

**Lewis & Clark College  
Graduate School of Education and Counseling  
Professional Mental Health Counseling Program and  
Professional Mental Health Counseling-Specialization in Addictions  
Student Handbook 2022-2023**



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## COVID POLICIES

Please see the graduate school website for up-to-date information on the college's response and policies about coronavirus.

<https://www.lclark.edu/news/covid-19-response/>

**At the start of Fall 2022 semester, mask-wearing is generally optional on the Lewis & Clark campus.** However, **masks remain required** for anybody who has been exposed as a close contact of a person with COVID within the last ten days and for anybody who has tested positive for COVID in the last ten days. **Masks are also required** in health and wellness services offices.

**As this semester begins, we recommend indoor masking for all community members while we monitor initial infection rates.** We always encourage anyone who wants or needs to maintain a high level of protection to continue masking based on their own needs and judgment. For members of our community who are themselves vulnerable or live with people vulnerable to severe illness, proper masking is an essential way to minimize the risk of transmission.

Faculty members may establish their own classroom expectations regarding mask wearing in their classroom or laboratories.

Given that masks are required in certain situations on campus, and they may be required in particular classrooms, every student is required to have in their residence a supply of masks to allow them to comply with these requirements.

Masks for community members remain available at the bookstore and at various locations on campus. Contact [covid19info@lclark.edu](mailto:covid19info@lclark.edu) if you need assistance obtaining masks.

### Offices at the Graduate School

Offices within the graduate school (registrar, CTSP office, etc), may have limited hours but are open and available. Some staff members are still working from home or may be working with less staff available due to illness. Response times may be slower than usual. We are all in this together and we expect students to be patient and respectful to office staff!

### Class Delivery Methods

Courses for Fall 2022 are in-person except in exceptional circumstances or if they are part of an online program (i.e., the Eating Disorder certificate program). WebAdvisor lists the delivery method for the course, but each course instructor determines the specifics.

### Attendance/Illness

**Please do not come to class/campus if you are ill or you have been exposed to someone with covid.** Notify your instructor of your need to be absent to work out ways to make-up missed content.

## SECTION I: PROFESSIONAL MENTAL HEALTH COUNSELING

### **Welcome to the Professional Mental Health Counseling and PMHC-A programs!**

The Professional Mental Health Counseling and Professional Mental Health Counseling Specialization in Addictions Program Handbook is designed to serve as a resource and reference to answer questions and assist you in the program. This program handbook is designed to be used with *The Navigator*, the school-wide handbook of the Graduate School of Education and Counseling. *The Navigator* covers Lewis & Clark's institutional policies, as well as any graduate school policies that pertain to all students.

[https://graduate.lclark.edu/student\\_life/handbook/](https://graduate.lclark.edu/student_life/handbook/). Students need to read both handbooks. See the Student Resources section of this handbook for more information.

### **CTSP Department Mission**

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

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

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

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

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

### **Mission Statement - Professional Mental Health Counseling (PMHC & PMHC-A)**

The Professional Mental Health Counseling and Professional Mental Health Counseling-Specialization in Addictions programs prepare highly skilled, ethical, and

compassionate mental health professionals grounded in a commitment to social justice. We emphasize client - counselor relationship, creative and experiential modalities, and a thorough understanding of mental health issues across the lifespan.

The curriculum reflects multiple theoretical perspectives to guide and support students in developing their own theoretical orientation or framework for clinical practice. Our programs create a transformative environment where students emerge with an understanding of personal social locations, power, privilege, and difference within personal, social, institutional, and therapeutic relationships.

## **Program Objectives**

1. Students develop knowledge in eight common core curricular experiences identified in CACREP standards. The common core curricular experiences include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development.
2. Theory and Research to Practice  
Students develop an understanding of a range of counseling theories consistent with a developmental perspective. Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.
3. Clinical Skill (Helping Relationships)  
Students develop therapeutic communication skills, emphasize the client-counselor relationship, and facilitate and manage the counseling process with individuals, families, and groups.
4. Self as Counselor (Reflective Practitioners)  
Students develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision, and recognize/acknowledge/remediate personal issues that may impact client care.
5. Multicultural Competence  
Students develop an awareness of power, privilege, and difference based on their own cultural attitudes, beliefs, values, affects of social location. Students learn strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.
6. Professional Counseling Identity  
Students develop an understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement, and knowledge and understanding of professional ethics. Students recognize the importance of career counseling as unique to the counseling profession, and recognize the value of career work in all counseling settings.
7. Ethical Practice  
Students commit to and follow professional ethics consistent with the American

Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed.

8. Social Justice Advocacy and Community Involvement

Students develop an ability to recognize the injustices that affect physical, academic, career, economic, and mental well-being of individuals and learn skill sets that help alleviate injustices in society. Students develop the ability to be empowering advocates and change agents at the systemic level to better serve underrepresented, marginalized, and oppressed individuals and groups.

9. Research and Assessment

Students develop an understanding and skills in the use of research, assessment and program evaluation to inform clinical practice.

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

The Professional Mental Health Counseling and Professional Mental Health Counseling-Specialization in Addictions programs seek to balance applied clinical training and field experience with a rigorous approach to mental health inquiry and explicit grounding in counseling 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 mental health services. A central and necessary feature of good professional practice is the practitioner's ability to clearly articulate the theoretical framework from which they offer services, along with evidence to support their theoretical framework. 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 counseling professionals.

### **Accreditation and Licensure**

The Professional Mental Health Counseling and Professional Mental Health Counseling Specialization in Addictions programs are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 standards for Professional Mental Health Counseling programs. Students who complete the Professional Mental Health program are eligible to complete the National Counselor Examination (NCE) and apply for the Nationally Certified Counselor (NCC) credential.

The Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) extends licensure approval to Lewis & Clark's Professional Mental Health Counseling programs. Graduates who earn an MA or MS degree are eligible to pursue licensure as a Licensed Professional Counselor (LPC) in Oregon. Additionally, graduates of Lewis & Clark's Professional Mental Health Counseling programs meet the requirements for licensure as professional counselors in most states. However, some states may have additional educational requirements that must be met prior to licensure. Students interested in counseling practice in another state after graduation are advised to check

with the licensing board for other states to learn about licensing requirements for practice.

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

The Professional Mental Health Counseling and Professional Mental Health Counseling-Specialization in Addictions programs expect applicants to have a working knowledge of psychology and basic concepts about society and culture.

This requirement is generally met in one of three ways:

1. An undergraduate major in psychology, plus a course in sociology, cultural anthropology, women's studies, or ethnic studies.
2. An undergraduate major in sociology, anthropology, women's or gender studies, or other interdisciplinary social science, plus an introductory psychology course.
3. Completion of the following (free) MOOC course and present the midterm and final exams: <http://oyc.yale.edu/psychology/psyc-110#syllabus>

### **PMHC and PMHC-Specialization in Addictions Faculty**

The Professional Mental Health Counseling program is composed of core program faculty, department faculty, and a varied number of part-time or adjunct faculty. The core program faculty is responsible for developing and administering the program. Program faculty are also involved in professional service in the larger community, engage in professional scholarship through research, and program development in a range of mental health areas. Most adjunct faculty are practicing mental health professionals, and some are scholars in specific fields related to our curriculum. All faculty can be contacted by calling the department office at 503-768-6060. Students are welcome to leave voice messages.

**Jeffrey Christensen, Ph.D.** Assistant Professor of Professional Mental Health Counseling. Ph.D., College of William and Mary; M.A., Lewis & Clark College; B.S., Washington State University. Interests in assessment, professional dispositions, supervision and diversity issues in counseling.

**Alexia DeLeon, Ph.D.** Assistant Professor of Professional Mental Health Counseling Specialization in Addictions. Ph.D., Idaho State University; M.A., Adams State University; B.A., Angelo State University. Research interests include addictions counseling and the intersections of addictions and marginalized groups. Additional interests in service learning and in counselor supervision.

**Cort Dorn-Medeiros, Ph.D.** Assistant Professor of Professional Mental Health Counseling Specialization in Addictions. Ph.D., Oregon State University. Research interests and specializations include substance use disorders within the LGBTQ population, motivational interviewing, counselor education, and clinical supervision.

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

**Justin Henderson, Ph.D.** Assistant Professor of Professional Mental Health Counseling and Director of Lewis & Clark Community Counseling Center. Ph.D., University of Nebraska-Lincoln; M.S., University of Wyoming; B.A., University of Wyoming. Research interests include Compassion, Acceptance, and Mindfulness-based Therapeutic Modalities and Interventions; Shame Dynamics in Therapy; Shame Dynamics in Power, Privilege, and Oppression; Compassion Training; Mindfulness Training; Trauma; Body Image; Gender and Sexuality; Health Psychology; Training and Supervision; Clinical System Administration; Organizational Development and Consultation

**Stella Beatríz Kerl-McClain, Ph.D.** Associate Professor of Professional Mental Health Counseling. Ph.D., University of Texas at Austin; M.A., University of Texas at Austin; B.A., University of Washington. Specializes in diagnosis and treatment of a broad population base, including college students, children, adolescents, community members and people with chronic mental illness. Founding Board member and Past-President of the Association of Creativity in Counseling.

**Rafe McCullough, Ph.D.**, Associate Professor of Professional Mental Health Counseling, PhD, Counselor Education & Practice, Georgia State University, Atlanta, GA; MA, Counseling, Seattle University, Seattle, WA; BA, Philosophy, Minnesota State University, Mankato, MN. Specializes in multicultural and social justice counseling and advocacy, addressing and centering aspects of identity in counseling, disability, and affirming counseling practices for queer, trans and nonbinary individuals.

**Amy Rees, Ph.D.** Associate Professor of Professional Mental Health Counseling. Ph.D., Ball State University; M.A., Ball State University; B.S., Purdue University. Research and teaching interests include GLBT issues, feminist therapies, counselor supervision, and ecosystemic child/adolescent treatment.

### **Admission Requirements**

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

## SECTION II: THE CURRICULUM AND CLINICAL EXPERIENCE

Degree Courses: A minimum of 60 semester hours, distributed as follows:

<a href="#">MHC 503</a>	Introduction to Professional Counseling and Social Justice	2
<a href="#">MHC 550</a>	Diversity and Social Justice	3
MHC <a href="#">506</a>	Life Span Development	2
<a href="#">MHC 509</a>	Practical Skills for Counselors	3
<a href="#">MHC 532</a>	Ethical and Legal Issues in Professional Counseling	2
<a href="#">MHC 513</a>	Theory and Philosophy of Counseling	3
<a href="#">CTSP 514</a>	Group Counseling With Children and Adolescents	3
or <a href="#">CTSP 515</a>	Group Counseling With Adults	
<a href="#">MHC 540</a>	Career Counseling	2
MHC <a href="#">522</a>	Diagnosis of Mental and Emotional Disorders	3
<a href="#">MHC 523</a>	Counseling and Interventions With Children and Adolescents	2
<a href="#">MHC 524</a>	Counseling and Interventions With Adults	3
<a href="#">MHC 541</a>	Introduction to Assessment	2
<a href="#">MHC 534</a>	Child and Family Counseling	3
<a href="#">MHC 535</a>	Research Methods in Counseling	3
<a href="#">MHC 536</a>	Introduction to Addiction Counseling and Psychopharmacology	2
<a href="#">MHC 548</a>	Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span	2
<a href="#">MHC 549</a>	Treatment Planning: Theory and Research to Practice	1
<a href="#">MHC 580</a>	Practicum in Counseling (two semesters, 3 semester hours each)	6
<a href="#">MHC 582</a>	Mental Health Internship: Adult Emphasis (two semesters, 3 semester hours each)	6
or <a href="#">MHC 583</a>	Mental Health Internship: Emphasis on Child and Family Problems	
<a href="#">MHC 591</a>	Professional Career Development	1

### Graduate Convocation Requirement

Graduate School convocation is an event for faculty, staff, and students to assemble and recognize the beginning of the school year. Graduate students attend this one-time event during their first year. Graduate students are required to attend this event.

### Elective Courses

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

Students in the PMHC-Specialization in Addictions program are not required to complete a focus option, but they must complete 2 elective credits total.

### Curriculum Sequence

The curriculum is sequenced to provide a structured program of learning. Students are required to follow the sequence of courses as outlined. Students attend all three semesters every year while in the program (fall, spring, summer). Many courses are only offered during a particular semester of the year. Any deviations from the program plan (e.g. leave of absence) must be approved by the program director and may result in completing an additional academic year to complete the program. If a needed course is full at the time of registration, register for the course to be placed on the waitlist. Many courses are shared across other programs in the department, but we will honor program plans by adding additional courses or increasing class sizes as needed if space is unavailable in ANY of the sections of your required course. If you **MUST** have either day or evening courses, **REGISTER EARLY**; we are unable to add sections if space is available.

### Master of Science Option

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

### Application to the Master of Science requires the following:

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

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<a href="#">MHC 538</a>	Advanced Research Methods (students with demonstrated skills and experience in research)	3
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- Completion of **one of** the following, with a grade of **B** or better:

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<a href="#">CTSP 531</a>	Research Methods and Statistics II (students interested in conducting quantitative research)	3
<a href="#">CTSP 537</a>	Qualitative Research Methods (students interested in conducting qualitative research)	2

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

### MS Degree Requirements

A minimum of 65 semester hours, distributed as follows:

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

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<a href="#">CTSP 594</a>	Proposal Writing	1-2
<a href="#">CTSP 595</a>	Master's Thesis Research (Satisfactory completion of a thesis—a minimum of 2 semester hours and a maximum of 9 semester hours is required)	2

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### **Student Progress Evaluations**

As professionals in training, students are evaluated by a variety of methods. In addition to course requirements, students are required to complete a professional development portfolio, expected to demonstrate professional qualities outlined in the Professional Qualities Evaluation (see Appendix A), and upload specific course assignments including documentation to our online portfolio system.

Students are required to complete the Counselor Preparation Comprehensive Evaluation (CPCE) during the second semester of practicum. Students entering the program in 2022-2023 will be expected to score average or above average compared to the national average of students completing the exam. Students scoring below average may be required to complete additional work for remediation to demonstrate competency if there are other deficiencies documented from other methods of evaluation.

Faculty evaluate student progress by conducting a review of key assignments required based on program student learning outcomes. Assignments are uploaded to Taskstream each semester. Some assignments require student assignment submission and a grade. Other evaluations are completed by faculty (e.g. test scores, PQE - Appendix A). Faculty will contact students not demonstrating adequate progress. Students may be referred for remediation. See the Counseling, Therapy, and School Psychology Departmental Policies and Procedures below regarding overall program standards.

**Program mission and objectives can be reviewed on the program website at the link below.**

[https://graduate.lclark.edu/departments/counseling\\_psychology/mental\\_health/mission/](https://graduate.lclark.edu/departments/counseling_psychology/mental_health/mission/)

### **Portfolio Requirements**

As part of the master's degree program, students are required to develop a portfolio that documents your experience and growth as a helping professional. You will receive guidance on how to complete this requirement in **MHC 503, Introduction to Professional Counseling** course and in meetings with your program advisor. Portfolio requirements are listed and described below. **The portfolio must be completed and**

**uploaded to Taskstream by the deadline date in the semester prior to your first practicum.**

**Portfolio Due Dates:** November 1<sup>st</sup> for students beginning practicum in the Spring semester; March 1<sup>st</sup> for students beginning practicum in the Summer; and June 1<sup>st</sup> for students beginning practicum in the Fall. All requirements, including 10 required counseling sessions, must be completed by the due date.

**Students are required to meet with assigned program advisor to document that requirements have been met.**

**Portfolio Requirements:**

**1) Current Resume**

**2) Statement of Professional Goals**

Write a paragraph stating professional goals and upload to Taskstream. What do you want to do professionally when you complete your degree? Identify your population and setting of interest to engage in practice.

**3) Helping Roles Description - 200 hours Required**

Write a brief paragraph for each helping role including the setting. Provide the number of hours completed in each setting and upload to Taskstream. Helping role hours may be acquired through previous employment, volunteer work, or an appropriate practicum placement. Meet with your program advisor for more information.

**4) Collaboration Skills Documentation**

Write a paragraph that illustrates your collaborative experiences as a professional counselor-in-training. Collaboration is defined as working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration may be team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative problem-solving. Briefly describe your role and contributions.

**5) Professional Records Maintenance System**

Write a paragraph that briefly describes how and where you will maintain records that document your professional education and experiences. List the categories of information. Records, including course syllabi, do not need to be placed in the portfolio. The portfolio simply lists the contents and format of your record maintenance system.

- Degrees and certificates earned
- Course syllabi and institutional catalogs
- Workshops, trainings, and seminars attended
- Conference and institutes attended

- Presentations and other work samples
- Special study projects and research
- Evaluations from supervisors and peers
- Certificates from training programs
- Other relevant information

## 6) Personal Counseling

Provide personal counseling documentation. Students are required to complete a minimum of **10 hours** of personal counseling (individual, couple, family, or group) from a professional mental health provider. Documentation does not require the student to reveal any personal material. The student and professional mental health provider are required to sign a statement attesting to the completion of a minimum of 10 hours of personal counseling. The 10 sessions should be completed by the portfolio due dates. Past personal counseling documentation prior to admission to the program will be accepted if the student completed a minimum of 10 hours within the past two years. Documentation should be included in your portfolio and uploaded to Taskstream. Provide a one sentence letter or e-mail attesting to the completion of 10 personal counseling sessions. The letter should be signed by a professional mental health provider.

## 7) 12-Step Program Attendance

The PMHC and PMHC-A program faculty strive to prepare students in a comprehensive and best practice-based course of study to work effectively with clients impacted by a full range of presenting problems. Preparation includes acknowledging the importance of both mental health issues and substance use disorders that often co-occur with mental health. In effectively treating clients with dual diagnosis, students will develop a basic understanding of addiction and the role of community-based, 12-step groups that serve as client supports. Therefore, students are required to attend a minimum of four meetings of a variety of 12-step groups in the community. This experiential opportunity will help students empathize with clients who may be involved in the recovery community or anticipating attending a 12-step meeting for the first time. Additionally, students will be able to provide basic information to clients about how to contact 12-step groups, prepare for the meeting, and provide insight on group expectations. Students are required to prepare a one-page, single-spaced summary of each 12-step group meeting attended. The summary should include the group type, address, and time of meeting, personal reactions, personal feelings, and knowledge gained by attending the meeting. Upload the four summaries to Taskstream. The first summary in your Introduction to counseling and social justice class and 2-4 in the Portfolio section of Taskstream.

### 12-Step Group Meeting Requirements

Students will attend group meetings listed as open to the public.  
Group meeting types are below.

- One meeting of Alcoholics Anonymous

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

### **Example Group Contacts:**

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

### **General Guidelines for attending group meetings:**

- There are various types of meetings, including speaker meetings, small group meetings, and “open” and “closed” meetings. Attend only “open” meetings. “Closed” meetings are restricted individuals attending for their own need (i.e. people with drug addiction attending NA meetings). It is not appropriate to attend “closed” meetings as a counselor-in-training or as a professional.
- When attending a meeting, you interact 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, individuals are likely to strike up conversations with you before or after the meeting. BE HONEST! It is appropriate to say, “I’m a graduate student in a counseling program and I’m here to learn more about (AA, NA, etc.). I want to increase the knowledge and experience I need to help my clients find groups to support them in their challenges. (i.e. alcohol problems, eating problems, etc.)”
- DON’T inform people you are only visiting to meet a requirement for school. It may be considered insulting to participating group members. People attend groups to help them survive and cope with personal challenges and they deserve dignity and respect.
- Expect discomfort at your first meeting. This experience is part of the process and point for attending. If you accidentally enter a closed meeting, apologize politely, ask whom you can contact about an open meeting, and leave.
- All meetings have a different “flavor” based on participants in attendance and the norms of the group. Be open to a variety of experiences.

## **8) Advocacy Participation Assignment**

Attend a minimum of 8 hrs. of meetings or gatherings. Students may choose to attend regular planning meetings or events, grassroots groups or nonprofit organizations meetings for the purpose of engaging in community organizing for change at the larger systems or policies versus working to improve the situation for a single person or family. Advocacy meetings may be on immigration, LGBTQIQ+, anti-racism, environmental justice, housing and houselessness, prison reform, labor

rights, peace, economic inequality, etc. You may attend groups in two or three different areas, but the goal is to find one and remain with it to learn about how these groups organize over time (month to month).

Participate as a person who cares about the cause or issue. Many people come and go from groups, but do not volunteer to do something and then not follow through.

Document participation by answering the questions below in 250-300 words.

1. What were the short-term goals of the meetings you attended?
2. How do the short-term goals connect to the mission of the organization?
3. In what ways were the goals achieved, or not?
4. What was helpful and what was unhelpful?
5. What did you observe about group dynamics?
6. What helped make the meetings/events effective and enjoyable?
7. What did you learn about yourself in serving in the role of an activist or community organizer?

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

The Professional Mental Health Counseling program prepares students for eligibility to pursue licensure as a professional mental health counselor. However, licensing boards have no specific connection with Lewis & Clark that guarantees licensure. Students are responsible for identifying and fulfilling the requirements of the licensing board for any student in the U.S.

Individuals who have been convicted of certain criminal offenses are ineligible for licensure in some professions. Criminal offenses include sexual offenses (molestation, abuse, rape), RICO laws (pertaining to embezzlement), and tax evasion. Therefore, responsibility for disclosure of personal history becomes an issue for professional training and is 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 anyone convicted of a crime that brings into question the competence or the ethical reliability of the licensee in the role of counselor or therapist. Admission to, or graduation from, any mental health program guarantees licensure.

### **Criminal Background Check**

The Professional Mental Health Counseling program is responsible to ensure that ethical guidelines are followed to protect clients. One critical aspect of this responsibility is reflected in the program's requirements for all students to obtain criminal background checks as one of the requirements to be completed during the first semester of the program. Students initiate the background check during MHC 503/MHCA 502. Additional background checks may be required if a significant time accrued since the most recent background 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 student's ability to enter the program, begin clinical training, or continue with clinical work.

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

Professional Mental Health Counseling program applicants who indicated on their application that they have a prior legal record of citations, arrests, charges filed, convictions or other legal actions involving conduct that was potentially or actually harmful to others will be required to provide a background check as part of the admissions review process. Additionally, a personal letter of explanation will be required. The program may also request additional 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; information remains confidential within the department. Failure to provide information, or knowingly omitting or misrepresenting information related to a background check, will be grounds for denial of admission for applicants, or program dismissal for current students.

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

A background check is required of all students prior to engaging in any client contact in their MHC 580 Practicum in Counseling course. Given the extended length of time required for the review, all students will be required to initiate the process during their first semester in the program while in MHC 503 Introduction to Professional Counseling or MHCA 502 Introduction to PMHC-A. 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 PMHC or PMHC-A Program**

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

Any student charged, convicted, or granted conditional discharge by any court for (a) any felony; (b) any misdemeanor; or (c) any major traffic violation, such as driving under the influence of intoxicants or drugs reckless driving; fleeing from or attempting to elude a police officer; driving while your license is suspended, revoked, or used in violation of

any license restriction; or failure to perform the duties of a driver or witness at an accident is required to inform in writing their advisor and program director(s) of their program. This notification should be received no later than 15 days after the initial arrest or charge. Failure to comply with this policy may result in a review of the student's status in the program and action including dismissal from the student's program of study.

### **Practicum and Internship**

Practicum and internship are supervised experiences in which you learn, demonstrate, and document your developing professional abilities. Prior to enrollment in practicum or internship you must complete all of the prerequisite courses as well as the portfolio requirement. 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 information below serves as a general summary.

**Important Note:** There are strict attendance requirements for MHC 509 Practical Skills for Counselors and for MHC 532 Ethical and Legal Issues in Professional Counseling. Because the material covered in these classes has essential and immediate implications for entry into any practicum or internship, class attendance and participation are especially critical. Additionally, other classes/instructors may also require that students attend every class. Do not assume that you will be able to miss a class during any course. *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 (MHC 580) in the Lewis and Clark Community Counseling Center are required of students in Professional Mental Health Counseling and PMHC — Specialization in Addictions. Students will also be assigned to a campus section of group supervision during the practicum semesters.

Students securing secondary practicum at an external site must complete a Placement Plan and Placement Contract. Students must complete the contract for a secondary/site-based practicum and have the contract approved prior to beginning at their sites.

**Materials Note:** Students will be required to purchase an encrypted Ironkey flash drive for use in practicum and internship. Details will be provided at the beginning of the clinical experience.

### **Internship**

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

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

Internship site placement involves consultation with advisors and internship coordinators, followed by formal applications and interviews with selected sites. Most internships require part-time commitments (usually 20 hours per week) for two terms. All placements must be approved by the program to ensure that the site meets training expectations and is a good fit for the individual student. The placement office will provide students with timelines and detailed information about the Internship Placement Process. See Appendix for summary. For more information, review the Internship Manual.

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 will receive an updated and approved site map/list via email link in the Fall and again in January, prior to the Internship Fair. Contact the CTSP Placement Coordinator at [ctspplacement@lclark.edu](mailto:ctspplacement@lclark.edu) for more information.

Every year, an Internship Fair is held on campus to aid the process in seeking an internship. At this event, representatives from prospective sites are available for describing their sites and the opportunities available there. Contact [ctspplacement@lclark.edu](mailto:ctspplacement@lclark.edu) for more information.

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

Concurrent with participation in the field experience of practicum and internship, students will attend twice a month (every other week) group 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.

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

Students are responsible for maintaining a record of the hours they are involved in their practicum and internships. Students enter their hours into the electronic hours recording platform called Salesforce. *It is extremely important for students to enter hours and have them approved by their supervisors so that they can be eligible to apply for the LPC license.*

### **Liability Insurance**

For all internships and practicum 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.

### **Practicum and Internship Handbooks**

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

### **Information on Professional Organizations**

Students are encouraged to join the American Counseling Association (ACA) early in their program and to engage in professional activities (beyond course requirements), such as attending state and national conferences, workshops, and events offered on campus and in the external community. Many of our students are involved in the organization of the state branch of ACA; The Oregon Counseling Association (ORCA). Students are also encouraged to submit proposals for conference presentations. Faculty members often present at conferences, and students who attend receive the benefit of faculty mentoring and help networking while there. Students should watch for email announcements about conference opportunities and instructions on how 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.

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

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

### **You and Your Advisor**

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

advising, and how to contact them.

After getting started in your program, if you find interests in common with a faculty member other than the advisor you are assigned, you can change to another advisor within your program. You can do so without submitting any explanation. We want you to have the best working relationship you can have. We also ask that you make such changes with the recognition that too many changes for trivial reasons can unbalance the advising workload of faculty members to the detriment of students. There are certain mandatory advising points, where students are required to meet face to face with their advisors. At other times, the advising process is dependent on student initiative.

### **Mandatory Advising**

1. During your first or second semester of the program, in order to meet your advisor and discuss any potential issues you may have experienced in your initial time in the program.

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

### **Being a Student**

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

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

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

### **Graduation**

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

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

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

### **Professional Mental Health Counseling Licensure Process**

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

Because the board requires documentation of graduates' preparation, especially internship experiences, it is essential that students maintain copies of all records and evaluations from internships/practicum. The department attempts to maintain complete records of each student's preparation but cannot guarantee this or be the only or final repository for records. Failure to maintain 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.

After graduation, program graduates will need to submit a form to the Oregon board to verify hours and recommend graduates for licensure. They will need to contact the CTSP department and submit the partially completed form. This form will then be completed by the CTSP department based on the graduate's student record. If the student record does not show the required number of hours, or if there are other ethical, professional qualities, or academic performance problems, the department will not recommend the graduate for licensure.

### **Professional Mental Health Counseling Licensure in Other States**

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

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

### **Getting a Job**

Many of our students work during the time they are enrolled in the program. Working while going to school is a challenge for scheduling and balancing one's life, but makes it possible for many people to go to school who otherwise would not be able to do so. In addition, students who are working learn on the job in ways that contribute to their professional development. However, students need to be aware that during their practicum and internship semesters you will be on-site at the clinic one full day 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, Therapy, and School Psychology Career and Professional Resources website maintains notices of open positions. Visit the site below.**

**[http://www.lclark.edu/graduate/career\\_and\\_licensing/counseling\\_psychology](http://www.lclark.edu/graduate/career_and_licensing/counseling_psychology) for job postings and other information.**

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

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

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

### **Program Standards**

Students enrolled in all programs in the Department of Counseling, Therapy, and School 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, Art Therapy, 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- Specialization in Addictions programs 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. Students in the Art Therapy program must adhere to the Art Therapy Credential Board and the American Counseling Association's 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, overall professional attitudes, dispositions, and behaviors, and the disciplines' codes of ethics.

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.

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 depending on the issue that needs to be addressed and the student’s openness to supervision.

### **Student Review Processes**

If a faculty member’s concern regarding the student’s conduct, professionalism, academic performance, fit for the profession, or readiness is sufficiently serious to merit more formal review and potential academic or disciplinary action, an Academic Performance and/or Professional Conduct Review process is initiated. Please note that 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.

All CTSP student review processes are aligned with policies found in the Graduate Catalog. Following is a description of academic performance standards and review processes. Please see the Student Navigator for college and GSEC policies and processes related specifically to conduct.

### **Academic Performance Standards**

Successful completion of coursework in CTSP 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, as well as 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 they understand program Professional Qualities / Standards.

Students who do not meet program standards for academic performance will be notified by their program director that an Academic Performance Review is to be convened. Program directors, in consultation with the student’s advisor and any other relevant

faculty, will convene an Academic Performance Review to determine an appropriate course of action. Students may be given a written plan for improvement or may be dismissed from the program, depending on the circumstances. Once dismissed from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

### **Academic Performance Review and Appeal Process**

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

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

Academic Reviews include the following steps:

1. A Student Professional Conduct Review (PCR) or APR will be 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.
2. The faculty member who has identified this concern will request a 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 here and in the relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the review.

3. The program director will schedule a PCR or APR meeting to discuss the concerns raised by the faculty member. The program handbook will provide additional information about the required and discretionary participants in this meeting, but all review panels will include the following: the student, the student's advisor or designee, 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. There may be instances where the student's advisor or the program director also serve the role of faculty member presenting the details of the situation or concern. The student may elect to bring one other person to support them; this person can be another student, a faculty member, or a professional from the student's field placement. The person invited to attend by the student is present for support and may not participate in the discussion. 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 review meeting, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.
4. The possible outcomes of the review include: a written response from the student indicating their 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. Each program handbook will provide additional information regarding the process of review. All written documentation submitted for the review and concerning its outcome will be retained in the student's file. Any decision to dismiss a student from a program will require the review and written approval of the department chair.
5. Students may submit a written appeal of the decision made by the review panel to the relevant department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the 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 (Policy from Graduate Catalog)**

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be

making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately dismissed from their programs and notified of this action.

### **Minimum Passing Grade (Policy from Graduate Catalog)**

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

### **Credit/No Credit Grades (Policy from Graduate Catalog)**

Credit (CR) signifies that a student has earned the equivalent of a B- or higher for a course taken on a credit/no credit basis. Students who fail to complete the course at this level receive a designation of no credit (NC).

### **Class Attendance**

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

### **Grading Policy**

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

### **Resolution of Student Grievances**

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

### **Discrimination and Harassment**

If any member of the Lewis & Clark community believes they are a victim of discrimination and harassment, they 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 their performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should consult the grading policy in the Graduate Catalog.

### **Evaluations**

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

### **Site Supervisors**

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

### **Course Concerns**

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

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

Although the Counseling, Therapy, and School 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 an assessment course. 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 have been established:

- All tests must be properly checked out and checked in by a staff member in the Counseling, Therapy, and School 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.

### **Practicum and Internship Extenders**

This policy applies to all students in practicum and internship. Students in practicum 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.

Students who need to extend their final practicum or internship past the end of the semester, 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 request and be granted a grade of "Incomplete." The requirements for completion of the course must include an expected end date within four weeks (see caveat regarding these weeks at the end of this section), a plan for site supervision during this time period, verification that the student's site contract has been extended and paperwork has been submitted to the CTSP Placement Office, and the expectation of weekly attendance in a specific campus-based practicum or internship section until they complete their practicum or internship hours (up to four weeks).

For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship.

All students must obtain permission from their program's clinical coordinator before any extension is granted. The required paperwork (e.g., extension of site placement contract, completed and approved incomplete grade form) 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.

**\*Important caveat regarding extenders! Four weeks is the maximum a student can extend in their internship. HOWEVER, since the registrar's office needs at least 1-2 weeks to process graduation paperwork, hours must be completed 2 weeks into the 4 week extension period. This means that hours must be completed 2 weeks after the end of the semester in order to graduate during that particular semester in order to allow adequate time to process graduation paperwork.**

### **Changing Programs**

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

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

### **Release of Educational Records**

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

## SECTION V: STUDENT RESOURCES

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

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

### **Current Students Website**

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

### **Graduate Catalog**

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

The catalog includes academic policies, such as:

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

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

The catalog also includes registration policies, such as:

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

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

### **Graduate Registrar**

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

## **Navigator Student Handbook**

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the Navigator ([graduate.lclark.edu/student\\_life/handbook](http://graduate.lclark.edu/student_life/handbook)), on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with.

The Navigator includes College policies, such as:

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

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

## **Getting Help from the CTSP Office**

The Department of Counseling, Therapy, and School Psychology is located in Rogers Hall on the graduate campus. Office hours are from 8:30 to 5:00 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, internships, the degree application process, etc. Students may also make appointments to see professors through staff members.

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 forms for 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 they will be sure that the professor receives it.

## Appendix A: Professional Qualities Evaluation

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

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

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

<b>Rating Scale</b>				
N – No Opportunity to observe inconsistently for program level	1 – Meets criteria minimally or			
0 – Does not meet criteria for program level 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/their particular competencies and the limitations of his/her/their expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his/their deficiencies.	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his/their 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/their own belief systems, values, needs and limitations and the effect of these on his/her/their 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/their 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/their 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/their 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/their 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: Important Due Dates**

Portfolio due dates are as follows:

November 1<sup>st</sup> for students who wish to start practicum in the Spring

March 1<sup>st</sup> for students who wish to practicum in the summer

June 1<sup>st</sup> for students who wish to start practicum in the Fall. Please note that all requirements, including all of the 10 required counseling sessions, must be completed by the due date.

Due first semester: First advising session

Due second semester: Begin work on portfolio

Due semester before practicum: Portfolio

Due during Practicum II semester: CPCE exam (cost = \$75)

Due second to last semester: Apply for graduation

Due last semester: NCE (cost may vary, approximately \$300)