied for graduation if the registrar has not visited your internship class.

#### **Becoming Licensed**

Graduates of the M.A. or M.S. Professional Mental Health Counseling program are eligible to apply to become a registered intern through the Oregon Board of Licensed Professional Counselors and Therapists. Registration as an intern is required to work toward becoming a Licensed Professional Counselor (LPC). This license requires a written exam and approximately two years (2400 direct service hours) of supervised community experience as a registered intern (post-degree). Full state licensure requirements may be found on OBLPCT's website: <http://www.oregon.gov/OBLPCT>. OBLPCT's purpose is to regulate the profession and to protect the public from unqualified, incompetent, or unscrupulous persons. Boards expect graduates to address them directly. Because

the board requires documentation of graduates' preparation, especially internship experiences, **it is essential that students keep copies of all records and evaluations from internships/practica.** The department attempts to keep complete records of each student's preparation, but cannot guarantee this or be the only or final repository for records. Failure to keep records could jeopardize graduates' success in becoming licensed. Students should also retain course catalogs and course syllabi in the event of being asked to document courses taken. These materials may also be useful in the instance of applying for licensure in another state. Many graduates retain copies of such records in safe deposit boxes.

### **Licensing in Other States**

Successful completion of the Professional Mental Health Counseling program makes students eligible to apply for appropriate licenses in most states in the United States. Since individual states control licensing within their own boundaries, direct transfer of licenses is limited to states where specific reciprocal licensing agreements are in force. So far, limited progress has been made in reaching such agreements. Most states prefer to retain control of who will be licensed; however, many states accept applicants who graduate from CACREP-accredited programs.

If you are planning to apply for licensure in a state other than Oregon, you must work closely with your advisor to create a plan of study. It is your responsibility to determine additional coursework by thoroughly reviewing the licensing requirements in the state where you plan to apply. We cannot guarantee eligibility for licensure.

### **Getting a Job**

Many of our students work during the time they are enrolled in the program. Working while going to school is a challenge for scheduling and balancing one's life, but makes it possible for many people to go to school who otherwise would not be able to do so. In addition, students who are working learn on the job in ways that contribute to their professional development. **However, students need to be aware that during their practicum and internship semesters you will be on-site 8-12 hours a week for practicum, and 16-20 hours per week for internship. In addition, most students find that the internship feels like a full-time job. Students should plan on cutting back outside work hours during practicum, and plan on working no more than 20 hours per week at an outside job during internship.**

Help is available in finding a position after graduation. The Counseling Psychology Career and Professional Resources website keeps notices of open positions. Please visit this site at [http://www.lclark.edu/graduate/career\\_and\\_licensing/counseling\\_psychology](http://www.lclark.edu/graduate/career_and_licensing/counseling_psychology) for job postings and other information.

Many professional organizations, like the American Counseling Association (ACA), now have websites that include information about finding employment. It is recommended that graduates access the websites from their organization through the network available to them at Lewis & Clark. The website for ACA is <http://www.counseling.org>.

## **SECTION IV: UNDERSTANDING DEPARTMENTAL POLICIES AND PROCEDURES**

In addition to graduate school policies and procedures, there are several policies/practices that have bearing on life as a student in the Department of Counseling Psychology. Many policies are in place to deal with exceptional situations and to serve as guidelines for behavior that fits academic and professional life. Please feel free to discuss any of these policies, practices, and suggestions with an advisor or any other faculty member. There are additional graduate school-wide policies and procedures in *The Navigator Student Handbook* and in the Graduate Catalog. It is your responsibility to be aware of both graduate school and departmental policies and procedures.

### **Program Standards**

Students enrolled in all programs in the Department of Counseling Psychology must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and approaches that are generally accepted in their professional fields, and comply with the codes of ethics of relevant professional associations and the laws of the state of Oregon. A student's admission to any program does not assure that student's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program. Please see the Professional Qualities Evaluation form (for PMHC, PMHC-A and MCFT programs) or Professional Standards (School Psychology program) form in the Appendix. Students in the Professional Mental Health Counseling program and Professional Mental Health Counseling-Addictions program must adhere to the ethics code of the American Counseling Association. Students in the Marriage, Couple and Family Therapy program must adhere to the American Association of Marriage and Family Therapists' Code of Ethics. Students in the School Psychology program must adhere to the National Association of School Psychologists' Code of Ethics.

### **Evaluating Student Fitness and Performance**

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

In this context the term "unsatisfactory progress in the program" refers to an academic judgment made regarding professional qualities and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student's violation of valid rules of conduct.

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is

determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed supports. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct or Academic Performance at any time dependent on the issue that needs to be addressed and the student's openness to supervision.

### **Student Review Process**

If a faculty member's concern regarding the student's conduct is sufficiently serious to merit more formal review and potential *academic* or *disciplinary* action, an Academic Review Panel and/or a Student Conduct Review is completed. Please note that, while the process is termed a conduct review, the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form as well as concern about professional conduct.

A Student Conduct Review is conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context. Student Conduct Reviews include the following steps:

1. The faculty member who has identified the concern will request a Student Conduct Review in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the Program Director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined in the Graduate Catalog and relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the Student Conduct Review.
2. The Program Director will schedule a Student Conduct Review meeting to discuss the concerns raised by the faculty member. Student Conduct Review Panels will include the student and three Counseling Psychology department faculty members appointed by the department chair in consultation with the student's program director. Faculty committee members must include the student's advisor, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. In some cases, a single faculty member may serve in more than one of these roles (i.e., advisor, program director, faculty presenting concern), however the committee will still include a minimum of three CPSY faculty, one of whom is not faculty in the student's program. The student may elect to bring one other person to support her/him; this person can be another student, a faculty member, or a professional from the student's field placement. The committee gathers and reviews pertinent information concerning the issue. The committee meets with the student to apprise him or her of the concern about conduct or performance. During the meeting, the committee offers the student an opportunity to respond.

More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the Student Conduct Review meetings, the panel will meet in her or his absence and will retain the authority to make decisions regarding the student's future in the program.



3. The possible outcomes of the Student Conduct Review include: a written response from the student indicating her or his understanding of the concern and plan for resolving it; a written Plan of Assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the Student Conduct Review; and dismissal from the program. If the student is allowed to continue in the program the committee may make other recommendations, such as placing restrictions or conditions on the student's continuing in the program through the development of a plan of remediation to address and resolve the identified problems. All written documentation submitted for the review and concerning its outcome will be retained in the student's file.

4. Students may submit a written appeal of the decision made by the Student Conduct Review Panel to the CPSY department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the Student Conduct Review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the Graduate School within two weeks of receiving the department chair's notification. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

### **Satisfactory Academic Progress and Performance**

Students enrolled in degree programs must maintain a B average (3.0) and may not receive any grade lower than a C- in any course and no two grades lower than B- to be considered making satisfactory academic progress. The grade of no credit (NC) counts as a grade below a C- for the purposes of determining satisfactory academic progress. Students in nondegree graduate programs (including license, certificate, and endorsement programs) must maintain a 3.0 GPA to be considered making satisfactory academic progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their program and notified of this action.

### **Class Attendance**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### **Academic Performance Standards**

Successful completion of coursework in CPSY department programs includes attention to all requirements of course syllabi, compliance with the department attendance policy, and adherence to program Professional Qualities / Standards as indicated by the Professional Qualities Evaluation / Professional Standards form (see Appendix). Evaluation of performance includes assessment measures outlined in syllabi, skills evaluations, performance in field placements, and interactions with instructors, supervisors and mentors, other students, and other professionals at the college and

in field placements. These standards are used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should seek out the support of an advisor or other faculty to ensure understanding of program Professional Qualities / Standards.

Students who do not meet program standards for academic performance will be notified by their program director that an Academic Review Panel is to be convened. Program directors, in consultation with the student's advisor and any other relevant faculty, will convene an Academic Review Panel to determine an appropriate course of action. Students may be given a written plan for improvement or may be withdrawn from the program, depending on the circumstances. Once withdrawn from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

### **Academic Review Panel and Appeal Process**

Program directors will convene an Academic Review Panel (ARP) in cases where there is a concern that a student is not meeting academic performance standards in the program. Questions about academic performance may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program, whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession, and/or concerns about any of the Professional Qualities / Standards indicated on the Professional Qualities Evaluation or Professional Standards form.

When an instructor or faculty member is concerned about a student's performance and an Academic Review Panel is formed, the ARP asks that a Professional Qualities Evaluation (PQE) / Professional Standards form be filled out and given to the student's program director if one has not already been completed. Students cannot initiate a PQE / Professional Standards form. The ARP committee may also ask other instructors or supervisors who have had contact with the student to complete a PQE / Professional Standards form to gather needed information. Faculty may offer input to the committee at any time, but anyone providing documentation should address their own experiences with the student without making determinations as to the outcome of the ARP. No individual has all the data seen by the committee; for that reason, it is the role of the ARP to determine the information necessary to make academic decisions about the student concerns.

Academic Review Panels will include the student and three Counseling Psychology department faculty members appointed by the department chair in consultation with the student's program director. Faculty committee members must include the student's advisor, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. In some cases, a single faculty member may serve in more than one of these roles (i.e., advisor, program director, faculty presenting concern), however the committee will still include a minimum of three CPSY faculty, one of whom is not faculty in the student's program. The student may elect to bring one other person for support; this person can be another student, a faculty member, or a professional from the student's field placement. The faculty on the panel will act in an advisory capacity to the program director, who will communicate her or his decision in writing to the student within two weeks of the meeting. If no appeal is received during the two weeks following the communication of the decision made by the program director, the decision of

the panel will be considered accepted by the student. Any decision to dismiss a student from a program will require the review and written approval of the department chair.

A student may contest decisions related to the outcome of the Academic Review Panel. To appeal any decision that is not dismissal from the program, a student initiates the appeal by submitting a written request to the department chair within two weeks of the Academic Review Panel's decision. The department chair then has two weeks to respond in writing to the student's appeal.

In cases where a student wishes to appeal the decision of the department chair, or in cases where the student wishes to appeal a decision to dismiss her or him from the program, a written appeal may be submitted to the dean of the Graduate School within two weeks of the chair's decision. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

### **Grading Policy**

Policies on grading and registration can be found in the Graduate Catalog.

### **Resolution of Student Grievances**

The faculty believes that each student should be educated in a supportive, congenial, and professional academic environment. Any student who believes she or he has been unfairly evaluated or is the victim of harassment has the right to a fair and timely procedure for review and resolution of her or his grievance(s).

### **Discrimination and Harassment**

If any member of the Lewis & Clark community believes they are a victim of discrimination and harassment, he or she should refer to the "Discrimination and Harassment" policy in the *Navigator*.

### **Academic Grievance**

If a student alleges that a final grade in a course is an inaccurate reflection of her/his performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should consult the grading policy in the Graduate Catalog.

### **Evaluations**

If a student alleges that an evaluation in a course or internship is an inaccurate reflection of her/his performance, the student should first attempt to resolve the matter with the individual faculty member or site supervisor. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of evaluations is final.

### **Site Supervisors**

In the case of a grievance against an internship/practicum site supervisor, a student who is unable to reach a satisfactory resolution with the supervisor will first request assistance from the faculty practicum or internship supervisor. If unable to reach a satisfactory resolution, the faculty supervisor and/or student may seek assistance from the program's internship/practicum coordinator or program director(s). Again, if unable to reach a satisfactory resolution, the student or internship/practicum coordinator may then contact the department chair. If this attempt is

unsuccessful, the student or internship/practicum coordinator may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of site supervisors is final.

### **Course Concerns**

If a student alleges that a course is not being presented in a professional manner, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of problematic classes is final.

### **Changing Programs**

If a student is enrolled in any of the CPSY department's programs and wishes to pursue another program within the department instead, the student must submit a letter, along with the Degree Program Change Request form, to the CPSY office explaining the reason for the program change. This is given to the director of the program the student hopes to enter. Separate meetings between the student and directors of both programs are recommended. The relevant program team will consider the request, gather information about the student's standing in her/his current program, and inform the student of their decision. No new application fees are required.

Students do not typically have the option of requesting a change in programs (e.g., Marriage, Couple, & Family Therapy to Professional Mental Health Counseling) once they have begun practicum.

### **Release of Educational Records**

Students who request that faculty and/or supervisors act as references for job applications or otherwise request that information about their academic and/or clinical work be shared with others, must sign a release of educational records form for each request. See the Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook for additional information on student confidentiality (i.e., FERPA).

## **SECTION V: STUDENT RESOURCES**

### **Student Resources At Lewis & Clark College**

In addition to this handbook, there are other resources students will need to consult in order to complete the program. Every student is expected to know and comply with academic rules established in the following publications. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

### **Current Students Website**

The graduate school has created a website for all current students that contains links to important resources (like how to order transcripts, find your financial aid award amount, or reset gmail passwords), as well as news and announcements (including job postings, updates from campus offices, etc.) and event listings. It's updated weekly. Students may want to even set it as their homepage. It can be found at [graduate.lclark.edu/current\\_students](http://graduate.lclark.edu/current_students).

### **Graduate Catalog**

The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. It is available online at [docs.lclark.edu/graduate](http://docs.lclark.edu/graduate).

The catalog includes academic policies, such as:

- Academic Performance (including academic standards expectations, grading policy, and policies governing grade appeals)
- Professional Conduct and Academic Review policies (including Academic Review Committees and Conduct Review Committees)

A full list of these policies and procedures can be found at [docs.lclark.edu/graduate/policyprocedures/academic](http://docs.lclark.edu/graduate/policyprocedures/academic).

The catalog also includes registration policies, such as:

- Transfer of Credit
- Waiver of Courses
- Changing or Adding Programs
- Repeated Courses and Grades
- Degree Candidacy

All of these registration policies can be found at [docs.lclark.edu/graduate/policyprocedures/registration](http://docs.lclark.edu/graduate/policyprocedures/registration).

### **Graduate Registrar**

The Graduate Registrar's website, [graduate.lclark.edu/offices/registrar](http://graduate.lclark.edu/offices/registrar), contains vital information regarding course schedules, downloading forms (e.g., leave of absence, transcript request, degree application), and Academic Calendars.

### **Navigator Student Handbook**

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the Navigator ([graduate.lclark.edu/student\\_life/handbook](http://graduate.lclark.edu/student_life/handbook)), on the graduate school website. The



handbook contains helpful information and critical policies that all students should be acquainted with.

The Navigator includes College policies, such as:

- Academic Freedom in Courses and Scholarship
- Alcohol and Drug Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment
- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Students

A complete list of these policies can be found at [graduate.lclark.edu/student\\_life/handbook/college\\_policies](http://graduate.lclark.edu/student_life/handbook/college_policies).

### **Graduate School Policies and Procedures**

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the *Navigator*, on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with. Many of these policies can also be found in the Graduate School catalog (also online), along with course descriptions and program requirements. Both publications also contains information about resources for students, ranging from academic calendars, to writing assistance, to career and licensing support.

The Navigator handbook includes academic policies, such as:

- ☐ Student Professional Conduct Policy
- ☐ Satisfactory Academic Progress & Performance Policy

Registration policies, such as:

- ☐ Transfer of Credit
- ☐ Waiver of Courses
- ☐ Transferring or Adding Programs
- ☐ Grading Policy and Grade Change Policy
- ☐ Repeated Courses and Grades
- ☐ Degree Candidacy
- ☐ Modification of Academic Requirements

And College policies, such as:

- ☐ Academic Freedom in Courses and Scholarship
- ☐ Alcohol and Other Drugs Policy
- ☐ Confidentiality of Records
- ☐ Disability Policy

Discrimination and Harassment and Complaint Procedure

- ☐ Hate and Bias Motivated Incidents
- ☐ Public Laws policy
- ☐ Sexual Conduct Policy and Sexual Harassment
- ☐ Transportation and Parking Regulation

#### □ Withdrawal of Student, Involuntary Administrative

Every student is expected to know and comply with academic rules established in the *Navigator* and the catalog. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

## Appendix A

### Lewis and Clark Counseling Psychology Department Professional Qualities Evaluation

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

Faculty \_\_\_\_\_ Course Number \_\_\_\_\_

<b>Rating Scale</b>				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
<b>Professional Responsibility</b>				
1. The student conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with program mission and standards.	N	0	1	2
3. Students will demonstrate a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to advisors, course instructors, and others in supervisory or instructional positions.	N	0	1	2
4. Students will be understand and demonstrate the ability to balance their own judgments and worldviews with accountability for adhering to professional knowledge, guidelines and standards of conduct provided by provided by advisors, course instructors, and other supervisors on campus and off campus.	N	0	1	2
5. Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.	N	0	1	2
6. The student demonstrates application of legal requirements relevant to counselor training and practice in all classes.	N	0	1	2
<b>Competence</b>				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond professionally, to peers, professors, and therapeutically to clients	N	0	1	2
<b>Maturity and Attitude</b>				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2

2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
7. The student maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors.				
<b>Integrity</b>				
1. The student refrains from making statements that are false, misleading or deceptive.	N	0	1	2
2. The student considers the impact of her/his actions on the well being of the group (e.g., cohort, program, agency) as a whole, including but not limited to avoiding improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
4. The student respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2
5. The student demonstrates respect, awareness and knowledge of social equity and inclusion, including contextual and systemic dynamics related to race and racial inequalities, class, nation of origin and language, spirituality and religion, sexual orientation, and physical abilities.	N	0	1	2
6. The student considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2
<b>Social and Self-awareness</b>				
1. The student demonstrates awareness and knowledge of her/his intersecting identities (e.g., gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling & therapy.	N	0	1	2
2. The student demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.	N	0	1	2
3. The student demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards.	N	0	1	2
4. The student demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	N	0	1	2
5. The student maintains humility and uses privilege to promote social equity.	N	0	1	2

**Comments:**

## Appendix B

**M.A. Professional Mental Health Counseling  
Required Course Sequencing for an 8 Semester Program  
Academic Year 2014-2015  
60 Semester Hours Total  
Summer or Fall Semester Start**

<b>Floating Any Semester</b>	Electives (6)	CORE	Core Experiences	
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### YEAR 1

	<b>Semester 1</b>		<b>Semester 2</b>		<b>Semester 3</b>
MHC 503 (2)	Intro to Professional Counseling	CPSY 506 (2)	Life Span Development	MHC 534 (3)	Child/Family Counseling
MHC535 (3)	Research Methods in Counseling	MHC 511 (3)	Cultural Foundations and Social Justice	CPSY 522 (2)	Diagnosis of Mental and Emotional Disorders
MHC513 (3)	Theory and Philosophy of Counseling	MHC 509 (3)	Practical Skills for Counselors	MHC 524 (3)	Counseling and Interventions with Adults
CORE	Core Convocation (offered in Fall semester)				

### YEAR 2

	<b>Semester 4</b>		<b>Semester 5</b>		<b>Semester 6</b>
CPSY 514 <i>or</i> 515 (3)	Group Counseling w/ Children & Adolescents <i>or</i> w/ Adults	MHC 541 (2)	Introduction to Assessment	MHC 548 (2)	Trauma / Crisis Counseling Across Lifespan
CPSY 523 (3)	Counseling and Interventions with Children and Adolescents	MHC 536 (2)	Addiction Counseling	MHC 540 (2)	Career Counseling
MHC 532 (2)	Ethical & Legal Issues in Professional Counseling	MHC 549 (1)	Clinical Reasoning	MHC 580 (3)	Practicum II
		MHC 580 (3)	Practicum I		

### YEAR 3

	<b>Semester 7</b>		<b>Semester 8</b>		<b>Semester 9</b>
MHC 582/583 (3)	Mental Health Internship: Adult <u>or</u> Child/Family	MHC 582/583 (3)	Mental Health Internship: Adult <u>or</u> Child/Family		
MHC 591 (1)	Career Development				