

**Department of Counseling Psychology  
Professional Mental Health Counseling  
Addictions Program  
Student Handbook  
2011-2012**

**Graduate School of Education and Counseling  
Lewis & Clark**

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

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

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

#### **Accreditation and Licensure**

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

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

Additionally, the PMHC - Addictions program meets the academic requirements set by the Addiction Counselor Certification Board of Oregon (ACCBO) for Certified Alcohol and Drug Counselor I (CADC I).

#### **Mission Statement**

The Professional Mental Health Counseling -Addictions Program is dedicated to providing and maintaining the highest standards of academic excellence and training highly skilled, committed, and compassionate professionals who are effective practitioners adept at providing the full range of clinical skills in a wide variety of diverse community-based settings. The Professional Mental Health Counseling -Addictions Program integrates preparation for addictions counseling with professional mental health counseling.

#### **Program Objectives**

A common misconception is that students trained as addiction counselors are only prepared to work with clients struggling with addiction and, therefore, are limited in what services they will be competent to provide when working in the field. On the contrary, our students receive training to work effectively and professionally with all clients across all settings, irrespective or limited to either mental health or the experience of addiction-related problems.

The Professional Mental Health Counseling -Addictions Program trains professionals who hold a broader understanding of many clients' co-occurring disorders, both addiction-related and mental health, and an expanded understanding of solutions for addressing such problems. Professional Mental Health Counseling -Addictions students are prepared for certification as addiction counselors and

licensure as professional counselors in the State of Oregon and many other regions of the United States. We emphasize the quality of the client-counselor relationship, a thorough understanding of mental health and addiction issues grounded in evidence-based practice, a contextualist developmental perspective, and a strong commitment to equity and social justice. We are committed to preparing reflective and ethical practitioners who are skilled clinicians, agents of change, advocates for equity and social justice, creative leaders, lifelong learners, and contributors to the advancement of the profession. Our program is well integrated into the community mental health and addictions provider systems and fully integrates a growing body of empirical knowledge that is increasing our understanding of the processes of addiction and recovery. Knowledge and sensitivity concerning issues related to family, culture, ethnicity, gender, and spirituality are of the utmost importance. Our students are well-prepared to be skilled professionals responsible for demonstrating expertise of the highest professional and scientific standards.

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

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

The current curriculum draws from, but is not limited to, a wide array of evidence-based programs and techniques being used in the field today including the trans-theoretical model of change, motivational interviewing, dialectical behavior therapy, the matrix model for treating methamphetamine dependence, and the seeking safety program among many others. Equipped with the best training available, our students are helping to transform the field of addictions counseling in Oregon to bring new hope and assistance to individuals experiencing the impacts of the full range of addiction-related behaviors. Coursework meets all of the State of Oregon accreditation standards for addiction and professional counselors.

### **Faculty**

The Professional Mental Health Counseling -Addictions Program is composed of well-respected and knowledgeable addictions professionals, core licensed counselor program faculty, and a varied number of part-time or adjunct faculty members. PMHC -Addictions program faculty are responsible for overseeing, developing and administering the program, are also involved in professional service in the larger community, and sustain programs of research and scholarship in a range of areas. Most adjunct faculty are practicing mental health and addictions professionals, and some are scholars in specific fields related to our curriculum.

**Jacqueline Abbott, DrPH., RD, LD.** Adjunct professor and Associate Director of the Eating Disorders Certificate Program. Specializes in community health and the treating of disordered eating in a medical setting. DrPH 1984 Loma Linda University, M.A. 1978, B.A. 1976 San Diego State University.

**Carol Doyle, Ph.D.** Associate professor of counseling psychology.

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

**Margaret Eichler, Ph.D.** Part-time Assistant professor of counseling psychology.

Specializes in counseling work with children and adolescents, counseling queer youth, group counseling, clinical skills training and supervision, creativity in counseling, educational consultation with children and families in school settings. Ph.D. 2002, M.A. 1993, B.A. 1991 University of Nevada at Reno.

**Stella Kerl-McClain, Ph.D.** Professional Mental Health Counseling Program Co-Director. Associate professor of counseling psychology.

Specializes in families, couples and individual therapies; diagnosis and treatment of college students, children, adolescents, community women, couples and families, and people with chronic mental illness. Ph.D. 1995, M.A. 1991, B.A. 1988 University of Texas at Austin.

**Hilary Kinavey, MS., LPC** Adjunct instructor in the Eating Disorders Certificate Program and a therapist in private practice specializing in the treatment of eating disorders. M.S. 2000 Portland State University, B.A. 1997 Humboldt State University.

**Gordon Lindbloom, Ph.D.** Associate professor of counseling psychology.

Specializes in stress in the workplace, teamwork and collaboration, integrating mental health and addictions treatment, forgiveness, and integrating spirituality into counseling and therapy. Ph.D. 1974 University of Oregon. M.A. 1970 University of Oregon. B.A. 1963 Northwest Nazarene College.

**Cathy Moonshine, Ph.D., MAC, CADC III** . Adjunct professor in the Professional Mental Health Counseling - Addictions Program and associate professor at Pacific University. Licensed psychologist specializing in the treatment of addiction-related disorders, national trainer in motivational interviewing and DBT, teaches CPSY 546 & 547. Ph.D. 1999, M.S. 1996 Pacific Graduate School of Psychology, M.A. 1993 Seattle University, B.A. 1989 University of Redlands.

**Sebastian Perumbilly, ABD in marriage and family therapy.** Associate professor specializing in the treatment of family addiction; teaches CPSY 564. M.A. 2005 University of Connecticut, M.A. 2001 Holy Apostles College and Seminary, Th.B. 1996 St. Pius X College and Seminary.

**Boyd W. Pidcock, Ph.D.** Professional Mental Health Counseling – Addictions Program Director Associate professor of counseling psychology. Specializes in addictions counseling, adolescent and family therapy, intergenerational vulnerability to addictions, and community program development and evaluation. Ph.D. Texas Tech University. M.Ed. Southwest Texas State University. B.A. University of Houston.

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

**Tod Sloan, Ph.D.** Professor of Counseling Psychology.

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

**Dana Sturtevant, MS, RD, LD.** Adjunct instructor in the Eating Disorders Certificate Program. Therapist in private practice - Nutrition Therapist, Yoga Teacher, and Motivational Interviewing Trainer. M.S. 1997 University of Florida, B.S. 1994 Southern Illinois University.

**Tom Ten Eyck, M.A. (ABD), CADC II, CGAC.** Adjunct professor specializing in addiction, pathological gambling, and co-occurring disorders. Teaches CPSY 545 and 546. M.A. 1972, B.A. 1966 University of Oregon.

### **Admission Requirements**

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

## SECTION II: THE CURRICULUM AND CLINICAL EXPERIENCE

### Masters Degrees

#### *Master of Arts in Professional Mental Health Counseling-Addictions*

The Master of Arts in Professional Mental Health Counseling-Addictions program integrates preparation for addictions counseling with general mental health/community counseling and meets the academic requirements set by the Addiction Counselor Certification Board of Oregon (ACCBO) as well as the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT). Students wishing to work with adolescents who have substance-abuse problems may plan a program of study with their advisor to incorporate this special emphasis.

#### Degree Requirements

A minimum of 64 semester hours, distributed as follows:

#### Degree Courses

<a href="#">CPSY 503</a>	Introduction to Professional Counseling	2
<a href="#">CPSY 504</a>	Family Therapy: Theory and Practice	3
<a href="#">CPSY 505</a>	Practicum in Counseling (two semesters, 3 semester hours each)	6
<a href="#">CPSY 506</a>	Life Span Development	2
<a href="#">CPSY 509</a>	Practical Skills for Counselors	3
<a href="#">CPSY 510</a>	Ethical and Legal Issues in Professional Counseling	2
<a href="#">CPSY 513</a>	Theory and Philosophy of Counseling	3
<a href="#">CPSY 514</a>	Group Counseling With Children and Adolescents	3
or <a href="#">CPSY 515</a>	Group Counseling With Adults	
<a href="#">CPSY 520</a>	Career Counseling	2
<a href="#">CPSY 522</a>	Diagnosis of Mental and Emotional Disorders	2
<a href="#">CPSY 523</a>	Counseling and Interventions With Children and Adolescents	3
<a href="#">CPSY 524</a>	Counseling and Interventions With Adults	3
<a href="#">CPSY 532</a>	Introduction to Assessment	2
<a href="#">CPSY 535</a>	Research Methods in Counseling	3
<a href="#">CPSY 545</a>	Drugs, the Brain, and Behavior	3
<a href="#">CPSY 546</a>	Models of Addiction and Recovery	3
<a href="#">CPSY 547</a>	Addictions Treatment: Procedures, Skills, and Case Management	3
<a href="#">CPSY 548</a>	Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span	2
<a href="#">CPSY 549</a>	Clinical Reasoning: Theory and Research to Practice	2
<a href="#">CPSY 550</a>	Diversity and Social Justice	3
<a href="#">CPSY 582</a>	Mental Health Internship: Adult Emphasis (two semesters, 3 semester hours each)	6
or <a href="#">CPSY 583</a>	Mental Health Internship: Emphasis on Child and Family Problems	
<a href="#">CPSY 591</a>	Professional Career Development	1

### + Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

### ***Master of Sciences in Professional Mental Health Counseling-Addictions***

There is also a Master of Science option for the Professional Mental Health Counseling-Addictions program. The M.S. curriculum is for students who have interest and potential in psychological research. Students must first be accepted into the M.A. concentration. Admission to the M.S. concentration requires that the student be active, successfully complete [CPSY 530 Research Methods and Statistics I](#) with a grade of B or better, complete [CPSY 531 Research Methods and Statistics II](#), present a preliminary research proposal, secure the commitment of a faculty adviser to chair a thesis committee, have a defined timeline for completion of the project, and have formally applied to the M.S. program. Full admission is granted when the faculty approves a proposal that meets these criteria.

#### *Requirements for Application*

Application to the M.S. requires prior admission to the Master of Arts in PMHC - Addictions program.

#### *Degree Requirements*

A minimum of 70 semester hours, distributed as follows:

Students must meet all regular requirements for a Master of Arts in Professional Mental Health Counseling - Addictions(except CPSY 535)

Satisfactory completion of a thesis (a minimum of 3 semester hours and maximum of 9 semester hours of CPSY 595: Master's Thesis Research is required).

### **Core Curriculum**

Students are required to attend one Core Convocation and take two semester hours from among the offered Core courses. The Core curriculum provides students with a foundation for understanding the complexities of professional growth and development. Core courses are interdisciplinary and include students from all programs. In particular, participants focus on the themes of adult development, organizational life and ethics, as well as other factors that affect their work and professional life.

**Note:** Please be sure to check with your advisor about completing Core requirements. Core classes fill up quickly, so it is a good idea to register for them as early as you can.

### **Portfolio Requirement**

As part of your master's degree program, you are required to develop a portfolio that documents your experience and growth as a helping professional. You will receive guidance on how to complete this requirement in CPSY 503 Introduction to Professional Counseling and in meetings with your advisor. The core elements of the portfolio requirement are listed and described briefly here. Note that much of the portfolio can be presented in the format of a resume or CV.

**All elements of your portfolio must be completed prior to beginning practicum, and you must meet with your advisor to document that these requirements have been met.**

**Maintain and submit a professional resume (CV) that documents your experience as a helper, caregiver, or mental health provider** (Due in student file by end of semester before interviewing for internships)

Your portfolio is to include the following elements.

- **Resume, current.**
- **Statement of Professional Goals**

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

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

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

- **Documentation of Collaboration Skills**

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

- **Professional Record Keeping System**

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

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

- **Documentation of Personal Counseling**

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

If you do not have at least 10 hours of personal counseling, formulate a specific plan to meet this requirement within the first three semesters in your degree program. If you want information or advice

about how and where you can obtain this experience, your advisor will be happy to discuss options with you. The CPSY office maintains a list of counselors who provide low-cost services.

- **12-Step Program Attendance**

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

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

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

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

To arrange visits, contact:

Portland Area AA Intergroup, (503) 223-8569; [www.portland-aa.org](http://www.portland-aa.org)  
Portland Area NA, (503) 284-1787  
Portland Area Alanon, (503) 292-1333  
Portland Alano Club, (503) 222-5756

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

- 1) There are various types of meetings, including speaker meetings, small group meetings, and open and closed meetings. Open meetings are the type you should attend. These are open to anyone. Closed meetings are for individuals who are attending for their own need (i.e. people with drug addiction attending NA meetings) and it is not appropriate for you to attend those meetings as a professional.
- 2) When attending a meeting, you will be interacting with a number of people and may or may not be asked to introduce yourself to the group. Even if you do not speak or participate in the

meeting you attend, individuals before or after the meeting are likely to strike up conversations with you. BE HONEST. It is appropriate to say something like: “I’m a graduate student in a counseling program and I’m here to learn more about (AA, NA, etc.). I want to have the knowledge and experience I need to help my clients find the places they can get assistance with (alcohol problems, eating problems, etc.).”

3) DON’T tell people you are only there as a requirement for school. It may be considered insulting to those in attendance. People attend these groups to help them survive and cope with tremendous difficulties and they deserve your respect.

4) Yes, you will probably feel uncomfortable at your first meeting. This is part of the point of attending. If you accidentally get into a closed meeting, apologize politely, ask whom you can contact about an open meeting, and leave.

5) All meetings have a different “flavor” to them, depending on who is in attendance and the norms of the group. Be open to a variety of experiences.

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

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

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

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

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

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

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

## **Criminal Background Check**

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

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

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

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

An FBI background check is required of all students prior to engaging in any client contact in their CPSY 505 Practicum in Counseling course. Given the extended length of time required for the review, all students will be required to initiate the process during their first semester in the program while in CPSY 503 Introduction to Counseling. A full explanation of the policy and procedures for obtaining the required review will be presented to all students during the first weeks of the course. Students will not be allowed to be placed in the practicum course or initiate any client contact without fulfilling the requirements for this review.

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

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

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

## Practicum and Internship

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

***Important Note:*** There are strict attendance requirements for CPSY 509 Practical Skills for Counselors and for CPSY 510 Ethical and Legal Issues in Professional Counseling. Because the material covered in these classes has essential and immediate implications for entry into any practicum or internship, class attendance and participation are especially critical. *Any absence that cannot be made up so that the learning and performance required can be documented may lead to a failure to pass the class and a requirement to repeat it.*

### Practicum

Two semesters of practicum in counseling (CPSY 505) are required of students in the Professional Mental Health Counseling - Addictions program. This is described in the Practicum Manual and includes clinical experience in both the CPSY community clinic as well as other community-based agencies/sites.

### Internship

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

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

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

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

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

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

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

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

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

### **Liability Insurance**

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

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

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

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

- For extensions up to four weeks past the end of a final semester (but no more than FOUR WEEKS), students must register for a zero credit practicum or internship course in order to continue to count hours towards their practicum or internship. Students must join an existing campus-based practicum or internship section for weekly supervision until they complete their practicum or internship hours.
- For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship (3 semester hours for PMHC & PMHC-A, 4 semester hours for MCFT).
- All students must obtain permission from the clinical coordinator before any extension is granted. Registration must be completed prior to the end of the semester for which the extension will be required.

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

### **Practicum and Internship Handbooks**

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

internship and pre-practicum classes. In addition, copies of the handbooks are available in the department office.

## **SECTION III: LIFE AS A GRADUATE STUDENT**

### **Personal and Professional Development**

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

We encourage you to approach your role as a student, not as is customary in undergraduate work, but to think of yourself as a professional in preparation. This means you take coursework as an opportunity to learn in ways that will affect your ability to help your clients, because it really will have exactly those effects. That makes conscious learning not just a matter of complying with requirements but an ethical responsibility to learn, think, judge and interact with maturing judgment.

The same realities apply to your relationships with other students, your instructors, your supervisors, and your advisor. These are all relationships of mutual responsibility and accountability. Fulfilling your role in these relationships will require you to stretch at times, to go beyond what is necessary just to get by, but to do what the substance of a task or responsibility requires of a person conscious of her or his relationships and impact on others.

### **You and Your Advisor**

One area of particular importance and supportive of your overall educational experience is your relationship, frequent contact, and interaction with your academic/program advisor. Developing your program of study with the help of your advisor, monitoring your progress, making adjustments as needed, and seeking support and guidance for problems and for charting your course are all key parts of the advisor/advisee relationship. Your advisor is the program's personal representative to you. Your dialogue with your advisor is the place where you and the program carry out essential parts of our relationship. Your conscientious attention to this relationship and work is part of your agenda of professional development, learning how to relate to and work with a complex human system that can serve you and add substantial value to your life if you play your part in that relationship.

Upon full admission to the program, PMHC - Addictions students are assigned an advisor, usually program director, Boyd Pidcock, and are required to meet prior to registering for courses in their first semester of study. Regularly meeting individually with your advisor is critical to successfully and effectively moving through your program of study and is required of all PMHC - Addictions students. . Advisors want to help you tailor your program to your individual goals, to help you develop a realistic schedule of course enrollments, and inform you of ways you can make the most of your experiences as a developing professional.

While it is relatively easy to plan your own courses each semester using the program sequence sheet, checking in with your advisor can benefit you in a number of other ways: to answer questions, to give advice and recommendations, to listen to problems and issues and to help find ways to assist your successful completion of the program. Developing your program of study with the help of your advisor, monitoring your progress, making adjustments as needed, and seeking support and guidance

for problems and for charting your course are all key parts of that relationship. Please be aware that your advisor can offer support and referral for personal issues, but cannot act as your personal counselor/therapist as this would constitute a dual relationship. The advising relationship is *not* confidential. Faculty work collaboratively to support students in their development and may share information with each other relevant to assisting/supporting you in your program.

You will be required to complete a plan for your degree program sometime during your first semester. You should review your program plan with your advisor *at least* once an academic year. Failure to do so can lead to unintended problems in scheduling courses and completing your program as you hope. If you need to consider changes in your plans, you can do so. You are not required to follow the plan with no changes, but changes need to be made and approved by your advisor.

After getting started in your program, if you find interests in common with a faculty member other than the advisor you are assigned, you can change to another advisor within your program. You can do so without submitting any explanation. We want you to have the best working relationship you can have. We also ask that you make such changes with the recognition that too many changes for trivial reasons can unbalance the advising work load of faculty members to the detriment of students.

*There are certain mandatory advising points, where students are required to meet face to face with their advisors. At other times, the advising process is dependent on student initiative.*

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

1. Upon full admission to the program and before registering for courses in the semester. This may be done in a scheduled group advising session. But it must be followed soon by an individual advising appointment. After getting acquainted and learning about your goals, you and your advisor will complete a written program plan and place it in your file.
2. At least one full semester before enrollment in CPSY 505 Practicum in Counseling and CPSY 582/583 Mental Health Internship. This is to ensure that all the prerequisite course requirements and any other departmental requirements have been met (e.g., portfolio requirements, or special requirements determined by a faculty committee for students who have experienced particular problems in their progress through the initial coursework). ***Advisor and student signatures are required on dated forms at these points.*** This is critical to ensure that you have the necessary preparation for these experiences and that there will be space in these experiences and courses for you.

#### **Being a Student**

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

This learning is highly personal. It requires reflection, flexibility, and ability to take emotional risks and learn from them. Participation in this graduate program requires a personal commitment to continued learning through reflection, self-evaluation, and receiving and learning from the evaluative feedback of

other students, faculty members, and supervisors. Evaluation of each student's academic progress and growth in professional skills and personal fitness for this work is an ongoing responsibility of faculty members.

### **Getting Help From the CPSY Office**

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

The office is managed and supported by staff members who are available to answer questions and help students move through the program. Staff can assist students with questions about class schedules and locations, checking out test materials (please see below), internships, the degree application process, etc. Students may also make appointments to see professors through staff members. Staff do not advise students. It is best to see advisors for questions related to what courses to take and when.

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

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

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

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

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

Although the Counseling Psychology Department possesses a number of psychological tests for use in classes and for the training of our students, there are very strict ethical guidelines surrounding their use and availability to students. Two of these guidelines impact students directly. First, the public disclosure of specific content of certain tests damages the test's validity. Secondly, the use of test materials should be directly supervised by a professor or supervisor. Thus, as a general rule, students will only be able to check out tests during the semester(s) they are enrolled in CPSY 532 Introduction to Assessment. If students wish to use a test for a specific project/assignment, they may do so, but first need to obtain authorization from their advisor or the department chair.

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

- All tests must be properly checked out and checked in by a staff member in the Counseling Psychology Department.
- Tests may only be checked out by students in assessment classes. If a student needs a test and is not in an assessment class, the student must obtain permission from their advisor or program director.

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

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

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

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

While students will be expected to purchase their own digital video cameras as part of the CPSY 509 course, the Graduate School does maintain a small lending library through which mini digital video cameras and tripods are available for checkout.

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

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

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

### **Graduating**

In order to complete the degree application thoroughly and accurately, please follow the steps below. *Students will want to begin this process at least nine months prior to graduation.*

1. Request an advising transcript and a degree application from the Graduate Registrar's Office. Advising transcripts must accompany degree applications when submitted to the Registrar.
2. Schedule a meeting with your advisor to review coursework and advising transcripts to confirm readiness to graduate.
3. Submit the completed, signed, and dated degree application to the Graduate Registrar. Please contact this office well in advance to determine the deadline for submission.
4. The Registrar will forward degree applications to the Counseling Psychology Department for the appropriate signatures.
5. As of Fall 2010, this process is handled through the registrar visiting your internship class and providing you with the necessary paperwork to complete in class. This process is a courtesy to students, and may not be able to be continued by the time you graduate. Therefore, it is your

responsibility to ensure that you have applied for graduation if the registrar has not visited your internship class.

### **Becoming Licensed**

Graduates of the M.A. or M.S. Addiction Studies program are eligible to apply to become a Licensed Professional Counselor (LPC) through the Oregon Board of Licensed Professional Counselors and Therapists. This license requires a written exam and approximately two years of full-time supervised community experience after a degree is earned. Full state licensure requirements may be found on OBLPCT's website: <http://www.oregon.gov/OBLPCT>.

OBLPCT's purpose is to regulate the profession and to protect the public from unqualified, incompetent, or unscrupulous persons. Boards expect graduates to address them directly.

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

### **Certification as a Certified A & D Counselor**

The PMHC -Addictions program also meets the academic requirements set by the Addiction Counselor Certification Board of Oregon (ACCBO; go to <http://accbo.com> for specific requirements) for Certified Alcohol and Drug Counselor I (CADCI).

### **Licensing in Other States**

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

### **Getting a Job**

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

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

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

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

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

### **Program Standards**

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

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

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

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

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed supports. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct

or Academic Performance at any time dependent on the issue that needs to be addressed and the student's openness to supervision.

### **Student Review Process**

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

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

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

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

3. The possible outcomes of the Student Conduct Review include: a written response from the student indicating her or his understanding of the concern and plan for resolving it; a written Plan of Assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the Student Conduct Review; and dismissal from the program. If the student is allowed to continue in the program the committee may make other recommendations, such as placing

restrictions or conditions on the student's continuing in the program through the development of a plan of remediation to address and resolve the identified problems. All written documentation submitted for the review and concerning its outcome will be retained in the student's file.

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

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

According to graduate school policy, students enrolled in degree programs must maintain a B average (3.0) and may not receive any grade lower than C- and no two grades lower than B- to be considered making satisfactory academic progress. Students must also receive no 0s in any area on the Professional Qualities Evaluation / Professional Standards form (see Appendix). Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their program and notified and an Academic Review Panel will be convened.

### **Class Attendance Policy**

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

### **Academic Performance Standards**

Successful completion of coursework in CPSY department programs includes attention to all requirements of course syllabi, compliance with the department attendance policy, and adherence to program Professional Qualities / Standards as indicated by the Professional Qualities Evaluation / Professional Standards form (see Appendix). Evaluation of performance includes assessment measures outlined in syllabi, skills evaluations, performance in field placements, and interactions with instructors, supervisors and mentors, other students, and other professionals at the college and in field placements. These standards are used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should seek out the support of an advisor or other faculty to ensure understanding of program Professional Qualities / Standards.

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

program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

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

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

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

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

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

### **Grading Policy**

This policy may be found in *The Navigator*:

[http://graduate.lclark.edu/student\\_life/handbook/academic\\_policies](http://graduate.lclark.edu/student_life/handbook/academic_policies).

### **Resolution of Student Grievances**

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

## **Discrimination and Harassment**

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

## **Academic Grievance**

If a student alleges that a final grade in a course is an inaccurate reflection of her/his performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should follow the procedure explained in the “Grade Change” policy in the *Navigator*.

## **Evaluations**

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

## **Site Supervisors**

In the case of a grievance against an internship/practicum site supervisor, a student who is unable to reach a satisfactory resolution with the supervisor will first request assistance from the faculty practicum or internship supervisor. If unable to reach a satisfactory resolution, the faculty supervisor and/or student may seek assistance from the program’s internship/practicum coordinator or program director(s). Again, if unable to reach a satisfactory resolution, the student or internship/practicum coordinator may then contact the department chair. If this attempt is unsuccessful, the student or internship/practicum coordinator may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of site supervisors is final.

## **Classroom Concerns**

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

## **Changing Programs**

Students who prefer to pursue a degree or certificate in another program within the CPSY department may follow one of these procedures:

- If a student is enrolled in any of the department’s programs and wishes to pursue another program instead, the student should submit a letter, using the Degree Program Change Request form as a cover sheet, to the CPSY office explaining the reason for the program change. This is given to the student’s current program director and to the director of the program the student hopes to enter. Separate meetings with both program directors are usually required. The relevant program team will consider the request and inform the student of their decision. No new application fees are required.
- If a student is admitted and is taking classes toward a Master’s in Professional Mental Health Counseling and has selected, for example, a child and family focus and then wishes to shift to an

adult-only focus, that student must meet with his or her advisor to make the necessary changes in plans for future coursework.

- Students do not have the option of requesting a change in programs (e.g., Marriage, Couple, & Family Therapy to Professional Mental Health Counseling) once they have begun practicum, with the exception of changing to the Psychological and Cultural Studies Program.

Students may also refer to the “Changing or Adding Programs” policy in the Navigator.

### **Release of Educational Records**

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

## SECTION V: STUDENT RESOURCES

In addition to this handbook, there are other resources students will need to consult in order to complete the program, which include:

- The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. It is available online at <http://www.lclark.edu/graduate/publications>.
- The Graduate Registrar's website, <http://www.lclark.edu/graduate/offices/registrar>, contains vital information regarding course schedules, downloading forms (e.g., leave of absence, transcript request, degree application), and academic calendars.

### Graduate School Policies and Procedures

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

The Navigator handbook includes academic policies, such as:

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

Registration policies, such as:

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

And College policies, such as:

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

Discrimination and Harassment and Complaint Procedure

- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulation
- Withdrawal of Student, Involuntary Administrative

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

### Information on Professional Organizations

Students are encouraged to join the American Counseling Association (ACA) early in their program and

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

### **Professional Organization Resources**

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

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

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

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

Appendix A

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

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_  
Faculty \_\_\_\_\_ Course Number \_\_\_\_\_

<b>Rating Scale</b>				
N - No Opportunity to observe		1 - Meets criteria minimally or inconsistently for program level		
0 - Does not meet criteria for program level		2 - Meets criteria consistently at this program level		
<b>Professional Responsibility</b>				
1. The student conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with program mission and standards.	N	0	1	2
3. Students will demonstrate a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to advisors, course instructors, and others in supervisory or instructional positions.	N	0	1	2
4. Students will be understand and demonstrate the ability to balance their own judgments and worldviews with accountability for adhering to professional knowledge, guidelines and standards of conduct provided by provided by advisors, course instructors, and other supervisors on campus and off campus.	N	0	1	2
5. Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.	N	0	1	2
6. The student demonstrates application of legal requirements relevant to counselor training and practice in all classes.	N	0	1	2
<b>Competence</b>				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond professionally, to peers, professors, and therapeutically to clients	N	0	1	2
<b>Maturity and Attitude</b>				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
7. The student maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors.				
<b>Integrity</b>				
1. The student refrains from making statements that are false, misleading or deceptive.	N	0	1	2
2. The student considers the impact of her/his actions on the well being of the group (e.g., cohort, program, agency) as a whole, including but not limited to avoiding improper and potentially harmful dual relationships.	N	0	1	2

3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
4. The student respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2
5. The student demonstrates respect, awareness and knowledge of social equity and inclusion, including contextual and systemic dynamics related to race and racial inequalities, class, nation of origin and language, spirituality and religion, sexual orientation, and physical abilities.	N	0	1	2
6. The student considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2
<b>Social and Self-awareness</b>				
1. The student demonstrates awareness and knowledge of her/his intersecting identities (e.g., gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling & therapy.	N	0	1	2
2. The student demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.	N	0	1	2
3. The student demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards.	N	0	1	2
4. The student demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	N	0	1	2
5. The student maintains humility and uses privilege to promote social equity.	N	0	1	2

**Comments:**

Appendix B

**M.A. Professional Mental Health Counseling - Addictions**  
**Required Course Sequencing for a 9 Semester Program**  
**Academic Year 2011-2012**  
**64 Semester Hours Total**  
**Fall Start Sequence**

Floating Any Semester		Core (2)	Core Course		
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**YEAR 1**

	Fall		Spring		Summer
503 (2)	Intro to Professional Counseling	506 (2)	Life Span Development	504 (3)	Family Therapy: Theory/Practice
535 (3)	Research Methods in Counseling	550 (3)	Diversity and Social Justice	522 (2)	Diagnosis of Mental and Emotional Disorders
513 (3)	Theory and Philosophy of Counseling	509 (3)	Practical Skills for Counselors	524 (3)	Counseling and Interventions with Adults
CORE	Core Convocation				

**YEAR 2**

	Fall		Spring		Summer
514 <i>or</i> 515 (3)	Group Counseling w/ Children & Adolescents <i>or</i> w/ Adults	532 (2)	Introduction to Assessment	548 (2)	Trauma / Crisis Counseling Across Lifespan
523 (3)	Counseling and Interventions with Children and Adolescents	546 (3)	Models of Addiction & Recovery	547 (3)	Addictions Treatment: Procedures, Skills, Case Management
510 (2)	Ethical & Legal Issues in Professional Counseling	520 (2)	Career Counseling	505 (3)	Practicum I
545 (3)	Drugs, the Brain, and Behavior				

**YEAR 3**

	Fall		Spring		Summer
549 (2)	Clinical Reasoning	582/583 (3)	Mental Health Internship: Adult <i>or</i> Child/Family	582/583 (3)	Mental Health Internship: Adult <i>or</i> Child/Family
505 (3)	Practicum II	591 (1)	Career Development		