Eastern Oregon University

College of Science, Technology, Mathematics
and Health Sciences

Master of Science in
Clinical Mental Health Counseling

Student Handbook

2025-2026

*While the Counselor Education Program strives to make the information in this handbook as timely and accurate as possible, the program/department makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the contents, and expressly disclaims liability for errors and omissions in the contents. This handbook is not a contract between the University and students. The University reserves the right to make changes to the content of this handbook without notice to students.

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Land Acknowledgement

Though the Clinical Mental Health Counseling program is fully online, Eastern Oregon University is situated on Native lands. We humbly acknowledge the original inhabitants of the land Eastern Oregon University is upon: the Cayuse, Umatilla, Walla Walla, and Nez Perce people. We celebrate their traditions, languages, and stories. We acknowledge their continuing connection to this land, water, and community and pay our respects to these original stewards of Northeastern Oregon.

For information on EOU's Native American Program, please visit: Native American Program | Eastern Oregon University

Clinical Mental Health Counseling Program

This handbook is a supplement to the EOU Student Handbook: Student Handbook | Student Affairs Office. This handbook provides specific information for the Masters of Science in Clinical Mental Health Counseling (CMHC) graduate program.

Introduction and Welcome

The Master of Science in Clinical Mental Health Counseling (CMHC) program faculty and staff welcomes the new members of our learning community! We are happy to have you here, and honored to be trusted with your educational journey. Information contained within this handbook will guide you as you progress through a program that is focused on teaching you to sit with people during some of the hardest times of their lives. As you grow, so will your abilities to assess and treat clients in ethical, evidence based practices. Congratulations on your admittance to the EOU CMHC program!

The Counselor Education Handbook serves the students, faculty, and stakeholders for the Master of Science degree in Clinical Mental Health Counseling. Eastern Oregon University is committed to the development and preparation of ethical and exemplary mental health professionals. Additional information on the program can be found in the Eastern Oregon University Academic Catalog and CMHC website.

Overview

Eastern Oregon University's MS in CMHC is a 90 quarter credit hour online program. A full time student can complete the program in two years, attending courses every term (Fall, Winter, Spring and Summer), per the cohort model. Courses include asynchronous and synchronous courses, and several online residency-based classes. Students may be admitted for the Fall, Winter, and Spring term. Students must be available for synchronous courses in all terms except the first. During the second and fifth term, students will need to attend an online weekend residency that consists of two weekends of synchronous online work in the COUN 530: Counseling & Helping Relationships: Residency I course and the COUN 620: Group Counseling Theories & Models: Residency II course. Online courses are delivered via Canvas, and the content is engaging, experiential, and flexible.

Students will complete a minimum of three terms of clinical experiences: Practicum, Internship, and Advanced Internship. Clinical experiences require hours at a site, providing direct and indirect counseling services to clients. These experiences are a requirement for licensure, most often follow an apprenticeship model, and are typically unpaid. Students will work closely with the Clinical Placement Coordinator to secure a site for clinical experiences.

Upon completion of the program, graduates will be prepared to serve individuals, groups, and families across a spectrum of life concerns, including but not limited to: life transitions and stress, relationship challenges, anxiety, depression, substance abuse, grief, career concerns, and other presenting issues. The Clinical Mental Health Counseling program is designed to meet the highest level of accreditation standards for counseling programs and has a foundation in The Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2024 Standards. It meets the academic portion of licensure requirements in a majority of states throughout the United States.

Students have a responsibility to understand the specific educational requirements for licensure of the state in which they intend to apply and practice. Students should also be aware of any changes to those licensure educational requirements. If a student moves to another state, the requirements for licensure may be different from the state where they currently live. As such, students are responsible for determining the licensure requirements in the state to which they relocate. You can find each state's requirements here. While EOU CMHC faculty will update our licensure document regularly, students are responsible for knowing their state's requirements for licensure. In addition, the **National Board for Certified Counselors** provides a directory of all state professional counselor licensure boards.

Eastern Oregon University does not guarantee that completion of its Master of Science in Clinical Mental Health Counseling degree will result in state licensure. In addition to successful completion of the degree, students will need to meet other requirements prior to state licensure which include, but are not limited to, successful completion of a national exam, post-master's, clinical experience, and post-master's supervision requirements. Also, students are responsible

for understanding if a background check is required as a part of applying for licensure and for understanding if their own life events create any barriers to licensure.

Currently, EOU's Master of Science in Clinical Mental Health Counseling degree does not meet the educational requirements for licensure in Alabama, Florida, Illinois, Kansas, Missouri, New Jersey, New York, North Carolina, Ohio, Virginia, and Wisconsin.

Program Mission and Outcomes

Mission

The mission of the Clinical Mental Health Counseling Program at Eastern Oregon University is to prepare ethical and exemplary future clinical mental health counselors, who work from a trauma-informed lens and treat clients through holistic and systems-informed perspectives. EOU's CMHC program is aligned with best practices in counselor education and the 2024 CACREP standards. We educate students to be advocates, invest in social justice, and collaborate with communities and individuals to address societal and personal challenges. Congruent with the mission of Eastern Oregon University, students and faculty are mental health emissaries with a charge of bringing mental health services to rural and underserved populations.

Program Objectives

PO1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

To train counseling students to develop a strong counselor identity, understand the importance of self-care and continuous professional growth, and demonstrate and utilize ethical and legal standards across counselor roles and responsibilities. (CACREP 2024, 3.A)

PO2: SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

To train counseling students that can demonstrate and utilize social and cultural contexts within the treatment of individuals, couples, and families, and to empower choice through the use of cultural guidelines and with an understanding of cultural impact on personal experiences, systemic influences, and perception of mental health. (CACREP 2024, 3.B)

PO3: HUMAN GROWTH AND DEVELOPMENT

To train counseling students that can demonstrate and utilize aspects of human development and resilience across the lifespan and within the counseling process with individual clients, families, couples, and with a broad array of presenting concerns, including addiction, sexuality, and mental and physical health. (CACREP 2024, 3.C)

PO4: CAREER DEVELOPMENT

To train counseling students that can demonstrate and utilize career development theory while navigating the interrelationships between work and mental well-being and based on individual

client needs including ability level, developmentally appropriate interventions, and impact of work on life experience. (CACREP 2024, 3.D)

PO5: COUNSELING AND HELPING RELATIONSHIPS

To train counseling students that can demonstrate and utilize the characteristics, behaviors, theories, counseling skills, and technology to produce developmentally relevant and culturally sustaining counseling treatment or intervention plans through helping relationships. (CACREP 2024, 3.E)

PO6: GROUP COUNSELING AND GROUP WORK

To train counseling students that can demonstrate and utilize the dynamics, strategies, and conditions associated with effective group work with culturally sustaining and developmentally responsive strategies for designing and facilitating groups. (CACREP 2024, 3.F)

PO7: ASSESSMENT AND DIAGNOSTIC PROCEDURES

To train counseling students that can demonstrate and utilize assessment data to diagnose and treat mental and emotional disorders, including history and potential biases of instruments and culturally sustaining and developmentally appropriate assessment selection, administration, and scoring. (CACREP 2024, 3.G)

PO8: RESEARCH AND PROGRAM EVALUATION

To train counseling students that can demonstrate and utilize evidence-based research, needs assessment, and program evaluation to inform culturally sustaining and developmentally appropriate counseling practice. (CACREP 2024, 3.H)

PO9: CLINICAL MENTAL HEALTH COUNSELING

To train counselors specialized in clinical mental health that can demonstrate their professional identity and roles across a variety of modalities through intake practices, diagnostic criteria, treatment modalities, treatment planning, and client advocacy to assess and develop interventions and track outcomes through culturally sustaining and developmentally appropriate modalities, as well as understand how to navigate regulatory processes and systems of care outside of the immediate counseling relationship. (CACREP 2024, 5.C)

PO10: PROFESSIONAL PRACTICE

To train counselors that can demonstrate, utilize, and integrate knowledge and skills through culturally sustaining and developmentally relevant strategies for best practice and through professional dispositions in supervised practicum and internship experiences. (CACREP 2024, 2.C, 3.A, 3.B, 3.E)

The CMHC program outcomes are continuously reviewed and updated to reflect the knowledge, awareness, skills, experiences, and values necessary for Clinical Mental Health Counselors to excel.

Program Diversity and Inclusion Statement

Eastern Oregon University's Clinical Mental Health Counseling program is committed to recruiting and supporting diversity within the program and the mental health profession. We actively build a community in which dialogue, respect, care, and dignity are at the forefront. Students, faculty, and stakeholders of all ethnicities, genders, gender identities/expansion, faiths, ages, affectional orientations, ability statuses, socioeconomic backgrounds, cultures, regions, and nationalities are welcomed into and celebrated in the EOU CMHC program. We strive to have brave spaces* within our classrooms, mentoring, advising, and counseling sessions.We are actively anti-racist and promote social justice through intentional decolonization of the curriculum. Faculty and students are committed to teaching and upholding culturally sensitive, respectful, and inclusive practices from the classroom to the counseling room.

*Safe Spaces and Brave Spaces: Historical Context and Recommendations for Student Affairs Professionals

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Frequently Asked Questions

Will I need to travel?
You will not need to travel to attend any classes. You will need to travel locally to a clinical site for Practicum, Internship, and Advanced Internship. You will work with the Clinical Placement Coordinator to find a site that meets your needs in terms of travel and time.

Can I hold a job while in this program?
The classes you take are fully online, though some will require synchronous sessions that you will need to be available for each week. Many students do work full or part time during the first year of a counseling program, and some continue to do so during year 2. Working does become more difficult as you enter Clinical Experiences, as you will need to be available a certain number of hours per week for your clinical experience.

How do I obtain a license to practice counseling?

You must first finish a Masters level degree in counseling to apply for a license. After graduation, states require you to register as a licensure intern or associate, during which time you practice under supervision. After completion of your post-graduate supervised hours, successfully pass the licensure exam in your state, and complete any other requirements for your state, you may apply for licensure.

General Policies and Procedures

Admissions Criteria

All applicants must have completed an undergraduate degree in any discipline prior to beginning their first term in the CMHC program. Applicants should submit:

1. An EOU application & application fee
2. Completed essays using program prompts
3. Transcripts & undergraduate GPA, and
4. Three letters of recommendation

All materials must be submitted by the deadline for the term in which the applicant would like to start studies. Timelines for submission can be found here: Admissions Timelines. Letters of recommendation should be professional or academic in nature, and not from family or friends.

Applications will be reviewed and scored by faculty, and applicants that meet review criteria will be moved on to interviews. Interviews will be conducted online either in group or individual format with at least one faculty member. Interviews will then be scored, and applicants notified of the outcome of their interview when the interview process is completed. Graduate level testing (GRE or MAT) is not required for admission.

Eastern Oregon University's Master of Science in Clinical Mental Health Counseling degree does not currently meet the licensure requirements of ***Alabama, Florida, Illinois, Kansas, Missouri, New Jersey, New York, North Carolina, Ohio, Virginia, and Wisconsin.*** At this time, we are not enrolling students that live in or are seeking licensure from these states. We also cannot admit International students residing outside of the United States, due to differences in mental health education and supervision.

Transfer Credit Policy

Requests for courses to be transferred for credit toward a graduate degree are reviewed by the program director upon request by the applicant. Course transfer requests should occur after admission to the program. Such work must represent graduate-level courses relevant to the Master of Science in Clinical Mental Health Counseling at Eastern Oregon University being sought, with course content and level of instruction resulting in applicant competencies at least equivalent to those currently enrolled in the Master of Science in Clinical Mental Health Counseling at Eastern Oregon University.

The Master of Science in Clinical Mental Health Counseling Course Credit Transfer Policy may be applied to applicants who enter the Master of Science in Clinical Mental Health Counseling at Eastern Oregon University having already completed coursework that they believe to be equivalent to required program course.

Note: Requesting transfer course credit means that the course credits will count toward the total degree credit hours.

Applicants seeking transfer credit must provide the following to their academic program:

- Published course description
- Course reading list
- Course requirements, including assignments and grading criteria
- CACREP Standards met in each course (must include year of standards)
- Course Learning Outcomes (when possible, Program Outcomes should be included)
- Information on the types of methods that were used to engage applicants in learning
- Official transcripts noting earned credit for the course.

In addition, the following guidelines apply:

- Coursework must have been completed within the past five (5) years.
- Coursework must have been completed at a regionally accredited institution of higher education.
- Grades earned on transferred work must be equivalent to B or better.
- Skills (individual/group counseling) or field experience (practicum/internship) coursework are not eligible for transfer credit.
- Courses taken on a pass/fail or satisfactory/unsatisfactory basis will not be included in transfer credit.
- Credit hours earned on transferred work will not be greater than the earned credit hours reflected on the official transcript. When necessary, earned credit hours will be converted to quarter credit hours before posting as transferred credit hours.

- The Master of Science in Clinical Mental Health Counseling at Eastern Oregon University does not accept transfer credit for non-credit courses, including courses taken for Continuing Education Units.

- No more than 9 semester hours or 13.5 quarter credit hours of graduate credit may be/will be transferred in to meet the credit hour and course requirements for the Master of Science in Clinical Mental Health Counseling at Eastern Oregon University.

Note: The Master of Science in Clinical Mental Health Counseling at Eastern Oregon University has discretion to allow fewer hours than the maximum allowance.

Elective Transfer Policy

Students may submit a request to their faculty advisor for transfer of credits for elective courses while enrolled in the program. Requests will be considered on a case-by-case basis. Courses must be completed to be considered for transfer and must be graduate level courses from a CACREP accredited counseling program. Elective course transfers are limited to 6 semester credits or 9 quarter credits (2 courses). The request to transfer in elective credits must be made in writing and include syllabi and proof of final grade. The student must have earned a grade of B or better in the course(s) for the courses to be considered for transfer. Course(s) must be completed and the request for transfer consideration submitted at least one term prior to graduation. CMHC faculty advisors will decide if the courses meet EOU CMHC standards for graduate learning and may consult with the Director as needed. Successful completion of the outside course(s) does not guarantee EOU faculty approval for transfer, nor does the EOU CMHC program guarantee that outside electives will count towards licensure. Elective credits cannot be transferred if the student has already transferred in the maximum amount of courses/credits per the Transfer Credit Policy. We urge students to fully explore and discuss outside electives with their faculty advisor to ascertain if there are programmatic electives needed for licensure in the student's state of residence. The faculty advisor will relay the decision to the student within three weeks of submission.

Orientation

A synchronous orientation will be held in the first week of classes as part of the first term course COUN 500 Introduction to Counseling & Ethical Practice. Attendance is required, however if students cannot attend the live orientation, they must review the recording of the orientation, and complete a short quiz based on orientation material. The recording of orientation will be housed within the Canvas course for COUN 500 so that all students may go back to it if they need to review the information throughout the term. Orientation is an opportunity to meet faculty and peers, and will cover the program handbook, students' ethical and professional obligations, personal growth expectations, state and national counseling organizations, and eligibility and requirements for licensure, among other program topics. Orientation is key to successful program completion.

Artificial Intelligence Policy

Eastern Oregon University's Clinical Mental Health Counseling program recognizes the power and potential in Artificial Intelligence to assist in many areas of scholarship represented at the institution. However, AI, like ChatGPT and others, has the potential to be misused and needs careful consideration due to client confidentiality and other aspects of the ACA Code of Ethics.

The American Counseling Association has set forth the following guidelines around student use of AI:

- Transparency: Be transparent about how you are using AI, why you are using it, and how it works, especially when submitting work that may be attributed to you. Be sure to cite

AI contributions in a format that your university or professor has specified. (Hollister, et al., 2019)

- Validate AI Sources and Content: Exercise caution when relying on AI-generated content, as it may introduce biases or produce invalidated outputs (Perkins, 2023). AI-generated content may only sometimes be accurate or reliable, and it is essential to verify the information and ensure that it is properly cited. Additionally, using AI-generated content without being stated clearly and made transparent by students can be considered plagiarism (Perkins, 2023). Using your words and giving credit where credit is due is always important. (Weber-Wulff, 2023)
- AI Writing Tools: Navigating Academic Integrity: AI writing tools can serve as valuable aids in academic writing, helping with structure and ideation. However, it is crucial to ensure originality and properly cite sources in your work to uphold academic integrity (Perkins, 2023). The use of these tools must be balanced with caution against plagiarism and preserving one's personal academic voice.

Therefore, professors may choose to allow students to use AI assistance in some academic assignments and will mark these clearly. Within these assignments, students must submit an adjacent document that outlines how they used AI to contribute to the paper. This should never include idea generation or supporting citations. Should the use of AI violate the ACA AI guidelines, or the program guidelines stated here, professors have the right to ask students to redo the assignment or assign a failing grade and report the student for academic dishonesty. We strongly encourage students to make use of the writing center to grow their academic writing skills.

Professional writing skills are a vital aspect of learning to be a counselor. Students should be aware that using AI with client information, such as clinical notes, treatment plans, and emails may constitute a serious breach of confidentiality. Thus, it is vital that students learn professional writing without the use of AI. Assignments in which AI should not be used include but are not limited to:

- Discussion boards
- Reflection papers
- Skills transcripts and alternative statements

Should students have questions about the use of AI in assignments, they should proactively contact the instructor. In addition, spell and grammar check usage through Microsoft Word or similar software is always allowed.

This policy may change to accommodate university regulations.

Cohort Model and Program of Study

All students enter the program in a cohort, meaning all students that begin the program in the same term are a cohort. Students are admitted in the Fall, Winter, and Spring terms. Courses are

offered prescriptively, in an order that intentionally builds on each other. We highly recommend students take the courses in the order of the cohort model plans for 2 years or 2.5 years to graduation. Students who need or want to deviate from these models must meet with their advisor and create an approved program of study, however prerequisites must still be met. All students must have a program of study on file and should register for courses accordingly.

Oregon Health Authority Requirements for Oregon Students

In order to comply with Oregon Administrative Rules 409-030-0100, all students in Oregon who complete clinical experiences as part of their training must meet a set of requirements prior to starting their clinical experiences. These requirements include gathering and uploading immunization records, completing a TB screen, drug screen, and background check, and completing training in CPR, bloodborne pathogens, and OSHA safety measures.

Our program contracts with a vendor called Castlebranch to facilitate this process and collect this information securely. Each student entering the program **Fall 2025 and after** will need to create a Castlebranch account and submit all required items before they can enroll in CMHC 650: Practicum. For detailed information about this requirement, please see the CMHC OHA Requirements document.

It is the responsibility of the student to purchase the correct Castlebranch packages and complete the necessary requirements.

Note: Students entering the program prior to Fall 2025 are also required to meet the OHA requirements before starting practicum and have the option to use the Castlebranch service.

Expectations of Students

It is the responsibility of every student to understand the expectations of the university and degree program.

Matriculation and Academic Standing

Students may matriculate into the CMHC program in Fall, Winter, or Spring terms once an offer of admission is made and accepted. Ongoing matriculation is dependent on the following:

- Students must complete 58.5 quarter credits of required core counseling coursework, 22.5 quarter credits of required CMHC coursework, and 9 quarter credits of electives to complete the 90 quarter credit degree.Students must maintain an overall program GPA of 3.0 or better
- Students must maintain a grade of a B- or above in core courses, and Practicum, Internship, and Advanced Internship courses
- Students must meet the program attendance expectations as outlined in the handbook
- Students must meet all criteria for program retention and completion

- Students must earn satisfactory or above on all Student Continual Academic and Professionalism Evaluations (SCAPE) or successful completion of remediation
- Students must complete all COUN courses prior to entering CMHC 650 Practicum
- Students must successfully complete all capstone graduation requirements

Students making less than a B- in any course will be required to retake the course the next term that it is offered, and based on consultation with faculty, may be prevented from moving forward in the program until the course(s), with less than a B-, are successfully completed with a grade of a B or greater.

- If a student has the need to retake a course, because they made less than a B- in the course, they will only be allowed to retake the course once.
- Students may only make two (2) Cs or lower in the program and subsequently be allowed to retake each course once.
- If upon retake, of up to two (2) courses in which a C or lower was made, each course grade remains a C or less, the student will be dismissed from the program.

Registering for Classes

Students are responsible for self-registering for courses every term in alignment with their program of study and with advice from their faculty advisor. Practicum and Internship courses must be approved by the Clinical Placement Coordinator, and a registration override will be provided for registering for these classes as needed.

Advising and Program of Study

Faculty advisors will be assigned to students within two weeks of beginning the program. Students should expect emails at least once per term from their faculty advisor, and attend either group or individual advising sessions offered by their advisor as needed. Students are expected to follow their plan of study on file. Any student deviating from that sequence must discuss changes with their faculty advisor and receive written approval and a revised plan of study. Students who wish to take an overload of classes must also have this approved by their faculty advisor and the program director. Choosing electives should be done in conversation with your advisor and in accordance with the student's state requirements for licensure. A total of 90 quarter credit hours are required to complete the program.

Faculty advisors serve the purpose of advising on degree requirements and progress, academic and career advising, and can provide assistance in finding professional counseling referrals. Faculty advisors are not responsible for financial aid advisement. While advisors are available to assist students in academic planning, it is ultimately the student's responsibility to make sure all program requirements are met.

Student Responsibility to Advise in Event of Arrest

If at any time, students are arrested, charged, or convicted of a crime the student must notify their faculty advisor and the program director within 10 business days of the event. These events may impact the ability of the student to find a practicum and internship site, attain licensure in their state, or continue in the counseling program. In addition, all students are subject to a background check either upon entry to the program or prior to practicum and should advise their faculty advisor and the practicum and internship coordinator if they are unsure if a background check will disqualify them for licensure or attain a practicum and internship site. Students with convictions prior to beginning the program must contact the licensure board in their state of residence to seek information on eligibility for licensure and provide this communication to their faculty advisor.

Course Attendance & Communication

Students are required to meet the federal requirements for time on task per the federal definition of the credit hour. Students must log in to the course site multiple times each week and submit all required assignments. It is the responsibility of each student to fully understand the participation policies and procedures for every course in which the student is enrolled. Attendance policies are determined by individual course faculty and instructors. Please refer to course syllabi for course specific attendance expectations. For synchronous Zoom classes, cameras should be on unless specified by the instructor. It is important to note that attendance and participation in synchronous courses is required to successfully complete the program.
EOU respects student religious observances. In a fully online environment, you are responsible for communicating your inability to fully participate to the instructor, and make a plan for missed content and assignments.

For the CMHC program, students should expect 4.5 hours per week in content coverage and up to 9 hours per week of work per course, on average. This will vary some per course depending on the content and level of course in the curriculum. Students should expect to schedule more time for advanced courses.

Synchronous class meetings are required. Students who do not attend required synchronous meetings earn an Incomplete in the course and the final grade will be adjusted once the synchronous classes are completed.

All students should communicate with professors through either their EOU email address and/or CANVAS. Email should be checked regularly and responded to in a timely manner. Email and CANVAS communications are expected to be professional and courteous at all times. In addition, all students are responsible for advising the program, via the program administrative specialist, of name changes, address changes, or any other changes to status so that their information can be updated in the university system.

Writing Expectations and Support

All papers written within the CMHC program should follow the most up to date guidelines of the American Psychological Association (APA) writing style. Papers should be original and will be checked for plagiarism through TurnItIn on Canvas. Plagiarism may result in academic probation or dismissal. You may not misrepresent someone else's work as your own on any assignments, quizzes, tests, or course work. This includes the use of AI-powered language generators such as ChatGPT as outlined in the CMHC AI Policy. The use of such technology to complete assignments is considered cheating. Resources for APA writing include:

- Publication Manual of the American Psychological Association, 7th Ed. (https://apastyle.apa.org/products/publication-manual-7th-edition)
- APA OWL, Purdue Writing Lab website: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
- EOU Writing Center: https://www.eou.edu/writing-center/

Reflection and Personal Growth as Part of the Program

Aspiring CMH counselors should view personal growth as a mandate during and after their graduate education. Listening to and applying feedback, reflecting on internal and external processes, and growing from feedback and reflection are a vital part of being in a counselor education program and learning to be a professional counselor. Thus, faculty expect students to fully commit to reflective practice in and outside of the classroom, remain open to feedback, and tolerate the ambiguity of personal growth. It is ethically imperative that counseling students be willing to reflect in the manner of which they would ask their clients to in a counseling session. Within the classroom, this will mean examining your own values and perspectives, interrogating your biases and exploring their origins, seeking feedback on how to reduce implicit biases and beliefs, and learning from people who are different from you, among others. The amount to which you share your reflections and growth with peers and faculty should be within professional boundaries, but active within your own growth space. This may mean personal journaling outside of course assignments, joining a professional development space for new counselors, mentoring, and seeking your own therapy. Resources for personal therapy are listed in this handbook, in the Resources section.

Required Skills and Competencies

It is necessary for successful completion of the program that all students have access to a computer and the internet. For synchronous components of courses, students will also need a webcam (built into many computers now, but not guaranteed), microphone (also built into many computers now, but not guaranteed), and headphones for courses in which confidential client information is discussed. Students must be familiar with their computer or device, its programs and operating system, be able to send messages to their instructor, upload attachments, post assignments, communicate with other students, and navigate the course site. Students should retain and organize copies of all coursework on a backup device or cloud storage program. Accessing and maintaining these resources is the responsibility of the student. An orientation to online learning and Canvas is located in this document in Appendix B.

Technology Skills Needed to Complete the Program

- Knowledge of basic computer terminology, such as browser, operating system, application, software, files, documents, icon, etc.
- Understanding of basic computer hardware and software with the ability to perform computer operations, such as:
    - Using keyboard and mouse
    - Managing files and folders: save, name, copy, move, backup, rename, delete, check properties
    - Software installation, security, and virus protection
    - Using software applications, such as Word, PowerPoint, Excel, email
    - Knowledge of copying and pasting, spell-checking, saving files in different formats
    - Uploading and downloading attachments
- Internet skills (connecting, accessing sites, using browsers)
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers
- Perform online research using various search engines and library databases
- Create online accounts
- Create and share digital recordings within program parameters

Software Used by the Program

All students have access free of charge to software through EOU and their EOU login. The My EOU Portal is an easy way to search for applications, and can be found here: portal. Software such as Microsoft Office, Adobe, Clio Interlibrary Loan, and Zoom can be found in the portal, as well as many others.

The CMHC program also uses a software product called Supervision Assist. This product allows students to record and store live and simulated counseling sessions, provides assistance with clinical site placement, collects practicum/internship applications and MOU's, stores counseling logs for easy review and approval, and houses sharable site evaluations. Students will use Supervision Assist in various classes throughout the program and will have access to the product post graduation. Access to Supervision Assist is provided when students register for COUN 530, during the second term of enrollment, with the cost of the software covered by a student fee.

Counseling Skills and Competencies

Required skills and competencies are laid out in each course, and evaluated overall through the CMHC SCAPE assessment, completed after one term in the program, and then annually. Required skills include but are not limited to basic counseling skills of active listening, paraphrasing, reflecting feeling, reflecting meaning, summarizing, case conceptualization through a theoretical lens, and group counseling skills. Required professional competencies and dispositions are laid out in the SCAPE. In general, students aspiring to be counselors are expected to be concerned for other people, to be psychologically stable to treat clients, capable of effective interpersonal relationships, and to be able to listen to and apply feedback. All students

and faculty are required to adhere to the professional ethical standards per the American Counseling Association (ACA, 2014): 2014-code-of-ethics-finaladdress.pdf . The CMHC SCAPE Counseling Skills assessment can be viewed in Appendix A.

Recording of Classes

Recording any academic meeting or class without the instructor's consent is prohibited. Recording without consent will result in immediate remediation or dismissal. Students may seek recording as an accommodation through EOU Disability Services.

Student Evaluation of Faculty

Students provide feedback to professors and the program through various forms. Every term, students are given the opportunity to provide anonymous feedback to their professor through the course evaluation system. In addition, faculty will often ask for informal feedback throughout the term. Instructors review course feedback and discuss areas of growth with the program director.

Professional Organizations and Associations

It is vital for counselors and counselors in training to be actively involved in professional development. As the field grows and changes, the closest link a counselor can have to these changes is through a membership to a professional organization. As a hopeful LPC or LMHC, memberships to the American Counseling Association (ACA) and/or the American Mental Health Counselors Association (AMHCA) provide opportunities for professional development through journals, newsletters, webinars, and conferences, and create a network of professional peers. State professional organizations are also wonderful resources for local networking and professional development.

All students must attain a membership in a professional national or state organization before beginning clinical experiences and enrolling in CMHC 650 Practicum. Many professional organizations offer free or low cost liability insurance for students. Proof of membership can be submitted as a membership card or email, and will be submitted in the CMHC 650 Practicum course. Students are encouraged to use the benefits of their membership, such as webinars for professional development and learning, access to journals and newsletters, and discounted or free liability insurance.

American Counseling Association website: www.counseling.org

American Mental Health Counselors Association website: www.amhca.org/home

Oregon Counseling Association website: https://or-counseling.org/

Student Continual Academic and Professional Evaluation (SCAPE)

Students are evaluated both academically and professionally at multiple points throughout the program, in accordance with best practices in the field of counselor education. The form used for this evaluation is the CMHC Student Continual Academic and Professional Evaluation (SCAPE), and can be found in Appendix A of this handbook. Evaluations are couched within courses at the end of the first term, and in 2-3 term intervals through graduation. While the evaluation is situated within a course enrollment, evaluation is across courses and communications with instructors, faculty, advisors, program administration, and peers. Courses which include a student's CMHC SCAPE General Academics and Dispositions evaluation are as follows:

COUN 500 Introduction to Counseling and Ethics
COUN 560 Career Development and Counseling
CMHC 650 CMHC Practicum
CMHC 670 CMHC Advanced Internship

Students are expected to earn a 3/Satisfactory or above on 90% of SCAPE dispositions at any point in the program, based on developmentally appropriate evaluation. Students with minor deficiencies as shown less than the "Satisfactory" rating will meet with their advisor to create a personal improvement plan (PIP) and timeline based on the criteria the student did not meet. The faculty advisor will review the student's progress on the PIP throughout the timeline, and deem the student to be successful in earning a Satisfactory rating on all SCAPE criteria, or if the student is not rated satisfactory, refer to the program director for a full remediation committee. Students with major deficiencies, as shown in the number of standards rated below satisfactory or the severity of infraction, will constitute convening of a remediation committee of at least two core faculty to meet with the student, and create and follow a PIP for the student. The remediation committee will review the student's progress on the PIP throughout the timeline, and deem the student to be successful in earning a Satisfactory rating on all SCAPE criteria, or if the student is not rated satisfactory, recommend for continued remediation or dismissal.

Should a student concern arise in-between scheduled ratings or due to extenuating circumstances involving academics or behaviors measured on the SCAPE, the faculty member(s) who have the concern may meet with the director to discuss their concerns, assess the student using the SCAPE. Based on faculty and the director's consensus, the student will either meet with the faculty reviewer or a full remediation committee.
Students and faculty are expected to consider all interactions within the program as professional, and to act accordingly. All program stakeholders should communicate respectfully and follow ethical guidelines. All professional counselors are held to the ethical standards put forth by the American Counseling Association: 2014-code-of-ethics-finaladdress.pdf (ACA, 2014).

Key Performance Indicators

Key Performance Indicators, or KPIs, are a way to track progress over time in learning the foundational concepts of mental health counseling. KPIs can be found in each syllabus highlighted in blue in the Assignment section of the syllabus, and at the end of each syllabus with their accompanying rubric. Students are advised to take these rubrics into account when preparing KPI related assignments.

Students KPIs are measured three times across courses and scored developmentally. Students are expected to earn a (2) Developing the first time the KPI is assessed. If a student does not earn at least a (2) in the first assessment, the professor will offer feedback and request the student redo either the entire assignment or the portion of the assignment that assesses the KPI. Once completed, the professor will rescore the assignment only for the KPI rating, not grade. If the KPI is scored higher, the new score will be entered. If the student does not score higher, they will be placed on a Personal Improvement Plan overseen by their academic advisor to assist them in preparing to succeed the next time the KPI is measured.
The second and third times a KPI is measured, students are expected to earn a (3) Satisfactory, or above, either in the second or third assessment in order to qualify for graduation. If the student does not pass the KPI assessment the second time it is assessed, the instructor may offer a redo of the assignment and follow the procedures described above. Should the student decline the redo of the assignment or not earn a (3) or above on the redo of the assignment, they will be placed on a Personal Improvement Plan overseen by their advisor to assist the student towards success during the third and final KPI assessment.

A full table of all program KPIs can be found in the EOU CMHC Comprehensive Assessment Plan, available upon request from the program director.

Capstone and Graduation

The CMHC Program at EOU requires two assignments as the Capstone, or exit exam, for the program: a Professional Development Planning Portfolio and the Counselor Education Comprehensive Exam.

Professional Development Planning Portfolio

Each student must submit a Professional Development Planning Portfolio during CMHC 670: Advanced Internship. This portfolio serves as a representation of the student's growth in knowledge of what it means to be a professional counselor. The portfolio also serves to document the student's understanding of the counseling profession, as well as counseling theories and practices. As a testament to the student's skill development, proficiency, and identity as a clinical mental health counselor, the portfolio encourages the student to reflect on the course materials presented and helps the student integrate those experiences into their developing

counselor identity. It is a snapshot of the personal and professional journey to becoming a graduate of the CMHC program. Portfolio assignments are built into coursework and designated as such on syllabi.

All documents required for the Professional Development Planning Portfolio should be uploaded through the E-Portfolio function housed within CANVAS. It is recommended that students create their portfolio shell during their first term and upload the required assignments as they move through the program. The finished Professional Development Planning Portfolio will be submitted during CMHC 670: Advanced Internship.

Please include the following items in your portfolio, and note the original course(s) in which the assignments were completed.

Assignment	Course(s)
Self Care Plan- Final Version	COUN 500, CMHC 630, CMHC 660 (final version)
Counselor Licensure Requirements Paper (include continuing education and license maintenance) **note updates if your planned place of residence has changed*	CMHC 630
Professional Engagement: Revisit your discussion post from COUN 500 and write one (1) paragraph on what organizations you joined and how you engaged with their content. (Week 2 Discussion)	COUN 500 Discussion post
Connecting Specialty Area Development: Revisit your discussion post from COUN 560 and update it to include how you have used what you learned in COUN 560 with clients. (Week 11 Discussion)	COUN 560 Discussion post
A Day in the Life: Learning from Counselors	COUN 500
Professional Advocacy Project	CMHC 630
Personal Theory of Practice: Update this assignment from COUN 540 to include developmental theory, couples and family theories, and give specific examples of applying your theory to your clients. This section should be 2-4 pages.	COUN 540
Portfolio Reflection: After compiling your portfolio, please write a 5-7 page paper addressing how you have grown/changed throughout your time in the CMHC program. Some areas to consider are: ● Ideas, skills, theories, perceptions you brought with you into the program about counseling ● Explore what changed in your understanding of counseling ● Share new perspectives you now have about the counseling profession and process ● Share information you learned that was new, different, and surprising ● Describe your understanding of the role the counselor plays in helping clients more toward better mental health ● Explore what you learned about yourself and others ● Explore your personal strengths, areas where you have grown, and areas for future growth	CMHC 670

Please note: EXTENSIONS AND LATE TURN INS ARE NOT ALLOWED FOR THIS ASSIGNMENT, GIVEN IT MUST BE GRADED PRIOR TO APPROVAL FOR GRADUATION.

Creating Your ePortfolio in Canvas

1. Log into CANVAS
2. Click on <Account> then <ePortfolios> then <Create an ePortfolio>.
3. Name the ePortfolio (ex. Professional Development Planning Portfolio- Your Name) and click <Make ePortfolio>.
4. Review the Getting Started Wizard.
5. Organize the ePortfolio according to the assignment titles listed above (ex. Self-Care Plan, Counselor Licensure Requirements Paper, etc.) Create sections for each assignment by clicking the <Organize Sections> button, and <Add Section>. Click <Done Editing> when finished.
6. Once the sections are added, attach your completed assignments as you go throughout your courses. Assignments required for the portfolio will be demarcated in your course syllabi.
7. To add an assignment to the portfolio, click the section heading matching the assignment, click <Edit this Page> and name the new page in the Page Name box. Include the course number in the page name. Next, choose between course submission or image/file upload. Select <Preview> to view the uploaded file, then <Save Page>.
8. To retrieve assignments from previous courses, please see https://community.canvaslms.com/t5/Student-Guide/How-do-I-retrieve-assignments-from-previous-courses-in-my/ta-p/296
9. To download the content of your ePortfolio to a zip file, please see https://community.canvaslms.com/t5/Student-Guide/How-do-I-download-the-contents-of-my-ePortfolio-as-a-student/ta-p/317
10. To share your portfolio with your instructor, copy the link on your ePortfolio dashboard and share the link with your instructor.

Counselor Education Comprehensive Examination (CECE)

The Counselor Education Comprehensive Examination (CECE) is an exit exam that is designed to help test-takers synthesize their learning about counseling and to ensure that students have a thorough understanding of professional attitudes, skills, and knowledge related to the eight (8) common–core areas defined by CACREP Standards for Preparation. The exit exam is also used to assess counseling curriculum strengths and opportunities for improvement. This is a 3.5 hour timed exam that will be administered in **CMHC 660: Internship via Zoom and CANVAS. The test is scheduled for Friday of Week 7 unless impacted by a holiday or other university closure.**

The CECE is a norm referenced exam so pass rates will vary each administration based on national scores. Should a student fail in their first attempt, a second attempt is allowed prior to graduation. To prepare for the second attempt, students will meet with their advisor to prepare a

Personal Improvement Plan including identifying strengths and areas for growth and plans to prepare for the second testing. Successful completion of the PIP is passing the second testing of the CECE. Should a student not pass on the second testing attempt, they will not have passed their PIP and the ongoing PIP will include enrolling in CMHC 680 the following term to more closely remediate areas of weakness, and the student may retest once the advisor and the instructor deem they are ready to do so. Students who do not pass on the third attempt will be referred to the STMHS Dean and CMHC Director.

This test does not allow notes or open books, and will be proctored by a CMHC or EOU faculty member.

While CECE does not offer an official study guide, there is a list of textbook resources frequently used in CACREP-accredited counselor preparation programs. The list of resources can be found in the CPCE Textbook Guide.

Other study guide resources include:

1. Erford, B. T., Hays, D. G., & Crockett, S. (2020). Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination (3rd ed). Columbus, OH: Pearson Merrill Prentice Hall. (ISBN: 978-0135192450)

2. Helwig, A. A. (2021). Study guide for the National Counselor Examination and CPCE (Counselor Preparation Comprehensive Examination) (9th ed.). Denver, CO: Author. (ISBN 9780964837799); also available at https://www.counselorprep.com/national-counselor-examination-study-guide/)

3. Rosenthal, H. (2017). Encyclopedia of counseling: Master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination (4th ed.). New York, NY: Routledge – Taylor and Francis Group. (ISBN 978-1138942653; also available at www.howardrosenthal.com)

More Resources:
https://nbcc.org/exams/examprep
https://www.pocketprep.com/exams/nbcc-nce/

In addition, students must have completed all of the required 90 quarter credit hours to graduate. Students must apply for graduation by the graduation deadline set by the university. Information on graduation timelines can be found here: Graduation and commencement | EOU Registrar

Expedited Degree Conferral

For expedited degree conferral, students who need a transcript showing their degree has been awarded can place a transcript order and select “hold for degree.” This will add students to the

priority awarding list, and degrees are typically posted and transcripts released within the first day or two of awarding.

Grievances, Appeals, and Due Process

All students and faculty shall follow the EOU procedure for addressing concerns and/or grievances: https://www.eou.edu/student-affairs/grievance/ . The student grievance flow chart provided by EOU Student Affairs can be found in Appendix D.
The informal process, as outlined by the university is as follows:

- When able, the student or faculty member with a concern or grievance (complainant) should first address the faculty or peer with which they have a concern (respondent). This may be reported to Student Affairs by the complainant or the respondent as an attempt at informal resolution.
- If the student or faculty cannot agree to resolution regarding the concern, the student or faculty member may meet with the Program Director. Consultation with the Program Director should take place no later than 30 days following the alleged incident or concern. The Director will listen to the complainant and the respondent, and shall attempt to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) via their EOU email address within fifteen (15) work days of receiving the complaint.The Director will communicate with Student Affairs about the continuation of attempting informal resolution.
- Student Affairs can be contacted to assist in this informal process at the complainant or respondent.

The formal process as outlined by the university is as follows:

- If the complainant is not satisfied with the Director's recommendation, they may proceed with filing a formal complaint with EOU's Student Affairs (see link above). Student Affairs will work with the complainant to ascertain the nature of the concern (non-academic, academic, or graduation requirements/academic program or suspension).
- For more information on Academic Grievances, see next section.
- For more information on Non-Academic Grievances, see the section entitled "Student Retention, Remediation, Dismissal, and Appeal (Non-Academic) below.

Student Retention, Remediation, Dismissal, & Appeal Policy (Academic)

Students are expected to follow the guidelines for each assignment laid out by faculty and follow the EOU honor code, including lack of plagiarism. Should a concern arise about academic integrity, the complainant should first address the concern with the respondent. Instructors should provide reasonable feedback, and if an academic error has not occurred before, allow the student to re-submit the assignment with the specific feedback.

For informal academic related complaints in which a resolution cannot be reached between the complainant and respondent, the student may appeal the instructor's decision to the program director. Per the EOU Student Affairs policy on Grievances, "Given the nature of complaints covered by this procedure, it is expected that in all but the most unusual circumstances, students

will first address the issue with the faculty/instructor. In the event this is not feasible, or the student and faculty/instructor have not resolved the issue, the student will contact the program director within ninety (90) work days after the alleged issue. The program director receiving the complaint shall attempt to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) via their EOU email addresses within fifteen (15) work days of receiving the complaint.

Should the student not find the Program Director's recommendation satisfactory, they may file an academic grievance with Student Affairs. This formal complaint will be sent to the College Dean, who will have 15 work days to respond.

If the grievant(s) wishes to appeal the grievance decision, the student must submit an appeal to the University Grievance Committee along with the college dean's, or designee's, written response to previous resolution attempts no later than ten (10) work days of receiving the decision, or if no decision was issued, no later than ten (10) work days after the applicable decision deadline. To file an appeal, the student must submit a completed appeal form to the University Grievance Committee chair. The appeal will be reviewed within fifteen (15) work days of receipt. The Committee will notify the complainant(s), respondent(s) and appropriate college, dean, director, administrator, or designee of the University Grievance Committee's decision, in writing via their EOU email addresses, within ten (10) work days of their decision.

An appeal must be in writing and contain:

1. The appellant(s)'s name, student identification number, and contact information, including email address
2. A detailed description of the nature of the appeal
3. A copy of the findings of the complaint review/hearing and supporting documents
4. The specific grounds supporting the appeal. This must be one of the criteria listed in Section IV (A), above.
5. A detailed description of the relief sought
6. Signature of appellant(s)
7. Date of grievance submission

For full guidelines on the grievance procedure, visit:
https://www.eou.edu/student-affairs/grievance/

Students making less than a B- in any course will be required to retake the course the next term that it is offered, and based on consultation with faculty, may be prevented from moving forward in the program until the course(s), with less than a B-, are successfully completed with a grade of a B or greater.

- If a student has the need to retake a course, because they made less than a B- in the course, they will only be allowed to retake the course once.
- Students may only make two (2) Cs or lower in the program and subsequently be allowed to retake each course once.

- If upon retake, of up to two (2) courses in which a C or lower was made, each course grade remains a C or less, the student will be dismissed from the program.

Student Retention, Remediation, Dismissal, & Appeal Policy (Non-Academic)

Students are evaluated using the CMHC SCAPE (see Appendix A) on both academics and professional dispositions, as mandated by the professional field of counselor education. Evaluations are couched within courses at the end of the first term, and in 2-3 term intervals through graduation. While the evaluation is situated within a course enrollment, evaluation is across courses and communications with instructors, faculty, advisors, program administration, and peers. Courses which include a student's CMHC SCAPE General Academic Skills and Professional Dispositions evaluation are as follows:

COUN 500 Introduction to Counseling and Ethics
COUN 560 Career Development and Counseling
COUN 650 CMHC Practicum
CMHC 670 CMHC Advanced Internship

Should a student not meet "satisfactory" standards on the professional dispositions portion of the CMHC SCAPE, two outcomes are available: the student's advisor may meet with the student to begin a mutually agreed upon Personal Improvement Plan (PIP) to be tracked by the faculty advisor through informal remediation, or a formal remediation plan with a faculty committee will be established. All remediation plans, informal or formal, will be documented and saved in the student's university file. ***There may be cases where the critical nature of the issue is not one in which resolution or remediation can occur and will lead to dismissal.***

Students with minor deficiencies as shown less than the "satisfactory" rating will meet with their advisor to create an informal remediation plan that includes a personal improvement plan (PIP) and timeline, based on the criteria the student did not meet. The faculty advisor will review the student's progress on the PIP throughout the timeline, and deem the student to be successful in earning a Satisfactory rating on all SCAPE criteria, or if the student is not rated satisfactory, refer to the program director for a full remediation committee. Students with major deficiencies, as shown in the number of standards rated below satisfactory or the severity of infraction, will constitute convening of a formal remediation committee of at least two core faculty to meet with the student, and create and follow a PIP for the student. The remediation committee will review the student's progress on the PIP throughout the timeline, and deem the student to be successful in earning a Satisfactory rating on all SCAPE criteria, or if the student is not rated satisfactory, recommend for continued remediation or dismissal.

Should a student concern arise in-between scheduled ratings or due to extenuating circumstances involving academics or behaviors measured on the SCAPE, the faculty member(s) who has the concern may meet with the director to discuss their concerns, and assess the student using the SCAPE. Based on faculty and the director's consensus, the student will either meet with the

faculty reviewer or a full remediation committee. Subsequent to the decision for an informal or formal remediation, the faculty and student will follow the steps outlined above.

Admission to the program does not guarantee fitness to remain in the program. In addition, a SCAPE review may be initiated on any student at any time if a faculty member, staff, course instructor, program advisor or field supervisor believes the student has displayed behavior which suggests the student does not possess sufficient competency on one or more SCAPE criteria.

Students and faculty are expected to consider all interactions within the program as professional, and to act accordingly. All program stakeholders should communicate respectfully and follow ethical guidelines. All professional counselors are held to the ethical standards put forth by the American Counseling Association: 2014-code-of-ethics-finaladdress.pdf (ACA, 2014).

Students will be given ample time and support to complete the informal or formal PIP. Should the student be found to not have successfully completed the PIP, the student may be recommended for further remediation, or dismissal from the program. Steps for informal and formal remediation are outlined in Appendix E.

Should the student disagree with the recommendation of the remediation committee, they may appeal the decision by submitting a grievance petition form to the Program Director within 30 days of the remediation committee's recommendation. The director, administrator, or designee receiving the written grievance shall attempt to resolve the matter and is required to report the decision, in writing, to the complainant(s) and respondent(s) via their EOU email addresses within fifteen (15) work days of receiving the grievance petition. If the grievant(s) wishes to appeal the grievance decision, the student must submit an appeal to the University Grievance Committee along with the director's, administrator's, or designee's written response to previous resolution attempts within ten (10) work days of receiving the decision, or if no decision was issued, no later than ten (10) work days after the applicable decision deadline.

For full guidelines on the grievance procedure, visit:
https://www.eou.edu/student-affairs/grievance/

General Policies and Procedures for Clinical Experiences

Please note that this is an overview of the policies and procedures for Practicum and Internship courses. Please refer to the EOU Student Practicum and Internship Manual for more in-depth information.

Description

The Practicum and Internship experiences are designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. They build on the foundation provided by academic and experiential coursework, life experiences, and personal values. Practicum and Internship further allow students to develop a meaningful framework for

the application of counseling skills under the supervision of an experienced professional counselor, known as the site supervisor, and the university. While some observation and co-counseling may take place in the beginning of practicum, particularly as the site supervisor sees fit, counselors-in-training are also expected to work independently by the time they reach the first internship course.

Planning for the clinical experience sequence is important. Those working full time and/or with care-giver duties, should plan early. The practicum and internship experience will require a time commitment of a minimum of 9-10 hours a week for Practicum and a minimum of 30 hours a week for each of the two internship courses. Those needing to decrease the amount of time spent on site in Internship can spread the experience over three internship courses instead of two with the approval of the Clinical Placement Coordinator.

Preparing for the Clinical Experiences

Students following the cohort model will enter into the first clinical sequence course, Practicum, during their sixth term in the program. All core coursework must be completed before entering the Practicum course (please see Appendix C for a list of required core courses that must be completed before Practicum). The immediate prerequisite for the CMHC 650: Clinical Mental Health Practicum is CMHC 620: Group Counseling Theories and Models: Residency II.

Prior to enrolling in the Practicum course, students are required to:

1) **Two Terms Before Entering Practicum:** Students must meet one on one with the Clinical Placement Coordinator to review the requirements, discuss site placement options, and receive and review the Practicum and Internship Application.

2) **The Term Before Entering Practicum:** Submit the Practicum and Internship Application which includes:

   a. The professional liability insurance form with a copy of the insurance certificate;

   b. EOU Practicum and Internship Site MOU form;

   c. Crisis Management Plan; and

   d. a signed form that the student has read the 2014 ACA Code of Ethics and will adhere to this code during the practicum and internship experience.

3) Students must complete all COUN courses prior to entering Practicum.

4) Gain approval from the Clinical Placement Coordinator to enroll in the Practicum course. Approval is granted after the Practicum and Internship Application has been reviewed.

5) **Oregon Students**: Complete and submit the OHA OAR requirements.

***Note**: If a new site is established for the internship or a student retains an additional site, all documents that were required for the practicum will need to be re-submitted and approved by the Clinical Placement Coordinator.

General Requirements for Practicum

During Practicum (CMHC 650), students apply their basic counseling skills to work with clients in the community and learn about the daily roles of professional counselors. Practicum students are supervised by experienced, fully licensed counseling professionals.

During this course, students complete 100 hours of supervised counseling experience in an approved setting, receive one (1) hour of supervision each week from a site supervisor, attend weekly university group supervision meetings, and complete course assignments. At least 40 of the 100 hours must consist of direct contact with clients. The rest may be non-contact hours or indirect hours. Information on direct versus indirect hours can be found in the Practicum and Internship Manual.

Besides the hours gained at the Practicum site, the Practicum course also consists of:

1) Participation in weekly group supervision meetings (2 hours/week).
2) Development of learning objectives and update of the self-care plan.
3) Creation of a personal informed consent form.
4) Submission of proof of membership in a professional counseling organization.
5) Submission of a video recording of a client session and self-evaluation.
6) Presentation of a client case with video recording and transcript.
7) Submission of weekly counseling logs.
8) End of term reflection paper.
9) Submission of site supervisor evaluations, evaluations of the site and site supervisor, and university supervisor/instructor evaluations.

Grades for Practicum are based on the points earned for group supervision attendance, assignment submissions, and the completion of clinical hours. Any grade below a B- will require the student to re-enroll in Practicum. Students who are making satisfactory progress in the course by submitting the required assignments but have not completed their clinical counseling hours because of unforeseen or circumstances beyond their control, will be given an Incomplete

(I) and must complete the needed hours before they can enroll in CMHC 660: Internship. In some cases, a student may be completing class assignments and accruing sufficient clinical hours but may need additional experience and chances for growth, based on documented feedback from the site supervisor and/or the university instructor. In situations such as these, a faculty committee may decide that the student should repeat the Practicum course. For more information regarding this, please see the Remediation policy located elsewhere in this document.

General Requirements for Internship and Advanced Internship

The internship experience consists of two courses: Clinical Mental Health Counseling Internship (CMHC 660) and Clinical Mental Health Counseling Advanced Internship (CMHC 670). During these classes, students continue to develop and integrate skills in work with clients under the supervision of a fully licensed counseling professional.

During each of these courses, students complete a minimum of 300 hours of supervised counseling experience per term in a counseling setting (120 direct client service and 180 indirect client service; 600 hours total for both courses), receive one (1) hour of supervision from a site supervisor each week, attend weekly group supervision meetings with their university supervisor and classmates, and complete course assignments. Successfully completing CMHC 650: Clinical Mental Health Practicum is a prerequisite for CMHC 660: Clinical Mental Health Internship. Similarly, successful completion of CMHC 660 is a prerequisite for CMHC 670: Clinical Mental Health Advanced Internship.

Besides the hours gained at the Internship site, the CMHC 660 and CMHC 670 courses also consist of:

1) Participation in weekly group supervision meetings (2 hours/week).

2) Development of learning objectives and update of the self-care plan.

3) Presentation of a client case with video recording and faculty evaluation. A session transcript required for CMHC 660.

4) Submission of weekly counseling logs and final log

5) End of term reflection paper.

6) Submission of site supervisor evaluations, evaluations of the site and site supervisor, and university supervisor/instructor evaluations.

7) Professional Development Planning Portfolio: Capstone Requirement (CMHC 670)

Grades for Internship and Advanced Internship are based on the points earned for group supervision attendance, assignment submissions, and the completion of clinical hours. Any grade below a B- will require the student to re-enroll in the respective internship course. Students who

are making satisfactory progress in an internship course by submitting the required assignments but have not completed their clinical counseling hours, will be given an Incomplete (I) and must complete the needed hours before they can enroll in Advanced Internship or graduate.

In some cases, a student may be completing class assignments and accruing sufficient clinical hours but may need additional experience and chances for growth, based on documented feedback from the site supervisor and/or the university instructor. In situations such as these, a faculty committee may decide that the student should repeat the respective internship course. For more information regarding this, please see the Remediation policy located elsewhere in this document.

Expectations and Advancement through Clinical Courses

Unless under approved circumstances, **students are expected to begin work at their sites from the first day of the term until the last day of the term, even if clinical hours are completed before the end of the term**. Leaving a site prior to the end of term **without proper approval** may result in disciplinary action including receiving a failing grade for the clinical experience.

For more information regarding the distribution of contact hours (Direct vs. Indirect) and tips on gaining direct hours, please see the Required Hours and State Requirements chart below.

Grades for Practicum, Internship and Advanced Internship are based on the points earned for group supervision attendance, assignment submissions, and the completion of clinical hours. Any grade below a B- will require the student to re-enroll in the respective course.

Students are allowed to make up missing clinical hours by working for one week past the end of the academic term and one week prior to the start of a new academic term. In order to do this, students must have approval from their site supervisors and receive individual supervision at their sites.

Clinical hours do not carry over from CMHC 650: Practicum to CMHC 660: Internship. Extra hours earned in CMHC 660: Internship can be carried over to CMHC 670: Advanced Internship.

Students who are not able to complete all their hours in CMHC 660 and CMHC 670 will need to enroll in CMHC 680: Advanced Internship II to complete the required hours.

Students who choose to discontinue working at their sites during or before the end of any given course term will need to drop the prospective course and re-enroll in the course when it is next offered. Leaving a site during a term, even with instructor and practicum/internship coordinator approval, is highly discouraged and can result in the loss of the site opportunity, loss of hours, and a grade below a B- if other course requirements besides hours are not met. Please consult with your faculty instructor as soon as concerns arise to avoid this occurrence.

In some cases, a student may be completing class assignments and accruing sufficient clinical hours but may need additional experience and chances for growth, based on documented

feedback from the site supervisor and/or the university instructor. In situations such as these, a faculty committee may decide that the student should repeat the respective clinical course. For more information regarding this, please see the Grievances, Appeals, and Due Process section above.

Group Counseling Requirement

All students enrolled in the clinical courses must complete at least **6** hours of experience leading or co-leading either a counseling or psychoeducational group. This requirement can be fulfilled during Practicum, Internship, or Advanced Internship. Documentation of this requirement will be due during Advanced Internship.

Please note that some states may require additional clinical hours during the graduate level training experience for full counseling licensure. States such as Nevada, Maine, Nebraska, and Indiana have additional hour or time requirements (see chart below).

Students should consult the board rules of the state they aim to practice in and the Clinical Placement Coordinator for more information.

Required Hours and State Requirements

	Direct Hours	Indirect Hours	Total Required	Notes
Practicum	40	60	100	**Additional Hour Requirements:** **Nevada:** additional internship course **Maine**: 200 additional hours of internship for full licensure (80 must be direct) **Nebraska**: 20 additional direct hours in Pract./Internship **Indiana**: 11 additional hours of supervision in Internship
Internship	120	180	300	
Advanced Internship	120	180	300	

Unless under approved circumstances, students are expected to begin work at their sites from the first day of class until the last day of class. Leaving a site prior to the end of term without proper approval may result in disciplinary action including receiving a failing grade for the clinical experience.

It is also recommended that students save and keep a copy of all clinical activity logs completed during practicum and internship.

Site and Site Supervisor Requirements

An eligible site is one where practicum and internship students can gain direct counseling experience under the supervision of an experienced, independently licensed counseling professional. Though many students think of private practices as places that provide counseling services, there are many organizations and agencies where students may intern. These include hospitals, social service agencies such as domestic violence shelters and children's advocacy centers, community mental health centers, schools, universities, and private group practices. Eligible sites may use tele-health to provide services to clients but a significant amount of the student's experience should be gained in face to face interactions with clients. Fully online counseling agencies are not eligible to host practicum and internship students.

A qualified site supervisor must have **three or more years** of licensed, post-masters experience, as either an independently licensed professional counselor (LMHC, LPC, LPCC), licensed marriage & family therapist (LMFT), licensed clinical social worker (LCSW), licensed psychologist (counseling only), or a school counselor who is both certified and licensed. A site supervisor with state or nationally recognized supervision credentials (e.g., LPC-S, ACS, LMHC, QS) is strongly preferred. The site supervisor must be physically located at the site where the student will conduct the practicum or internship and either be an employee of the organization or a contracted worker. All interactions with clients should be fully discussed with the site supervisor during weekly supervision meetings.

All site supervisors must meet the above requirements and be approved by the Clinical Placement Coordinator.

Professional Liability Insurance

All students are required to carry professional liability insurance during the Practicum, Internship, and Advanced Internship courses.

Student liability insurance is free or reduced cost with student membership from the American Counseling Association (ACA) or American Mental Health Counseling Association (AMHCA). Some state counseling organizations also offer discounted liability insurance for students. Liability insurance can be purchased directly through providers such as HPSO www.hpso.com, CPH & Associates www.cphins.com, and Trust Risk Management Services https://www.trustrms.com/.

Students are required to submit proof of current insurance through submission of a Certificate of Insurance which shows a policy number, dates of policy, coverage amounts, and the student's name. The Certificate of Insurance must be on file for protection of the student and the university

during clinical practice. It is the student's responsibility to obtain and submit this detailed document. If the professional organization does not provide personalized certificates for student memberships, then students may submit the current membership card AND the generic, non-personalized Certificate of Insurance.

Recording Procedures

As part of the clinical experience, students will be asked to video record counseling sessions with one 1-2 clients to review in class or for individual instructor feedback. Students shall adhere to the standards of confidentiality laid out in the ACA Code of Ethics (2014), HIPAA, and state guidelines for professional counselors. Clients must consent to the video recording by signing a consent for recording form and be informed that they are being recorded. Clients who do not consent may not be recorded. If sites do not allow video recording of clients, please consult with the Clinical Placement Coordinator. Further details regarding recording procedures will be provided in clinical courses.

HIPAA and Confidentiality

Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum/internship classes. This is the student's responsibility regardless of procedures in place at the site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. For a short training on HIPAA compliance please see https://www.youtube.com/watch?v=v_gKvBGfo28

In addition, students shall not use any client identifying information in any practicum/internship documentation, including video recordings. Students shall secure recordings and other client information that may be necessary for class in a way that is secure, legal, and ethical. Recordings, transcripts, case studies, or other client information used for class shall be destroyed in an appropriate manner (i.e., shredding/erasing) as soon as they have been evaluated unless it is the policy of the site to maintain and secure all recordings. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.

Change in Placement

Most students will stay at the same site for the duration of the clinical experience. However, circumstances may arise that require the student to seek another or additional site placement during the clinical experience. When leaving a site, clear communication with the site director and site supervisor is essential to ensuring continuity of client care and the avoidance of client abandonment. Students who wish to change sites or add an additional site during the clinical experience must consult with the Clinical Placement Coordinator and submit an additional Practicum and Internship Application and site MOU form for approval. Students are allowed to have up to two sites at any time during the clinical experience.

Appearance and Ethical Demeanor

Students should approach Practicum and Internship as a professional job. Interactions with staff, site supervisors, and clients should exemplify the values of respect, positive regard, and an openness to learning. Interns should arrive at their sites during agreed upon times, work collaboratively with their site supervisors, and display professional demeanor in dress and deportment. Attention to ethical practice should also be of utmost importance.

For additional information regarding the practicum/internship experience please see the EOU Student Practicum and Internship Manual located here, on the CMHC website, and within the CMHC Canvas course.

Accreditation and Licensure

Completing an M.S. in Clinical Mental Health Counseling is the first step in the journey of becoming a licensed counselor. Licensure requirements are of ever-increasing importance to graduates in CMHC programs. We are constantly checking academic pre-licensure requirements for each state to best assist our students. *However, the final word on the necessary requirements for licensure is with the state and the appropriate licensing bodies.* Students should refer to their state licensing boards and the most current laws as the ultimate sources of information.

Accreditation

EOU's Clinical Mental Health Counseling program is designed to meet the highest level of accreditation standards for counseling programs and has a foundation in The Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2024 Standards. However, CACREP accreditation cannot be applied for until the first cohort of students graduate, estimated to be in the Fall of 2025. Currently, EOU's CMHC program is regionally accredited through the Northwest Commission on Colleges and Universities (NWCCU).

Endorsement

EOU's CMHC program will provide endorsements and/or recommendations for certification, licensure, registration, and/or employment, only when graduates have completed their program of study, clinical experience, and their skill's levels are appropriate to the work setting. Students seeking endorsement from the CMHC program faculty must complete and submit a FERPA release form. Regardless of training, clinical experience, or skill's levels, students or graduates who are believed to be impaired, in any way that will interfere with the endorsement for certification, licensure, or employment, will not receive such endorsement.

National Certified Counselor

Graduates of the M.S. in Clinical Mental Health Counseling program are eligible to apply for the National Certified Counselor credential. This is a voluntary, national board certification process that recognizes counselors who have met training program and experience standards established

by the National Board for Certified Counselors. While national certification furthers the professional identity of beginning counselors, it is not the same as state licensure. For students attending programs without accreditation or seeking accreditation, you may still apply for this distinction after two years of field work (often at the same time as applying for licensure). For further information, visit http://www.nbcc.org.

State Licensure Requirements

The Master of Science in Clinical Mental Health Counseling degree at Eastern Oregon University is designed to prepare students to meet the educational requirements for licensure in many states. Students have a responsibility to understand the specific educational requirements, for licensure, of the state in which they intend to apply and practice. Students should also be aware of any changes to those licensure educational requirements. If a student moves to another state, the requirements for licensure may be different from the state where they currently live. As such, students are responsible for determining the licensure requirements in the state to which they relocate. The National Board for Certified Counselors provides a directory of all state professional counselor licensure boards.

EOU does not guarantee that completion of its M.S. in Clinical Mental Health Counseling degree will result in state licensure. In addition, to successfully complete the degree, students will need to meet other requirements, prior to state licensure, which include, but are not limited to, successful completion of a national exam, post-master's, clinical experience, and post-master's supervision requirements. Your specific state may also require you to turn in copies of syllabi for each class. **Please save these as you progress through the program.** *Note: One way to easily save the syllabi for each class is to upload them to the E-Portfolio in CANVAS. The contents of the E-Portfolio can then be downloaded during the final term of the student's program of study.

NOTE: Licensure is separate from earning a degree. There are requirements in addition to coursework and post degree to obtain licensure. This is standard practice. In addition, there may be variations depending on state requirements. We continue to work to meet state requirements.

State licensure requirements can be found by visiting your state's licensure board webpage. You may also access the state licensing board website and contact information at the American Counseling Association (ACA) or the National Board for Certified Counselors (NBCC):

ACA:
https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards

NBCC: https://www.nbcc.org/search/stateboarddirectory

Program Data

All stakeholders in the CMHC program, including students, graduates, faculty, site supervisors, and employers, will periodically receive surveys to provide feedback for the growth and development of the program. Alumni and employer data will begin collection following graduation of the first cohort in December of 2025. Data reports will be available through the annual report and program website.

College of Science, Technology, Mathematics and Health Sciences

College Administration and Personnel

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Email: fao@eou.edu
Phone: 541-962-3550
Toll Free: 800-452-8639

College Due Process

The College of STMHS follows the university's due process procedures. These are outlined in the Grievances, Appeals, and Due Process section above, and can be found at: https://www.eou.edu/student-affairs/grievance/ . The student grievance flow chart provided by Student Affairs can be found in Appendix D.

Eastern Oregon University Policies

Eastern Oregon University was founded in 1929 as a teacher's college and today serves as a center for education, culture, and scholarship in rural areas of Oregon. At EOU students receive personal attention from their professors while building strong relationships with peers and mentors.

Mission

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

Values and Principles

Altruism: We give selflessly to empower one another and the University community through inclusiveness, appreciation, and stewardship.
Civility: We believe in the free and open exchange of ideas, embrace diverse backgrounds, and deliberately seek multiple perspectives.
Discovery: We honor our heritage and invest in our future with innovation, vision, and creativity.
Integrity: We uphold the foundation of professionalism, honesty, respect, and sincerity in all of our interactions.
Interdependence: We cultivate vibrant connections and relationships to enhance opportunity and success locally and globally.
Quality: We passionately pursue intellectual engagement, academic rigor, and the highest standards in all endeavors.

Statement on Freedom of Expression

Eastern Oregon University serves our students, our nation, and our world, by being a place where the higher levels of learning are practiced and lived on a daily basis. Education is a process of changing oneself, an enterprise fraught with conflict between old values and new, old ideas and new. Students come to a university to be challenged, and to become, through that process, larger, more capable and wiser. EOU is committed to being a place where skills of learning, of inquiry,

of examination, of debate and reasoning, are modeled, practiced and learned – skills that our graduates will incorporate into their sense of themselves, and will build on and develop throughout the rest of their lives.

1. The right to freedom of expression. When our nation's founders decided to make explicit the rights necessary for the functioning of their republic, they placed freedom from governmentally imposed religion, freedom of personal religious practice, freedom of speech, freedom of the press, the right to assemble, and the right to demand government action to protect these freedoms in the First Amendment to the U.S. Constitution:
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

2. Civility and freedom of expression. Freedom of expression is fundamental to learning and the development of new ideas in an institution of higher education. It is not the role of the university to protect individuals or groups from offensive speech, but to protect the rights of individuals and groups to express themselves and to contest the expression of others. The necessity of considering radical and unpopular ideas, and of doing so within a framework of civility, is at the heart of the decisions by which the federal courts have enforced the First Amendment. Governments may set reasonable limits on the time, place, and manner of political speech, but generally cannot regulate its content. Within that framework, it is not acceptable to object to an idea because it offends one personally. Ideas must stand or fall by their inherent merit, tested in public debate. The rules of debate and discussion allow any idea to be weighed in the balance of reasoned intellectual inquiry.*

3. Equity and inclusion and freedom of expression. EOU recognizes that some speech risks the climate of inclusivity necessary for equitable educational opportunity. In most circumstances, an inclusive environment is best supported by more rather than less dialogue so that ideas can be aired and addressed. In such dialogue, the university may exercise its own right to contest expression that opposes the institution's commitment to equity and inclusion.

*Exceptions to the university's commitment may occur when expression violates the law, for example, in the case of true threats, incitements to violence, defamation, harassment, or confidentiality requirements. Conduct that goes beyond simple expression so as to violate criminal laws or the student conduct code is not protected expression. Additionally, the university may limit the time, place, and manner of expression to protect ordinary operations of the institution and safety of the campus community (see the Public Demonstrations Policy).

EOU Student Affairs

Student Affairs encompasses many functions for the university. The Student Handbook covers the Code of Conduct, including but not limited to sexual misconduct and academic misconduct, the Title IX office, and grievance procedures. Other information included is campus resources, such as Disability Services, the Library, and the Writing Center- all of which offer services for online students. Please review and familiarize yourself with this handbook: Student Handbook | Student Affairs Office

EOU Student Affairs website: Student Affairs Office | Eastern Oregon University

EOU Student Diversity and Inclusion

Eastern Oregon University is committed to building a diverse and inclusive community and learning environment by promoting mutual respect, participation, and inclusiveness in all aspects of the university community, both on and off-campus. The Office of Student Diversity & Inclusion directly supports the overall mission of the university to encourage "responsible and reflective action in a diverse and interconnected world." The office of Student Diversity and Inclusion offers multicultural mentoring, trainings, workshops, a Native American program, diversity scholarship opportunities, and LGBT community and ally services, among other resources.

EOU Student Diversity and Inclusion website: Multicultural Center – Eastern Oregon University

EOU Policies and Procedures

Academic Honesty Code

All members of the Eastern Oregon University academic community are responsible for compliance with its Academic Honesty Code. See EOU's Academic Policy page for the full Academic Honesty Code Policy 2.10.10

Provisions of the Academic Honesty Code are:

- Each student must follow the academic honesty code and abide by the pledge.
- The faculty member is responsible for defining limits for collaborative learning activities for each course.
- The faculty member will make clear the format, for example by including it in the syllabus, for properly citing sources of information not original by the student.
- Students are encouraged to seek clarification and discuss academic honesty with instructors.
- Explicit approval by all instructors involved is required if the same work is to be submitted in more than one course, even if it is during a different term.

- Students are encouraged to report suspected violations to the appropriate faculty member of a course.

Violations of the Academic Honesty Code include but are not limited to the following acts:

- Cheating: Dishonest use or attempted use of materials or information.
- Unauthorized Collaboration: Representing as independent work that which was produced with the help of classmates or others, in instances where the assignment was explicitly to be completed individually.
- Fabrication: Falsification or invention of information.
- Facilitation: Helping another person or persons engage in academic dishonesty.
- Plagiarism: Representing the ideas, words, or work of another as one's own.
- Tampering: Altering or interfering with evaluation processes, or destruction of the intellectual property of another member of the university community.

Student Pledge of Academic Integrity:
Beginning Fall term 2005, Eastern Oregon University initiated an Honor Code based on personal integrity, which is presumed to be a sufficient assurance that in academic matters, one's work is original and performed honestly. The policies and procedures of the Honor Code apply to all full and part-time students. A component vital to the Honor Code is the inclusion of the Honor Pledge.
"I will neither give nor receive unauthorized aid on any academic work nor will I represent the work or ideas of another as my own." (Kansas State, 2003)

Full List of EOU's Policies and Procedures

ACADEMIC POLICIES & PROCEDURES

Resources

EOU Disability Services

Eastern Oregon University's Disability Services Office (DSO) provides students with disabilities equal access for successfully meeting their academic needs and higher education goals. Following the guidelines established by the Americans with Disabilities Act (ADA), we serve students with physical, psychological, medical, visual, hearing, or learning disabilities. The Disability Services Office provides and promotes a supportive, accessible, non-discriminatory learning and working environment for students with disabilities. Located on the second floor in Loso Hall 236, the Disability Services Office is open Monday through Friday 8:00am to 5:00pm. After-hours appointments and online appointments are available upon request.

Disability Services – Eastern Oregon University

EOU Registrar's Office

EOU's Registrar's office is a font of information for navigating many topics, such as but not limited to: schedule of classes, drop and withdrawal dates, academic calendar, course catalog, and student leave. Spend some time on their website and learn more about how to find the information you will need each term.

EOU Registrar

Personal Counseling for Students

Personal counseling can be rewarding for anyone, and especially helpful for counselors in training. To be eligible for counseling services through the Eastern Oregon University Counseling Center, you need to have paid the Health Service Fee, and be in the state of Oregon at the time of your appointment (as our counselors are licensed/registered to practice therapy only within Oregon). Appointments are available online via HIPAA Zoom. If you are not in the state of Oregon, or wish to seek counseling outside of the university, there are many options. You can search for mental health providers in your area or that offer telehealth in your state via: 1) your insurance website, 2) your state licensing website, or 3) Psychology Today's website. There may also be non-profits in your area or state that offer free or reduced price/sliding scale counseling services. If you would like assistance in finding a counselor, please contact your Wiley student advisor, and/or your faculty advisor. We encourage everyone to experience the client's perspective of counseling prior to serving as a counselor. Some helpful websites are listed below.

https://www.nbcc.org/search/counselorfind
https://findtreatment.samhsa.gov/
http://www.goodtherapy.org/

Scholarships

There are many scholarships available through multiple avenues. Below is a starting list of funders, however do not feel that you need to limit yourself to these scholarships. Program administration will push out additional scholarships as we learn about them. Here is a link to the document where that information is housed.

EOU Foundation Scholarships: Scholarships to attend EOU | Pay for college with Scholarships

EOU Diversity Scholarships: Diversity Award Information | Financial Aid Office

NBCC Scholarships (including rural, military, and minority): Scholarships | NBCCF

BLHF Award for African American Students in Mental Health: BLHF Scholarship Application - The Boris Lawrence Henson Foundation

Appendices

Appendix A: Student Continual Academic and Professionalism Evaluation (SCAPE)

The SCAPE is a multi-measure tool that enables students and faculty to review knowledge, skills, and dispositions pertinent to excelling as a graduate student and future counselor. The SCAPE allows the EOU CMHC program to ensure students demonstrate appropriate progress in developing the necessary knowledge, skills and professional competencies to practice as counselors in training (CACREP, 2024). Student progress is routinely monitored and discussed in faculty meetings and in consultation with other faculty members.

The SCAPE contains three scales that can be used together or separately as needed. General Academic Skills measures students' ability to perform generic academic skills across courses, both in didactic and clinical settings. Professional Dispositions measures behaviors and attitudes which constitute professional counselor ethics and best practices in the field.
Finally, the Counseling Skills measures specific counseling skills for both individual and group counseling, and will be used to assess mock sessions and client sessions/transcripts across multiple courses.

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- SCAPE General Academic Skills Definitions
- SCAPE General Academic Skills Measure

SCAPE: Professional Dispositions
- SCAPE Professional Dispositions Definitions
- SCAPE Professional Dispositions Measure

SCAPE: Counseling Skills
- SCAPE Counseling Skills Assessment Course Overview
- SCAPE Counseling Skills Definitions
- SCAPE Counseling Skills Measure

SCAPE Assessment Schedule

All students will be assessed via both General Academic Skills and Professional Dispositions in the following courses and additionally as determined by faculty:

COUN 500 Introduction to Counseling and Ethics
COUN 560 Career Development and Counseling
COUN 650 CMHC Practicum
CMHC 670 CMHC Advanced Internship

Students will be assessed using the Counseling Skills measure in the following courses:

COUN 530 Counseling & Helping Relationships: Residency I
COUN 560 Career Development and Counseling
COUN 600 Crisis & Trauma Counseling
COUN 620 Group Counseling Theories & Models: Residency II
CMHC 650 Clinical Mental Health Counseling Practicum
CMHC 660 Clinical Mental Health Counseling Internship
CMHC 670 Clinical Mental Health Counseling Advanced Internship

SCAPE: General Academic Skills

SCAPE General Academic Skills Definitions

1. **Effort**: Dedicates an appropriate amount of and energy to meeting academic requirements
2. **Application of Professional Literature**: Demonstrates knowledge of counseling literature and research
3. **Mastery of Material**: Demonstrates understanding and application of course content
4. **Meets Deadlines**: Successful in meeting program and course deadlines
5. **Communication Skills:** Demonstrates the ability to communicate verbally and in written communication in emails, discussions, and papers in a professional and respectful manner to peers, professors, and site supervisors
6. **Writing Skills**: Demonstrates the ability to communicate ideas in a written form using ethics and best practices

SCAPE General Academic Skills Measure

Ratings Definitions:
Unsatisfactory- student consistently fails to demonstrate this component
Developing- student begins to address this component but not consistently
Satisfactory- student consistently demonstrates this component
Outstanding- student consistently performs well above average for this component

	Unsatisfactory 1	**Developing 2**	**Satisfactory 3**	**Outstanding 4**
Effort				
Application of Professional Literature				
Mastery of Material				
Meets Deadlines				
Communication Skills				
Writing Skills				

SCAPE: Professional Dispositions

SCAPE Professional Dispositions Definitions

1. **Awareness of Impact on Others**: Demonstrates an awareness of how one's actions, behaviors, and words impact others
2. **Emotional Maturity and Expression:** Demonstrates emotional stability (i.e., congruence between mood & affect), self-control (i.e., impulse control), consistent emotional resiliency, and appropriateness in interpersonal interactions; Expresses feelings appropriately and effectively and handles conflict appropriately
3. **Attention to Ethical and Legal Considerations**: Demonstrates consistent attention to ethical and legal standards. Adheres to the ethical guidelines of the ACA and one's specialization area, including practicing within competencies
4. **Flexibility and Motivation to Grow**: Engaged in the learning and development of one's counseling competencies; Understands that flexibility is a part of the growth process, and demonstrates consistent investment in professional and personal growth and development
5. **Openness to Feedback**: Demonstrates consistent openness to feedback, responds non-defensively, and implements suggested changes
6. **Openness to New Ideas:** Demonstrates consistent openness to new ideas that may or may not be contrary to core family or cultural values, including bias, power, and privilege
7. **Professionalism**: Consistently respectful, thoughtful, and appropriate within all professional interactions. Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress and attitudes)
8. **Respectful of Cultural Differences**: Demonstrates awareness, appreciation, and respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.); Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, and skills)
9. **Ability to accept Personal Responsibility**: Demonstrates ability to converse respectfully, admit when in a learning process or make mistakes, and take responsibility for actions/behaviors
10. **Self-Awareness**: Demonstrates awareness of one's belief system, values, limitations, and influence of one's beliefs on the counseling process. Includes integrity, self reflection, integration of feedback, humility, and location of self in history

SCAPE Professional Dispositions Measure

Ratings Definitions:
Unsatisfactory- student consistently fails to demonstrate this component
Developing- student begins to address this component but not consistently
Satisfactory- student consistently demonstrates this component
Outstanding- student consistently performs well above average for this component

	Unsatisfactory 1	Developing 2	Satisfactory 3	Outstanding 4
Awareness of Impact on Others				
Emotional Maturity and Expression				
Attention to Ethical and Legal Considerations				
Flexibility and Motivation to Grow				
Openness to Feedback				
Openness to New Ideas				
Professionalism				
Respectful of Cultural Differences				
Ability to accept Personal Responsibility				
Self-Awareness				

Student evaluated as Satisfactory or Outstanding in every category? __Yes __No

If no, indicate the standard or disposition area and description of behaviors resulting in rating:

What will happen next? (responsibilities of student and faculty)

Student signature:_____ Date: _____

Faculty signature:_____ Date: _____

SCAPE: Counseling Skills

The SCAPE Counseling Skills measure should be used developmentally and based on the course or skills being assessed. The instructor should identify in the course syllabus which skills will be assessed in assignments which use the SCAPE Counseling Skills measure as a grading rubric, and designate passing grades for each assignment. See below for a brief outline of course expectations.

SCAPE Counseling Skills Assessment Course Overview

COUN 530: Skills students should score a 3 on most basic skills by the final assignment of COUN 530. A 2 is acceptable in two or less areas of Basic Skills. More than two 2's in Basic Skills should be considered a re-do on the assignment, and any 1's in Basic Skills should constitute a re-do. Advanced Skills may be scored at a 1 or 2, with a plan for development of these skills submitted to the professor.
COUN 560: Career practice session evaluations should include all basic skills during the mock career consults. In the final evaluation students should score a 3 on all basic skills. More than one score of 2 in Basic Skills should be considered a redo on the assignment.
COUN 600: Trauma and crisis practice session evaluations should include all basic skills during the risk assessment video. In the final evaluation students should score a 3 on all basic skills. More than one score of 2 in Basic Skills should be considered a redo on the assignment.
CMHC 620: Group counseling skills will be assessed in this course. Students should score a 3 on most basic group skills by the final assignment. A 2 is acceptable in the Advanced Skills. Students who do not score a 3 or above on all basic skills will constitute a re-do. Advanced Group Skills may be scored at a 1 or 2, with a plan for development of these skills submitted to the professor.
CMHC 650: Practicum students should score a 3 or above on all basic skills for their final transcription. A 2 is acceptable in two or less areas of Advanced Skills. Assignment should be repeated if this criteria is not met, or if student receives any 1's, and a plan for improvement written with instructor and site supervisor.
CMHC 660: Internship students should score a 3 or above on all basic and advanced skills for the final. Assignment should be repeated if this criteria is not met.
CMHC 670: Advanced Internship students should score a 3 or above on all basic and advanced skills for the final. Assignment should be repeated if this criteria is not met.

SCAPE Counseling Skills Definitions

*B= Basic Skill, A=Advanced Skill, G=Group Skill

1. **Nonverbal Skills (B):** intentional use of silence, body positioning, facial expressions, and tone of voice
2. **Encouragers (B):** verbal noises, words, or door openers made to encourage the client to continue speaking
3. **Questions (B):** Open questions, closed questions, appropriate use, not "interrogating"
4. **Paraphrasing/Reflecting Content (B):** rephrasing content provided by client, concise and clearly
5. **Relays Empathy (B):** creates warm therapeutic environment through being open and present, displays appropriate nonverbals
6. **Relays Compassion (B):** creates warm therapeutic environment through connecting with client's suffering and expressing compassion, displays equivalent nonverbals
7. **Relays Respect (B):** creates warm therapeutic environment through showing respect for client through language (using client terms, pronouns, etc) and behavior (cultural appropriate eye contact, tone of voice, etc.), displays equivalent nonverbals
8. **Reflecting Feeling (B):** identifying and naming feeling expressed through client's narrative and presentation of self
9. **Summarizing (B):** concisely summarizing information provided by client, or session summary
10. **Reflection of Meaning (A):** identifies and names values and core beliefs of client, what is important to the client
11. **Challenging (A):** identifies and names inconsistencies in client's narrative, choices, or behaviors in an appropriate manner
12. **Goal Setting (A):** works with client to set goals and intentionally check in /evaluate goals
13. **Applies Appropriate Boundaries (A):** starts and ends sessions on time, does not extend conversation into "friend talk", does not give personal communication information without supervisor approval (e.g. private email or cell number)
14. **Uses Appropriate Self Disclosure (A)**: self discloses for benefit of client, and only as needed, focus stays on the client in session
15. **Displays Cultural Humility and Multicultural Competence (A):** discusses differences in identity between counselor and client (broaches), treats client as expert in their own life, listens to cultural values
16. **Displays Congruence and Genuineness (A):** appears consistent and as oneself in multiple environments
17. **Identifies Strengths (A):** notes and affirms client's strengths
18. **Facilitates Change (A):** Uses techniques, strategies, and theory implementation to facilitate client change
19. **Use of Technology (A):** Adapts sessions appropriately when using technology assisted delivery methods
20. **Welcomes Members (G-B):** welcomes and says name of group

21. **Introduces Self (G-B):** gives full introduction of self, including name, credentials, relevant experience, any broad thoughts on the group
22. **Provides Purpose and Agenda (G-B):** states overall purpose of the group and the weekly agenda
23. **Defines Confidentiality and Discusses Limitations (G-B):** defines confidentiality, discusses professional limitations and risks to confidentiality in a group setting
24. **Defines a Round and Right to Pass (G-B):** defines a round and discusses the right to pass if a group member is not ready/does not wish to share
25. **Facilitates Round (G-B):** chooses an appropriate topic, makes sure there are equal turns/time for group members, and reflects content and feeling
26. **Identifies Themes (G-B):** listens, identifies, and clearly states themes of round to group; asks group members if there are other themes they did not identify and facilitates discussion.
27. **Facilitates Member Linking (G-B):** asks group members who they felt connected to, asks group members to speak directly to each other, encourage eye contact, use of "I" language, and invites recipient to respond; asks group members if anyone relates or has a reaction to a linking
28. **Blocking (G-A):** maintains a calm voice, uses nonverbals and the attacker's name to call attention to them, reflects feelings of the attacker, reflects feelings of the attacked, and reminds everyone of group rules and group safety; provides transition back into group work
29. **Facilitates Conflict Resolution (G-A):** blocks if necessary, asks if parties are ready to discuss or need a break, asks for recent and specific examples of complaint, asks for feelings related to complaint for both parties, asks recipient to mirror what was said, asks for recipient's here and now thoughts and feelings, and asks challenger to mirror what was said; facilitates this process until conflict is resolved, and removes group participant(s) as needed
30. **Facilitates Member to Member Feedback (G-A):** provides guidelines for giving feedback to other group members, demonstrating giving feedback, invites feedback, and processes feedback; feedback is clear, straightforward, honest, and respectful; feedback is not global or judgmental. Feedback is focused on bringing insight to members on how their behaviors may affect others in and out of the group

SCAPE Counseling Skills Measure

Ratings Definitions:

Unsatisfactory- student consistently fails to demonstrate this component
Developing- student begins to address this component but not consistently
Satisfactory- student consistently demonstrates this component
Outstanding- student consistently performs well above average for this component

Skill	N/A	Unsatisfactory 1	Developing 2	Satisfactory 3	Outstanding 4
Nonverbal Skills (B)		Student does not attend to body position, facial expression, tone of voice, or intentional use of silence.	Student minimally attends to body position, facial expression, tone of voice, and/or intentional use of silence.	Student clearly attends to body position, facial expression, tone of voice, or intentional use of silence. Non-verbals move session forward.	Student clearly attends to and reflects on body position, facial expression, tone of voice, or intentional use of silence. Non-verbals move session forward.
Encouragers (B)		Student does not utilize verbal noises, words, or door opener to encourage the client to continue speaking.	Student minimally utilizes verbal noises, words, or door opener to encourage the client to continue speaking.	Student clearly utilizes appropriate verbal noises, words, or door opener to encourage the client to continue speaking.	Student clearly utilizes and reflects on appropriate verbal noises, words, or door opener to encourage the client to continue speaking.
Questions (B)		Student does not appropriately use closed nor open questions.	Student struggles to appropriately use closed or open questions. May include too many closed questions, double questions, lack of open questions, or no questions.	Student uses appropriate closed or open questions. Questions are intentional, well timed, and move session forward. May still struggle with one or two concerns related to using questions.	Student appropriately uses closed and open questions. Questions are intentional, well timed, and move session forward.
Paraphrasing /Reflecting Content (B)		Student does not utilize paraphrasing.	Student uses paraphrasing, but over or under utilizes it, or uses at inappropriate times.	Student correctly utilizes paraphrasing to progress session.	Student excels at using paraphrasing appropriately and utilizing it to move the session forward.

Skill	N/A	Unsatisfactory 1	Developing 2	Satisfactory 3	Outstanding 4
Relays Empathy (B)		Student does not create a warm therapeutic environment; is obviously not open and present, and displays inappropriate nonverbals.	Student struggles to create a warm therapeutic environment; may not appear open and present, and may display inappropriate nonverbals.	Student creates a warm therapeutic environment; appears open and present, and/or displays appropriate nonverbals.	Student clearly works to create a warm therapeutic environment; is open and present, and displays appropriate nonverbals.
Relays Compassion (B)		Student does not create a warm therapeutic environment through connecting with client, expressing compassion, or using equivalent nonverbals.	Student struggles to create a warm therapeutic environment through connecting with client, may not express compassion or using equivalent nonverbals.	Student creates a warm therapeutic environment through connecting with client, expressing compassion, and using equivalent nonverbals.	Student clearly and consistently creates a warm therapeutic environment through connecting with client, expressing compassion, and using equivalent nonverbals.
Relays Respect (B)		Student does not create a warm therapeutic environment through using respectful language and behavior.	Student struggles to create a warm therapeutic environment through using respectful language and/or behavior.	Student creates a warm therapeutic environment through using respectful language and behavior.	Student clearly and consistently creates a warm therapeutic environment through using respectful language and behavior.
Reflecting Feeling (B), RoF		Student does not utilize RoF.	Student does not utilize RoF accurately or appropriately. Feelings are left unremarked on or named, or grossly mislabeled. Student may show discomfort with being corrected by client.	Student uses Rof accurately and appropriately. Feelings are largely named and mostly accurate. Student shows comfort with being corrected by client.	Student excels at using RoF accurately and appropriately. Feelings are named and mostly accurate. Student actively engages with corrections by client.
Summarizing (B)		Student does not utilize summarization.	Student does not competently use summarization through summaries that are too long, inappropriately placed, or inaccurate.	Student uses summaries accurately and appropriate, either in the session or as a session summary.	Student excels at using summaries accurately and appropriately, in session and as a session summary to begin or end the session.

Skill	N/A	Unsatisfactory 1	Developing 2	Satisfactory 3	Outstanding 4
Reflection of Meaning (A), RoM		Student does not identify or name ideas, themes, or values of importance to the client.	Student struggles to identify or name ideas, themes, or values of importance to the client. May use RoM at inappropriate times or mis-identify.	Student can identify AND name ideas, themes, and values of importance to the client. RoM is appropriately timed and correctly identified most of the time.	Student can clearly and consistently identify AND name ideas, themes, and values of importance to the client. RoM is appropriately timed and correctly identified.
Challenging (A)		Student does not identify or names inconsistencies in client's narrative, choices, or behaviors in an appropriate manner.	Student struggles to identify and/or name inconsistencies in client's narrative, choices, or behaviors in an appropriate manner.	Student can identify AND name inconsistencies in client's narrative, choices, or behaviors in an appropriate manner. Challenges move the client towards goals.	Student can consistently identify AND name inconsistencies in client's narrative, choices, or behaviors in an appropriate manner. Challenges move the client towards goals and enhance the therapeutic relationship.
Goal Setting (A)		Student does not work with client to set goals or intentionally check in /evaluate goals. Goals are either set by student clinician or not set at all.	Student struggles to work with client to set goals and/or intentionally check in /evaluate goals.	Student works with client to set goals AND intentionally check in /evaluate goals. Goals are reassessed as they are met or are no longer desired/necessary. Client leads decision making around goals.	Student works with client consistently to set goals AND intentionally check in /evaluate goals. Goals are reassessed as they are met or are no longer desired or necessary. Client leads decision making around goals.

Skill	N/A	Unsatisfactory 1	Developing 2	Satisfactory 3	Outstanding 4
Applies Appropriate Boundaries (A)		Student does not apply appropriate boundaries and may engage in several of the following OR other boundary issues as identified by supervisor: does not start/end sessions on time, engages in "friend talk" during sessions, gives personal communication information without supervisor approval.	Student struggles to apply appropriate boundaries and may engage in one of the following OR other boundary issues as identified by supervisor: does not start/end sessions on time, engages in "friend talk" during sessions, gives personal communication information without supervisor approval.	Student applies appropriate boundaries with client. Boundary confusion and countertransference are points of discussion in supervision.	Student clearly and consistently applies appropriate boundaries with client. Boundary confusion and countertransference are points of discussion in supervision brought by the student.
Uses Appropriate Self Disclosure (A)		Student does not use self disclosure appropriately. Self discloses for benefit of self and not the client, takes focus of session away from client and onto themself.	Student struggles to use self disclosure appropriately. Self disclosures may be for benefit of self and not the client, or may take focus of session away from client and onto themself.	Student self discloses appropriately. Self disclosures are clearly for the benefit of the client, and only as needed, the focus stays on the client in session.	Student consistently self discloses appropriately. Self disclosures are clearly for the benefit of the client, and only as needed, the focus stays on the client in session. Self-disclosures enhance the therapeutic relationship.

Skill	N/A	Unsatisfactory 1	Developing 2	Satisfactory 3	Outstanding 4
Displays Cultural Humility and MC Competence (A)		Student does not display cultural humility or MC competence. Does not broach differences in identity between counselor and client, does not treat client as expert in their own life, does not listen to client's cultural values.	Student struggles to display cultural humility or MC competence. Struggles to broach differences in identity between counselor and client, treat client as expert in their own life, and/or listen to client's cultural values.	Student displays cultural humility and MC competence. Student broaches differences in identity between counselor and client, treats client as expert in their own life, and listens to client's cultural values. Student's cultural humility and MC competence may create depth to the therapeutic relationship and allow the client to feel seen.	Student consistently displays cultural humility and MC competence. Student broaches differences in identity between counselor and client, treats client as expert in their own life, and listens to client's cultural values. Student's cultural humility and MC competence creates depth to the therapeutic relationship and allows the client to feel seen.
Displays Congruence and Genuineness (A)		Student does not appear consistent and as oneself across environments.	Student struggles to appear consistent and as oneself across environments.	Student appears consistent and as oneself across environments, displaying a strong sense of counselor as self.	Student appears strongly consistent and as oneself across environments, displaying a strong sense of counselor as self.
Identifies Strengths (A)		Student does not identify or affirm client's strengths.	Student struggles to identify or affirm client's strengths.	Student begins to identify and affirm client's strengths.	Student consistently identifies and affirms client's strengths.
Facilitates Change (A)		Student does not use techniques, strategies, and theory implementation that facilitate client change.	Student struggles to use techniques, strategies, and theory implementation that facilitate client change. Techniques and strategies used often do not match the client's concern or demonstrate theory integration.	Student begins to use techniques, strategies, and theory implementation that facilitate client change. Techniques and strategies used often match the client's concern and begin to demonstrate theory integration.	Student consistently uses techniques, strategies, and theory implementation that facilitate client change. Techniques and strategies used match the client's concern and demonstrate theory integration.

Skill	N/A	Unsatisfactory 1	Developing 2	Satisfactory 3	Outstanding 4
Technology (A)		Student does not adapt sessions appropriately when using technology assisted delivery methods. Is unaware of or does not implement best practices such as technology check, room scanning, disconnection procedures, and emergency protocol.	Student struggles to adapt sessions appropriately when using technology assisted delivery methods. Struggles to implement best practices such as technology check, room scanning, disconnection procedures, and emergency protocol.	Student adapts sessions appropriately when using technology assisted delivery methods. Appropriately uses best practices such as technology check, room scanning, disconnection procedures, and emergency protocol.	Student consistently adapts sessions appropriately when using technology assisted delivery methods. Appropriately and competently uses best practices such as technology check, room scanning, disconnection procedures, and emergency protocol.
Group Counseling Skills					
Welcomes Members (G-B)		Student does not welcome group members or say the name of the group.	Student does not welcome group members and/or say the name of the group.	Student welcomes group members and states name of the group.	Student enthusiastically welcomes group members and states name of the group.
Introduces Self (G-B)		Student does not introduce themself.	Student gives a minimal introduction of self.	Student gives an introduction of self that includes name, credentials, relevant experience, and any other vital information.	Student gives a complete introduction of self includes name, credentials, relevant experience, and any other vital information; and asks if anyone has questions regarding their introduction.
Provides Purpose and Agenda (G-B)		Student does not provide a group purpose or agenda.	Student somewhat provides a group purpose and/or agenda.	Student clearly states the purpose of the group and provides an outline of the agenda.	Student clearly states the purpose of the group and provides a detailed outline of the agenda.

Skill	N/A	Unsatisfactory 1	Developing 2	Satisfactory 3	Outstanding 4
Defines Confidentiality and Discusses Limitations (G-B)		Student does not define confidentiality or discuss limitations of confidentiality.	Student provides a minimal definition of confidentiality and discussion of the professional limitations.	Student provides a full definition of confidentiality and the professional limitations, as well as risks to confidentiality in a group setting.	Student provides a full definition of confidentiality and the professional limitations, as well as risks to confidentiality in a group setting. Discussion is followed by asking group members if they have questions about confidentiality.
Defines a Round and a Right to Pass (G-B)		Student does not define a round or discuss the right to pass.	Student provides a minimal definition of a round and/or the right to pass.	Student provides a full definition of a round AND the right to pass.	Student provides a full definition of a round AND the right to pass. Student asks for questions from group members regarding this topic.
Facilitates Round (G-B)		Student does to attend to facilitating the round or does not utilize a round.	Student attempts to facilitate round but does not hit all areas of facilitation: choosing an appropriate topic, equal turns/time for group members, or reflect content and feeling.	Student facilitates round and covers all areas of facilitation adequately: choosing an appropriate topic, equal turns/time for group members, and reflects content and feeling.	Student facilitates round with a detailed eye to: choosing an appropriate topic, equal turns/time for group members, and reflects content and feeling.
Identifies Themes (G-B)		Student does not identify themes or relay them to the group.	Student minimally identifies themes and may/may not state themes to group.	Student identifies and clearly states themes of round to group.	Student identifies and clearly states themes of round to group. Student asks group members if there are other themes they did not identify and facilitates discussion.

Skill	N/A	Unsatisfactory 1	Developing 2	Satisfactory 3	Outstanding 4
Facilitates Member Linking (G-B)		Student does not attempt to link members.	Student does not spend sufficient time and effort linking group members, and does not include all of the following: asking group members who they felt connected to, ask group members to speak directly to each other, encourage eye contact, use of "I" language, and invites recipient to respond.	Student spends sufficient time and effort linking group members, and includes: asking group members who they felt connected to, ask group members to speak directly to each other, encourage eye contact, use of "I" language, and invites recipient to respond.	Student spends sufficient time and effort linking group members, and includes: asking group members who they felt connected to, ask group members to speak directly to each other, encourage eye contact, use of "I" language, and invites recipient to respond. Student asks group members if anyone relates or has a reaction to a linking conversation.
Blocking (G-A)		Student does not attempt to block group member from attacking another group member.	Student does a minimum job of blocking a group member from attacking another group member. This did NOT include ALL of the following: maintaining a calm voice, using nonverbals and the attacker's name to call attention to them, reflect feelings of the attacker, reflect feelings of the attacked, and remind everyone of group rules and group safety.	Student actively blocks a group member from attacking another group member. This includes: maintaining a calm voice, using nonverbals and the attacker's name to call attention to them, reflect feelings of the attacker, reflect feelings of the attacked, and remind everyone of group rules and group safety. Student provides transition back into group work.	Student does an excellent job of blocking a group member from attacking another group member. This includes: maintaining a calm voice, using nonverbals and the attacker's name to call attention to them, reflect feelings of the attacker, reflect feelings of the attacked, and remind everyone of group rules and group safety. Student provides transition back into group work. Removes group participant(s) as needed.

Skill	N/A	Unsatisfactory 1	Developing 2	Satisfactory 3	Outstanding 4
Facilitates Conflict Resolution (G-A)		Student does not facilitate conflict resolution.	Student provides minimal actions for facilitating conflict resolution. Most of the following are NOT attended to: blocking if necessary, asking if parties are ready to discuss or need a break, ask for recent and specific examples of complaint, ask for feelings related to complaint for both parties, ask recipient to mirror what was said, ask for recipient's here and now thoughts and feelings, and ask challenger to mirror what was said. Student facilitates this process until conflict is resolved	Student follows MOST necessary actions for facilitating conflict resolution. These include: blocking if necessary, asking if parties are ready to discuss or need a break, ask for recent and specific examples of complaint, ask for feelings related to complaint for both parties, ask recipient to mirror what was said, ask for recipient's here and now thoughts and feelings, and ask challenger to mirror what was said. Student facilitates this process until conflict is resolved.	Student follows all necessary actions for facilitating conflict resolution. These include: blocking if necessary, asking if parties are ready to discuss or need a break, ask for recent and specific examples of complaint, ask for feelings related to complaint for both parties, ask recipient to mirror what was said, ask for recipient's here and now thoughts and feelings, and ask challenger to mirror what was said. Student facilitates this process until conflict is resolved, and removes group participant(s) as needed.
Facilitates Member to Member Feedback (G-A)		Student does not facilitate member to member feedback.	Student struggles to facilitate member to member feedback. Does NOT include MOST of the following: providing guidelines for giving feedback to other group members, demonstrating giving feedback, invites feedback, and processes feedback. Feedback is not clear, straightforward, honest, or respectful, global or judgmental. Feedback is not focused on bringing insight to members.	Student is satisfactory at facilitating member to member feedback. This includes MOST of the following: providing guidelines for giving feedback to other group members, demonstrating giving feedback, invites feedback, and processes feedback. Feedback is clear, straightforward, honest, and respectful and not global or judgmental. Feedback is focused on bringing insight to members on how they may affect others.	Student excels at facilitating member to member feedback. This includes: providing guidelines for giving feedback to other group members, demonstrating giving feedback, invites feedback, and processes feedback. Feedback is clear, straightforward, honest, and respectful. Feedback is not global or judgmental. Feedback is focused on bringing insight to members on how their behaviors may affect others in and out of group.

Appendix B: Orientation to Online Learning, Zoom, & Canvas Navigation

Orienting to Online Learning: A Guide for Students

Netiquette Communication

When communicating online, whether it be through email, discussion board, blogs etc., the following "netiquette" guidelines should always be practiced.

- Be professional and respectful in all communications. Do not send/write anything you would not say to an individual face-to-face.
- Use proper titles or names when addressing individuals.
- Remember that all communication should have correct spelling and grammar.
- Avoid slang terms and texting abbreviations.
- Avoid using the caps lock feature as it can be interpreted as being angry.
- Be cautious when using humor or sarcasm, as tone is sometimes lost in translation and can be interpreted differently than intended.
- Avoid very short answers/emails which may be interpreted as "abrupt".
- Avoid endless lengthy emails; be concise in your communication.
- Do not send personal or confidential information via email.
    - Be sure you want everyone to receive your response before you click "reply all".
    - Be respectful of others' opinions even if they differ from your own.
    - Do not make insulting or personal remarks.
    - Be aware that not all communications may be appropriate "online".
    - Use alternative forms of communication such as a personal phone call that may be more appropriate in certain situations.

Things You Should Routinely Do

You can expect to spend five (5) to eight (8) hours a week on one (1) online class.

Daily

- Log in to Canvas
- Check for new announcements
- Check your email messages
- Read all instructions and ask questions of your instructor
- Spend time working through your assignments

Weekly

- Look at what is due and when each week
- Complete all assigned readings
- Check the online gradebook

- Review the Feedback your instructors have given on assignments
- Make sure you've submitted all your work for that week
- Save all your assignments as a backup

Technical Support

EOU IT is committed to assisting and trouble-shooting technical issues, including CANVAS support. They can be reached through emailing help@eou.edu or calling **(541) 962-3111**. Visit EOU's IT webpage here: https://www.eou.edu/it/about-eou-it/ and look for the Student Services tab on the right drop down menu.

Zoom Use

Zoom for educational use encryption fully complies with HIPAA and FERPA to ensure the security and privacy of patient data. The company employs industry standard end-to-end Advanced Encryption Standard (AES) encryption using 256 bit keys to help protect meetings. Though Zoom is configured for HIPAA and FERPA compliance, you should consider the type of data shared and how the data is shared.
Get acquainted with Zoom's options so you can choose the appropriate configuration for your meetings. For sensitive meetings, consider applying all the following recommendations. If your Zoom presentation contains HIPAA data (Protected Health Information; **PHI**) and/or FERPA data (Personal Identifiable Information; **PII**), use the following guidelines:

Recommended Security Settings for Zoom:

- Make sure to use proper handling of links and do not share using unsecure means.
    - All client information is considered highly confidential and only the information needed for the intended purpose should be used by, and disclosed to, covered members who have a "need to know".
- Treat your Zoom meeting links as you would HIPAA and/or FERPA data
    - Invite only those allowed to view HIPAA data.
- Require participants to enter a password to enter the meeting.
- Avoid using your Personal Meeting ID (PMI) to host events. Your PMI is essentially one continuous meeting and people can pop in and out all the time. Learn about meeting IDs and how to generate a random meeting ID by using Zoom's schedule feature.
- If you are using your PMI for meetings, have a waiting room enabled to prevent unwanted guests.
- Don't publish a public link to your event on the web or social media.

Manage participants:

- **Use the Waiting Room to keep unwanted guests out.** As the meeting organizer, you'll be admitting people to the meeting as they attempt to join.
- **Restrict screen sharing.** Using the host controls at the bottom of your screen, click the arrow next to *Share Screen* and then click Advanced Sharing Options. Under *Who can*

Share, choose Only Host, and close the window. (You can also lock the *Screen Share* by default for all your meetings in your web settings.)

- **Remove unwanted or disruptive participants.** From the *Participants* menu, mouse over a participant's name. Several options will appear, including Remove. Click that to kick someone out of the meeting.
- **Do not allow removed participants to rejoin.** By default, when you remove someone, the person can't rejoin the meeting.
- **Put everyone on hold.** You can put everyone but you on hold, and the attendees' video and audio connections will be disabled momentarily. For individuals, click on someone's video thumbnail and select *Start Attendee on Hold* to activate this feature. *Click Take Off Hold* in the Participants list when you're ready to have the person back.
- **Disable video.** A Host can turn other participants' video off. This will allow the host to block unwanted, distracting, or inappropriate gestures on video.
- **Mute participants.** A host can mute and unmute individual participants or all of them at once, thus blocking unwanted, distracting, or inappropriate participant noise. You can also enable *Mute Upon Entry* in your settings to keep the clamor of large meetings at bay.

Counseling Video Library Resources

To access counseling related videos through the library:

1. Open the EOU library page: https://library.eou.edu/
2. Click the **Databases** link
3. In the **All Database Types** box click the drop down menu and select **Streaming Video**
4. Select the first option in the list: **Academic Video Online (AVON)**
5. This will open the Alexander Street Video Collection
6. Once within the Alexander Street Video page, use the search box to search for videos by topic or title

To access counseling related movies and documentaries through the library:

1. Open the EOU library page: https://library.eou.edu/
2. Click the Click the **Databases** link
3. In the **All Database Types** box click the drop down menu and select **Streaming Video**
4. Select the third option in the list: **Kanopy**
5. This will open the Kanopy video service
6. Once the Kanopy service opens, use the search box to search for movies and documentaries by topic or title

For help navigating the library and locating scholarly resources, please visit the **Library Tutorials** link located in the course menu of each CANVAS course.

Appendix C: Student Acknowledgement Form

All students signed the form below during the application process. This copy is for your records.

Eastern Oregon University

Master of Science in Clinical Mental Health Counseling

Program Disclosures and Requirements Acknowledgement

The Master of Science degree in Clinical Mental Health Counseling offered by Eastern Oregon University (EOU) is designed to meet the 2024 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, *EOU's Master of Science in Clinical Mental Health Counseling is not currently accredited by CACREP*. The program is designed for you to be able to meet the educational and clinical experience requirements for counseling licensure in most states **(see exceptions below).** CACREP accreditation will be applied for by the program as soon as it is eligible, which is upon graduation of the first cohort, estimated for August 2025.

EOU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU is the regional accreditation agency for colleges and universities in the States of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. NWCCU is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education for the institutions it accredits. NWCCU is also recognized by the Council for Higher Education Accreditation (CHEA), affirming that its Standards and processes are consistent with the quality, improvement, and accountability expectations that CHEA has established. Accreditation by NWCCU is not partial but applies to the institution as a whole.

EOU, as a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), is authorized to offer distance programs in all states that participate in the State Authorization Reciprocity Agreement (SARA). Approval for institutional participation was granted by the State of Oregon's Higher Education Coordinating Commission (HECC) on October 12, 2022. California is the only state that does not participate in SARA therefore Eastern Oregon University is exempt from approval from the California Bureau of Post-Secondary Education.

Although we are authorized to deliver distance education in all forty-nine SARA-participating states, some state Counseling Licensure Boards have imposed restrictions on out-of-state students completing clinical experience hours in their states. As a result, we do not offer our degree program in every state; **the exceptions are noted below.**Prospective students are strongly encouraged to check with their state Counseling Board or equivalent licensing board of the state in which they intend to obtain licensure and/or certification as requirements may be subject to change. In addition, we cannot admit international or US Territory applicants residing outside of the United States, as all clinical experience sites must be physically located in the United States to receive approved supervision.

It is through its regional accreditation by NWCCU, recognition by CHEA, and NC-SARA authorization that EOU's Master of Science in Clinical Mental Health Counseling program meets the educational requirements for counseling licensure and/or certification, in the states in which it offers the program.

In addition to the 90 required graduate quarter credits, you must be available to attend synchronous courses throughout the program, beginning in the second semester of enrollment. You must also complete a practicum clinical experience of a minimum of 100 hours over one (1) academic term and 600 to 1000 hours of internship clinical experience over two (2) to three (3) academic terms, during the program, depending on the requirements of the state where you intend to seek licensure. In addition, a one time technology fee of $244 will be assessed upon registration. This fee gives access to the Supervision Assist website, which will allow students to track client hours throughout their time in the program, provide logs of client hours for licensure, record and store client videos through HIPAA secure technology, and allow for easy communication of the student, site supervisor, and university instructor.

EOU *does not* guarantee that the completion of this program will result in state licensure or certification. In addition to successfully completing the educational and clinical experience requirements, once you graduate you will need to meet other state licensure requirements. Most states require substantial post-master's clinical experience hours and passing scores on a licensure examination prior to your initial and/or terminal licensure. States may have further licensure requirements such as a background check and minimum age requirements to be licensed. It is your responsibility to determine if your own circumstances pose any barriers to licensure. You should be aware that clinical experience sites also generally require background checks before accepting students for a practicum or internship position. Clinical experience sites often have stricter criteria regarding criminal histories than state licensing boards.

You are responsible for knowing your state's licensure requirements and being aware of any changes to those requirements. If you move to another state, the requirements for licensure will likely be different from the state where you currently reside and could change your curricular requirements. Also, if you move to another state, your specific clinical experience site approval criteria may change as well. You are responsible for determining the licensure requirements in the state to which you relocate. Once enrolled in the program, you should discuss moving plans with your Clinical Mental Health Counseling Faculty Advisor to determine the impact on your program requirements. You are required to file a change of address form to notify the university should your address change.

Key information about your Oregon's licensure requirements is available below. You must review the educational requirements for the state in which you intend to seek licensure before signing this acknowledgment form. If you need assistance finding this information, please reach out to the CMHC program assistant: Jamie Baker at bakerj5@eou.edu.

Currently, EOU's Master of Science in Clinical Mental Health Counseling degree does not meet the requirements for licensure in Alabama, Florida, Illinois, Kansas, Missouri, New Jersey, New York, North Carolina, Ohio, Virginia, and Wisconsin.

I intend to be licensed in the State of **_____.**

EOU's program meets the State of _____ educational and clinical experience requirements for counseling.

Please review your state's website for additional information. Links for Oregon are provided below. Should you need assistance finding your state's requirements, please email the program director, Dr. Hope Schuermann at hschuermann@eou.edu.

Oregon Board of Licensed Professional Counselors and Therapists' Educational Requirements: https://www.oregon.gov/oblpct/Pages/Education.aspx and https://www.oregon.gov/oblpct/Pages/LPC_Courses.aspx

Post-Master's Requirements

EOU routinely checks the educational, pre-licensure requirements of each state. Whenever possible, we will keep you up to date about changes in your state's educational and clinical experience requirements. However, because requirements may change between EOU's routine reviews, you should periodically review the requirements of your state and/or contact your state licensure board to confirm that you have met the necessary educational and clinical experience requirements for licensure. You should also check the post-degree licensure requirements for your state (e.g., a background check, licensing examination, post-master's clinical experience hours, etc.). Your state may require that you submit syllabi for all of your counseling courses. Be sure to save copies of your syllabi.

Please Initial Each Statement and Sign Acknowledgement Below:

_____ I understand that the program consists of 90 required graduate quarter credit hours, and that I must be available to attend synchronous courses online routinely throughout my program of study.

_____ I understand that my academic program requires successful completion of a minimum of 100 hours of practicum clinical experience and 600 hours of clinical experience at a pre-approved site (some states require additional hours for licensure). I also understand that if the state where I intend to seek licensure requires more than 100 practicum clinical experience hours and/or 600 internship clinical experience hours, I must complete the additional clinical experience hours (and academic terms) needed to be eligible for licensure.

_____ I understand the requirements of the EOU Master of Science in Clinical Mental Health Counseling, I have reviewed my state's licensure website, and I understand my state's post-master's licensure requirements.

Student Name (please print): _____

Student Signature: _____ Date: _____

Appendix D: Course List and Prerequisites

Required Counseling Core Courses

Course Number	Course Title	Prerequisites
COUN 500	Introduction to Counseling & Ethical Practice	None
COUN 510	Developmental Theory: Counseling Across the Lifespan	None
COUN 520	Social and Cultural Diversity in Counseling	None
COUN 530	Counseling & Helping Relationships: Residency I	COUN 500
COUN 540	Counseling Theories I: Individual Applications & Techniques	COUN 510
COUN 550	Assessment & Evaluation Techniques in Counseling	Co-requisite 530
COUN 560	Career Development and Counseling	COUN 550
COUN 570	Diagnostic Systems, Psychopathology, & Advanced Assessment in Counseling	COUN 550
COUN 580	Counseling Theories II: Couples & Families Applications & Techniques	COUN 530, 540
COUN 590	Research & Program Evaluation in Counseling	COUN 550
COUN 600	Crisis & Trauma Counseling	COUN 550, 570
COUN 610	Counseling Substance Use Disorders & Behavioral Addictions	COUN 550, 570
COUN 620	Group Counseling Theories & Models: Residency II	COUN 530, 540

Required Clinical Mental Health Counseling Courses

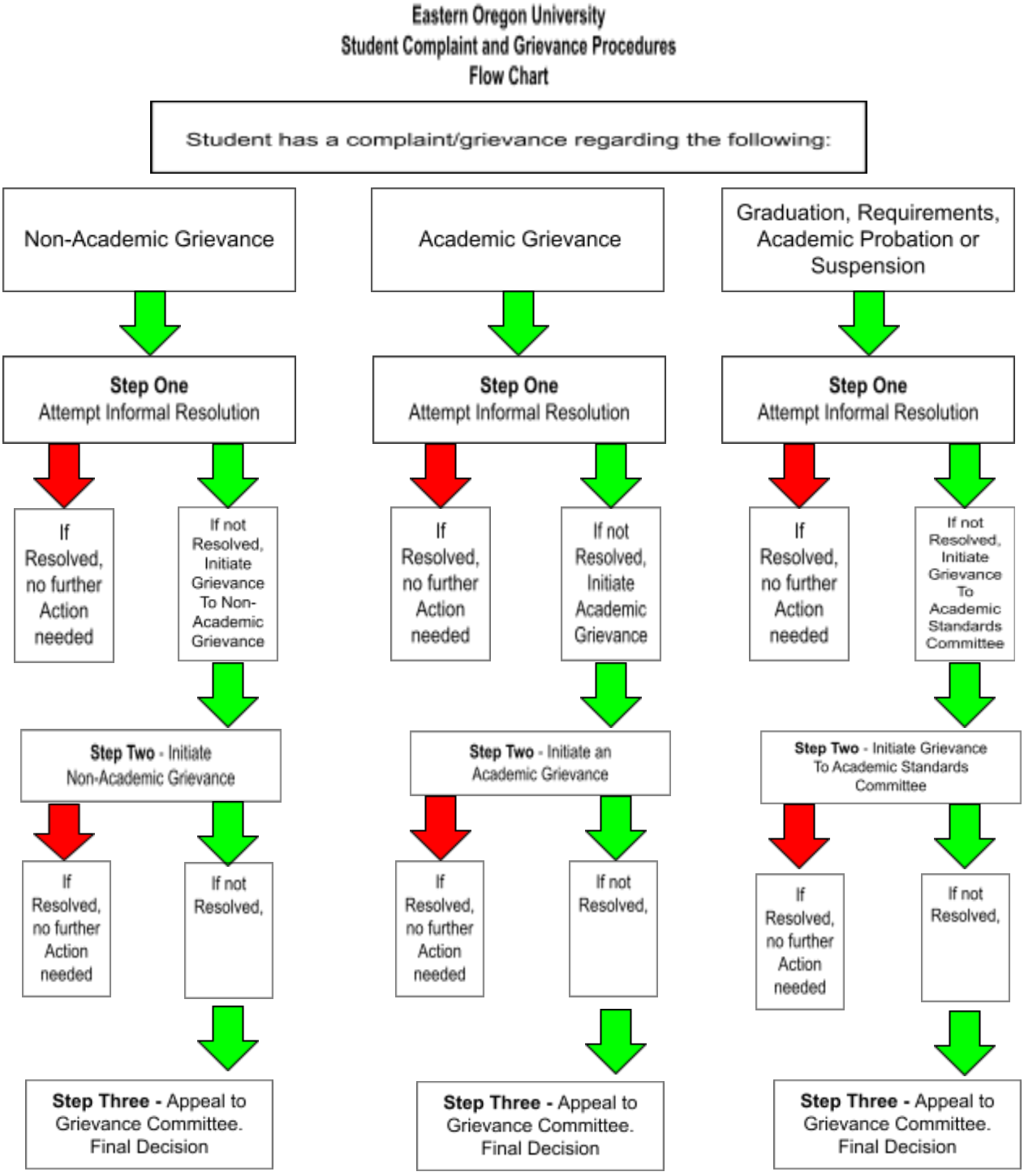
Course Number	Course Title	Prerequisites
CMHC 630	Professional Issues & Advanced Ethics in CMHC	COUN 620
CMHC 640	Treatment Planning & Integrative Models of Care CMHC	COUN 550, 570
CMHC 650	Clinical Mental Health Counseling Practicum	COUN 620
CMHC 660	Clinical Mental Health Counseling Internship	CMHC 650
CMHC 670	Clinical Mental Health Counseling Advanced Internship	CMHC 660

Electives

Course Number	Course Title	Prerequisites
COUN 565	Human Sexuality in Multicultural Counseling	COUN 520
COUN 575	Psychopharmacology & Advanced Psychopathology in Counseling Practice	COUN 550, 570
COUN 585	Counseling Special Populations & Advanced Techniques in Counseling	COUN 530, 540
COUN 665	Counseling Children & Adolescents	COUN 530, 540
COUN 675	Technology in Counseling & Consultation	COUN 530, 540
CMHC 680	Clinical Mental Health Counseling Advanced Internship II	CMHC 670

*We will be adding electives in Grief Counseling and Advanced Family Counseling

Appendix E: EOU Student Complaint & Grievance Flow-Chart



Appendix F: Steps in Informal and Formal Remediation

Students are regularly evaluated using the CMHC SCAPE on both academics and professional dispositions, as mandated by the professional field of counselor education. Should a student not meet "satisfactory" standards on the professional dispositions portion of the CMHC SCAPE, two outcomes are available: informal remediation where the student's advisor may meet with the student to begin a mutually agreed upon Personal Improvement Plan (PIP) and timeline, to be tracked by the faculty advisor, or a formal remediation plan with a faculty committee will be established. Informal and formal procedures are followed based on severity of concerns, number of concerns, and consultation with the program director. All remediation, informal or formal, will be documented by the faculty and saved in the student's university file.

Informal Remediation

Students with minor deficiencies as shown less than the "satisfactory" rating will:

1. Meet with their advisor to create a personal improvement plan (PIP) and timeline based on the criteria of concern.
2. The faculty advisor will set up a schedule to meet with the student via Zoom during the timeline established, to offer support and monitor progress.
3. At the end of timeline for informal remediation, the faculty advisor will review the student's progress on the PIP throughout the timeline, and deem the student to be successful in earning a Satisfactory rating on all SCAPE criteria, or if the student is not rated satisfactory, refer to the program director for a full remediation committee.
4. To end the informal remediation process, the faculty advisor will meet with the student and discuss the results of their informal remediation. The faculty advisor will notify the program director of the outcome, and will submit all notes regarding the remediation to the program assistant to be stored in the student's university file.

Formal Remediation

Students with major deficiencies, as shown in the number of standards rated below satisfactory or the severity of infraction, or those not successfully completing an informal remediation, will constitute convening of a formal remediation committee of at least two core faculty. The formal remediation committee and the student will:

1. Meet to review the feedback on standards not met in the SCAPE, and create a PIP and timeline for the student.
2. The remediation committee will set up a schedule to meet with the student via Zoom during the timeline established, to offer support and monitor progress.
3. The remediation committee will review the student's progress on the PIP throughout the timeline, and deem the student to be successful in earning a Satisfactory rating on all SCAPE criteria, edit the remediation plan or timeline, or recommend dismissal from the program.
4. The remediation committee will meet with the student and the program director to report their recommendation.

5. The remediation committee will submit all notes regarding the remediation to the program assistant to be stored in the student's university file.

Appeals

Should the student disagree with the recommendation of the remediation committee, they may appeal the decision by submitting a grievance petition form to the Program Director within 30 days of the remediation committee's recommendation. The director, administrator, or designee receiving the written grievance shall attempt to resolve the matter and is required to report the decision, in writing, to the complainant(s) and respondent(s) via their EOU email addresses within fifteen (15) work days of receiving the grievance petition. If the grievant(s) wishes to appeal the grievance decision, the student must submit an appeal to the University Grievance Committee along with the director's, administrator's, or designee's written response to previous resolution attempts within ten (10) work days of receiving the decision, or if no decision was issued, no later than ten (10) work days after the applicable decision deadline.

For full guidelines on the grievance procedure, visit:
https://www.eou.edu/student-affairs/grievance/