



**Oregon State University**  
**College of Education**

**Master of Counseling  
Program Handbook**

**Hybrid School Counseling Option  
and  
Hybrid Clinical Mental Health Counseling Option**

**2020-2021**

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**Master of Counseling  
Counseling Academic Unit  
OSU College of Education**

**Overview**

The M.Coun program with a major in counseling (Ecampus, hybrid Clinical Mental Health Option) is designed to fit the needs of the working adult as well as the part-time student. The weekend classes, online group supervision sessions, online learning activities on Canvas are interactive and experiential. The faculty brings to the learning process a wide range of theoretical orientations and lived experiences. The goal of the program is to develop professional clinical mental health counselors who are leaders in social justice and diversity.

**Vision Statement for the Counseling Academic Unit (CAU)**

The Counseling Academic Unit strives to be a national and international leader in preparing counselors and counselors educators as change agents.

**CAU Mission Statement**

Using current professional standards, the Counseling Academic Unit at Oregon State University prepares professional counselors and counselor educators who promote the holistic wellness of individuals, families, communities, and organizations. These counselors and counselor educators are prepared to be change agents who are competent, ethical, and proactive in the face of injustice. They are lifelong learners whose work is informed by lifespan development, theory- and evidence-based practices, and a local and global perspective. Their work as counselors, supervisors, educators, researchers, and advocates demonstrates multicultural and diversity competence and a commitment to social justice.

**Master's in Counseling Mission Statement and Description**

The Master of Counseling Program serves Oregon State University's Land Grant Mission, supports the CAU Mission, and promotes sociocultural equity. Using current professional training standards, the Master of Counseling Program cultivates counseling student development in four areas: academic excellence, counseling knowledge and skills, personal growth and development, and professional counselor identity and disposition.

- We believe that professional counselors stand for social, economic, and political justice and, therefore, must be prepared to be proactive educators, change agents, and advocates in the face of injustice. Development across the life span, cultural diversity, and a global perspective are integral to the preparation of professional counselors.

The M Counseling program emphasizes four preparation components: academic excellence, competence in counseling knowledge and skills, personal growth and development, and professional counselor identity and disposition. The program emphasizes the personal growth and development of its participants as much as it provides a foundation of skill and knowledge. The sequential program integrates academic knowledge and theory with closely supervised counseling practice. The faculty strongly believes that professional counseling is grounded in a personal and professional code of ethics. To effectively counsel others, students must find a workable integration of theory, philosophy, and technical skills that are consistent with the students' self-views and beliefs about the nature of people.

## Values Statement

The program, faculty, students, and staff honor the lived experiences of all individuals. We are a learning community that embraces the concepts of social justice, innovation, the intersection of practice and research, reflection, and integrity. We hold to the ethical principles established by the American Counseling Association, the American School Counselor Association, and the Association for Counselor Educators and Supervisors.

We uphold the following values explicated by the College of Education at Oregon State University:

- **Social Justice**  
We value social justice in all aspects of our work. The disciplines of counseling and counselor education must be situated in a sociopolitical context and actively work to correct injustice.
- **Innovation**  
We value innovation in the practice of counseling and counselor education. Counselors and counselor educators should seek new ways of viewing and addressing human problems and of promoting lifelong learning, holistic wellness, and social justice.
- **Intersection of Practice and Research**  
We value the use of current research to inform the practices of counseling and counselor education. In addition, we are committed to engaging in research that is informed by the practice of counseling and counselor education in the field.
- **Reflection**  
We build reflective practices into our work and the work of our students as counselors and counselor educators. We actively consider and evaluate our effectiveness and our culture, social positions, life experiences and knowledge, and are actively open to other perspectives.
- **Integrity**  
We consider and adhere to our values in all decision making. We evaluate our impact on the college, programs, students, client populations, community, and society and work to align our actions with our values.

## Faculty Guiding Principles

- We support Dignity, Respect, Integrity, Value and Equality in all our interactions with students, staff, and the community.
- We are guided by intellectual curiosity, social responsibility, compassion, and high ethical standards in our professional activities.
- We acknowledge there is no one truth and seek multiple understandings of human behavior.
- We are committed to creating a learning community that promotes diversity, democratic values and practices.
- We take responsibility as educators to promote informed criticism even when that criticism may not be well received.
- We challenge dogma that we encounter in classrooms, clinical experiences, and in our role of serving the broader society.
- We believe we must educate professional counselors to be critical thinkers in order that they might find their voice to develop progressive social vision through program transformation and policy development.
- We recognize a multiple perspective(s) of intrapersonal, social, and political interaction that intervenes on both macro and micro levels.

- We are invested in an interdisciplinary team and systems approach to change.
- We are committed to transcend the university's physical boundaries and to link with the community in order to improve educational opportunities for children and adults.
- We are dedicated to the interconnectedness of teaching, research, service, and clinical practice.
- We believe that professional counselors must continually address their own emotional, intellectual, spiritual, and physical well-being in order to be effective helping professionals.
- We believe students are our most important clients, for the quality and completeness of their education will determine the direction of the future.

### Accreditation

The Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)) has conferred accreditation on the school counseling and clinical mental health counseling options in Counseling at Oregon State University.

The program is also accredited by the National Council for Accreditation of Teacher Education ([NCATE](#)) and the Oregon Teacher Standards and Practices Commission (TSPC). The program is recognized by the Oregon Board of Licensed Professional Counselors and the National Board of Certified Counselors as a program that meets the course work necessary for licensing or certification.

### Master of Counseling Description

The master's degree program with a major in counseling is 75 quarter credits for School Counselor (SC) option and 90 quarter credits for Clinical Mental Health (CMH) option and is completed on a part-time basis. Part-time students take an average of two classes per quarter for 12 (SC) or 14 (CMH) consecutive quarters. The Ecampus hybrid School and Clinical Mental Health options are only offered on a part-time basis.

### Areas of Concentration within the Major

At the master's level, the counseling major has two options: Clinical Mental Health Counseling (eligible to apply for Oregon LPC licensure) and School Counseling (eligible to apply for Oregon TSPC school counselor licensure). <https://ecampus.oregonstate.edu/services/doe/licensure.htm>

### School Counseling and Clinical Mental Health Counseling licensure requirements

Students interested in completing program requirements for School counseling and Clinical Mental Health counseling should meet with their academic advisor upon beginning the program for approval and planning. Both the School and Clinical Mental Health Counseling options provide the educational and experiential requirements required for licensure by the state of Oregon. Students residing outside of Oregon should verify that the OSU program will meet licensure requirements in that state. The following page links to the various states and their licensing requirements:  
<https://ecampus.oregonstate.edu/services/doe/licensure.htm>

### Additional School Counseling Licensure Requirements For TSPC Licensure

1. All school counseling students must take a class on how to work with ELL students (COUN 582).
2. Students taking the school counseling concentration who do not have teaching experience must complete a 200 hr. teaching practicum in order to be recommended for the Preliminary School Counselor License. This includes taking one additional 3 credit class: COUN 591 Instructional Strategies for School Counselors.

3. Each of these requirements is in addition – not a part of – completion of the 75 credit MCon degree.

### Clinical Mental Health Counseling Licensure Requirements

To qualify for licensure as a professional counselor under ORS 675.715 (3), a registered intern shall have completed three years of full-time supervised counseling experience post degree. The applicant must have completed no less than 2,400 **direct client contact hours** (*up to 400 of those hours may be completed during the clinical portion of the degree program*) and 120 supervision hours with a qualified supervisor.

Other specific requirements apply. For further information, contact the Oregon Board of Licensed Professional Counselors and Therapists: (503) 378-5499, [www.oblpct.state.or.us](http://www.oblpct.state.or.us)

### Conducting Private Practice While Enrolled in the Program

The faculty of the Counseling Program subscribes to the ethical standards of the American Counseling Association (2014). In an effort to encourage professionalism among its students, the faculty requires its students to adhere to these same standards while engaged in providing counseling services to clients. The ACA standards read, in part:

Counselors claim or imply only professional credentials possessed and are responsible for correcting any known misrepresentations of these credentials by others [ACA Ethical Standard, C.4.a].

With regard to the delivery of professional services, members should accept only those positions for which they are professionally qualified [ACA Ethical Standard, C.2.a].

Consistent with these standards, students may not independently offer mental health diagnosis, counseling, or consultation services, either gratis or for remuneration. If it should come to the attention of the faculty that a student is offering such services, an investigation of the student's activities will be conducted by a committee appointed for this purpose. The committee will present its findings and recommendations to the faculty for decision on retention of the student in the program.

### Personal Growth Requirement

Counseling students enrolled in the Master's Degree program are expected to participate as clients in an individual and group counseling experience during the time they are enrolled as graduate students.

This requirement recognizes the value of such an experience in the continuing development of self-awareness and personal identity. It is also based on the belief that firsthand experience as a client bridges the gap between intellectual and emotional understanding of the client/student experience. Students will participate in individual and group counseling with a qualified\* counselor or mental health provider approved by the faculty advisor. This therapeutic experience should focus on personal growth and awareness rather than specific skills training. Important components could include sharing of here-and-now feelings, working out communication blocks, interpersonal feedback, individual expression of concerns; as well as expression of feelings about self, significant people in one's life, and other members of the therapeutic experience (for group setting).

The Counseling program can offer this experience free of charge to students. The qualified counselor will be a current Ph.D. student enrolled in either Practicum or Internship earning supervised clinical hours required

by CAREP. The Ph.D. counselor will be under the supervision of a faculty member and sessions will be recorded. If you are interested in this option, please contact the Program Lead.

Note: The group counseling requirement is met through engagement in an online group experience facilitated by PhD students during students' second summer in the program.

Students are required to provide written verification (see student advising site) of at least 10 sessions of individual/couples counseling and of group counseling to their faculty advisor prior to completion of the master's degree. Written verification is defined as a statement by the qualified counselor of consistent attendance. Specifics of the counseling relationship will be kept confidential between student/client and counselor in accordance with the ethical guidelines of the American Counseling Association (ACA).

Students are urged to complete their required number of counseling sessions during the first year of their program and before completing the second term of Practicum. Counselors must prioritize clients' needs based on clinical urgency, thus they may not be able to accommodate counseling students who have no particular therapeutic issue to address.

\*Qualified counselors are those who have earned licensure in their perspective field, (i.e., a Licensed Professional Counselor, Licensed Clinical Social Worker, licensed Psychologist).

### Conference Attendance Requirement

Students in the Master of Counseling program are required to obtain **24 Continuing Education Units (CEUs)** of training outside of their OSU program prior to their graduation and to present documentation of completion of all required learning activities. At least **6 of these hours** must be obtained through attendance at a state, national, or international professional counseling conference (e.g., ORCA, OSCA, ACA, ASCA). The other training hours can be obtained through professional conferences, workshops, webinars, or educational seminars so long as they meet the criteria for CEU's from the NBCC or equivalent (LPC, MFT, LCSW, and/or licensed psychologist organizations). Typically, CEUs that would be accepted by your State licensure board will qualify.

Please contact your advisor if you have any questions as to whether a training opportunity meets the requirement. Verification of attendance should be provided to your advisor through a certificate of attendance (other verification of attendance might include a registration receipt and name badge, or the workshop program with your name listed, if you presented).

You will need to provide evidence for verification of conference attendance form listing conferences when you have completed the requirement including the conferences/workshops attended, number of hours, and dates once you have accumulated those hours.

## Counseling Faculty and Staff

Name	Program Role	Research Expertise
<b>Instructional</b>		
<b>Aguilera, Mary (Dr.)</b> 503-737-2232 <a href="mailto:mary.aguilera@oregonstate.edu">mary.aguilera@oregonstate.edu</a>	Assessment Coordinator	Supervision, Play therapist training, Counselor training
<b>Cazares-Cervantes, Abraham (Dr.)</b> 541-737-5407 cazaresa@oregonstate.edu	School Counseling	Multicultural competency in school counseling, Supervision of minority supervisees, Ethnic identity development, Working with bilingual clients, Gang-related behavior, Working with the Latinx population
<b>Dykeman, Cass (Dr.)</b> 541-737-8204 <a href="mailto:dykemanc@onid.orst.edu">dykemanc@onid.orst.edu</a>	PhD program	Math anxiety intervention, Psychopharmacology, Addiction counseling
<b>LaGue, April (Dr.)</b> 541-737-8583 <a href="mailto:laguea@oregonstate.edu">laguea@oregonstate.edu</a>	School Counseling	Emotion regulation in school settings, Math anxiety in adolescents, School counselor identity development and advocacy, Technology integration in counselor education, Corpus Linguistics in counselor education
<b>Muzacz, Arien (Dr.)</b> 541-737-8204 arien.muzacz@oregonstate.edu	Clinical Mental Health Counseling	Sexuality, multicultural counseling, supervision, LGBT health, prevention, scholarship of teaching and learning
<b>Ng, Kok Mun (Dr.)</b> 541-737-3741 <a href="mailto:kokmun.ng@oregonstate.edu">kokmun.ng@oregonstate.edu</a>	Program Chair PhD Program	Multicultural counseling; Attachment theory; Internationalization of counseling; Couples and family counseling
<b>Rubel, Deborah (Dr.)</b> 541-737-5973 <a href="mailto:deborah.rubel@oregonstate.edu">deborah.rubel@oregonstate.edu</a>	Program Chair Interim PhD Program	Group work, Pedagogy, Qualitative research methods
<b>Schulz, Lisa (Dr.)</b> 541-737-5959 <a href="mailto:lisa.schulz@oregonstate.edu">lisa.schulz@oregonstate.edu</a>	Clinical Mental Health Counseling	Cross cultural issues related to dual identity development, Contingent faculty issues, Transpersonal counseling
<b>Program Support</b>		
<b>Charbonneau, Natalie</b> 541-737-1277 <a href="mailto:Natalie.Charbonneau@oregonstate.edu">Natalie.Charbonneau@oregonstate.edu</a>	Clinical Assistant	Supervision Assist platform Programs Inquiries Accreditation Data
<b>Massa-Gonzalez, Ada N. (Dr.)</b> 541-737-1826 <a href="mailto:Ada.Massa@oregonstate.edu">Ada.Massa@oregonstate.edu</a>	Program Lead and Clinical Coordinator	Graduate School Liaison Advising Support Clinical Placement Agreements Course Scheduling

## Curriculum: Master of Counseling

Course	School Counseling	CMH Counseling
COUN 513 Pre-Practicum	3	3
COUN 514 Practicum in Counseling	6	6
COUN 515 Counseling Internship	15	24
COUN 531 Developmental Perspectives in Counseling	3	3
COUN 532 Social & Cultural Perspectives	3	3
COUN 533* Addictive Behavior Counseling	3	3
COUN 536* Psychopharmacology	0	3
COUN 541 The Counseling Profession	3	3
COUN 546 Leadership of School Counseling Programs	3	0
COUN 550 Foundations of Mental Health Counseling	0	3
COUN 548* Special Education Issues	3	0
COUN 551 Theory & Techniques of Counseling I	3	3
COUN 552 Theory & Techniques of Counseling II	3	3
COUN 562 Research Methods	3	3
COUN 567 Appraisal of the Individual	3	3
COUN 568* Lifestyle & Career Development	3	3
COUN 571* Group Counseling Procedures	3	3
COUN 575 Family Counseling	3	3
COUN 577 Applied Psychopathology & Psychodiagnostics	3	3
COUN 578 Crisis, Grief, and Loss	3	3
COUN 581 Cross-Cultural Counseling	3	3
COUN 597* Supervision	0	3
COUN 595 Group Counseling II	0	3
COUN 598* Consultation	3	3
Electives: COUN 591; 582	6 <sup>1</sup>	0
<i>total</i>	75 (81) <sup>1</sup>	90

<sup>1</sup>Students who do not have a teaching license take COUN 591(3cr) and COUN 582(3cr).

Note: This is a requirement for TSPC licensure.

\*Please note that these classes may occur in **weekday and/or weekend formats**. Please check with the schedule and/or program advisor prior to making travel and working arrangements for the terms in which these classes are offered.

**Hybrid Clinical Mental Health Option Schedule (Part-Time for Cohorts 92 ad 93)**

**Year 1**

**Summer**

COUN 541 The Counseling Profession  
COUN 575 Family Counseling

**Winter**

COUN 551 Counseling Theory I  
COUN 531 Developmental Perspectives in Cslg

**Fall**

COUN 532 Social & Cultural Perspectives  
COUN 550 Foundations of Mental Health Cslg

**Spring**

COUN 552 Counseling Theory II  
COUN 578 Crisis, Trauma, & Grief Counseling

**Year 2**

**Summer**

COUN 513 Counseling Pre-practicum  
COUN 577 Appl. Psychopathology &  
Psychodiagno.

**Winter**

COUN 514 Practicum in Counseling II  
COUN 571 Group Counseling Procedures

**Fall**

COUN 514 Practicum in Counseling I  
COUN 533 Addictive Behavior Counseling

**Spring**

COUN 515 Counseling Internship (5 credits)  
COUN 581 Cross-Cultural Counseling

**Year 3**

**Summer**

COUN 515 Counseling Internship (5 credits)  
COUN 567 Appraisal of Individual

**Winter**

COUN 515 Counseling Internship (5 credits)  
COUN 562 Intro to Research Methods in Cslg

**Fall**

COUN 515 Counseling Internship (5 credits)  
COUN 568 Life Style & Career Development

**Spring**

COUN 515 Counseling Internship (4 credits)  
COUN 595 Group Counseling II

**Year 4**

**Summer**

COUN 536 Applied Psychopharmacology  
COUN 598 Counselor Consultation

**Fall**

COUN 597 Intro to Counselor Supervision

### Hybrid **School Counseling** Option Schedule (Part-Time)

#### Year 1

##### Summer

COUN 541 The Counseling Profession

COUN 575 Family Counseling

##### Winter

COUN 551 Counseling Theory I

COUN 531 Developmental Perspectives in Cslg

##### Fall

COUN 532 Social & Cultural Perspectives

COUN 548 Special Education Issues

##### Spring

COUN 552 Counseling Theory II

COUN 578 Crisis, Trauma, & Grief Counseling

#### Year 2

##### Summer

COUN 513 Counseling Pre-practicum

COUN 577 Appl. Psychopathology & Psychodiagnostics.

##### Winter

COUN 514 Practicum in Counseling II

COUN 567 Appraisal of the Individual

##### Fall

COUN 514 Practicum in Counseling I

COUN 568 Life Style & Career Development

COUN 591 Instructional Strategies

##### Spring

COUN 533 Addictive Behavior Counseling

COUN 581 Cross-Cultural Counseling

#### Year 3

##### Summer

COUN 546 Leadership of SC Programs

COUN 571 Group Counseling Procedures

##### Winter

COUN 562 Intro to Research Methods in Edu

COUN 515 Counseling Internship (5 credits)

##### Fall

COUN 515 Counseling Internship (5 credits)

COUN 598 Counselor Consultation

##### Spring

COUN 515 Counseling Internship (5 credits)

COUN 582 Multicultural Counseling II

**Hybrid Clinical Mental Health Option Schedule (Part-Time for [Cohorts 94 - 96](#))**

**Year 1**

<u>Summer</u>		<u>Fall</u>	
COUN 541	The Counseling Profession	COUN 532	Social & Cultural Perspectives
COUN 575	Family Counseling	COUN 550	Foundations of Mental Health Cslg
<u>Winter</u>		<u>Spring</u>	
COUN 551	Counseling Theory I	COUN 552	Counseling Theory II
COUN 531	Developmental Perspectives in Counseling	COUN 578	Crisis, Trauma, & Grief Counseling

**Year 2**

<u>Summer</u>		<u>Fall</u>	
COUN 567	Appraisal of the Individual	COUN 568	Life Style & Career Development
COUN 562	Intro to Research Methods	COUN 577	Applied Psychopathology & Psycho-diagnosis
<u>Winter</u>		<u>Spring</u>	
COUN 533	Addictive Behavior Counseling	COUN 513	Counseling Pre-practicum
COUN 571	Group Counseling Procedures	COUN 581	Cross-Cultural Counseling

**Year 3**

<u>Summer</u>		<u>Fall</u>	
COUN 514	Practicum in Counseling I	COUN 514	Practicum in Counseling II
COUN 595	Group Counseling II	COUN 598	Counselor Consultation
<u>Winter</u>		<u>Spring</u>	
COUN 515	Counseling Internship I (5 credits)	COUN 515	Counseling Internship II (5 credits)
COUN 597	Intro to Counselor Supervision	COUN 515	Counseling Internship V (4 Credits)

**Year 4**

<u>Summer</u>		<u>Fall</u>	
COUN 515	Counseling Internship III (5 credits)	COUN 515	Counseling Internship IV (5 credits)
COUN 536	Applied Psychopharmacology		

## Location, Times, & Days of Counseling Programs<sup>1</sup>

All counseling degree programs are cohort based.<sup>2</sup> A new cohort starts each summer quarter. Hybrid School and CMHC students take two courses per quarter. OSU-Corvallis does not offer a full-time schedule to students. All hybrid courses involve face time (either in-person or synchronous online meetings) and online learning activities.

All cohorts start summer term.

Summer session in counselor education offered via Ecampus is 8 to 10 weeks in length. CMHC internship (COUN 515) runs for 11 weeks in the summer.

Courses in fall, winter, and spring terms, are normally 11 weeks long. "Finals week," the 11th week, reserved for completion of final project, assignments, and hours at the internship sites.

**Face-to-face** class meetings for content courses (i.e., other than practicum and internship) take place on Fridays and Saturdays, full day, of Week 2 and Week 9 of the term. Currently, these class meetings are off-site (i.e., not in Corvallis), and are expected to be held at the Clackamas Community College – Wilsonville campus; 29353 Southwest Town Center Loop East, Wilsonville, OR 97070. Students from the School and CMH programs will share some courses together. Students will also have courses as School or a CMHC cohort by themselves. Students will be given a 4-year course calendar that contains the dates of face-to-face meetings in Wilsonville in advance for planning purposes.

Other than the face-to-face meetings, content courses may involve several **synchronous online meetings via Zoom or Supervision Assist** per term. In such cases, students will be informed in advance in the syllabus.

**Practicum** and **internship** classes will be conducted synchronously online via Zoom on Supervision Assist weekly for both group supervision and/or individual/triadic supervision. Group supervision normally runs a minimum of 1.5 hours to a maximum of 3 hours on Monday evenings, whereas individual/triadic supervision normally runs for an hour per week. More details on practicum and internship are found in the Courses Manuals. Students and faculty members will work collaborative together on practicum and internship field placement.

### Notes: Time, Dates, Location and Program Format

1. The information about class schedules and locations is subject to change. The information about Face-To-Face meetings twice a term will be available during registration. Information regarding additional synchronous meeting will be provide by each course instructor on their syllabus.
2. A "cohort" is a group of students admitted together at the same time who move through the program jointly. Two great advantages to learning in a cohort are: (1) you have a community to support you, and (2) you establish a network with other professionals that will increase your mobility across organizational boundaries for employment opportunities and career growth.
3. Courses always involve web instruction and Internet-supported learning activities. As such, students are expected to have knowledge and skills in using the computer, information technology, and the Internet. Students are also expected to have **high speed, broadband Internet access**. Because of regular synchronous online meetings via Zoom or other Internet-supported communication platforms, **students are expected to have a headset with a mic and a webcam**.

OSU Ecampus provides resources such as online training on the use of Canvas, our current learning management system, Zoom, and technology support Helpdesk. Please visit the following Ecampus sites as you begin your studies:

Newly Admitted & Returning Students: <http://ecampus.oregonstate.edu/students/newly-admitted/>  
Getting Started: Degree-Seeking Graduate Students:  
<http://ecampus.oregonstate.edu/students/newly-admitted/graduate.htm>  
Starting Your Course Checklist: <http://ecampus.oregonstate.edu/services/start/checklist.htm>  
Student Services: <http://ecampus.oregonstate.edu/students/>

4. Students need to plan to complete a **100 hour practicum** (COUN 514 I & II) (average of five hours per week) over two terms and complete a **600 hour internship** in Years 3 of their program in order to fulfill CACREP requirements.

### Classroom Attendance

Seat time (time spent in class) is an important part of your learning, and is governed, in part, by counselor education best practices in pedagogy, CACREP standards, university, and professional licensing requirements. Students are expected to attend and actively participate in all class meetings. In hybrid courses, students are expected to attend all scheduled face-to-face weekend class meetings and synchronous online meetings. Missing any portion of these face-to-face class time (e.g., assigned seat time), may result in students failing the class, except in the case of a documented and unforeseen medical or family emergency (please see university policy regarding [FMLA](#) and grad school [leave of absence](#) linked here). In cases of foreseen medical or family emergencies, students should consult with the instructor about whether to continue with the course or withdraw. Please review the syllabus for assigned seat time for each course. Consult with the instructor if you have any questions about the attendance policy. Internship, work, family, and personal activities do not constitute as medical or family emergencies.

### Principles of Admission and Retention

The State System of Higher Education has adopted the following statement:

*Academic performance is not the sole criterion for admission to and continuation in certain courses and programs at the University, such as practicum courses and internships. The University may find it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct that are necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.*

The Counseling faculty subscribes to the above statement and has adopted the following specific principles and conditions for admission and retention in the program:

- A. Applicants are sought from a variety of groups and cultures within society. Admissions policies and procedures are designed to foster the identification and selection of all prospective students who possess the potential for master's level work in counseling--to the extent of looking beyond the more traditional criteria when advisable and possible.
- B. Applicants are sought who have demonstrated a commitment to the profession of counseling and to the specific counseling areas emphasized at OSU through interest, preparation, and experience.
- C. Counseling professionals and appropriate professional credentialing bodies are consulted relative to admission policies and procedures.
- D. The Counseling Faculty, with the Dean of the College of Education, has the responsibility for the selection of Master's Candidates and has established admission criteria consistent with, and in excess of, those of the OSU Graduate School.

- E. Counseling students enrolled in the master's degree are required to participate as clients in an individual and a group counseling experience. This requirement is based, in part, on the belief that first-hand experience as a client bridges the often existing gap between intellectual and emotional understanding of the client experience. On-going student emotional and psychological well-being is paramount for continuation in the program.
- F. The faculty of the Counseling Program subscribe to the ethical standards of the American Counseling Association (ACA) and American School Counselor Association (ASCA). Consistent with these standards, students may not independently offer mental health diagnosis, counseling, or consultation services, either gratis or for remuneration. If it should come to the attention of the faculty that a student is offering such services, an investigation of the student's activities will be conducted by a committee appointed for this purpose. The committee will present its findings and recommendations to the staff for decision on retention of the student in the program.

Admission is always subject to faculty and/or program availability.

### **Student Assessment and Retention Procedures**

In agreement with the Ethical Guidelines of the American Counseling Association and the Oregon Code of Ethics, the Oregon State Counseling Academic Unit (CAU) has developed the following student evaluation and retention procedures. Respecting these guidelines, the faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and self-awareness.

The evaluation plan CAU faculty has put into place is meant to assist students to be aware of their developmental process in order to help them to be successful in completing their educational goals.

#### **1. Ongoing Student Assessment**

Students will be evaluated on an ongoing basis from the time they enter the Counseling Program. Faculty members and practicum/internship supervisors will continually evaluate each student's progress in three areas: academic work, counseling skills, and intrapersonal and interpersonal effectiveness.

- a) If a student is assessed as having difficulty, the faculty member or student's supervisor (i.e., whether full- or part-time) will meet with the student, document the issue and the outcome of the meeting, including any actions recommended to the student or supports offered to the student. If the issue is resolved, no further action is necessary.
- b) In the event that the same concern continues or a significant dispositional concern arises, e.g., ethical violation, the faculty member with the concern will complete a Professional Disposition Evaluation (PDE form available on Page 36 on this handbook) and present the student staffing concern to the MCoun faculty committee to discuss next steps.
- c) At the meeting, the committee members will go over the PDE form and make recommendations of potential remediation to require of the student or strategies faculty can employ to support the student. This may result in a recommendation for the faculty member to create a written Plan for Success with the student as well as implementing suggestions from the MCoun Committee. If a Plan for Success is recommended, the MCoun Committee will determine who will attend that meeting to support the faculty member/supervisor with the concern.

The Plan for Success is a tool to assist students in identifying areas of concern and measuring students' progress toward stated program objectives. The Plan for Success meeting will be scheduled with the student, the faculty member or supervisor, and a third faculty or staff member in Counseling. In the Plan for Success, a time frame for change will be determined along with a plan for follow up and monitoring. The final Plan for Success will be sent to the student and their faculty advisor via email. The student's signature on the Plan for Success acknowledges its receipt and does not necessarily constitute agreement. A copy of the form will be placed in the student's advising file. At the end of the designated time frame, the instructor will report on the student's progress and submit an update to the student's advisor and Program Lead. If the student continues to have difficulties, the concern will be raised to the Program Chair by the student's faculty advisor (see Recurring Problem, Step 3, below).

## **2. Yearly Advisor Meetings**

A yearly formal evaluation will take place for each student in the Counseling program each Spring term in an MCoun committee meeting. The Counseling faculty (i.e., full- and part-time) will evaluate each student's progress in academic work, counseling skills, and intrapersonal and interpersonal effectiveness at that meeting.

Each advisor will fill out the PDE for each of their advisees. Each student will receive a copy of the PDE for their signature and the PDE will be placed in the student's advising file. (PDE form available on page 35 on this handbook)

If an area of concern arises in the annual PDE meeting, the student will meet 1:1 with their faculty advisor to discuss the concern and the student will be advised of the procedure for due process. Situations that occur in one class or with one instructor have steps for resolution (see Step 1.a, above).

## **3. Recurring or Critical Problems**

If the situation is a continuing one, or is critical (i.e., potentially harmful to clients or peers), the student's faculty advisor and the Program Chair will meet with the student and give specific examples of the difficulties that have been identified. Explanation is made at this time as to the seriousness of the problems, recommended steps for resolution, and a time frame for change that is agreed upon by the student and faculty. Any previous Plans for Success and the outcomes of those plans will be referenced. The Associate Dean of the College of Education will be consulted and the student will be advised of the due process procedure.

## **4. Insufficient Progress, Dismissal, Counseling**

If the student does not make expeditious progress toward resolution of the identified problem(s) and the faculty agrees that the student will not be able to successfully achieve the academic, counseling skills, or intro-and inter-personal effectiveness objectives needed to be successful in the program, then recommendation for dismissal of the student from the program is considered. The CAU faculty will make the decision. Professional evaluations may be suggested to the student as part of the evaluation process.

## **5. Due Process Procedures**

Unless the difficulty involves a major disciplinary action, all of the preceding steps are handled within the Counseling Program. If a student wishes to challenge a decision of the program faculty, the student has the right to an appeal process as detailed in the Oregon State University catalog.

The CAU faculty believes that the stated procedures are in accord with accepted educational practices and the following national guidelines for ethical counseling practice in a variety of specializations.

### **(ACA)**

#### **F.5.b. Impairment**

Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is

likely to harm a client or others. They notify their faculty and/or necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

#### **F.6.b. Gatekeeping and Remediation**

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients.

#### **F.8.d. Addressing Personal Concerns**

Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

**F.9.b. Counselor Educators** throughout ongoing evaluation and appraisal are aware of the academic and personal limitations of students and supervisees that might impede performance.

Counselor Educators: 1. Assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program students/supervisees who are unable to prove competent service due to academic or personal limitations. 2. Seek professional consultation and document their decision to dismiss or refer students/supervisees for assistance. 3. Ensure that students and supervisees have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institution policies and procedures.

#### **F.9.c. Counseling for Students**

If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

(ASCA)

#### **B.3. Responsibilities to Self**

d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.

f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.

g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.

### **Statement of Disposition**

The Counseling Academic Unit is responsible for preparing candidates who have the required knowledge, skills, and dispositions to become effective counselors. Therefore, your course work and clinical experience will prepare you to demonstrate that knowledge, skills, and *dispositions* expected of beginning counselors. Faculty and on-site supervisors will evaluate your demonstration of these dispositions and provide you with feedback about your progress.

Dispositions are defined as values, commitments, and professional ethics that influence behavior toward students, families, clients, colleagues, and communities and affect your learning, motivation, and development as well as your professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). Additionally, the

CAU's values – social justice, innovation, intersection of practice and research, reflection, integrity - are in alignment with these dispositions. The dispositions listed below are expected of professional counseling candidates while in the university and in their future work sites.

### Professionalism

- *Timeliness* is consistent in class, clinical experiences, group work, appointments, and completion of assignments.
- *Attendance* is consistent at class, during clinical experiences, group meetings, appointments, practicum and internships.
- *Appearance* and dress matches dress standards or expectations present in clinical sites.
- *Poise/attitude* reflects planning, preparation, and engagement in university classes and at clinical sites.
- *Initiative* is demonstrated by offering ideas and suggestions to others, setting goals for self-improvement, seeking advice and feedback, and independently searching for, creating, or modifying plans and materials.
- *Ethics* is demonstrated by following the codes of ethics for the American Counseling Association, American School Counseling Association, and American Mental Health Counselors Association. While at the university abiding by OSU's Code of Academic Integrity and disclosing any unlawful activity upon application to or continuation in the counseling program that might adversely affect ability to obtain licensure, as well as passing criminal background checks and drug screening required by the school systems and clinical sites.

### Counseling Qualities

- *Values diversity* through creating counseling relationships that are inviting to diverse clients and providing equitable access to services. While a student, demonstrates an understanding of multicultural knowledge and willingness to be transformed through experiences.
- *Demonstrates flexibility* in modifying ideas, materials, plans, clinical work.
- *Demonstrates organization* through planning, selection and preparation of materials, and time management.

### Relationships with others

- *Cooperates* with instructors, staff, and other university and clinical site personnel; resolves differences and misunderstandings respectfully.
- *Responds* to feedback from instructors, supervisors, and mentors productively and respectfully.
- *Establishes rapport* with peers, faculty, and other persons.
- *Collaborates* with peers, faculty, and site personnel; sharing responsibilities and ideas.
- *Provides leadership* to peers, faculty, and site personnel; initiates, suggests contributes to collaborative relationships.
- *Affirms* perspective and contributions of diverse peers, faculty, supervisors, and site personnel.

### Professional Development

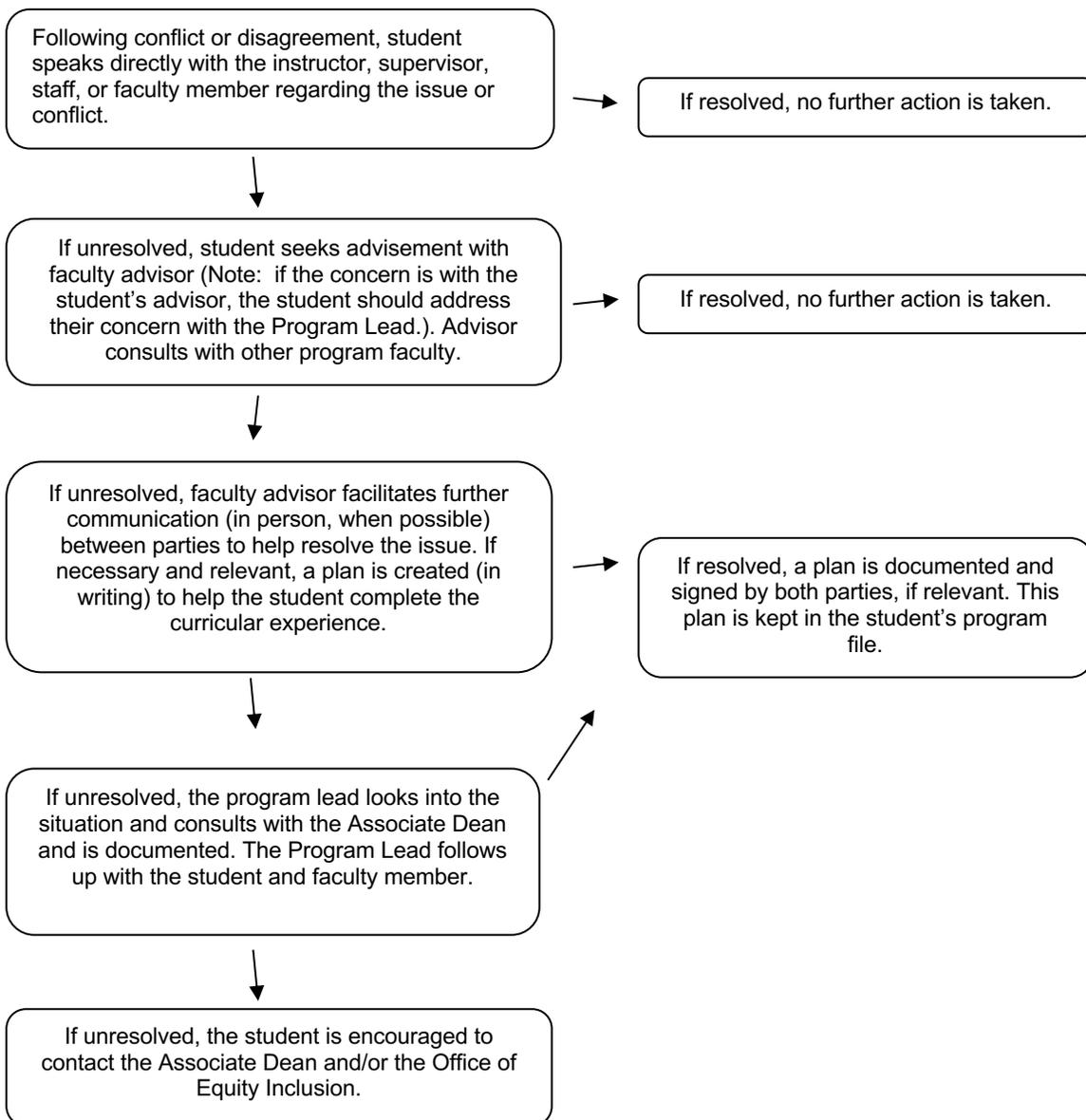
- *Engages in reflection* by using various forms of feedback about one's own effectiveness, including assessment data and supervision.
- *Engages in life-long learning* through reading, observing, critical thinking, questioning, and assessing.
- *Promotes success for all counseling students* through best practices, informative assessments, and inclusive environments.
- *Counseling students demonstrate* involvement with appropriate stakeholders within their clinical work.

A student disposition evaluation is completed for students enrolled in the following courses: COUN 513 (Pre-practicum), COUN 514 (Practicum, each term), COUN 515 (Internship, each term), COUN 571 (Group Counseling), and will be reviewed quarterly by faculty. It can also be completed at the discretion of an instructor and/or advisor if there is concern about a student's dispositional growth and development. This

evaluation is according to students’ expected level of development for any given clinical experience as the student progress from COUN 513 through each subsequent clinical experience. To review the Professional Disposition Evaluation form se page 36.

### Working through Conflict with Faculty/Advisors/Supervisors/Staff

Students in our program may encounter conflict with program faculty, staff, supervisors, or students from time to time throughout their program of study. Conflict, especially in the field of counseling, is a normal process, and we encourage healthy and intentional communication through any conflict that may emerge. This will only help our students on their paths to becoming effective professional counselors. When encountering a conflict, we strongly encourage our students first to speak directly with the person with whom they experience disagreement. If unresolved, there may be times when outside supports may be helpful. Faculty, staff, students, and supervisors encourage students to use the following process to work through conflict. In cases where students believe they are experiencing discrimination, they are encouraged to follow the flow chart below by first discussing the concern with their instructor or supervisor. If unresolved (and/or if the student feels unsafe), students should consult with their advisor or program lead. Students can also contact the [Office of Equity and Inclusion](#). If unresolved following the below flowchart, students are encouraged to seek consultation with the Associate Dean.



## SupervisionAssist

The Masters in Counseling program uses the online clinical placement and assessment tool, SupervisionAssist, for managing clinical site placement and tracking CACREP requirements, clinical assessments, and licensure requirements. This management system was adopted by the CAU the summer of 2019. Students will be responsible for creating their own SupervisionAssist account and providing on-time payment (**\$197.00**) directly to SupervisionAssist to maintain their account. Students will be provided sign-up instruction by the Clinical Placement Manager, the Program Lead or the Faculty Advisor during the beginning of fall term of year 1. Students will be notified in their syllabi of requirements associated with SupervisionAssist.

## Licensure - Acquiring Licensure

The process of becoming a licensed professional in your field can be one of the most stressful parts of the program. However, a little advance preparation and understanding of the basics will go a long way to help.

Each state or government agency has its own specific procedures for acquiring licensure, but most have the same basic components:

For school and CMH counselors:

- An application form or checklist for applicants to complete.
- An application processing fee.

You can access this website for more information on various states' licensure requirements: Counselor-Licensure: A State by State Guide: <https://ecampus.oregonstate.edu/services/doe/licensure.htm>

### National Board of Certified Counselors

The National Board for Certified Counselors (NBCC) is the nation's premier professional certification board devoted to credentialing counselors who meet standards for the general and specialty practices of professional counseling. National counselor certification from NBCC proves to the public and employers that the counselor has met the national standards set by the counseling profession. **It is not a license to practice.** In some states, holding a national certification can assist the counselor in obtaining a state license. National certification travels with the counselor no matter the state or country of residence. The basic national certification offered by NBCC is the NCC (National Certified Counselor). <http://www.nbcc.org/>

All students in the Master's in Counseling Program are eligible to take the National Counselor Examination.

### For School Counselors:

#### Oregon – Teachers Standards and Practice Commission (TSPC)

250 Division St. NE, Salem, OR 97301-1012  
503-378-3586 web site: <http://www.oregon.gov/tspc>

Request for proof that you completed the program. Proof will consist either of official transcripts showing all your program coursework, a recommendation from the Placement and Licensure Officer (issued on behalf of the Dean of the College of Education), or both. A \$100 service fee will be charged by OSU for any recommendations requested. The fee covers all recommendations requested for a period of 90 days.

Request for proof that you have passed the required testing for the state or agency. Official score reports are generally requested as proof.

A criminal history background check, including fingerprinting. Some states may accept Oregon's background check, but most require you to follow their own state's process.

**We strongly encourage you to research the state you will be working in to learn the details of their process for licensure before you complete the program so you will be prepared to apply when you are done.**

We also recommend you gather official (unopened and not photocopied) copies of test scores and transcripts from all secondary schools, colleges, and universities you have attended, and store them in a single secure location until you complete your program.

The Placement and Licensure Officer can help you understand confusing wording or procedures, and walk you through the process of licensure for School Counseling in the state of Oregon, so please make an appointment with her if you have any questions or concerns. The Placement and Licensure Officer also offers group licensure seminars each year to discuss Oregon procedures, which we encourage you to attend.

### **Preliminary School Counselor License Requirements**

#### **Eligibility for the Preliminary School Counselor License includes:**

- Comply with Standards for Competent and Ethical Performance of Oregon Educators as defined in OAR 584, Division 20. This OAR requirement will be covered in both COUN 541 in the first summer and then again in when you do your first practicum in the fall of year two.
- Meet the standards set forth in OAR 584-018-0305 – Personnel Service Licensure Programs School Counselors – students will demonstrate the professional knowledge, skills, abilities, cultural competencies and professional disposition for the Preliminary School Counselor License. These standards align with the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) school counselor standards.
- In addition to the standards for school counselors, students will demonstrate knowledge, skills and cultural competence in the CACREP common core standards for all counselors.

#### **Eligibility for the Restricted School Counselor License:**

- You may seek employment and be hired and work on the Restricted School Counselor License after you have completed half of the credits in the program.

### **For Clinical Mental Health counselors:**

#### **Clinical Mental Health Counselor Licensure in Oregon**

#### **Oregon Board of Licensed Professional Counselors and Therapists**

3218 Pringle Rd SE Ste. 250 Salem, OR 97302-6312 (503) 378-5499

[http://www.oblpct.state.or.us/OBLPCT/about\\_us.shtml](http://www.oblpct.state.or.us/OBLPCT/about_us.shtml)

*Below is information direct from the OBLPCT Web Page. Please refer to it for questions and answers related to licensure within the state of Oregon.*

**Structure:** The Oregon Board of Licensed Professional Counselors & Therapists is the name given to both the state agency and the policy making body that governs the actions of the agency.

Day-to-day operations of the agency are overseen by an Administrator, who serves at the pleasure of the Board. In addition to the full-time administrator, the agency employs two half-time administrative/clerical staff persons. Office hours are 8:00 am to 5:00 pm Monday through Friday. An answering machine is used during office hours when staff is not available and during the lunch hour from noon to 1:00 pm.

The seven-member Board is appointed by and serves at the pleasure of the Governor. The Board conducts its business during public meetings held every other month. Except for discussion of legal issues with legal counsel; consideration of citizen complaints; investigations and disciplinary actions; and when sitting as a hearings body then deliberating on the evidence and arguments put forth, Board actions, including votes, are taken during a public meeting. At least a quorum of members (4) must be present to conduct business. To be enacted, proposals require a majority vote of the members present.

### **Mission:**

- To assist the public by identifying and regulating the practice of qualified mental health counselors and marriage and family therapists.
- To, through prudent management of resources and courteous and prompt service,
- Issue new and renew licenses to qualified persons
- Deter and discipline misconduct by licensees, registered interns, and applicants
- Communicate information about licensure, practice, and discipline
- Work cooperatively with professional associations, educational institutions, employers of professionals, consumers of professional services, and other government and credentialing agencies to develop policies and standards and establish guidelines for professional practice
- Develop and maintain appropriate standards of education and training, experience, and examination for entry into the professions of mental health counseling and marriage and family therapy.

**The Board's goals are to:** maintain a credentialing and discipline process that is fair, prompt, clear, and accurate. Provide clear and accurate information to applicants, licensees, and the interested public. Balance within the law, the needs and concerns of the consumers and professionals when establishing policies, setting standards, making interpretations, and establishing processes. Develop partnerships that will facilitate expanding services, educating constituents, and removing barriers to licensure.

### **Dual Licensures Requests:**

The MCoun Program allows a student to specialize in a specific field within counseling field, either school or clinical mental health. These programs share core curriculum courses, and they also have specialized coursework required towards fulfilling the specific licensure requirements of the granting organization, i.e. TSPS or OBLPCT. Graduates interested in obtaining licenses on the field outside their MCoun specialty can request the certification of program completion form after the completion of their degrees. The students are responsible for providing all their signed Practicum and Internship logs at the moment of the request. The Counseling Program reserves the right to recommend to the licensing boards additional training for the candidates with specific licensure areas deficiencies, as well as the right to decide the number of hours to certified in the request for program certification form.

### **M.COUN. Comprehensive Exam Requirement**

Students admitted to the MCoun degree program must successfully pass the [CPCE](#) exam as determined by program faculty. Students are responsible financially for the exam. The written exam will evaluate all three OSU Graduate Learning Outcomes (G.L.O.). Successful completion of the national exam will evidence the candidate's mastery of M.Coun. subject material (G.L.O.b.) covered in the program and assess the candidate's ability to apply research (G.L.O.a.) and ethical (G.L.O.c.) proficiencies on the exam. The exam will assess the 8 CACREP areas, in which the MCoun learning outcome objectives are based. These areas include:

1. Human growth and development
2. Social and cultural foundations
3. Helping relationships
4. Group work
5. Career and lifestyle development
6. Appraisal
7. Research and program evaluation
8. Professional orientation and ethics

The minimum passing score for the national exam is defined as one standard deviation below the national mean at the time of administration. Candidates who do not pass the national exam are allowed to take re-examination, but not before the end of the term in which the exam was administered. No more than two re-exams are permitted totaling a maximum of three (3) attempts.

## Student Notices

### Students with Disabilities

The Teacher and Counselor Education Department is committed to meeting the needs of students with disabilities. It is the policy of Oregon State University to comply with Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008, and other applicable federal and state regulations that prohibit discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the University. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to employment, educational opportunities, programs, and activities in the most integrated setting feasible.

The university has adopted the following statement concerning accommodation of disabilities: Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 7374098. Students with disabilities should speak to their professor before classes begin to ensure they understand their needs and can accommodate them appropriately. Students should also contact the Services for Students with Disabilities office on campus to learn more about which accommodations have been approved by the university.

Services for Students with Disabilities  
A202 Kerr Administration Building  
(541) 737-4098  
<http://ssd.oregonstate.edu/>

Students with disabilities have the **RIGHT** to:

- An equal opportunity to learn. If the location, delivery system, or instructional methodology limits your access, participation, or ability to benefit, you have a right to reasonable alterations in those aspects of the course (or program) to accommodate your disability, as long as it does not change the nature of the course.
- You have a right to an equal opportunity to participate in and benefit from the academic community. This includes access to services, extra-curricular activities, housing, and transportation at a comparable level as that provided to any student.

Students with disabilities shall be **RESPONSIBLE** for:

- Submitting appropriate documentation of a disability from an appropriate professional prior to receiving requested accommodations. Demonstrating and documenting how the disability affects a particular delivery system, instructional method, or evaluation criteria when requesting accommodations.
- Meeting and maintaining the University's fundamental academic and technical standards.

- Meeting with their professors and/or teaching assistants to state what accommodations they need. Doing so will help the professor to understand and meet the individual needs of students.
- Identifying themselves as needing accommodations in a timely fashion to the Services for Students with Disabilities department (SSD). In addition to registering with the SSD office, students with disabilities must submit a copy of their class schedule for each term, early enough for the SSD office to arrange accommodations. Check the guidelines to ensure you meet the minimum amount of notice our office needs to arrange accommodations.

### Academic Dishonesty

Students are expected to conduct themselves honestly and professionally in the course of the program. Academic dishonesty is defined by the Oregon Administrative Rules as “an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.” Academic dishonesty includes:

**CHEATING** - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.

**FABRICATION** - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.

**ASSISTING** - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).

**TAMPERING** - altering or interfering with evaluation instruments and documents.

**PLAGIARISM** - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own.

Academic dishonesty cases are handled initially by the department (collection of evidence and documentation of incident, meeting with student regarding the situation, determination of responsibility and academic penalty) but will also be referred to the Student Conduct Coordinator for action under university rules and guidelines.

For more information on academic honesty, please refer to OSU'S Student Conduct Rules and Regulations at: <https://studentlife.oregonstate.edu/studentconduct>

### Counseling Academic Unit Statement of Professional and Graduate School Conduct

You are experiencing a number of transitions as you enter the Oregon State University Counselor Education Program. You are entering Graduate School and you are entering your pre-professional educational experience as a professional school or community counselor. The faculty believes it is helpful to review with you generic expectations for Graduate School professional conduct.

Expectations for professional conduct including the legal-ethical considerations associated with being a professional counselor will be fully addressed in COUN 541 – Orientation to the Profession and, also reinforced in each class throughout the program. You are expected to meet the standards for professional conduct while in the program and your personal fit to the profession will be evaluated accordingly. For now, the following guidelines should serve you well in orienting you to the expectations of you as a Graduate School student and professional counselor:

1. The memorandum of agreement you signed upon entering the program.
2. Reminder that in the counselor education program, your performance is being assessed on four preparation components: academic excellence, competence in counseling knowledge and skills, personal growth and development, and professional counselor identity.
3. The workload expectation in graduate school is three hours per week for each credit hour. This translates (with the exception of internship hours) to nine hours per week per three credit course and eighteen hours per week for the two three credit classes. You need to plan accordingly utilizing good time management skills and good self-care.
4. Professional Conduct starts in the classroom:
  - A. Be on time and limit break time to the time allotted by the instructor.
  - B. Complete the reading assignments and be prepared to participate in discussions.
  - C. Turn off (silence) cell phones.
  - D. Check the syllabus or check with the instructor regarding her/his preferences for the use of laptops in the classroom.
  - E. Respect the instructor’s right to facilitate learning and the right of other students to learn.

Professional Conduct is also expected in interactions with office personnel in the College of Education and in interactions with faculty and administrators.

### **Advisors and Advising Information**

Your advisor is very willing to meet with you and to respond to your e-mails seeking advising information. At the same time, we recommend that you also learn to rely on your own understanding and on your own ability to find information in this Counseling Handbook, on the Graduate School website, and on the Counselor Education website. Your classmates could also be a way to verify your understanding of information provided. MCoun Advisors list is below.

<b>School Counseling</b>		<b>Clinical Mental Health</b>	
Cohort 92	Dr. Cazares-Cervantes	Cohort 92	Dr. Schulz
Cohort 93	Dr. LaGue	Cohort 93	Dr. Muzacz
Cohort 94	Dr. LaGue	Cohort 94	Dr. Schulz

### **Statement of University, College of Education, and Counselor Education Unit Responsibility**

The advisors and other faculty in the Masters of Counseling program will inform Counselor Education students of major programmatic changes as far in advance as possible. At the same time, the University

administration, College of Education Administration, and/or the Counselor Education Unit must fulfill their respective and collective responsibility to respond to financial exigencies; Teacher Standards and Practices Commission Changes, CACREP, or Oregon Board of Licensed Professional Counselor and Therapist Changes; and/or professional best practices that necessitate changes in the delivery of the program and/or the funding of the program.

### Master of Counseling Student Memorandum of Agreement

Students selected for admission to the Counseling program are asked to sign a Memorandum of Understanding upon admission to the program that includes the following elements:

- a. understand that admission is to the Master of Counseling program - the Clinical Mental Health Option;
- b. understand that switching Option requires a written application and a majority vote of the faculty;
- c. adhere to applicable ethical standards (e.g., American Counseling Association, American School Counselor Association, American Mental Health Counselors Association);
- d. not engage in Counseling private practice while you are in the program;
- e. participate as a client in **ten (10)** hours of personal counseling before completing your M Counseling degree (regardless of whether you had previously received personal counseling);
- f. inform faculty of pertinent legal or mental health issues that arise during your enrollment in the program;
- g. attend weekend classes scheduled during the program of study;
- h. attend classes as designated by the Counseling Academic Unit. **Note Bene:** if you miss a face-to-face class, the instructor of that class can decide whether or not to allow you to take the class. In some instances, this may mean that you will not be able to complete the program in three and a half years;
- i. obtain professional liability insurance before the beginning of COUN 514 Counseling Practicum I;
- j. participate in 24 hours of continuing education at conferences, workshops, trainings, etc. (6 hrs. must be at state/national/international level);
- k. live the DRIVE (Dignity, Respect, Integrity, Value, Equality) philosophy in your relationships with your fellow students, faculty and site placement staff;
- l. not make any changes in your schedule of classes without first consulting with your advisor;
- m. make up all incompletes within one calendar year from the end of the term in which the incomplete was given;
- n. comply with the Oregon State University Continuous Enrollment Policy;
- o. be prepared to engage in the personal reflection and disclosure that is the norm in counselor education classes;
- p. actively and collaboratively engage in group work with colleagues during your classes;
- q. understand that the program requires successful completion of a minimum of 100 hour practicum (roughly 5-8 hours per week for two quarters);
- r. understand that the program requires successful completion of a minimum of 600 hour internship (roughly 15-18 hours per week for a minimum four academic terms);
- s. purchase a SupervisionAssist account (\$197.00) for the duration of the student's program of study, starting in the first summer term for the purposes of within program communication and clinical placement, supervision, and evaluation processes (SupervisionAssist registration information will be given to you later);

- a. CMHC students must complete OAR requirements (if an Oregon resident) prior to starting Practicum;
  - t. be prepared to have faculty - including doctoral student supervisors - regularly review and provide feedback of your clinical practice, academic performance, and professional and personal disposition for the profession;
  - u. have a video recording device capable of uploading to a PC or Mac for video review and editing, as video critique is frequently utilized throughout the program.
  - v. agree to comply with the OSU Counseling Academic Unit Online and Classroom Clinical Security Protocols;
  - w. agree to have access to high-speed Internet available via an Ethernet connection and to purchase the following: a webcam, a headset with built in mic mic (e.g., Logitech or similar), and a USB Drive with encryption software built-in;
  - x. apply the manuscript style guidelines as outlined in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* (2010), to the best of your ability, in all assignments unless otherwise indicated;
  - y. complete your classes within seven years; and
  - z. as M.Coun. degree program student you must successfully pass a nationally administered exam as determined by program faculty and be responsible financially for the exam.

### **Graduate School Continuous Enrollment Policy**

**I. Minimum Registration.** Unless on approved Leave of Absence (see Section II), all graduate students in graduate degree and certificate programs (level 02) must register continuously for a minimum of 3 graduate credits, excluding summer session, until their degree or certificate is granted or until their status as a credential seeking graduate student is terminated. This includes students who are taking only preliminary comprehensive or final examinations or presenting terminal projects. Students must register for a minimum of 3 credits and pay fees if they will be using University resources (e.g. facilities, equipment, computing and library services, or faculty or staff time) during any given term, regardless of the student's location. If degree requirements are completed between terms, the student must have been registered during the preceding term.

It should be noted that graduate assistantship eligibility requires enrollment levels that supersede those contained in this Continuous Enrollment Policy. Various agencies and offices maintain their own registration requirements that also may exceed those specified by this Continuous Enrollment Policy (e.g., those of the Veterans Administration, Immigration and Naturalization Service for international students, and those required for federal financial aid programs.) Therefore, it is the student's responsibility to register for the appropriate number of credits that may be required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

**II. Leave of Absence.** On-leave status is available to students who need to suspend their program of study for good cause. Students who desire a leave of absence will work with their major professor, program administrator, and the Graduate School to arrange authorized leave. [Leave of Absence/Intent to Resume Graduate Study Forms](#) must be received by the Graduate School at least 15 working days prior to the first day of the term involved.

The Graduate School Continuous Enrollment Policy and information about how to apply for a Leave of Absence can be found at <https://catalog.oregonstate.edu/college-departments/graduate-school/>

## Important Links

Students are responsible for informing themselves about university policies and procedures. In addition to reviewing this handbook, please take some time to review the information on the following websites:

OSU Graduate School

[http://oregonstate.edu/dept/grad\\_school/](http://oregonstate.edu/dept/grad_school/)

OSU Graduate School "Guide to Success"

[http://oregonstate.edu/dept/grad\\_school/current/success.html](http://oregonstate.edu/dept/grad_school/current/success.html)

OSU Graduate School Forms

[http://oregonstate.edu/dept/grad\\_school/current/forms.html](http://oregonstate.edu/dept/grad_school/current/forms.html)

OSU Registrar's Office

<http://oregonstate.edu/registrar/>

OSU Office of Admission

<http://oregonstate.edu/admissions/index.php>

OSU Office of Student Conduct

<https://intoosu.oregonstate.edu/osu-code-student-conduct>

OSU Academic Calendar

<https://registrar.oregonstate.edu/osu-academic-calendar>

OSU Ecampus

Newly Admitted & Returning Students

<http://ecampus.oregonstate.edu/students/newly-admitted/>

Starting Your Course Checklist

<http://ecampus.oregonstate.edu/services/start/checklist.htm>

Counseling

<https://education.oregonstate.edu/academics>

## Administrative and Organizational Information

### Administrative Divisions

The Counseling Academic Unit is one of four academic units within the College of Education (formerly the School of Education). Each unit is headed by a program chair. The College of Education is headed by the dean. There is also an Associate Dean of Academic Affairs and an Associate Dean of Research in Corvallis and an Associate Dean in Cascades.

Questions about the course schedule, registration, and most other issues related to your degree program should be directed to your academic advisor, who is assigned to you when you begin your studies, or the Program Lead who will then direct you to the appropriate personnel to assist you.

### Student Records

Students have the right to access any materials contained within their files, with the exception of materials they have explicitly waived the right to view. Please refer to FERPA (Family Educational Rights and Privacy Act) for more information.

CASCADES CAMPUS: Student records are housed in a coded entry room in the Graduate Research Center.

CORVALLIS CAMPUS: Student records are housed in the department office in College of Education Forum Hall.

### Administrative Processes

Most administrative forms in the department follow a chain of approval beginning with the student and ending with the Graduate School. It is important to review forms and documents carefully to ensure the appropriate people have signed them in the correct order before submitting them. Students are responsible for collecting **all** signatures within the department. Generally, paperwork follows the following chain of approval:



**The Administrative Assistant makes a copy of all administrative forms before sending them outside the department.** This copy is placed in the student's file in case the original is lost. Students are **strongly** encouraged to make their own copies before submitting any paperwork to the Office of Admissions, the Graduate School, or the Registrar's Office. Students are also encouraged to deliver paperwork in person rather than by campus mail to ensure it reaches its destination correctly and on time.

Once a form has left the department, students should contact the office it has been sent to, to check on its status. The Administrative Assistant is **not** responsible for contacting other departments on the student's behalf. Most forms and documents indicate the final destination and provide contact information at the top or bottom of the page. Students should familiarize themselves with this information to learn where their paperwork is sent and who to contact if there is a problem.

Most graduate forms are available online

[http://oregonstate.edu/dept/grad\\_school/current/forms.html](http://oregonstate.edu/dept/grad_school/current/forms.html). Students may select from Word, Adobe,

or web versions, depending on their computer capabilities and personal preferences. Copies of commonly used forms are also included in this handbook in Appendix B. Students should allow a reasonable amount of time for the department and other university offices to process their paperwork. Generally, the department asks students to allow 48 hours for signatures from professors and the chair. The dean of the College of Education may require longer depending on his schedule. Other offices outside the department may require up to a week to process paperwork.

### **Relationship with Other Staff**

The Counseling Academic Unit also relies on several other staff members in the College of Education. These officers are not employed by the CAU, but they perform vital functions for us. It is important for students to direct questions to the appropriate staff member in order to receive a helpful and timely response. The CAU and college staff are happy to help students, but they cannot respond to questions outside their area. If you are not sure who to contact, please speak to the Administrative Assistant or the Student Services Representative for direction.

### **ACA Ethical Code for Counselor Educators**

The ACA Code for Counselor Educators has been excerpted from the ACA Code of Ethics. The Counselor Education Faculty states their individual and collective responsibility to abide by this Code. Should a student in the Unit believe that one or more faculty are acting in a manner inconsistent with any element of the Code, the student should report this concern first to the Counselor Education Program Lead and then to the Teacher and Counselor Education Department Chair.

#### **F.6. Responsibilities of Counselor Educators**

##### **F.6.a. Counselor Educators**

Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students and supervisees aware of their responsibilities. Counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. (See C.1., C.2.a., C.2.c.)

##### **F.6.b. Infusing Multicultural Issues/ Diversity**

Counselor educators infuse material related to multiculturalism/ diversity into all courses and workshops for the development of professional counselors.

##### **F.6.c. Integration of Study and Practice**

Counselor educators establish education and training programs that integrate academic study and supervised practice.

##### **F.6.d. Teaching Ethics**

Counselor educators make students and supervisees aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum. (See C.1.)

##### **F.6.e. Peer Relationships**

Counselor educators make every effort to ensure that the rights of peers are not compromised when students or supervisees lead counseling groups or provide clinical supervision. Counselor educators take steps to ensure that students and supervisees understand they have the same ethical obligations as counselor educators, trainers, and supervisors.

##### **F.6.f. Innovative Theories and Techniques**

When counselor educators teach counseling techniques/procedures that are innovative, without an empirical foundation, or without a well-grounded theoretical foundation, they define the counseling techniques/procedures as “unproven” or “developing” and explain to students the potential risks and ethical considerations of using such techniques/procedures.

##### **F.6.g. Field Placements**

Counselor educators develop clear policies within their training programs regarding field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision and inform site supervisors of their professional and ethical responsibilities in this role.

### **F.6.h. Professional Disclosure**

Before initiating counseling services, counselors-in-training disclose their status as students and explain how this status affects the limits of confidentiality. Counselor educators ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

*(See A.2.b.)*

### **F.7. Student Welfare**

#### **F.7.a. Orientation**

Counselor educators recognize that orientation is a developmental process that continues throughout the educational and clinical training of students. Counseling faculty provide prospective students with information about the counselor education program's expectations:

1. the type and level of skill and knowledge acquisition required for successful completion of the training;
2. program training goals, objectives, and mission, and subject matter to be covered;
3. bases for evaluation;
4. training components that encourage self-growth or self-disclosure as part of the training process;
5. the type of supervision settings and requirements of the sites for required clinical field experiences;
6. student and supervisee evaluation and dismissal policies and procedures; and
7. up-to-date employment prospects for graduates.

#### **F.7.b. Self-Growth Experiences**

Counselor education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth or self-disclosure. Students and

supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self-disclosure.

Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

### **F.8. Student Responsibilities**

#### **F.8.a. Standards for Students**

Counselors-in-training have a responsibility to understand and follow the *ACA Code of Ethics* and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. *(See C.1., H.1.)*

#### **F.8.b. Impairment**

Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. *(See A.1., C.2.d., C.2.g.)*

### **F.9. Evaluation and Remediation of Students**

#### **F.9.a. Evaluation**

Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance

appraisal and evaluation feedback throughout the training program.

#### **F.9.b. Limitations**

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

*(See C.2.g.)*

#### **F.9.c. Counseling for Students**

If students request counseling or if counseling services are required as part of a remediation process, counselor educators provide acceptable referrals.

### **F. 10. Roles and Relationships Between Counselor Educators and Students**

#### **F.10.a. Sexual or Romantic Relationships**

Sexual or romantic interactions or relationships with current students are prohibited.

#### **F.10.b. Sexual Harassment**

Counselor educators do not condone or subject students to sexual harassment. *(See C.6.a.)*

#### **F.10.c. Relationships With Former Students**

Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members foster open discussions with former students when considering engaging in a social, sexual, or other intimate relationship. Faculty members discuss with the former student how their former relationship may affect the change in relationship.

#### **F.10.d. Nonprofessional**

### **Relationships**

Counselor educators avoid nonprofessional or ongoing professional relationships with students in which there is a risk of potential harm to the student or that may compromise the training experience or grades assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisee placement.

#### **F.10.e. Counseling Services**

Counselor educators do not serve as counselors to current students unless this is a brief role associated with a training experience.

#### **F.10.f. Potentially Beneficial Relationships**

Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially

beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Educators engage in open Counselor discussions with students when they consider entering into relationships with students outside of their roles as teachers and supervisors. They discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences or the student.

Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship.

Nonprofessional relationships with students should be time-limited and initiated with student consent.

### **F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs**

#### **F.11.a. Faculty Diversity**

Counselor educators are committed to recruiting and retaining a diverse faculty.

#### **F.11.b. Student Diversity**

Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing diverse cultures and types of abilities students bring to the training experience. Counselor educators provide

appropriate accommodations that enhance and support diverse student well-being and academic performance.

#### **F.11.c. Multicultural/Diversity Competence**

Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice. Counselor educators include case examples, role-plays, discussion questions, and other classroom activities that promote and represent various cultural perspectives.

## **Counseling Related Professional Organizations**

Participation in discipline-related professional organizations demonstrates a commitment toward developing and maintaining a counseling professional identity. Students are expected to be familiar with counseling-related professional organizations. Below are links to significant state, national, and international counseling organizations:

- 🔗 [American Counseling Association](#)
- 🔗 [Oregon Counseling Association](#)
- 🔗 [National Board for Certified Counselors](#)
- 🔗 [Association for Counselor Education and Supervision](#)
- 🔗 [American Mental Health Counselors Association](#)
- 🔗 [CACREP](#)
- 🔗 [Oregon School Counselor Association](#)
- 🔗 [American School Counselor Association](#)

## 1. Graduate School

a) What is the [Graduate School](#)?

- *The Graduate School at OSU assures quality and consistent interpretation of Graduate Council policies related to graduate education across all programs. [The OSU Catalog](#) is the official source for information regarding OSU graduate education policy and procedures. It is the student's responsibility to refer to the catalog for this information.*
- The Graduate School supports students throughout the academic [lifecycle](#), from admissions to degree completion.
- The Graduate Schools offers an array of [professional development opportunities](#) specific to the success of graduate students. Topics covered in these offerings include: research and ethics, teaching and facilitation, writing and communication, leadership and management, career skills, grad life and wellness. Please visit the Graduate School links to browse our student success offerings.

## 2. University Emergency Contacts

OSU is dedicated to providing a safe and secure learning and living environment for its community members. [The Department of Public Safety](#) provides resources, information, emergency phone numbers, and protocols for maintaining personal safety. Sign up for [OSU Alerts](#) to get timely messages delivered right to your phone or inbox regarding university closures and other emergency situations.

## 3. Academic and Support Resources

OSU offers a wide array of academic and support resources designed to meet graduate student needs. Some of the more commonly used resources are included below. For a more complete list, please visit the Graduate School's [Student Resources web page](#). Note that some services are campus-specific. See also [OSU Cascades Campus Life](#) and [Ecampus Student Services for services specifically provided to graduate students pursuing degrees or certificates via those specific venues](#).

- [Campus Safety](#) – Emergency phone numbers, university alerts
- [Career Development Center](#) – Resume/CV, networking, job search strategies
- [Childcare and Family Resources](#) – University child care centers, child care assistance
- [Counseling and Psychological Services \(CAPS\)](#) – Individual and group counseling
- [Cultural Resource Centers](#) – Cultural based community centers, social support
- [Disability Access Services \(DAS\)](#) – Academic accommodations
- [Equal Opportunity and Access \(EOA\)](#) – Employment accommodations, discrimination or bias response
- [Financing your education](#) – Funding options and information, graduate awards
- [Graduate Student Success Center \(GSSC\)](#) – Lounge, study space, printing, reservable meeting rooms
- [Graduate Writing Center](#) – Writing workshops, groups, and 1:1 writing coaching
- [Health Insurance](#) – Plans for graduate students and graduate employees
- [Human Services Resource Center \(HSRC\)](#) – Food pantry, housing and food stamp assistance
- [Institutional Review Board \(IRB\)](#) – Review for human subjects research
- [Office of International Services \(OIS\)](#) – Visa and immigration advising

[Ombuds Conflict Management Services](#) – Informal, impartial conflict resolution advising [Recreational Sports](#) – Dixon Recreation Center, intramural sports  
[Statistics Consulting Service](#) – Graduate student research statistical advising [Student Health Services \(SHS\)](#) – Clinic and pharmacy  
[Student Multimedia Services \(SMS\)](#) – Poster printing, equipment and laptop loans [Transportation Alternatives](#) – Bike, bus, SafeRide  
[Transportation and Parking Services \(TAPS\)](#) – Parking permits, maps  
[Valley Library](#) – Reference and research assistance, study spaces, research tools

**OSU College of Education  
Master's in Counseling Program  
Professional Counseling Disposition Evaluation**

**Student Name:**

**Program:** Sch or CMHC

**Setting (select one):** Course \_\_\_\_\_ or Yearly Student Evaluation

**Term:** \_\_\_\_\_

The Professional Counseling Disposition Evaluation assesses counseling students' professional dispositions in keeping with the CACREP 2016 Standards. This evaluation is intended to serve as a tool to facilitate feedback about professional disposition and document students' progress. It is a means to offer students practical support to facilitate their development as effective and ethical professional counselors. The evaluation is conducted at minimum once a year for the duration of the students' program by their advisor in consultation with program faculty and supervisors and may be conducted at any time when a student's development warrants evaluation.

**Scales Evaluation Guidelines**

N – No opportunity to observe

1 – Below expectations

2 - Near expectations / developing

3 - Meets expectations

4 – Exceeds Expectations

**Students NOT scoring at level 3 or above will be evaluated for eligibility to progress in the program. Some scores may be scored at a level 2 based on the developmental stage of the student. A statement or plan will be provided in the comment/feedback section describing action needed to advance to, or to work on in the next stage of the clinical experience.**

	<b>Exceeds Standard 4</b>	<b>Meets Standard 3</b>	<b>Approaching Standard 2</b>	<b>Below Standard 1</b>	<b>No Opportunity to Observe</b>	<b>SCORE</b>
<b>Student demonstrate self-awareness</b>						
<p>Corresponding behaviors:</p> <ol style="list-style-type: none"> <li>1. Student demonstrates awareness of own disposition, personality, behavior, needs, and limitations.</li> <li>2. Student demonstrates awareness of own cultural influences, belief systems, values.</li> <li>3. Student demonstrates awareness of own social positions, power, and privilege.</li> <li>4. Student demonstrates awareness of own relational effect on faculty, staff, supervisors, peers, and clients.</li> </ol>	Observations:					
<b>Student demonstrates personal characteristics of a helping professional.</b>						
<ol style="list-style-type: none"> <li>1. Student demonstrates honesty, fairness, and respect for others.</li> <li>2. Student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.</li> <li>3. Student demonstrates ability to identify and appropriately accept personal responsibility</li> <li>4. Student demonstrates ability to adapt to requirements, changes, unexpected events, &amp; new situations.</li> </ol>	Observations:					

<b>Student demonstrates emotional and relational skills of a helping professional</b>						
<p>Corresponding behaviors:</p> <ol style="list-style-type: none"> <li>1. Student demonstrates emotional stability and self-control while relating to faculty, staff, supervisors, peers, &amp; clients</li> <li>2. Student demonstrates ability to identify and appropriately communicate own experience, feelings, and needs</li> <li>3. Student demonstrates ability to listen to others and appropriately communicate empathy and understanding</li> <li>4. Student recognizes and maintains appropriate boundaries with faculty, staff, supervisors, peers, &amp; clients.</li> </ol>	<p>Observations:</p>					
<b>Student demonstrates professional behaviors</b>						
<p>Corresponding behaviors:</p> <ol style="list-style-type: none"> <li>1. Student considers and adheres to the ethical guidelines of the profession in educational and professional settings.</li> <li>2. Student communicates and responds in a prompt and professional manner when relating to faculty, staff, supervisors, peers &amp; clients</li> <li>3. Student is prompt and regularly attends class, program meetings, and clinical practice activities.</li> <li>4. Student demonstrates understanding of and adherence to all program and site policies and procedures.</li> </ol>	<p>Observations:</p>					

<b>Student demonstrates learning behaviors of a graduate student in counseling</b>						
Corresponding behaviors: 1. Student completes all assigned tasks in an ethical and effective manner, including all class assignments, clinical or supervision reports. 2. Student responds non-defensively to, reflects on, and integrates feedback from faculty, supervisors, and peers. 3. Student demonstrates engagement in developing cultural proficiency and social justice advocacy skills 4. Student is curious and actively seeks knowledge and experiences that add to professional learning & development	Observations:					

**Comments/Feedback: 1) areas of strengths 2) areas of improvement 3) overall general performance:**

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_