



MENTAL HEALTH COUNSELING TRAINING PROGRAM

Student Handbook

M.S. Mental Health Counseling
Central Washington University
Department of Psychology

2020 – 2021

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Mental Health Counseling Program
Department of Psychology

Table of Contents

Topic	Page
<u>Welcome</u>	3
<u>Mission and Program Objectives</u>	4
<u>Guide for Graduate MHC Students</u>	6
<u>Core MHC Faculty</u>	7
<u>Dates and Deadlines</u>	8
<u>Minority Recruitment</u>	10
<u>Summary of Course of Study</u>	11
<u>Portfolio</u>	13
<u>CCPAC</u>	14
<u>CCPAC Dress Code</u>	15
<u>Background Check Policy</u>	17
<u>Professional Liability Insurance</u>	19
<u>Non-Resident Tuition</u>	20
<u>CWU Graduate Student Resources</u>	21
<u>Retention and Matriculation</u>	23
<u>Student Remediation Policy</u>	24
<u>Student Representatives</u>	28
<u>Alumni Tips and Advice</u>	29
<u>Recommendations</u>	30
<u>Loan Forgiveness</u>	31
<u>Professional Organization Membership</u>	32
<u>Other Professional Memberships</u>	33
<u>Licensure Information</u>	34
<u>Certification Exam</u>	35
<u>Important Documents</u>	37
<u>Graduate Course of Study Form</u>	38
<u>MHC Student Dispositions</u>	40
<u>Individual Remediation</u>	43

Welcome!

Welcome to the Mental Health Counseling (MHC) Program at Central Washington University. A primary goal of our program is to prepare students for careers in the field of mental health to provide a full range of mental health counseling services that involve psychotherapy, human development, learning theory, and group dynamics to help individuals, couples, families, adolescents, and children. This program should prepare you to practice in a variety of settings, including: independent practice, community agencies, managed behavioral health care organizations, integrated delivery systems, hospitals, and employee assistance programs.

The core areas of the academic preparation that our program provides include:

- Professional orientation
- Counseling theory
- Social and cultural foundations
- Diagnosis and psychopathology
- Psychotherapy
- Psychological testing and assessment
- Research and program evaluation
- Group counseling
- Human growth and development
- Lifestyle and career development
- Legal and ethical issues
- Supervised practicum and internship

This Student Handbook outlines key information about the Mental Health Counseling Program, the Department of Psychology and other university resources to help you successfully negotiate your way through the program. Please become familiar with this information and let faculty know how we can assist you in being successful in your coursework and training. This handbook complements the [CWU Graduate Catalog](#), which outlines all curricular requirements and university policies.

[Table of Contents](#)

The **mission** of the Mental Health Counseling program at Central Washington University is to select, educate, and supervise competent mental health counselors. Our Council for Accreditation of Counseling & Related Educational Programs (CACREP) - accredited counselor-training program balances rigorous academic course work with a 3-4 part personalized clinical experience in our on-site training clinic. Through individualized supervision, client data collection, evaluation and reflexivity, we provide support and feedback to facilitate students' development of counseling knowledge, skills, practice, dispositional qualities, and personal growth. Our goal is to prepare students to have strong professional identities as counselors, researchers, and advocates to best meet the diverse needs of clients.

Program Objectives:

1. Professional Counseling Orientation and Ethical Practice

Students will be knowledgeable about the profession of mental health counseling including the history of the profession, roles and functions of counselors, professional organizations and credentialing, ethical standards, and the role of technology.

2. Social and Cultural Diversity

Students will have an understanding of the social and cultural foundations of diversity. They will also develop an awareness of the ongoing nature of multicultural competence in order to increase their effectiveness in a multicultural and diverse society. Students will provide services responsive to the unique needs of individual clients.

3. Human Growth and Development

Students will develop a broad overview of human growth and development across the life span by understanding essential concepts related to each developmental stage and the major developmental theories. Students' understanding of human developmental theory is infused with intersectionality, which is intended to deepen the students' knowledge of the in-depth nature of human development and competent counseling practice with diverse populations.

4. Career Development

Students will assess and integrate career related issues in a comprehensive understanding of clients. As appropriate students will utilize career development theories and skills into their counseling practice.

5. Counseling and Helping Relationships

Students will develop an academic, professional, and personal knowledge of counseling and consultation models, theories, and processes. This knowledge will be applied to real-life treatment modalities and aid students in developing their counselor identity.

6. Group Counseling and Group Work

Students will be knowledgeable about the theoretical foundations of group formation, dynamics, therapeutic factors, and ethical and culturally appropriate leadership across a range of types of groups.

7. Assessment and Testing

Students will understand and be knowledgeable about individual approaches to assessment and evaluation, and utilize appropriate assessment tools for diagnosis, and treatment planning.

8. Research and Program Evaluation Students will be knowledgeable of various research methods, statistical analyses, needs assessments, and program evaluation. Students will understand how to critically evaluate research to inform their clinical practice. Students will also learn how to integrate data collection into their clinical practice.

9. Psychological First Aid

Students will develop an understanding of how to apply the core actions outlined for working with people coping with disaster and crisis situations utilizing a psychological first aid framework.

10. Advocacy

Students will understand and utilize social justice and advocacy strategies on behalf of the counseling profession and to address institutional and social barriers that impede access, equity, and success for clients.

11. Self care

Students will develop an understanding and appreciation of the role of self-care and wellness in their identity as counselors. Students will actively apply self-care strategies while enrolled in this graduate program.

Professional Objective:

Students will obtain appropriate state licensure as professional counselors.

[Table of Contents](#)

Guide for Graduate Mental Health Counseling Students

WHAT TO DO	WHEN TO DO IT	DETAILS
Take the GRE	Twelve weeks prior to applying to the graduate school or four weeks earlier if you are taking the GRE on computer.	Educational Testing Service (www.ets.org) We consider Verbal, Quantitative, and Writing Sections when screening applicants for admission.
Apply for admission to the graduate school	By January 10th, for priority consideration.	http://www.cwu.edu/masters/apply-cwu-graduate-school This is the first step toward admission into the program. Your application will be forwarded to the psychology admission committee.
Orientation	Mon-Tues of the first week of Fall Classes	You will attend three orientations: 1.) the MHC orientation, 2.) The Department of Psychology Graduate orientation, and 3.) The School of Graduate Studies orientation
Receive an advisor	During orientation	Each student will be assigned to a faculty advisor.
Complete course of study	During orientation	This is your contract with the university. It says what classes you will need to complete to receive your degree.
Pay for malpractice insurance	During orientation	Insurance is required before any contact with clients. The easiest way to get this is through CWU or by becoming a member of the American Counseling Association.
Pay for fingerprinting	During orientation	Fingerprinting and background check are required before any contact with clients. This is done through the Teacher Certification Office in Black Hall.
Start taking classes	According to University Schedule*	Students all start the MHC program in fall quarter Academic calendar available here: https://www.cwu.edu/registrar/academic-calendar-class-schedule-search
Take 593A	Winter of first year	This is the foundations-level practicum class. It provides brief contact with clients and allows students to gain familiarity with the counseling process.
Assessment of Candidate Progress and Dispositions	End of spring of first year	Students receive written feedback from their advisors regarding their academic progress, clinical work, and professional dispositions.
681A group internship	Winter of second year	681A is the first clinical experience outside of the CCPAC. Students gain experience providing group counseling and receive weekly supervision on campus.
Assessment of Candidate Progress	End of winter of second year	This is a follow-up to the first-year assessment. Hopefully, any weaknesses have been corrected. At this point, students should be ready to move forward to their full-time internships.

WHAT TO DO	WHEN TO DO IT	DETAILS
681B: full-time internship	Spring and summer of second year	In 681B, students are off -campus for the entire process; they meet on-campus for weekly supervision. Students are expected to complete their internship immediately after completing their coursework. Students taking a leave of absence before their internship may not be allowed to continue.
Folder Check	First week of spring quarter of second year	When applying for graduation, the university will conduct an evaluation of your transcript. This ensures that you completed all of the classes on your course of study. You should request a folder check here: http://www.cwu.edu/masters/folder-check-request
Apply for degree, pay graduation fees, and arrange for cap and gown	Early April	This comes early. Be ready. Talk to Dawn Anderson in the graduate school.
Complete Portfolio	Spring of second year	Students must present and defend their portfolio by developing a presentation and answering questions posed by faculty. Students complete this process while taking PSY 689.
Complete Internship	Summer of second year	Although most students will have completed all coursework and their portfolios, the internship continues through summer of the second year. Because of this, students are expected to take their final remaining 3 credits of internship during summer. It is important that the student transcript show that students are enrolled in internship during each quarter they are taking the class.
Completion of all work	August of second year	All grades and internship materials must be submitted by the end of summer term in August. See http://www.cwu.edu/masters/upcoming-events-and-deadlines for the deadline for your year. **Please note that we will ask for your contact information in order to maintain contact with you for program-related questions/inquiries.

[Table of Contents](#)

Core Program Faculty

			
Name:	Dr. Jeffrey Penick	Dr. Meaghan Nolte	Dr. Maribeth Jorgensen
Email:	penickj@cwu.edu	noltemc@cwu.edu	maribeth.jorgensen@cwu.edu
CWU:	509-963-2371	509-963-2254	509-963-1894
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Please refer to the [Department of Psychology's website](#) for additional information regarding each of these faculty members as well as for information regarding other members of the department.

[Table of Contents](#)



LEARN. DO. LIVE.

Dates and Deadlines

Important dates regarding Mental Health Counseling Program. For more information on a particular item, please reach out to the program and/or clinic director.

September 9th	Fall quarter classes start (1st year)
First week of classes	New Student Orientation, criminal background check
Mid-quarter	Practicum orientation (see clinic director)
November 9th	Registration for Winter quarter begins
November 11	Veteran's Day Holiday – no classes
November 13	Classes end
November 17-20	Final Exams
January 5th	Winter quarter classes start (1st year)
First week of classes	Wellness meeting
January 18th	Martin Luther King Jr. Holiday--no classes
February 15th	Presidents Day Holiday—no classes
February 16th	Registration for Spring quarter begins
February 26 th	Interview day for incoming cohort (1 st year and 2 nd year cohort attend at certain times)
Early March	Have discussions with your advisor about service/research hours
March 12 th	Classes end
March 16-19th	Final Exams
March 22-27	Spring Break
March 30th	Spring quarter classes start (1st year)
May 3 rd	Registration for Summer quarter begins
Early May TBD	Psychological First Aid Training
May 10 th	Registrations for Fall quarter begins
May 31 th	Memorial Day holiday—no classes
June 4 th	Classes end
June 8-11	Final Exams
June 8-11	Annual evaluation meetings with your advisors
June 21	Summer Classes Begin



Important information/dates regarding Mental Health Counseling Program. For more information on a particular item, please reach out to the program and/or clinic director.

TBD	Fall quarter classes start (2nd year)
Mid-quarter	Internship orientation (see internship coordinator)
Mid quarter TBD	Registration for Winter quarter begins
November 11	Veteran's Day Holiday – no classes
TBD	Classes end
TBD	Final Exams
TBD	Winter quarter classes start (2nd year)
First week of classes	Wellness meeting
January 17 th	Martin Luther King Jr. Holiday--no classes
February 21 st	Presidents Day Holiday—no classes
Mid-quarter TBD	Registration for Spring quarter begins
Mid-February	Internships aim to be secured (see internship coordinator)
February 25 th	Interview day for incoming cohort (1 st year and 2 nd year cohort attend at specific times)
TBD	Classes end
TBD	Final Exams
Finals week	Annual evaluation meetings with your advisors
Spring Break	Possible Internship Orientation with Internship site
TBD	Spring quarter classes start (2nd year)
First week of classes	Complete final folder check: https://www.cwu.edu/masters/folder-check-request
Early Spring quarter	Deadline for completing service/research hours
Mid-quarter TBD	Registration for Summer quarter begins
Mid-quarter-TBD	Registrations for Fall quarter begins
Mid-quarter TBD	Schedule Portfolio Defense
May 30 th	Memorial Day holiday—no classes
TBD	Classes end
TBD	Final Exams

Minority Recruitment Policy

The mental health counseling graduate program at Central Washington University is committed to the principles of equal opportunity and diversity. We believe that our program is enhanced by an environment that welcomes and appreciates cultural differences and similarities. Cultural diversity includes the richness of ethnicity, genders, ages, languages, disabilities skills, professions, religions, beliefs, values and all characteristics and factors that make us human. The recruitment of students representative of a diverse society helps serve to enhance the educational experience of those associated with our program, including the clients we serve. In order to increase the number of minority applicants to our programs we engage in the following practices:

- Market and promote our programs to identify potential applicants from local schools and colleges.
- Maintain contact with campus minority student organizations.
- Seek to employ minority faculty members.
- Make use of equitable admissions criteria.
- Use equal opportunity guidelines in the awarding of assistantships.
- Assist potential students in the identification of financial aid opportunities.
- Facilitate communication between potential minority applicants and minority Counseling Program students and graduates.
- Maintain contact with state and local tribal organizations and governments.

Recruitment of Minority Faculty Action Plan:

The CWU Counseling Program supports the university's commitment to develop an inclusive and diverse community of students and employees. We, as a program, will continue to work in concert with CWU's Office for Equal Opportunity in the development of new policies and procedures for hiring and retaining diverse faculty.

Central Washington University Counseling Faculty attending national level conferences will be assigned the task of making an active effort to recruit individuals who will increase the ethnic diversity of the existing faculty. In particular, potential candidates holding existing faculty positions and students preparing to graduate from CACREP accredited programs will be recruited.

[Table of Contents](#)

Summary of Mental Health Counseling Course of Study and Degree Requirements

Requirements for Master's Degree (M.S.), 90 Quarter Hours for degree

Beginning Fall 2019

<i>Course Number</i>	<i>Course Title</i>	<i>Course Credit</i>	<i>Quarter Credit</i>	<i>Total Credits</i>
Year One – Fall Quarter				
PSY 502	Professional Orientation: Mental Health Counseling (3)	3		
PSY 560	Theories and Practice of Counseling (4)	4		
PSY 574	Multicultural Counseling (4)	4		
PSY 544	Tests and Measurements (4)	4		
[PSY 362] <i>OR</i>	<i>Introductory Statistics (5) (if prerequisite has not been met)</i>	(5)		
[PSY 363]	<i>Intermediate Statistics (5) (if prerequisite has not been met)</i>	(5)		
			15	
Year One – Winter Quarter				
PSY 568	Clinic Orientation, Crisis, and Rehabilitation Counseling (4)	4		
PSY 589	Professional and Ethical Issues (4)	4		
PSY 593A	Practicum in Counseling I: Interviewing (4)	4		
[PSY 363]	<i>Intermediate Statistics (5) (if prerequisite has not been met)</i>	(5)		
			12	
Year One – Spring Quarter				
PSY 555 †	Design and Statistical Analysis for Applied Research (4)	4		
PSY 561	Group Counseling (3)	3		
PSY 593B	Practicum in Counseling: Assessment (4)	4		
	<i>Possible Elective (4)</i>	(4)		
			11+4	
Year One – Summer Quarter				
PSY 552	Human Growth and Development (3)	4		
PSY 573	Career Development (4)	4		
	<i>Possible Elective (4)</i>	(4)		
			8+	
Year Two – Fall Quarter				
PSY 582	Current Issues in Counseling (4)	4		
PSY 571	Counseling for Relationships and Families (4)	4		
PSY 593C	Practicum in Counseling III: Advanced (4)	4		
			12	
Year Two – Winter Quarter				
PSY 538	Substance Abuse and Dependence (5)	5		
PSY 584	Behavior Disorders and Psychopathology (4)	4		
PSY 681A	Mental Health Counseling Internship I: Group (3)	3		
	<i>Possible Elective (4)</i>	(4)		
			12+	
Year Two – Spring Quarter				
PSY 681B	Mental Health Counseling Internship II: Advanced (7)	7		
PSY 689	Capstone in Mental Health Counseling (4)	4		
			11	
Year Two – Summer Quarter				
PSY 681B	Mental Health Counseling Internship II: Advanced (5)	5		
			5	
Total Quarter Hours for Degree				90

† PSY 363 (and PSY 362) is a prerequisite for PSY 555

Please note: For those seeking licensure as Mental Health Counselors in Washington, an additional 3,000 hours of supervised clinical hours typically must be completed after graduation. Practitioners who have graduated from a CACREP accredited program at a master's level will be granted credit for 50 hours of postgraduate supervision and 500 hours toward postgraduate experience.

Additional Comments:

- Portfolio credits (4) are earned during spring of the second year; however, you work toward fulfilling the requirements throughout the program.
- Students are required to participate in 30 hours of research or service during their course of study.
 - For research there are 3 ways you can complete this requirement:
 1. Participate in the research currently being conducted in the Community Counseling and Psychological Assessment Center (CCPAC)
 2. Join any faculty currently working on a research project (this includes non-counseling faculty).
 3. Complete a Thesis (please speak with the Program Director, Dr. Nolte, prior to making this decision)
 - For service please talk to your faculty advisor about service opportunities, and restrictions
- Students must successfully complete their practica in full *prior* to starting internship.
- Internship credits (12) are taken over two quarters (usually spring and summer of second year).
- Students need to take one elective class for at least four credits. Possible elective classes include the below listed classes. You may also take a class in another department provided it is relevant to professional counseling. Please meet with your advisor if you would like to take a class in a separate department. Most of these courses are offered either spring or winter quarter, but may not be offered every year. Please review the anticipated course offerings list on the Department of Psychology's website or consult with the department secretary for projected availability.
 - PSY 515 Behavioral Medicine and Health Psychology (4)
 - PSY 530 Positive Psychology (4)
 - PSY 551 Behavior Analysis (4) (fall quarter)
 - PSY 558 Advanced Statistics (5)
 - PSY567 Counseling and Assessment Children and Adolescents (5)
 - PSY 578 Applied Clinical Neuroscience (4)
 - PSY 579 Psychopharmacology (4)
 - PSY 580 Current Issues in Psychology (3)

Please see the [CWU Catalog](#) webpage for more information (available via the Registrar's website). Additionally, to review Psychology Graduate Course Descriptions, please go [here](#).

Course of Study

Every graduate student must complete a Course of Study form upon entering the Program. The faculty advisor signs the Course of Study as Committee Chair. The form will then be forwarded to the Department of Psychology to be reviewed and signed by the Department Chair. Finally, the document will be forwarded to the Dean of Graduate Studies for approval. This document serves as a contract that specifies exactly which courses are required for your degree. A copy of the Course of Study form is provided at the end of this handbook. If you change your elective course, you will need to contact your advisor to complete an updated course of study.

[Table of Contents](#)

Portfolio

All MHC students are required to complete a portfolio and each component listed below must be included within it. This portfolio serves as a culmination of the work one completes within the program, and is meant to demonstrate the student's development of counseling knowledge, acquisition of clinical skills familiarity with clinical practice, and development of a professional counseling identity.

Through the portfolio project, students compile and create/recreate items that demonstrate their development of counseling knowledge, skills, practice and professional identity. The portfolio consists of 13 items. Eight of these items are directly tied to CACREP core areas. Each item in the portfolio is assessed using a designated rubric. Additionally, a comprehensive score is applied to the entire portfolio.

Once complete, the portfolio must be approved by the portfolio chair (instructor of PSY 689) before students can present it to MHC program faculty. Portfolio presentations will follow a thesis defense like format where students are required to present each of the 13 items included in the portfolio and respond to faculty questions about it. The following table serves as a summary of the portfolio:

Curricular Objective	Objective Summary	Assignments	Associated Class
1	Professional Counseling Orientation and Ethical Practice	<ul style="list-style-type: none"> Pamphlet Defining/Promoting Mental Health Counseling 	PSY 502
2	Social and Cultural Diversity	<ul style="list-style-type: none"> Multicultural Reflection 	PSY 574
3	Human Growth and Development	<ul style="list-style-type: none"> Observation Paper 	PSY 552
4	Career Development	<ul style="list-style-type: none"> Counseling Intake Interview Paper CV Cover Letter 	PSY 573
5	Counseling and Human Relationship	<ul style="list-style-type: none"> Written Case Summary 	PSY 538
6	Group Counseling and Group Work	<ul style="list-style-type: none"> Group Proposal Project 	PSY 561
7	Assessment and Testing	<ul style="list-style-type: none"> Testing Project 	PSY 544
8	Research and Program Evaluation	<ul style="list-style-type: none"> Data Gathering, Analysis and Reflection Assignment 	PSY 593C
9	Psychological First Aid	<ul style="list-style-type: none"> Psychological First Aid Reflection 	PSY 593B
10	Advocacy	<ul style="list-style-type: none"> Advocacy Assignment 	PSY 584
11	Self-care	<ul style="list-style-type: none"> Self-Care Paper 	PSY 689
Additional Elements		<ul style="list-style-type: none"> Reflection Paper 	PSY 689
		<ul style="list-style-type: none"> Signed service learning/research affirmation and Reflection 	May be fulfilled at any time throughout the program, but must be finalized before the portfolio defense

Community Counseling and Psychological Assessment Center (CCPAC)

Co-directors: Jeffrey Penick and Heath Marrs

A large component of the clinical training for this program occurs within the Community Counseling and Psychological Assessment Center (CCPAC). The CCPAC is a training clinic for graduate students in Mental Health Counseling and School Psychology. We provide free confidential counseling for children, adults, couples, and families. Counseling is provided by graduate student trainees who are supervised by psychology faculty.

The facilities of the CCPAC provide an excellent training environment for several practica and testing courses including:

PSY 556	Advanced Evaluative Techniques (5)	SP
PSY 564	Intellectual Assessment (5)	SP
PSY 566	Personality Assessment (5)	SP
PSY 592A	Practicum in School Psychology (3)	SP
PSY 592B	Practicum in School Psychology (3)	SP
PSY 593A	Practicum in Counseling I: Interviewing (4)	SP & MHC
PSY 593B	Practicum in Counseling II: Assessment (4)	MHC
PSY 593C	Practicum in Counseling III: Advanced (4)	MHC

More information about the CCPAC is provided in the clinic handbook, which all students are expected to read and understand.

Additionally, counselors and counselors-in-training are required to be knowledgeable about and adhere to ethical and legal guidelines set down by the American Counseling Association, and other regulatory organizations/agencies (e.g., state and federal law). Copies of the ACA ethical standards are available in the CCPAC reception area and via [the ACA website](#). Complete copies of the Washington state laws (e.g., [Revised Code of Washington \(RCW\)](#) and [Washington Administrative Code \(WAC\)](#) are available online and in the CWU library).

[Table of Contents](#)

CCPAC Dress Code

All MHC students are responsible for reviewing and adhering to the CCPAC handbook, in full, during their time in the program. While students do not pursue clinical work within the CCPAC until their 593A practicum (during Winter Quarter of their first year), they are encouraged to be in the clinic before this placement. As such, it is important to highlight the CCPAC's dress code:

When Seeing Clients: When meeting with clients it is important to convey a level of professionalism. Attire should not be overly distracting, and it is important to keep in mind that attire can create a barrier for building rapport as it may function to distance the counselor from the client.

- ***Slacks, Pants, and Suit Pants:*** Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, and nice looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, shorts of any kind, bib overalls, leggings, and any spandex or other form-fitting pants such as people wear for biking.
- ***Skirts, Dresses, and Skirted Suits:*** Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably across from a client. Short, tight skirts that ride up the thigh are inappropriate for seeing clients. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate for the seeing clients.
- ***Shirts, Tops, Blouses, and Jackets:*** Dress shirts, sweaters, polos, golf-type shirts, and turtlenecks are acceptable attire for working with clients. Most suit jackets or sport jackets are also acceptable, if they violate none of the listed guidelines. Inappropriate attire for meeting with clients includes tank tops; midriff tops; cleavage-showing tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts; and t-shirts unless worn under another blouse, shirt, jacket, or dress.
- ***Shoes and Footwear:*** Any variant of dress shoe, loafers, boots, flats, dress heels, and leather deck-type shoes are acceptable for work. Athletic shoes, walking shoes, clogs, sneakers, thongs, flip-flops, and slippers are not acceptable when meeting with a client.
- ***Jewelry, Makeup, Perfume, and Cologne:*** Should be in good taste. Remember, that some people are allergic to the chemicals in perfumes and make-up, so wear these substances with restraint.
- ***Hats and Head Covering:*** Hats are not appropriate when meeting with clients. Head Covers that are required for religious purposes or to honor cultural tradition are allowed.

In the CCPAC, but Not Meeting a Client: Professional attire is still preferred, but slightly more casual attire is acceptable as long as it does not detract from the professional atmosphere of the CCPAC. Essentially, when not directly meeting with clients, students are expected to use their judgment and to dress in a manner that conveys the professionalism of the CCPAC. The expectations presented under “When Seeing Clients” provide guidelines for what is viewed as professional attire by this CCPAC; thus, the same guidelines can function as a frame of reference for what is appropriate to wear when in the CCPAC, but not meeting a client.

Regardless of your reason for being present within the CCPAC, please note the following specifics regulations:

- No clothing with offensive statements or logos.
- No excessively revealing/provocative clothing.
- No torn clothing.
- No cut-off shorts.
- No pajamas

Disclaimer: This dress code is presented on a continuum of professionalism ranging from the most professional attire required for seeing clients to slightly more casual attire acceptable when in the CCPAC but not meeting with a client, to unacceptable overly casual and/or inappropriate attire. If this were thought of as a three phase continuum, seeing clients requires the most professional attire, in the CCPAC not seeing clients is one level lower in the direction of casual, but notably still one level above completely casual. Of course, no dress code can cover all contingencies so students must exert a certain amount of judgment in their choice of clothing to wear when both seeing clients and operating within the CCPAC when not working directly with clients. If you experience uncertainty about acceptable, professional attire, please ask your supervisor

[Table of Contents](#)

Background Check Policy

Washington State Law (RCW 43.43.830-43.43.845) requires a background investigation be conducted on all persons who will or may have unsupervised access to persons under 16 years of age, developmentally disabled, or vulnerable adults (60 years or older and unable to care for themselves) during the course of his/her employment. The investigation includes information regarding the prospective employee's record of conviction for offenses against person, adjudication of child abuse in a civil action, the issuance of a protection order, and disciplinary board final decisions. Because mental health counseling students have an opportunity to work with children and members of other vulnerable populations as a component of their training, they all must obtain a comprehensive criminal history background records from the Washington State Patrol (WSP) and Federal Bureau of Investigations (FBI) in accordance with these laws. They must also release a copy of that record to Central Washington University. Further, students authorize Central Washington University to transmit that record or copy thereof to any and all clinical training sites.

Mental health counseling students must have their background check complete prior to **October 15th** of their first year in the program. This will ensure the background check is complete before they begin seeing clients in the Community Counseling and Psychological Assessment Center (CCPAC) during the winter of the first year in the program.

Students will have the opportunity initiate this process as a part of the program orientation, which typically occurs on Central Washington University's Ellensburg campus during the first week of classes. At orientation, program faculty will arrange for students to be fingerprinted for a record check through the Washington State Patrol (WSP) and Federal Bureau of Investigations (FBI). Students who are unable to attend program orientation are also allowed to pursue a background check through the WSP and FBI. The satisfactory or unsatisfactory results of the WSP and FBI background check are forwarded to Central Washington University. The CCPAC Clinic Director will notify students of the results of their background checks. Students who do not satisfy this background check will not be allowed to take practica or continue coursework beyond the current quarter.

Students who believe the results of their background check from the FBI are not complete or are wrong have an opportunity to complete or challenge the accuracy of the information as described below:

Send a written challenge request to the FBI's Criminal Justice Information Services (CJIS) Division by writing to the following address:

**FBI CJIS Division
Attention: Correspondence Group
1000 Custer Hollow Road
Clarksburg, WV 26306**

Written requests to the FBI should clearly identify the information that the student feels is inaccurate or incomplete and should include copies of any available proof or documents that support these claims. The correspondence group will contact appropriate agencies to try to verify or correct challenged entries for you. When the FBI receives official communication from the agency with jurisdiction over the matter, the FBI will make appropriate changes and notify you of the outcome. (This process is described in 28 C.F.R. § 16.34)

Should the student be unable to attend orientation and/or complete this process at the Ellensburg campus, he or she must arrange for and furnish the results of his or her WSP and FBI background checks on an independent basis. All background checks are at the student's expense.

Before clinical placement, Central Washington University may provide the names of any students who have failed to obtain or provide the requested records, or who refuse to authorize the release of the records, to the training site. Students should be aware that, whether or not they agree to obtain the record and agree to release it to Central Washington University and the clinical training site(s), the clinical training site may conduct the background inquiry directly. Further, clinical training sites may refuse placement of a student who does not provide the requested records, or who has a record of prior criminal conduct.

Central Washington University does not certify the veracity of records secured during this background check process. As such, the obligation to conduct appropriate background checks and the liability for non-compliance therewith remains the responsibility of the clinical training sites. Mental health counseling students should expect and comply with all requests for background checks at their clinical placement sites, including those that may occur on Central Washington University's campus.

Any student who knows that he or she is not likely to pass a background check should be aware that these circumstances may affect the likelihood of securing clinical placement, which may prevent the student from participating in practica and internship experiences effectively forfeiting the student's ability to complete the program. Such individuals are encouraged to proactively discuss concerns regarding such matters directly with the program's CCPAC Clinic Director and/or their advisors. They are also encouraged to contact the licensure board and/or other governing bodies directly to discuss their specific situation to determine if it is possible for them to be licensed as a mental health professional within the state of Washington or wherever the student intends to practice.

Students should be aware that all clinical placement sites and licensure and governing bodies maintain their own background check policies, which may or may not be more stringent than CWU's standards.

[Table of Contents](#)

Professional Liability Insurance Requirement

All students in the Mental Health Counseling program are **required** to obtain professional liability insurance. Liability insurance must also be maintained in order to successfully pass 681A (group internship) and 681B (advanced internship). **Students are expected to renew liability insurance each fall and to present copies of verification of insurance coverage to the CCPAC co-director before November 1.**

One option offered to students via CWU is the Student Medical Malpractice and Professional Liability Insurance Program. The Student Medical Malpractice and Professional Liability Insurance Programs insures the medical and professional liability of enrolled CWU students who furnish mental and physical health-related professional services required as part of an enrolled curriculum, practicum or internship in a clinical setting. The student must be enrolled in a CWU course to be eligible for this coverage. The limit of liability under the policy is \$1,000,000 per occurrence with a \$3,000,000 **per school** annual aggregate. Coverage is limited to the insurance policy terms, conditions and exclusions.

Cost & Effective Date: The cost is \$14.60 for coverage through the duration of the annual master policy period, beginning and ending on September 1st of each year. It is the student's responsibility to make sure their premium is paid and their coverage is current. You can read more about this coverage, enroll and pay online at this website: <https://www.cwu.edu/business-services/insurance-forms-and-links>.

Certificate: The student will receive a current certificate of insurance from the [Business Services Office](#) once the enrollment form and proof of payment are received. A certificate of insurance may be required by the clinical organization at which you will be an intern.

Claims: Potential and actual claims must be reported immediately to Business Services by the student and the University department overseeing the clinical placement. Business Services will notify the Office of Financial Management and the carrier of the potential or actual claim.

Important Note: Coverage is only available to Central Washington University students enrolled in a CWU course. This summary is designed to give you a general overview of the insurance coverage. It should not be construed as a representation or legal interpretation of coverage. Contact Business Services for specific information about the program and coverage terms, conditions and exclusions. *The requisite form for pursuing this coverage is provided at the end of this manual.*

Alternatively, the **American Counseling Association** also offers insurance for all student members. Student membership is \$102 a year. To enroll go to [https://www.counseling.org/membership/join-reinstate-today!](https://www.counseling.org/membership/join-reinstate-today) If you become an ACA member, you will need to provide proof of membership.

[Table of Contents](#)

Nonresident 50% Tuition Waiver

CWU Graduate Tuition Waiver Fellowships are open to WA State nonresidents, and are awarded to exceptional graduate students who show promise in scholarship, academics, leadership or meritorious service. To be considered for this fellowship, applicants must be recommended by the degree program's coordinator. Please contact your coordinator to express your interest to be nominated. Students from all colleges may apply. Applications will be reviewed on a rolling basis (and subsequently as funds are available).

Applicants must be a U.S. citizen or permanent resident who is admitted to a Central Washington University graduate program but who is not a WA State resident. Fellowships are also available for students with diversity experiences that contribute significantly to the quality of CWU's graduate programs. The fellowships typically include a 50% non-resident tuition waiver for the 9-month academic term. There is no stipend provided. Fellowships are only awarded to full-time students who have been admitted into a CWU graduate program. Preference is given to newly admitted candidates; however, fellowships are renewable for an additional year at the level and type originally funded.

Students must remain at full-time status to continue receiving the waiver and maintain a 3.0 GPA. The award will be withdrawn if a student attains WA state resident status during the award period.

Categories of Awards:

- Academic Fellowship: Awards are granted to students based on an applicant's GPA (minimum 3.25).
- Leadership / Meritorious Service Fellowship: Awards are granted to students who have served in leadership roles within their community, college, or professional organizations.
- Diversity Fellowship: Awards are granted to first-generation college students or applicants who have a history of overcoming disadvantage. Awards are also available for those nominated by diversity-focused organizations outside of Central Washington University.

[Table of Contents](#)

Graduate Student Resources

The Department of Psychology encourages all students to proactively engage in their learning endeavors, to pursue collaborative relationships with faculty and other professionals, and to utilize all department, college, and university resources. The School of Graduate Studies and Research compiled the following list of university resources that may aid in your pursuit of graduate studies:

- **Library:** CWU's [James E. Brooks Library](#) contains more than 500,000 books, 600,000 government documents, 88,000 maps, 11,000 audio recordings, 7,000 titles of projected media, and hundreds of current serial subscriptions. The [ScholarWorks](#) repository is administered by the library and serves as a permanent digital archive for scholarly materials, and graduate student theses.
- **Tutoring and Other Academic Support:** Tutoring and help with academic writing and research skills is available at [Learning Support Services](#). For **online help** with writing projects including subject specific writing, research and APA, Chicago and MLA style guides pertaining to your area of research, the Online Writing Lab at **Purdue University** provides a wealth of free resources. Check out their site here: <https://owl.english.purdue.edu/owl/>, or **Affordable Colleges Online** offers free the [Writing Rescue Guide](#).
- **Research:** If you engage in research that involves human subjects, you will work with your faculty mentor or advisor to submit a protocol to the [Human Subjects Review Council](#). If you contribute to research involving animals, you will work with your mentor/advisor to submit a protocol to the [Institutional Animal Care and Use Committee](#).

The Department of Psychology and MHC faculty strongly encourage you to disseminate your research via presentations and publications. The faculty is pleased to work with you to identify professional venues in which to pursue such activities. Please also be aware that you may present your work via the Symposium of University Research and Creative Expression [SOURCE](#), a university-wide, two day event that showcases research and creative activities by CWU students, faculty and staff. Check out the [SOURCE](#) webpage at www.cwu.edu/source for full details.

CWU encourages students to make time for well-being in the midst of their graduate careers. Here are some resources to aid in that pursuit:

- [The Student Medical and Counseling Center](#) and has services that almost all clinics/primary care physicians offer and can bill insurance. There is no pharmacy on site, but the physicians at the center can write prescriptions and send them to local pharmacies. Students who are enrolled full time are able to receive free counseling, which includes assessments and couples counseling.
- [The Wellness Center](#) is your campus go-to location (SURC 139) for health promotion and prevention education. The Wellness Center has an assortment of information (brochures, classes, educational tools) related to health and wellbeing.

- The [SURC Rec Center](#) Enjoy all that University Recreation has to offer and make our nationally recognized facilities and services part of your every day schedule. Sign up for Personal Training, or play on an Intramural team or Club Sport. There are also Group Fitness classes for every fitness level, CPR and First Aid classes.
- [Outdoor Pursuits and Rentals](#) OPR located in the SURC building: With a complete storefront and rental shop, OPR offers a wide array of equipment and a great place to find information, maps and directions to local hiking, camping and biking destinations. OPR also brings the outdoors to you by hosting a variety of events such as films, speakers, vendor fairs, gear swaps and more throughout the year.

Other student services available on campus include:

- [Career Services](#) can help with resumes and cover letters, interview skills and preparation and successful job search transition or strategies. Visit Career Services in Bouillon Hall.
- [Disability Services](#) located in Hogue Room 126, Disability Services carries out Central Washington University's mission to "inspire intellectual depth and breadth, to encourage lifelong learning, and to enhance the opportunities for its students." DS facilitates full participation, universal access, and reasonable accommodation to meet the unique needs of each person with a disability.
- [Veterans Center](#) can provide information and guidance to veterans, dependents, and others regarding questions on Veterans Education Benefits and we suggest that you contact our office as early as possible before attending CWU to process required documentation.
- [Multimodal Learning](#) from help with online courses to uploading your theses into Canvas, CWU's Multimodal Learning Center has the expertise to provide resources to assist you.
- [Graduate Student's Association](#) provides representation and the promotion of graduate students' interests on this campus. All are welcome to attend meetings and get involved. Similarly, –the [Western Association of Graduate Schools](#) (WAGS) is another association worth pursuing. The primary purpose of the Western Association of Graduate Schools (WAGS) is “the consideration of mutual problems among the member institutions, relating to graduate studies and research.” This is a great resource for graduate students and faculty.
- [Information Services](#) The IS Department provides assistance with Outlook email and MyCWU account access, ResNet, Wireless Access and more. Contact the IS Help Desk, 509-963-2001 which is located on the first floor of Bouillon Hall for more information.

[Table of Contents](#)

Retention and Matriculation Policy

When students begin classes in Central Washington University's Mental Health Counseling Program, they are taking an initial toward developing their professional identity. From here, students must delve into practicum, coursework, internship and research. Some aspects will come easier than others, and faculty will guide students throughout this process.

To gain full admission into the program, students must successfully complete PSY 560 (Introduction to Counseling) and PSY 593A (Practicum in Counseling I). Students take these two courses in their first and second quarters within the program, and may repeat PSY 593A once. Students whom do not earn a passing grade in their second attempt at PSY593A are denied full admission to the program. When this happens, the student's advisor will discuss the situation with the student, and the matter will be brought to the counseling program committee. Practicum is an important and necessary facet of counselor education, and students who fail to demonstrate competency will be advised of their options, including alternative programs or schools.

Following full admission to the Mental Health Counseling program, students receive annual feedback from their academic advisors with input from other counseling program committee members via the Assessment of Candidate Progress. Through this ongoing evaluation process, students' academic and/or personal limitations may be discussed. Specifically, candidates are assessed according their academic (knowledge), clinical (skills), and professionalism (dispositions). Faculty's intention during this process is to aid students in improving their knowledge and skills with the aim of helping them improve as counselors. As such, both the student's strengths and areas for improvement are documented. In most cases, when concerns are noted, students are given the opportunity to show progress by the second assessment. To support student academic and professional success, it is sometimes necessary to integrate additional support into one's program of study via the development of a formal remediation plan. If such students are still unable to provide competent service, they may be referred to other degree programs and dismissed from the Mental Health Counseling program. The MHC program also reserves the right to consider areas of concern egregious enough to remove a student from the program after the first assessment. Examples of such problems include situations such as: gross misconduct with a client, significant ethical violations, or repeated deficiencies that do not improve with supervision.

This policy is consistent with ACA Ethical Standard F.3, which states that "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," and "Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance." (ACA, 2014). While this situation has occurred, it is rare. We do our best to ensure that the students who enter the program are well-suited to enter the counseling profession.

Consistent with CWU's Academic Appeals policy (CWU Undergraduate/Graduate Catalog, Appendix C), students may file an academic grievance if they feel the assigned grade(s) in Counseling Practicum (or other courses) is unfair. Per the Academic Appeals policy, the student initially meets with the practicum supervisor or instructor. Should the issue not be resolved at this level, the department chair is asked to resolve the grievance. If resolution is not achieved at the department chair level, the matter is forwarded to the dean. Should resolution not be achieved at this point, the student may petition for a hearing before the Board of Academic Appeals.

For most students, the evaluation process will not be punitive. Instead, it serves as an opportunity for faculty to highlight strengths and areas for refinement to ensure the development of competent and skilled professionals. If, in the rare event, a student is dismissed from the program, that person will receive written documentation explaining the committee's reasons and recommended options for the future.

[Table of Contents](#)

**Mental Health Counseling Program
Student Remediation Policy
(ed. 8/30/19)**

An Individual Remediation Plan (IRP) is developed in those situations in which counselor trainees have demonstrated deficiencies in professional performance/dispositions, clinical skills, documentation skills, and/or coursework. Remediation is intended to utilize documentation and procedures to address observed deficiencies in trainees' performance in order to provide specific means to address student deficiencies. The goal of interventions provided is to be corrective in nature, not punitive, and to ensure that due process is provided to all parties during the evaluation and review process.

Definition of Academic/Professional Problematic Behavior

For purposes of this document, problematic behavior is defined broadly as an interference in academic/professional functioning that is reflected in one or more of the following ways:

- A. An inability and/or unwillingness to acquire and integrate academic/professional standards into one's repertoire of academic/professional behavior.
- B. An inability and/or unwillingness to acquire and integrate academic/professional skills in order to reach an acceptable level of competency.
- C. An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.

Problems typically require remediation when they include one or more of the following characteristics:

- A. The student does not acknowledge, understand, or address the problem(s) when identified.
- B. The problem is not merely a skill deficit that can be rectified by academic or didactic training.
- C. The quality of services delivered by the student to clients in practica and internship is sufficiently negatively affected.
- D. The problem is not restricted to one area of academic/professional functioning.
- E. A disproportionate amount of attention by faculty/training personnel is required to address the student's problems.
- F. The student's behavior does not change as a function of feedback, remedial efforts, and/or time.
- G. The problematic behavior has ethical or legal ramifications for the program and department.
- H. The student's behavior, when representing the program and the department, negatively affects the public view of the department.

Adapted from:

Lamb, D., Presser, N., Pfof, K., Baum, M., Jackson, V., & Jarvis, P. (1987). Confronting professional impairment during the internship: Identification, due process and remediation. *Professional Psychology: Research and Practice, 18*, 587-603.

Situations where student remediation may be used:

1. Clinical

Standard Skill Development (aspects covered by the Assessment of Clinical Progress Form).

- When the student is not passing (scoring less than 2 on the Assessment of Clinical Progress) in a large number of categories of the Assessment of Clinical Progress at midterm or end of quarter.
- When performance is especially poor in one or more categories of the Assessment of Clinical Progress at midterm or end of quarter.

Policies/Procedures/Dispositions related to clinical work

- Failure to follow clinic procedures or supervisor requests.
- Putting clients at risk through failure to follow training and/or procedures.
- Disrespect toward supervisors/administrators.

2. Classes and Coursework

Incompletes and In Progress.

- When inability to complete course requirements is based on apparent deficiencies in skills, work habits, and/or stress management in a way that may be ameliorated with support of an active IRP.
- When the apparent deficiencies affect more than one class.

Failing a course.

- When inability to complete course requirements is based on apparent deficiencies in skills, work habits, and/or stress management in a way that may be ameliorated with support of an active IRP.

3. Review of Professional Dispositions

Scheduled Spring and Fall Evaluations.

- Cases in which a student is not passing one or more sections of the Assessment of Professional Dispositions will be reviewed by the Program Committee and recommendations for remediation may be provided by the Program Committee.

Unscheduled Evaluations of Dispositions Based on Infractions by Students.

- Difficulty in interactions with faculty, peers, and/or professionals.
- Inconsistencies in ethical decision-making processes.
- Inadequate self-awareness, self-reflection, or self-control.
- Displaying emotionally immature reactions to situations.
- Difficulty accepting and utilizing constructive criticism and feedback.
- Inconsistent commitment to academic excellence.
- Lack of integrity in interactions with others.
- Inability to work with diverse individuals.

Due Process: General Guidelines

Due process ensures that decisions made about student's progress in the program are not arbitrary or personally-based. It requires that programs identify specific evaluative procedures that are applied to all students; and has appropriate appeal procedures available to the student so he/she may challenge the program's action. General due

process guidelines include:

- A. Presenting students, in writing, with the program's expectations related to academic/professional functioning;
- B. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals and are constituted by course grades, the content exam, individual evaluations from practicums and internships, and the annual review of professional dispositions.
- C. Articulating the various procedures and actions involved in making decisions regarding problematic behavior;
- D. Communicating, early and often, with students about any suspected difficulties;
- E. Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies within that time;
- F. Providing a written procedure to the student that describes how the student may appeal the program's action (i.e., through the Program's Grievance Procedures).
- G. Ensuring that students have sufficient time to respond to any action taken by the program;
- H. Using input from multiple professional sources (e.g., faculty, supervisors) when making decisions or recommendations regarding the student's performance; and
- I. Documenting, in writing, the action taken by the program and its rationale for such action to all relevant parties involved.

Procedures for Responding to Inadequate Performance by a Student

Initiation of remediation may be triggered by scheduled reviews and assessments or spontaneously based on a student's performance.

Typically, existing rating scales such as the *Assessment of Professional Dispositions* form and the *Assessment of Clinical Progress* form are utilized as additional documentation in the remediation process.

The remediation process begins with a discussion between the trainee's supervisor/advisor/instructor, the program director, and other members of the Mental Health Counseling program. A decision to formally pursue remediation is made by the Program Committee and a formal documentation process is initiated at that time using the Individual Remediation Plan form.

The Program Committee and the supervisor/advisor/instructor develop an initial draft of an individual remediation plan using the IRP form. A meeting is then arranged with the student trainee, program director and instructor/supervisor. At that meeting, the purpose of remediation is discussed and the IRP is reviewed, providing the opportunity for collaboration with the trainee. A copy of the completed remediation plan should be forwarded to the Department Chair.

Handling Grievances

On the rare occasion students have concerns about others, classes or faculty, they should handle them in the following way:

Here are steps to follow when handling grievances with faculty:

1. Start with the individual. If you are concerned about a faculty member, please talk to him or her first. This is often a difficult thing to do, especially if you are intimidated by this person, but it is impossible to move forward until direct communication occurs between both parties.
2. If talking to the individual faculty member does not produce the desired results, please talk to the Program Director, Nolte.
3. If the Program Director cannot resolve the situation, the Program Director will meet with the student and the Department Chair, Stephanie Stein.
4. If this level still fails to resolve the situation, the Department Chair will refer the student to the Associate Dean of the College of the Sciences.
5. Problems are almost always resolved before the dean level. After this point, there are multiple levels to explore. The dean will help you understand your options.

Here are steps to follow when handling grievances with peers:

1. When possible, address your concerns with your peer directly. Many times, this is the best way to reconcile the conflict or concern.
2. If talking to the individual student does not produce the desired results or there are ongoing concerns, please talk to either your advisor or the Program Director, Dr. Nolte
3. The advisor or program director may then bring the concern to the program committee. The information disclosed, when warranted, may become part of the Assessment of Candidate Progress.
4. If the Program Director cannot resolve the situation, the program director will meet with the student and the Department Chair, Stephanie Stein.

**Please note, there is also a specific process for handling concerns within the practica. Please see the CCPAC Handbook (PSY 593ABC Student Complaint Procedure) for more information.

[Table_of_Contents](#)

Student Representatives

The MHC faculty value students' input in creating a comprehensive, dynamic, and diverse training curriculum. All students are welcome to approach MHC faculty with any concerns or suggestions at any time. In an effort to provide a more formalized opportunity for students to contribute to programmatic discussions, a student representative also serves as a part of the MHC Program Committee. Student representatives are elected by their peers during spring quarter and serve for one academic year beginning in the subsequent fall quarter. Student representatives engage in the following duties:

1. Attend all MHC Program Committee meetings. Send an alternate, if unavailable.
2. Present feedback from the MHC students to the Mental Health Counseling (MHC) Program Committee

The representative may present student feedback to the MHC Program Committee by:

- a.) Emailing the Program Director to request an item be added to the official meeting agenda,*
 - b.) Introducing the topic to the current meeting, as time allows, or*
 - c.) Presenting the feedback to faculty members directly who may then, in turn, address them with committee.*
3. Communicate the deliberation and decisions of the MHC Program Committee to MHC students. Seek and report feedback from students about these decisions, as appropriate.
 4. Assist the MHC Program Committee to obtain student information and feedback through formal and informal communications.

Student Representatives

2020-2021: Havyn West

2019-2020: Jeanan Hyat

2018-2019: Heather Hopkins

2017-2018: Dorothy Moore

2016-2017: Jonathan Chi

2015-2016: Joy Landeene and Ana Gonzalez

2014-2015: Kim Collucci

2013-2014: Emily Faust

2012-2013: Holly Porter and Annie Scanlon

2011-2012: Andrea Powell

[Table of Contents](#)

Tips and Advice from MHC Program Alumni

Advice for students who are new to the program:

- Be prepared to devote your time and life to this experience
- Find a mentor. Do not wait for a professor to search you out.
- At times, the time commitment can seem overwhelming. Make sure to schedule time for yourself.
- Time management is critical in the program. It is easy to get overwhelmed, so stay on top of everything.
- Don't overwhelm yourself by trying to get ahead...take it one day at a time.
- Faculty are willing to help you. Be willing to communicate with your professors early and frequently.
- Do not focus only on grades. Use class time as a chance to develop yourself as a person and gain the skills to become an effective counseling professional
- Pursue camaraderie with your peers. But know your personal boundaries.
- Get involved and develop or maintain support structures outside the MHC program.
- Be willing to sit with your emotions and feel what you are feeling
- Trust the process
- Prepare for your clients to force you to confront your personal *stuff*
- Accept your imperfections and be kind to yourself: Learn to practice self-compassion.
- Be human (congruent)

The best aspects of the program include:

- CACREP accreditation ensures national recognition of a comprehensive curriculum that prepares emerging professionals with the knowledge, skills, and experience to be effective providers.
- Clinical experiences, including practicum and internship, are invaluable as is supervisors' feedback.
- Faculty want everyone to succeed. Second-year students and clinic staff are also helpful.
- The small cohorts allow for closeness among classmates.
- Student perspective is pursued and valued.

[Table of Contents](#)

Procedures for Recommendation of Students for Credentialing and Employment

For credentialing purposes, it is frequently necessary for graduates of the counseling program to contact previous practicum and internship supervisors to verify clinical training hours. Verification of these clinical hours should be provided by the faculty supervisor when possible. When faculty supervisors have left this program, the MHC Program Director is responsible for providing contact information for that faculty member to the student and documentation about the graduate's training experiences as needed. When supervising faculty are unable to be contacted, the MHC Program Director will provide written documentation of the graduate's training experiences based on the student's records.

Students wishing to use faculty as references for employment purposes should first obtain permission from that faculty member.

[Table of Contents](#)

Loan Forgiveness Information

The National Health Service Corps offers loan repayment assistance to support qualified health care providers who choose to take their skills where they're most needed. Go to this website for the official information:

<http://nhsc.hrsa.gov/loanrepayment/>

Important things to think about when considering this program:

- You have to graduate and be licensed before you can apply.
- You have to work in a Health Professional Shortage Area.
- You have to work at an approved location. Agency must apply and there is an application timeframe each year.
- You will receive up to \$50,000 forgiveness at the time you sign a two-year contract to work in that area/agency. You may be able to sign another two-year contract to forgive more of your loans.

[Table of Contents](#)

Professional Organization Membership

Professional counseling organizations are resources for counseling professionals. They represent professionals in the respective areas of counseling, provide networking opportunities, facilitate continuing education and professional development opportunities, engage in policy making processes, and much more. As such, the Department of Psychology suggests that students become members of at least one professional organization. Please consider becoming a member prior to your Assessment of Candidate Progress.

As a student or new professional, these are excellent resources for further career, education and licensing exploration. You may select from the following national or regional organizations:

American Counseling Association

5999 Stevenson Avenue
Alexandria, Virginia 22304-3300
Phone: 800-347-6647
<https://www.counseling.org/>

American Mental Health Counselors Association

801 N. Fairfax Street, Suite 304
Alexandria, VA 22314
Phone: 800-326-2642 or 703-548-6002
<http://www.amhca.org/>

Washington Mental Health Counselors Association (WMHCA)

<https://wmhca.org/>

[Table of Contents](#)

Other Professional Organizations of Interest

ACA Foundation <http://www.acafoundation.org>

The mission of the American Counseling Association Foundation is to support counselors within their professional pursuits, while advancing and advocating for the mission of the American Counseling Association. Through promoting principles and standards that respect diversity, ACA seeks to garner financial support and technical assistance through fundraising, community collaborations and corporate sponsorships which lead to the advancement of the counseling profession.

American Mental Health Counselors Association (AMHCA) <http://www.amhca.org/>

Founded in 1976, the American Mental Health Counselors Association (AMHCA) is the only not-for-profit organization working exclusively for the mental health counseling profession. Members are professional counselors employed in mental health services and work within private practice, agencies, institutions and a variety of work settings. Members also rely on AMHCA to provide consistent standards of education, training, licensing, practice, advocacy and ethics.

American Rehabilitation Counseling Association (ARCA) <http://www.arcaweb.org/>

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

<http://www.aservic.org/>

ASERVIC, a division of ACA, is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

Association for Specialists in Group Work (ASGW) <http://www.asgw.org/>

ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

Association for Humanistic Counseling (AHC) <https://afhc.wildapricot.org/>

AHC, provides a forum for the exchange of information about humanistically-oriented counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

Counselors for Social Justice (CSJ) <https://counseling-csj.org>

CSJ actively promotes individual and collective social responsibility and the eradication of oppressive systems of power and privilege; develops and implements social action strategies through collaborative alliances within ACA entities, community organizations, and the community at-large.

International Association of Addiction and Offender Counselors (IAAOC) <http://www.iaaoc.org/> Members

of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

[Table of Contents](#)

General Information for WA Licensed Mental Health Counselors

The Department of Health regulates mental health professional licenses within Washington State. To qualify for the credential of Licensed Mental Health Counselor (LMHC) in Washington State, you must meet the following requirements:

- **Education Requirements:** Graduation from a master's or doctoral level educational program in mental health counseling or a related field from an approved college or university
- **Supervised Postgraduate Experience:** Minimum of 36 months of full-time counseling or three thousand (3000) hours of postgraduate mental health counseling under the supervision of a qualified licensed mental health counselor or equally qualified licensed mental health practitioner in an approved setting
 - *A minimum of 100 of the 3000 hours must be in immediate supervision with a qualified licensed mental health counselor or equally qualified licensed mental health practitioner.*
 - *1200 of 3000 hours must be direct counseling with individuals, couples, groups, or families.*
 - *Applicants' supervisors must complete the verification form. Supervisors must also make statements as to their qualifications.*
- **HIV/AIDS training:** Applicants must complete four hours of HIV/AIDS training.
- **Exam:** Applicants must pass either of the following National Board of Certified Counselors (NBCC) exams: National Counselor Exam (NCE). or the National Clinical Mental Health Counselor Exam (NCMHCE). Applicants must register to take the exam directly through the National Board of Certified Counselors (NBCC).

Please see this site for the most current information:

<http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/MentalHealthCounselor>

Also the WA laws that directly relate to Mental Health Counselors are listed on this site:

<http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/MentalHealthCounselor/Laws>

[Table of Contents](#)

Examination for Licensure

Many states also use the National Counselor Exam (NCE) for state credentialing. The state of Washington uses the NCE as part of the requirements to become a Licensed Mental Health Counselor (LMHC). Students within the MHC program may pursue this exam at the end of the program. The Program Director may provide additional information regarding this process.

The NCE tests knowledge derived from the eight content areas of the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and the work behaviors determined by the National Board of Certified Counselors (NBCC)'s job analysis, ensuring content is based in both academic knowledge and current professional practice.

The NCE covers the following content areas:

- Human growth and development;
- Social and cultural diversity;
- Helping relationships;
- Group work;
- Career development;
- Assessment;
- Research and program evaluation; and
- Professional orientation and ethical practice.

The NCE also includes the following work behaviors:

- Fundamental counseling issues;
- Counseling process;
- Diagnostic and assessment services;
- Professional practice; and
- Professional development, supervision and consultation.

The NCE is a 200-item multiple-choice examination, but only 160 items are used to determine if you meet the minimum passing (criterion) score. The other 40 items are undergoing field testing, to determine suitability for future use. (You will not know which items are being field-tested when you take the NCE.) All NCE examinations are administered at Pearson VUE Professional Centers (PVPC). Examinees are provided with a five-week window in which to take the exam. If you require special assistance from other individuals, such as readers or recorders, you must request permission from NBCC for the admittance of an assisting individual at the examination site. This request must be made in writing at the time of application. Four hours are scheduled for the NCE. If additional time is necessary because of special needs or because English is a candidate's second language, you may request a time extension. This request must be submitted **in writing with your application**.

The maximum possible score on the NCE is 160, and NBCC determines the minimum passing score, which varies between versions, using a modified Angoff procedure. The NCE is not scored on a "curve," so your passing score is not influenced by other examinees' results, but you can compare your score to national results with the [NCE statistical summary](#). Satisfactory performance on the National Counselor Examination (NCE) is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC). NBCC's certification is a voluntary credential representing to members of the public and potential employers that the counselor has met national standards set by the counseling profession. Please note that designation as a NCC is NOT equivalent to one's professional licensure.

To pursue the NCC designation, you must complete the following two steps after passing the NCE:

1. Submit a final transcript showing your degree awarded to NBCC, and
2. Submit a Professional Endorsement form to NBCC documenting a discussion with a mental health professional about your work with a client.

Once those are submitted, reviewed, and approved, you will be regarded as “certified” by NBCC.

[Table of Contents](#)

Important Documents

GRADUATE COURSE OF STUDY

Check One:
CENTRAL WASHINGTON UNIVERSITY
 (Submit the original)

INITIAL
 REVISED

This course of study form is to be completed before the student has accumulated twenty-five (25) quarter credits leading to a master's degree; however, it may be required prior to that for Financial Aid purposes.

Submit the original of this form, signed by an advisor and the department chair to the School of Graduate Studies and Research (Barge 214). Approved copies will be emailed to the advisor, department, and the student. Unless the advisor and department chair approve substitutions or revisions, the Graduate School will require completion of, or enrollment in, all courses listed below before the student may be advanced to candidacy for the degree.

If credit from another institution is included on this Course of Study, designate such course(s) with an asterisk (*) and name the institution from which credit is transferred: _____.

An official copy of the transcript showing this credit must be on file with the School of Graduate Studies and Research.

Student Name _____ Birth Date _____
 Mailing Address _____ Student ID _____
 City, State, Zipcode _____ Email _____
 Admitted to the Master's Program _____ (Quarter) _____ (Year)

Required Background Courses (not to count toward degree credits)

DEPT. COURSE NO.	EXACT CATALOG TITLE	CREDITS	ANTICIPATED QTR. TO COMPLETE COURSE
_____	_____	_____	_____
_____	_____	_____	_____

The following list of courses, totaling at least forty-five (45) credits, will be accepted as meeting requirements for the Master of Science degree in Mental Health Counseling (field of specialization).

DEPT. COURSE NO.	EXACT CATALOG TITLE	CREDITS	ANTICIPATED QTR. TO COMPLETE COURSE
PSY 502	Professional Orientation: Mental Health Counseling	3	F 2019
PSY 560	Theories and Practice of Counseling	4	F 2019
PSY 574	Multicultural Counseling	4	F 2019
PSY 544	Tests and Measurements	4	F 2019
PSY 593 A	Practicum in Counseling I: Interviewing	4	W 2020
PSY 568	Counseling and Assessment Strategies for Adults	4	W 2020
PSY 589	Professional and Ethical Issues	4	W 2020
PSY 593 B	Practicum in Counseling II: Assessment	4	Sp 2020
PSY 555	Design and Statistical Analysis for Applied Research	4	Sp 2020
PSY 561	Group Counseling	3	Sp 2020
PSY 579	Psychopharmacology (elective)	4	Su 2020
PSY 552	Human Growth and Development, Advanced	4	Su 2020
PSY 573	Career Development and Counseling	4	Su 2020
PSY 593 C	Practicum in Counseling III: Advanced	4	F 2020
PSY 567	Counseling and Assessment: Children and Adolescents	4	F 2020
PSY 571	Counseling for Relationships and Families	4	F 2020
PSY 538	Substance Abuse and Dependence	5	W 2021
PSY 584	Behavior Disorders and Psychopathology	4	W 2021
PSY 589	Professional and Ethical Issues	4	W 2021
PSY 681 A	Mental Health Internship I: Group	3	W 2021
PSY 689	Capstone in Mental Health Counseling	4	Sp 2021
PSY 681 B	Mental Health Internship II: Advanced	9	Sp 2021
PSY 681 B	Mental Health Counseling Internship: Advanced	3	Su 2021
TOTAL CREDITS		90	

Advisor or Committee Chair _____ Date _____
 (PRINT NAME)

Department Chair or Designee* _____ Date _____

*in the case of interdisciplinary programs, this form should be signed by the relevant Program Director or Co-Director

Dean of Graduate Studies _____ Date _____

1) **Accuracy of Course of Study.** It is very important that all information coincides with official transcript entries and that the amount of credit be precisely entered. Do not enter a variable amount of credit or enter a selection of courses from which one is to be elected. The approved Course of Study, together with substitutions or revisions submitted for approval, is used for determining the completion of degree requirements.

2) **Transfer of Credit.** A maximum of fifteen (15) quarter credits completed before formal admission, including a maximum of nine (9) quarter credits transferred from other accredited institutions which offer graduate degrees, may be accepted. The credits must be approved as part of the official Course of Study filed in the School of Graduate Studies. Approval of transfer credit shall be made through The School of Graduate Studies and Research only after an official Course of Study has been filed and only after official transcripts have been submitted directly to the School of Graduate Studies. Transfer credit must be graded A or B.

3) **Credits from Extension and Workshops.** CWU catalog courses numbered 500 are not applicable to master's degree credit. No more than a combined maximum of eight (8) quarter credits of workshop courses numbered 591 can be applied towards a master's degree. Courses numbered 491 are not applicable to the master's program. Credits earned via correspondence courses may not be applied to any master's degree.

4) **Maximum Time Limit.** No credit earned more than six (6) years before the date of the master's degree award may be counted as part of the degree credit requirements except as may be approved by formal action of the Dean of Graduate Studies.

5) **Credit-No Credit Option.** Graduate students are urged to use the credit-no credit option as a way to explore academic areas in which they are interested. Students are allowed to select one class per quarter for a credit-no credit grade. Credit-no credit courses will not be counted toward master's degree credits or in the graduate grade point average. A student must designate a class as credit-no credit during registration or on class change day.

6) **Credits Required.** Each graduate student must complete at least forty-five (45) credit hours of course work, generally at the 400 and 500 level (a few degree programs require more than forty-five (45) credits). No less than twenty-five (25) credits of the total required for the degree must be elected at the 500 or above level. Courses at the 400 level may be accepted for credit toward a graduate degree at CWU provided they are approved as part of the student's official Course of Study and taken after formal admission to a master's degree program. In such cases, graduate students are expected to perform at a high level, while completing requirements in addition to those expected of undergraduates enrolled in the course. At least thirty (30) credits of course work must be on the graded scale, that is, not elected for S/U grading.

7) **Teaching Experience (MEd and MAT Teacher Candidates).** The MEd and MAT degree teacher candidates must have met requirements for state certification and, with the exception of school counselor/school psychologist candidates and master teacher candidates, must have completed at least one year of successful teaching experience certified by an appropriate school official.

8) **Required Enrollment During Final Quarter.** Students must be registered for a minimum of two (2) credits during the quarter the master's degree is conferred.

9) **Program Requirements.** Graduate students are expected to know the requirements of their individual programs. The School of Graduate Studies and the faculty will aid in the communication of University regulations, but the responsibility of errors of enrollment and interpretation remains with the student. Although regulations for graduate study will generally not change before the publication of a new issue of the catalog, the University reserves the right to change regulations without notice.

[Table of Contents](#)



Assessment of Professional Dispositions
Mental Health Counseling Program (5/12/17)

Student: _____ Date: _____

Advisor: _____

First Year/Quarter _____ Second Year/Quarter _____

This form provides a measure of student dispositions—“the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2017).

Not Applicable	Serious Concerns	Needs Improvement	Emerging/ Intermediate	Satisfactory	Advanced
N/A	1	2	3	4	5
Not applicable at this time or to this setting	The student displays behaviors that are conflicting or contrary to this disposition.	The student does not consistently display desired behaviors.	The student displays desirable behaviors more consistently.	The student consistently displays the desired behaviors.	The student displays an advanced level of these behaviors.

Rating	<p>Interacts appropriately with peers, faculty, and mental health professionals.</p> <ul style="list-style-type: none"> Shows respect toward others and supports the dignity of others. Is cooperative in interactions with others and shows cooperative leadership. Shows adequate self-regulation and self-control. Utilizes support as needed and via the most appropriate channels Respects existing lines of authority. Actively listens and responds to faculty. Maintains communication when concerns arise.
	Comments:
	<p>Maintains consistent ethical decision-making processes and professional behaviors.</p> <ul style="list-style-type: none"> Considers client welfare and safety. Respects required responsibilities and duties. Demonstrates accountability. Demonstrates a tolerance for ambiguity. Exhibits compassion Advocates for his/her clients.
	Comments:

	<p>Demonstrates self-awareness, self-reflection, self-monitoring and self-control in personal, interpersonal, and professional growth.</p> <ul style="list-style-type: none"> • Accepts and utilizes feedback for growth and development. • Is able to consider their impact on a person or situation. • Is self-reflective and aware of the impact of their internal state. • Practices self-examination and introspection. • Practices self-assessment. • Demonstrates self-efficacy. <p>Comments:</p>
	<p>Demonstrates commitment to the counseling profession.</p> <ul style="list-style-type: none"> • Demonstrates a commitment to competence. • Recognizes the need for lifelong learning. • Committed to continuous quality improvement. • Promotes the profession. • Identifies with the counseling profession through memberships, presentations, and/or involvement. <p>Comments:</p>
	<p>Displays consistent emotional maturity through appropriate behavior and emotional reactions to situations</p> <ul style="list-style-type: none"> • Keeps commitments, is prompt, punctual, and reliable. • Appropriately prioritizes the needs of others before themselves. • Appropriately seeks the input of others before acting. • Takes responsibility for mistakes and errors. • Demonstrates dedication toward his/her work. • Maintains composure under pressure. • Values and engages in self-care practices. <p>Comments:</p>
	<p>Accepts and utilizes constructive criticism and feedback for personal and professional development.</p> <ul style="list-style-type: none"> • Seeks out and respects feedback for growth and development. • Shows willingness to elicit and respond constructively to feedback. • Appears interested in new ways of knowing. • Applies feedback in subsequent work for future development. <p>Comments:</p>

	<p>Demonstrates commitment to academic excellence (knowledge, skills, and practice).</p> <ul style="list-style-type: none"> • Completes course activities/assignments. • Demonstrates high-level acquisition of knowledge, skills, and competencies. • Assumes responsibility for developing and monitoring his/her academic course of study. • Assumes responsibility for his/her own learning. • Demonstrates respect, motivation, and interest in learning. • Is persistent and reliable in attainment of educational outcomes. <p>Comments:</p>
	<p>Integrity.</p> <ul style="list-style-type: none"> • Aims for veracity and straightforward communication in interactions with others. • Takes responsibility for and is accountable for quality care and upholding professional principles. • Able to make and keep commitments. • Demonstrates respect for clients and their families. • Strives for caring, compassion, and empathy. <p>Comments:</p>
	<p>Displays the ability to work with diverse individuals.</p> <ul style="list-style-type: none"> • Behaves and communicates in ways that are respectful of cultural differences. • Is able and willing to address dimensions of culture that may impact the client's issue or the therapeutic relationship. • Considers own personal biases, values, and beliefs. • Recognizes and respects the varied needs of others based on factors such as ethnicity, language, religion, and disability. • Continually aims to expose him or herself to and improve his or her knowledge of culturally different people, groups and experiences. <p>Comments:</p>

<p>Overall Strengths/Areas for Growth:</p>
<p>Strategies for Further Growth/Development:</p>
<p>Other Comments or Feedback:</p>

Advisor Signature

Date

Student Signature

Date

[Table of Contents](#)

Individual Remediation Plan
Mental Health Counseling Program (ed. 8/30/19)

Student: _____

Date: _____

Advisor: _____

Supervisor (if applicable): _____

Performance Deficiency/Areas of Concern:
Plan/Remedial Expectations/Goals/Progress Assessments: (Note this should specify expected student and faculty actions and state the frequency and duration of future remedial meetings with the student.)
Expected Consequences for Failure to Take Corrective Action:
Student Strengths:
Other Comments or Feedback:
Student Comments/Rebuttal:
Schedule for Follow-up Meetings:

Student Signature Date

Advisor Signature Date

Supervisor Signature (if applicable) Date

**CWU Mental Health Counseling Program
Individual Remediation Plan Progress Assessment Review Form**

Student: _____

Performance Deficiency/Areas of Concern:
Plan/Remedial Expectations/Goals/Progress Assessments:

Start Date: _____

Completion Date: _____

Progress Report/Meeting Schedule (extend as needed):

Date	Present	Outcome/Progress	Progress	Student & Faculty Initials
			<input type="checkbox"/> Satisfactory <input type="checkbox"/> None, N/A <input type="checkbox"/> Unsatisfactory	
			<input type="checkbox"/> Satisfactory <input type="checkbox"/> None, N/A <input type="checkbox"/> Unsatisfactory	
			<input type="checkbox"/> Satisfactory <input type="checkbox"/> None, N/A <input type="checkbox"/> Unsatisfactory	
			<input type="checkbox"/> Satisfactory <input type="checkbox"/> None, N/A <input type="checkbox"/> Unsatisfactory	
			<input type="checkbox"/> Satisfactory <input type="checkbox"/> None, N/A <input type="checkbox"/> Unsatisfactory	

This portion to be completed at the end of the remediation period.

Summary of Progress and Action Taken (Student continues in program; student to be dismissed, etc.):

- Summary letter of progress and action taken provided to student.
- Summary letter attached here.

Student Signature

Date

Faculty Signature

Date

[Table of Contents](#)