Master of Counseling Program Handbook

Hybrid Clinical Mental Health Counseling Option

2017-2018

Counseling Academic Unit (COUN)
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Oregon State University

As a land grant institution committed to teaching, research and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.

This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems, Improving Human Health and Wellness, and Promoting Economic Growth and Social Progress.

College of Education

Vision

The College of Education strives to be an international leader in research and in the preparation of change agents in education and related fields.

Mission

The College of Education develops change agents in the form of researchers, scholars, learning leaders, teachers, and counselors. Change agents make a difference by promoting innovation, social justice, and lifelong learning. They prepare citizens who are socially empowered, reflective, innovative, and caring members of our increasingly diverse communities and the world.

Values

Social Justice

We value social justice in all aspects of our work. All disciplines must be situated in a context of social justice that acknowledges and embraces inclusivity.

Innovation

We value being and developing leading edge change agents.

Intersection of practice and research

We value the intersection of practice and research by informing our practice with our research and our research with our practice as change agents and educators.

Reflection

We build reflective practices into all of our work and into the work of students. We consider the knowledge we have and determine what we don’t know. We are open to other perspectives.

Integrity
We consider impact in all of our decision making. We are change agents in the face of any form of oppression and ask ourselves, “What impact does this decision have on our programs, college, and students?”

**Counseling Academic Unit**

The mission of the Oregon State University graduate program in Counseling is to prepare professional leaders who promote the social, psychological and physical well-being of individuals, families, communities and organizations. We believe that such professional leaders 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. Professional leaders are sensitive to life span developmental issues, demonstrate multicultural awareness, and recognize a global perspective as integral to the preparation of professional leaders. The syllabus for each course in the program denotes which mission statements are supported by the course.
Master of Counseling
Counseling Academic Unit

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 full-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.

Mission and Description

The OSU Counseling Program faculty, staff, and students endeavor to support the principles of dignity, respect, integrity, value, and equality in all we do. We prepare professional counselors who promote the social, psychological, and physical well-being of individuals, families, communities, and organizations in order to continually improve global welfare. 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 three equal preparation components: academic excellence, competence in counseling knowledge and skills, and personal growth. 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.

DRIVE Philosophy

The program, faculty, and students honor lived experiences of all individuals. We aspire to develop a learning community that embraces and affirms the concepts of D.R.I.V.E. (Dignity, Respect, Integrity, Value and Equality). In addition, as a program we support and hold to the ethical principles set forth by the American Counseling Association and the American School Counselor Association.

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 Counselor Education and Supervision faculty subscribes to the above statement and have 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 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 Masters’ Candidates and has established admission criteria consistent with and in excess of those of the OSU Graduate School.

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

**Faculty Guiding Principles**

- We support DRIVE - 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 (Corvallis Campus and Cascades Campus) and clinical mental health counseling (Corvallis Campus and Cascades Campus) options in Counseling at Oregon State University.

CACREP’s approval to offer the Master in Counseling - Clinical Mental Health Counseling option via Ecampus through hybrid delivery in addition to the land-based program offered in OSU-Cascades was granted in January 2017.
The program has also been accredited by 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 or 81 quarter credits for the School Counselor option and 90 quarter credits for the Clinical Mental Health option and is completed on a part-time or full-time basis. Part-time students take an average of two to three classes per quarter for 12 consecutive quarters. Full-time students take up to four classes per quarter for eight quarters.

**M.COUN Major Options at OSU Corvallis**

Two major options exist in the MCOUN program:

1. The school counseling (SC) option that prepares a student for Oregon TSPC school counselor licensure.
2. The clinical mental health counseling (CMHC) prepares a student for Oregon LPC licensure.

The degree option for which the student is admitted will be the degree transcripted on her or his final transcript. Once enrolled, a student cannot change tracks without approval from faculty. The student must petition to change tracks and approval of the petition is not automatically granted. A change in major option depends on the student’s career goals, dispositional factors, as well as availability of field (internship) placement. In cases where the student’s petition is not granted, the student must reapply to the desired program.

Currently, the Clinical Mental Health Counseling option is only offered on a part-time basis in a hybrid format via OSU Ecampus in the Corvallis campus. Students in this hybrid program take two classes per quarter for 14 consecutive quarters. The School Counseling option in the Corvallis campus is also offered as a part-time hybrid format via Ecampus. Both part-time and full-time options for both counseling specialties are currently only offered at the OSU-Cascades campus in Bend in traditional format.

**Out-of-state students need to do check with their respective licensure board on specific requirements for mental health counseling licensure.**

**Is it possible to complete both major options?**

It is NOT possible to complete both major options. Only one major option can be included on the student’s transcript.

**If I am a school counseling student, can I complete graduate-level licensure requirements while enrolled in the program so that I can pursue the Licensed Professional Counselor (LPC) credential upon graduation?**

Yes. Please visit the Oregon Board of Licensed Professional Counselors & Therapists (OBLPCT) website for the most updated information regarding LPC credential requirements (www.oregon.gov/oblpct). While general advisement is provided, it is the student’s responsibility to ensure they meet any and all licensure requirements set forth by the Board. Below includes the general requirements school counseling students must complete to be eligible to apply for LPC-Intern status upon graduation from the program.

- School counseling students seeking LPC licensure must complete 90 credits, per OBLPCT. Depending on whether the school counseling student completes the 75-credit or the 81-credit
school counseling major option determines how many elective courses are needed to get to 90 credits. These additional courses can include any of the following 3-credit courses:

- COUN 550 (strongly recommended)
- COUN 595
- COUN 536
- COUN 597

Note: School counseling students can also add additional credits of COUN 515 in the school setting at the approval of their advisor and site supervisor(s). Forty (40) hours at the internship site equates to one internship credit.

- School counseling students do NOT complete a CMHC internship (COUN 515) while enrolled in the program and it is not the program’s responsibility to provide a CMHC internship for school counseling students. Instead, school counseling students should clearly specify the category of direct hours completed during practicum and internship in the school setting. Students can count direct hours that are “therapeutic” in nature (and not solely academic in nature) toward LPC-intern status.
  - The faculty cannot guarantee that school counseling students will complete all of the direct hours (per the OBLPCT “direct” hour definition) needed to apply for LPC intern status.
  - Should the school counseling student desire a CMHC-specific internship, this must occur post-graduation at a different institution. OSU Cascades does not provide internship possibilities on either track to non-degree seeking students.

If I am a clinical mental health counseling student, can I complete graduate-level licensure requirements while enrolled in the program so that I can pursue the Licensed School Counselor credential upon graduation through the Teachers Standards & Practices Commission (TSPC) of Oregon?

Given the stringent coursework criteria set forth by TSPC this is NOT possible. The only option would be for the CMHC student to change his or her major option to SC mid-program (which is not automatically granted), according to the criteria described above. There is no post-degree option at OSU Cascades to complete school counselor licensure requirements.

Because of the current part-time, cohort model, hybrid format of the CMHC and SC options in Corvallis, the path for students trying to complete degree requirements for both licensures (SC and LPC) seems LONG and difficult to advise and plan.

Post Master’s Licensure

At the present time, OSU does not offer post master’s licensure only programs in school counseling or clinical mental health (i.e., LPC). OSU-Corvallis, on occasions in the past has offered a limited number of online courses that school counselors may use to earn credit toward renewing their license.

Conducting Private Practice While Enrolled in the Program

The faculty of the Counseling Program subscribes to the ethical standards of the ACA. 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 staff 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). Note: The group experience is met through attendance and participation in COUN 571 Group Counseling Procedures.

Students are required to provide written verification (student resources webpage) of at least 10 sessions of individual/couples counseling to their faculty advisor prior to completion of the master's degree. Written verification is defined as a statement by the individual 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 in Ecampus CMHC option are required to complete the 10 minimum counseling sessions by the second summer term of their enrollment. We urge not to wait until their final academic quarter to obtain their required number of counseling sessions. Ecampus CMHC and SC students have the option to work with our Ph.D. students who are doing their practicum and internship as their counselor to fulfill this requirement. Please contact the Clinical Coordinator/CMHC program coordinator for details on how to set up counseling sessions with our doctoral students. Students’ confidentiality will be maintained and respected when they are receiving counseling services from our doctoral students.

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.

Ecampus provides student success assistance. However, student success assistance services cannot be counted for the purposes of this requirement. Currently, Counseling and Psychological Services on campus is mainly limited to on-campus students. Students should also consider licensed therapists in the community who offer rates that may be more affordable for students without insurance, if they do not want to access the services our doctoral students can provide.
## Counseling Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Campus</th>
<th>Program Focus</th>
<th>Phone/Email</th>
<th>Research Interest and Counseling Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aguilera, Mary, PhD</td>
<td>Corvallis</td>
<td>PhD Program Coordinator</td>
<td>541-737-2232, <a href="mailto:mary.aguilera@oregonstate.edu">mary.aguilera@oregonstate.edu</a></td>
<td>Supervision, Play Therapist Training, Counselor Training</td>
</tr>
<tr>
<td>Biles, Kathy, PhD</td>
<td>Cascades</td>
<td>School Counseling</td>
<td>541-322-3111, <a href="mailto:kathy.biles@osucascades.edu">kathy.biles@osucascades.edu</a></td>
<td>School Counseling, Motivation &amp; Wellness, Addictions Counseling, Advocacy and Social Justice</td>
</tr>
<tr>
<td>Cazes-Cervantes, Abraham, PhD</td>
<td>Corvallis</td>
<td>School Counseling</td>
<td>541-737-5407, <a href="mailto:cazaresa@oregonstate.edu">cazaresa@oregonstate.edu</a></td>
<td>Acculturation, Multicultural Counseling, Counseling ESL, School Counseling</td>
</tr>
<tr>
<td>Dykeman, Cass, PhD</td>
<td>Corvallis</td>
<td>PhD Program</td>
<td>541-737-8204, <a href="mailto:dykemanc@oregonstate.edu">dykemanc@oregonstate.edu</a></td>
<td>Cybersupervision Psychopharmacology, Addiction Counseling</td>
</tr>
<tr>
<td>Eakin, Gene, PhD</td>
<td>Corvallis</td>
<td>School Counseling</td>
<td>541-737-8551, <a href="mailto:gene.eakin@oregonstate.edu">gene.eakin@oregonstate.edu</a></td>
<td>School Counseling, Motivation, School Counselor Education, Wellness/Prevention</td>
</tr>
<tr>
<td>Ford, Amy, PhD</td>
<td>Cascades</td>
<td>Clinical Mental Health Counseling</td>
<td>541-322-3123, <a href="mailto:amy.ford@osucascades.edu">amy.ford@osucascades.edu</a></td>
<td>Clinical Counseling, Assessment, Trauma, Career Counseling, Parental Alienation</td>
</tr>
<tr>
<td>Ng, Kok-Mun, PhD</td>
<td>Corvallis</td>
<td>Clinical Mental Health Counseling</td>
<td>541-737-3741, <a href="mailto:Kokmun.Ng@oregonstate.edu">Kokmun.Ng@oregonstate.edu</a></td>
<td>Internationalization of Counseling, individual, Couples &amp; Family, supervision. Multicultural, postmodern approaches</td>
</tr>
<tr>
<td>Reese, Ryan, PhD</td>
<td>Cascades</td>
<td>Clinical Mental Health &amp; School Counseling</td>
<td>541.322.2021, <a href="mailto:Ryan.reese@osucascades.edu">Ryan.reese@osucascades.edu</a></td>
<td>EcoWellness, Community EcoWellness, Counselor Professional Identity, Wellness</td>
</tr>
<tr>
<td>Rubel, Deborah, PhD</td>
<td>Corvallis</td>
<td>PhD Program</td>
<td>541-737-5973, <a href="mailto:deborah.rubel@oregonstate.edu">deborah.rubel@oregonstate.edu</a></td>
<td>Group Work, Supervision, Multicultural &amp; Social Justice Counseling, Qualitative Research Methods</td>
</tr>
<tr>
<td>Schamp, Leanne, PhD</td>
<td>Corvallis</td>
<td>Clinical Coordinator</td>
<td>541-727-2956, <a href="mailto:Leanne.Schamp@oregonstate.edu">Leanne.Schamp@oregonstate.edu</a></td>
<td>Couples &amp; families; multicultural &amp; social justice issues; intimate partner violence in faith communities; religious &amp; spiritual issues in counseling</td>
</tr>
<tr>
<td>Lindsay Webster, PhD</td>
<td>Cascades</td>
<td>School Counseling</td>
<td>541-737-2956, <a href="mailto:Lindsay.webster@osucascades.edu">Lindsay.webster@osucascades.edu</a></td>
<td>School Counseling</td>
</tr>
</tbody>
</table>
## Curriculum: Master of Counseling

<table>
<thead>
<tr>
<th>Course</th>
<th>School Counseling</th>
<th>CMH Counseling</th>
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<tbody>
<tr>
<td>COUN 513 Pre-Practicum</td>
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<tr>
<td>COUN 514 Practicum in Counseling</td>
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<td>6</td>
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<td>COUN 515 Counseling Internship</td>
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<td>COUN 531 Developmental Perspectives in Counseling</td>
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<td>3</td>
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<td>COUN 532 Social &amp; Cultural Perspectives</td>
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<td>3</td>
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<td>COUN 533 Addictive Behavior Counseling</td>
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<td>COUN 536 Psychopharmacology</td>
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<tr>
<td>COUN 541 The Counseling Profession</td>
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<td>COUN 546 Leadership of School Counseling Programs</td>
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<td>COUN 550 Foundations of Mental Health Counseling</td>
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<td>COUN 548 Special Education Issues</td>
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<td>COUN 551 Theory &amp; Techniques of Counseling I</td>
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</tr>
<tr>
<td>COUN 552 Theory &amp; Techniques of Counseling II</td>
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<td>3</td>
</tr>
<tr>
<td>COUN 562 Research Methods</td>
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<tr>
<td>COUN 567 Appraisal of the Individual</td>
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<tr>
<td>COUN 568 Lifestyle &amp; Career Development</td>
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<td>3</td>
</tr>
<tr>
<td>COUN 571 Group Counseling Procedures</td>
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<tr>
<td>COUN 575 Family Counseling</td>
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<tr>
<td>COUN 577 Applied Psychopathology &amp; Psychodiagnosics</td>
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<tr>
<td>COUN 578 Crisis, Grief, and Loss</td>
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<td>COUN 581 Cross-Cultural Counseling</td>
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<td>COUN 597 Supervision</td>
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<tr>
<td>COUN 595 Group Counseling II</td>
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<td>3</td>
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<tr>
<td>COUN 598 Consultation</td>
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<td>3</td>
</tr>
<tr>
<td>Electives: COUN 591; 592</td>
<td>6¹</td>
<td>0</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>78 (81)¹</strong></td>
<td><strong>90</strong></td>
</tr>
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</table>

¹Students who do not have a teaching license take COUN 591(3cr) and COUN 592(3cr).

Note: This is a requirement for TSPC licensure.

Please note that all classes in the hybrid Ecampus CMHC and SC options include synchronous and asynchronous learning. Synchronous learning mainly occurs in **weekend intensive in-person formats and occasionally face-to-face webinars**. 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. Customarily, students in Ecampus programs are given the weekend meeting schedule way in advance to facilitate their travel plan.
### Hybrid Clinical Mental Health Option Schedule Matrix (Part-Time)

#### Year 1

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
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<tbody>
<tr>
<td>COUN 541  The Counseling Profession</td>
<td>COUN 532  Social &amp; Cultural Perspectives</td>
</tr>
<tr>
<td>COUN 575  Family Counseling</td>
<td>COUN 550  Foundations of Mental Health Cslg</td>
</tr>
</tbody>
</table>
Winter  
COUN 551  Counseling Theory I  
COUN 531  Developmental Perspectives in 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.  

Fall  
COUN 514  Practicum in Counseling I  
COUN 568  Life Style & Career Development  

Winter  
COUN 514  Practicum in Counseling II  
COUN 567  Appraisal of Individual  

Spring  
COUN 533  Addictive Behavior Counseling  
COUN 581  Cross-Cultural Counseling  

Year 3  

Summer  
COUN 536  Applied Psychopharmacology  
COUN 571  Group Counseling Procedures  

Fall  
COUN 515  Counseling Internship (5 credits)  
COUN 598  Counselor Consultation  

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

Spring  
COUN 515  Counseling Internship (5 credits)  
COUN 595  Group Counseling II  

Year 4  

Summer  
COUN 597  Intro to Counselor Supervision  
COUN 515  Counseling Internship (5 credits)  

Fall  
COUN 515  Counseling Internship (4 credits)  

Location, Times, & Days of Counseling Programs

All counseling degree programs are cohort based. A new cohort starts each summer quarter. Hybrid CMHC students take two courses per quarter. OSU-Corvallis does not offer 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 11 weeks in length. CMHC internship (COUN 515) runs for 11 weeks in the summer.

Courses in fall, winter, and spring terms, including internships are normally 10 weeks long.

**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 1 (or 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 in the Chemeketa Community College Business and Industry Center (CCCBI) in Salem, Oregon. Students will share some course with students in the School Counseling program. Students will also have courses as a CMHC cohort by themselves. Our goal is to provide students with a 4-year course calendar that contains the dates of face-to-face meetings in Salem in advance for planning purposes. However, changes may happen due to unavoidable circumstances. Students will be informed in advance when changes to the schedule need to be made.

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

**Practicum** will involve both weekend face-to-face time as well as weekly synchronous meeting online. **Internship** classes will be conducted synchronously online via Adobe Connect/web-based platform 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, whereas individual/triadic supervision normally runs for an hour per week. More details on practicum and internship are found in the Clinical Handbook that is expected to be finalized in December 2017. Students and faculty members will work collaborative together on practicum and internship field placement.

**Notes: Time, Dates, Location**

1. The information provided is subject to change.
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 Adobe Connect 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, WebEx, 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/](http://ecampus.oregonstate.edu/students/newly-admitted/)
- Getting Started: Degree-Seeking Graduate Students: [http://ecampus.oregonstate.edu/students/newly-admitted/graduate.htm](http://ecampus.oregonstate.edu/students/newly-admitted/graduate.htm)
- Starting Your Course Checklist: [http://ecampus.oregonstate.edu/services/start/checklist.htm](http://ecampus.oregonstate.edu/services/start/checklist.htm)
- Student Services: [http://ecampus.oregonstate.edu/students/](http://ecampus.oregonstate.edu/students/)
4. Students need to plan to complete a **100 hour practicum** (COUN 514) (average of five hours per week) over two terms and complete a **900 hour internship** in Years 3 and 4 of their program in order to fulfill graduation 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 link 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.

**Evaluation and Retention Procedures**

In agreement with the Ethical Guidelines of the American Counseling Association, the OSU Counseling Program 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.

Each term, faculty members and practicum/internship supervisors meet in order to evaluate each student's progress in academic work, counseling skills, and intrapersonal and interpersonal effectiveness. Those students assessed as having difficulty will receive feedback concerning their progress from their advisor.

Students who are identified as having deficiencies in one or more of the three areas evaluated are provided the following assistance in order to improve their performance:

**Problem Identification Meeting**

The advisor meets with the student and gives specific examples of the difficulties which have been identified by the staff. The student and the advisor then discuss change expectations and procedures. Explanation is made at this time as to the seriousness of the problem. Steps for resolution are recommended and a time frame for change is agreed upon by both parties.

**Recurring or Critical Problems**

If the situation is a continuing one, or is critical, a team of staff members may be appointed to meet with the student. The concerns are delineated in writing and given to the student prior to this meeting. During this meeting, the student is given specific information about the particular problem, the steps needed for resolution, and the time frame allowed prior to determining if further action must be considered. A written contract stating the areas which need to be improved, and the methods and time frame needed for improvement, is designed and signed by the student and the involved staff members. A copy of this agreement is given to the student and the original is placed in the student's central file.
**Insufficient Progress, Withdrawal, Counseling**

If the student does not make expeditious progress toward resolution of the identified problem(s) and the staff agrees that the student will not be able to successfully achieve the academic, counseling skills, or intra- and inter-personal effectiveness objectives needed to be successful in the program, then recommendation for withdrawal of the student from the program is considered. This decision is made by closed faculty vote and is then passed to the next administrative level. Academic, vocational, and personal counseling are offered to the student and may include the transfer of earned credits to a new program.

**Due Process Flowchart**

![Flowchart diagram]

**Due Process Procedures**

Unless the problem 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 regarding retention in the program, the student has the right to an appeal process as detailed in the OSU Student Handbook.
The OSU Program of Counseling believes that the stated procedures are in accord with accepted educational practices and the following guidelines of the American Counseling Association:

"Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors assure that students and supervisees have recourse to address decisions made, to require them to seek assistance or to dismiss them" (ACA Ethics Code Section F.3.a).

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 counseling department’s philosophy of D.R.I.V.E – dignity, respect, integrity, value, and equity 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 disposition. 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.

**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 to first 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.

**Demonstrating Compliance with Oregon Administrative Requirements**

*The following pertains only to students in Oregon and are planning on completing their practicum and internship experiences in Oregon. Out-of-state students have the responsibility to check if there are similar requirements in their own state.*
Clinical Mental Health Counseling students and students desiring to complete clinical mental health counseling requirements must meet the relevant requirements determined by the Oregon Administrative Requirements (OARs) for Health Profession Student Clinical Training (409-030-0100 – 409-030-0250) prior to enrollment in their first clinical experience in a clinical mental health setting (e.g., COUN 514). We as a program have adopted these requirements for all of our students, except in cases where students request exemption(s), per the relevant OAR. The purpose of these regulations is to (1) protect your health and (2) to protect the health and wellbeing of any clients, students, supervisors, and other community members with whom you interact throughout the duration of your program. You must demonstrate that you have completed the below listed requirements prior to your anticipated internship start date; otherwise, your clinical experience could be delayed. You are to document the completion of these requirements by setting up an account with Castle Branch. You will need to set up an account with Castle Branch from the email invite. There is a one-time fee to set up your account. Students are financially responsible to create and maintain their Castle Branch account and satisfy the OAR requirements. Students must set up a Castle Branch account by the end of their first summer term enrolled in the program; otherwise, a hold will be placed on your record and you may not be able to register for coursework the following term. You will submit documentation of all of the immunizations, screenings, trainings, and insurance standards set forth by the OAR’s to Castle Branch. Per the relevant OARs, please ensure that you also complete any and all site-specific trainings and orientations for your practicum/internship placement.

- Immunizations
  - Hepatitis B—Positive Titer OR Series (3 doses)
  - Measles, mumps, and rubella (MMR) OR Proof of 2 MMRs
  - Tetanus booster with pertussis (must be within 10 years)
  - Varicella
    - Provider verification of chicken pox case OR Positive Titer OR Varicella Immunizations (2 doses)

- Screenings
  - Tuberculosis (screened within past 12-months)
    - 2 PPD Skin Tests OR
    - 1 Blood Test—Quanterferon Gold (QF Gold) AND T-Spot
  - Substance Abuse 10-panel drug screen (screened no longer than 3 months prior to admittance of program)
  - Criminal Background Check (screened no longer than 3 months prior to admittance of program)
    - SSN trace
    - State/National criminal background history
    - Sex offender registry check
    - OIG LEIE check

- Trainings
  - CPR/Basic Life Support for healthcare providers (Infant, Child, Adult)
  - Bloodborne pathogen training (OSHA)—link provided by program
  - OSHA recommended safety guidelines

- Insurance Standards
  - Professional Liability Insurance
  - General Liability Insurance (provided by university—no action required by the student)
Taskstream Assessment

The Masters in Counseling program uses the online assessment management tool, Taskstream, for tracking CACREP core assessments and a variety of programmatic and licensure requirements. This data management system was adopted by the College of Education in the 2014-2015 academic year. Students will be responsible for creating their own Taskstream account and providing payment directly to Taskstream to maintain their account. Students will be given Taskstream sign-up instruction by the hybrid Clinical Mental Health Counseling program coordinator during the Program Orientation. Students will be notified in their syllabi if there are assignments that need to be uploaded onto Taskstream for grading purposes. Students will be notified by the program coordinator electronically if there are specific non-class-related documents they need to upload onto Taskstream.

M.COUN. Comprehensive Exam Requirement

Students admitted to the M.Coun degree program must successfully pass a nationally administered 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 M.Coun 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.

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-License: A State by State Guide: [http://www.counselor-license.com/](http://www.counselor-license.com/)

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/](http://www.nbcc.org/)

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

**School Counselors Licensure**

**Oregon – Teachers Standards and Practice Commission (TSPC)**
250 Division St. NE, Salem, OR 97301-1012

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.

**Clinical Mental Health Counselor**

**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.

**Student Notices**

**Students with Disabilities**

The Counseling Academic Unit 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 for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

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 [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)

Counselor Education Program 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 three dimensions: Academics; Clinical Skill Development; and, Personal Fit to the Profession.

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 your classmates to verify your understanding of information as well as on your own ability to find information in this Counseling Handbook, on the Graduate School website, and on the Counselor Education website.

**Statement of University, College of Education, and Counseling Academic 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**

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** 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;

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) complete your program of study and your oral defense within seven years;

n) make up all incompletes within one calendar year from the end of the term in which the incomplete was given;

o) comply with the Oregon State University Continuous Enrollment Policy;

p) be prepared to engage in the personal reflection and disclosure that is the norm in counselor education classes;

q) understand that the program requires successful completion of a 100 hour practicum (roughly 5-8 hours per week for two quarters);

r) understand that the program requires successful completion of a 900 hour internship (roughly 10-25 hours per week for a minimum four academic terms);

s) purchase a Taskstream account for the duration of the student’s program of study, starting in the first summer term for the purposes of uploading “core” assignments (graded assignments demonstrating your performance on each of the designated CACREP competencies) in each course as designated by your instructor (Taskstream registration information will be given to you later);

t) CMHC Students must complete OAR requirements via Certified Profile;

u) be prepared to have faculty - including doctoral student supervisors - regularly critique and review your clinical practice, academic performance, and personal disposition for the profession;

v) video critique is frequently utilized throughout the program. Students are required to have a video recording device capable of uploading to a PC or MAC for video review and editing;

w) agree to comply with the OSU Counseling Academic Unit Online and Classroom Clinical Security Protocols;

x) 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, and a USB Drive with encryption software built-in.

y) complete your classes and comprehensive exam within seven years;

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 http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38 - Section1804

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/

OSU Graduate School “Guide to Success”
http://oregonstate.edu/dept/grad_school/current/success.html

OSU Graduate School Forms
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
http://oregonstate.edu/admin/stucon/

OSU Academic Calendar
http://catalog.oregonstate.edu/ChapterDetail.aspx?key=148

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
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 Discipline Liaison. 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 Clinical Mental Health Counseling Program Coordinator 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:

```
Student
  ↓
Major Professor/Minor Professor
  ↓
Program Lead
  ↓
Associate Dean
  ↓
(Dean of Graduate School)
```

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. 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 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.

Conference Attendance Requirement

Students in the Master of Counseling program are required to obtain 24 contact hours (equivalent of 24 CEUs) of training outside of their OSU program prior to their graduation. At least 6 of these hours must be obtained through attendance of a state, national, or international conference (e.g., ORCA, OSCA, ACA, ASCA, etc.). 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). 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 complete one 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. You and your advisor (or other approved program staff/faculty) will sign the form and you will submit it to the CMHC coordinator at OSU-Corvallis.

**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](#)

**Student Program Checklist**

The checklist in the next page was created to help the faculty and students to keep track of important matters in the program. Students are highly encouraged to use the checklist as reminders on things that need to be turned in as well things matters that needed to be attended to throughout their program.

Students will also need to complete a Program of Study as required by OSU’s Graduate School. The CMHC program coordinator will assist you with that process. The coordinator will inform you when that is to take place.
### Oregon State University Master in Counseling
Hybrid Clinical Mental Health Counseling Program Checklist

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Registration (Summer Term) Completed</td>
<td>_______</td>
</tr>
<tr>
<td>Orientation</td>
<td>_______</td>
</tr>
<tr>
<td>Memorandum of Agreement Completed &amp; Submitted</td>
<td>_______</td>
</tr>
<tr>
<td>Taskstream Account Set-Up Completed</td>
<td>_______</td>
</tr>
<tr>
<td>American Counseling Association (ACA) Membership</td>
<td>_______</td>
</tr>
</tbody>
</table>

Complied with the Oregon Administrative Rules (OARs) requirements as listed in detail on pp. 18-19 of the *Master of Counseling Program Handbook: Hybrid Clinical Mental Health Option* Evidence of compliance submitted to [__________](mailto:__________) (Only for Oregonians)

1. Immunizations (Hep B; Measles, mumps, rubella; tetanus; Varicella)          | _______ |
2. Screenings (TB; substance abuse; criminal background check)                 | _______ |
3. Trainings (CPR/Basic life support for healthcare providers—infant, child, adult; blood borne pathogen training; OSHA recommended safety guidelines) | _______ |
4. Insurance Standards (professional liability insurance via ACA)              | _______ |

### Program of Study Completed

### Personal Growth Requirement (Counseling) Completed

### Conference Attendance Requirement Completed

### Required Coursework Completed:

- **COUN 541 The Counseling Profession**
- **COUN 575 Family Counseling**
- **COUN 532 Social & Cultural Perspectives**
- **COUN 550 Foundations of Mental Health Counseling**
- **COUN 551 Counseling Theory I**
- **COUN 531 Developmental Perspectives in Counseling**
- **COUN 552 Counseling Theory II**
- **COUN 578 Crisis, Trauma, & Grief Counseling**
- **COUN 513 Counseling Pre-Practicum**
- **COUN 577 Applied Psychopathology & Psychodiagnosis**
- **COUN 514 Practicum in Counseling I**
- **COUN 567 Appraisal of the Individual**
- **COUN 533 Addictive Behavior Counseling**
- **COUN 581 Cross Cultural Counseling**
- **COUN 536 Applied Psychopharmacology**
- **COUN 571 Group Counseling Procedures**
- **COUN 515 Counseling Internship (24 credits)**
  - **Fall (5 credits)**
  - **Winter (5 credits)**
  - **Spring (5 credits)**
Summer (5 credits)

Fall (4 credits)

COUN 598 Counselor Consultation
COUN 562 Intro to Research Methods in Counseling
COUN 597 Intro to Counselor Supervision

M.COUN. Comprehensive Exam Requirement