

WESTERN WASHINGTON UNIVERSITY
Bellingham, Washington

Counseling Graduate Program

Fall 2022



CACREP SELF-STUDY

SEEKING ACCREDITATION IN:
CLINICAL MENTAL HEALTH COUNSELING
AND SCHOOL COUNSELING
UNDER THE 2016 CACREP STANDARDS

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Introduction to Western Washington University and Navigating the Self-Study

Western Washington University is a regional university offering a liberal arts education in an eclectic range of undergraduate and graduate degrees. Graduate programs at WWU offer a range of degrees and certificates across disciplines, including education, social and health sciences, STEM, and the arts and humanities. The main campus is situated on the ancestral homelands of the Coast Salish Peoples, who have lived in the Salish Sea basin, all throughout the San Juan Islands and the North Cascades watershed from time immemorial, for which we give our gratitude and respect.

Housed in the College of Humanities and Social Sciences, the graduate counseling programs in both Clinical Mental Health Counseling (CMHC) and School Counseling (SC) are housed within the Psychology Department. These counseling programs exist to provide opportunities for preparation and training towards licensure and board certification in the State of Washington as professional mental health and school counselors, respectively. The mission of the WWU Clinical Mental Health Counseling and School Counseling Program is to prepare knowledgeable, skilled, collaborative, and ethical counselors who value diversity, equity and social justice and meet the relevant licensing and credentialing standards for practice in mental health and educational settings in the State of Washington. We believe this is best accomplished in a small rigorous program in which students have substantive opportunities to acquire evidence-based knowledge and develop their professional and interpersonal skills under the supervision of faculty who are committed to training exceptional counselors.

We are seeking CACREP accreditation for our Clinical Mental Health and School Counseling tracks of study. This self-study was compiled over the summer, fall, winter, and spring quarters of 2021-2022. The definitive version was completed on 1 April 2022 and utilized Microsoft Office 2021. The final document was converted to PDF also using Microsoft Word.

All communications regarding the self-study may be directed to the WWU CACREP liaison Dr. Aaron Smith. He can be reached by email at aaron.smith@wwu.edu and by phone at (360)-650-2435.

Dr. Aaron Smith, NCC
Associate Professor of Counseling
Co-Host, *The Thoughtful Counselor Podcast* (www.thethoughtfulcounselor.com)
Co-Director, Center for Cross Cultural Research
Director, Warrior-Wellness Lab (<https://wp.wwu.edu/warriorwellness/>)
Western Washington University

Instructions for accessing and navigating the WWU CACREP Self-Study are as follows:

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Navigation Directions

Welcome to the WWU Counseling Graduate Program Self-Study. We designed this electronic document in the hopes of providing easily accessible, comprehensive information regarding our program areas. You will be able to reach all necessary documents directly from this file. For the reviewer's convenience, we included a hyperlink to the Table of Contents at the bottom of every page. In addition, we created the following consistent hyperlinks:

- All mentions of program handbooks, forms, and other evidence also include directions for accessing the documents in the evidentiary folders submitted with this self-study
- All mentions to other sections of the self-study include hyperlinks to the relevant section(s)
- As requested, we captured screenshots via PDF and included directions for where to access the documents in the folders submitted with this self-study
- We ensured this document was fully bookmarked by section so reviewers may use the navigation pane to scroll to relevant sections.

Application Materials



Application Form

1

**CACREP**

Application for Accreditation 2016 Standards

Eligibility Requirements

The following three items must be met before any application can be submitted to CACREP.

- Students are enrolled in each specialty area applying for accreditation.
- The institution holds regional accreditation.
- Specialty area and doctoral programs meet the relevant minimum semester/quarter hour requirements as outlined in Standard 1.J and Standard 6.A.1.

Instructions for Electronically Submitting Application and Documentation

1. This Application document includes the ability to provide electronic signature.
2. Review our [guide](#) to electronic preparation of Self-Study materials and visit the [Reports Submission](#) page on our website to initial the transfer of documents.
3. Also See Policy 1.m *Electronic Submission of Accreditation Documents* for formatting guidelines. NOTE: The requirement to submit documents via CDs/USBs has been waived.
4. Mail a check payable to CACREP for the application fee of \$2500.

Mailing address:

Council for Accreditation of Counseling and Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, Virginia 22314

Rev 3.2020

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Section 1 Application for Accreditation

Date: 3/7/2022

Institution: Western Washington University

Department/Academic Unit: Counselor Education

Mailing Address: 516 High Street, Bellingham, WA 98225, AI 453 MS 9172

Institution Website: https://www.wwu.edu

CACREP Liaison: Aaron Smith, PhD, NCC

Telephone: 505-412-5694 Fax: 360-650-7305

E-mail: smith230@wwu.edu

This institution is: (check all that apply):

- HBCU HSI Tribal College
 For-profit Public Private
 Online Faith-based Other _____

Specialty Areas Offered

Place an "X" on the left next to the specialty area(s) for which accreditation is sought. We need three answers for each specialty area under review: 1) indicate by the "X" which specialty area standards the program is addressing (e.g., Clinical Mental Health Counseling); 2) what your department calls the program on your website and in other media (e.g., Professional Counseling, Clinical Counseling); and 3) what the title of the program is on the student's transcript (e.g., Professional Counseling – Clinical Mental Health Counseling Specialization).

Entry-level

- Addiction Counseling M.Ed. M.A. M.S. Other _____

Title of degree/program: _____

Transcript title: _____

- Career Counseling M.Ed. M.A. M.S. Other _____

Title of degree/program: _____

Transcript title: _____

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Clinical Mental Health Counseling M.Ed. M.A. M.S. Other _____

Title of degree/program: Clinical Mental Health Counseling Program

Transcript title: Clinical Mental Health Counseling

Clinical Rehabilitation Counseling M.Ed. M.A. M.S. Other _____

Title of degree/program: _____

Transcript title: _____

College Counseling and Student Affairs M.Ed. M.A. M.S. Other _____

Title of degree/program: _____

Transcript title: _____

Marriage, Couple, and Family Counseling M.Ed. M.A. M.S. Other _____

Title of degree/program: _____

Transcript title: _____

School Counseling M.Ed. M.A. M.S. Other _____

Title of degree/program: School Counseling Program

Transcript title: School Counseling

Rehabilitation Counseling M.Ed. M.A. M.S. Other _____

Title of degree/program: _____

Transcript title: _____

Doctoral-level

Counselor Education and Supervision Ph.D. Ed.D. Other _____

Title of degree/program: _____

Transcript title: _____

Section 2 Signature Pages

By signing and submitting this application, you agree to the following:

- To ensure the integrity of this process, it is imperative that professional conduct be exemplified in the application and self-study materials submitted to CACREP, as well as in the accreditation review procedures followed by the accrediting organization. For the process to be effective and fair, it must follow the established review procedures and the information submitted during the review process must be based on clear statements and documentation describing how the program operates. The self-study narrative and supporting evidence must not misrepresent the program by implying resources or any level of strengths that exceed the program's level of operation. Constructive, reciprocal feedback can only be based on an open and honest documentation that follows the prescribed review process.
- No feedback will be provided to the program until all current fees that have been paid.
- The accreditation process is voluntary. CACREP will issue an invoice (or W-9 as applicable) for payment of fees, but unless expressly required by law or regulation, CACREP will not sign a procurement or vendor contract with the institution.
- The institution agrees to adhere to all CACREP policies.

President/CEO
of the Institution

Name: Sabah Randhawa
 Signature: *Sabah Randhawa*
 Mailing Address: 516 High Street, Old Main 450, Bellingham, V
 E-mail: president@wwu.edu
 Addressed in correspondence as: Dr. Mr./Ms. Other _____

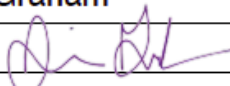
Dean of
the College or School

Name: Paqui Paredes Méndez
 Signature: *Paqui Paredes Mendez*
 College/School: Dean of the College of Humanities & Social Sc
 Mailing Address: 516 High Street, Bellingham, WA 98225, MS
 E-mail: paredem@wwu.edu
 Addressed in correspondence as: Dr. Mr./Ms. Other _____

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Department
Chair

Name: Jim Graham

Signature: 

Department: Psychology

Mailing Address: 516 High Street, Bellingham, WA 98225-9172

E-mail: jim.graham@wwu.edu

Addressed in correspondence as: Dr. Mr./Ms. Other _____

CACREP Liaison

Name: Aaron Smith

Signature: *Aaron Smith, PhD, NCC*

Mailing Address: 516 High Street, Bellingham, WA 98225-9172

E-mail: smith230@wwu.edu

Addressed in correspondence as: Dr. Mr./Ms. Other _____

Other Official to Receive Correspondence (optional)

Title:

Name: _____

Signature: _____

Mailing Address: _____

E-mail: _____

Addressed in correspondence as: Dr. Mr./Ms. Other _____

Section 3

Required Supplemental Documentation

1. Please list each site and delivery method where the specialty area(s) is offered:

Specialty Area(s)	Site(s) and/or Delivery Method(s)	Can a student take over 50% of coursework here?*
Information required for section 3 is in the self-study below	Main Campus Only for both programs	Yes (100% for both programs occur on main campus)

*If the answer is yes at any site or if an alternative online or distance education version of the specialty area(s) is offered, provide summary responses to the conditions in the Multiple Sites Policy (1.o) and/or the Multiple Delivery Methods Policy (1.q).

2. Please provide a current program of study for each specialty area that includes all required courses and indicates the total number of hours required to obtain the degree. This information should also include the number of clinical hours required in practicum and internship courses.
3. Please create tables or charts with the following information. *If the specialty area(s) is offered at multiple sites and/or by different delivery methods, please provide information for each site or delivery method and for the overall program.*
- a) Table 1 – Faculty Who Currently Teach in the Program
1. List all core faculty by name and include each person’s credit hours taught in last 12 months, terminal degree and major, primary teaching focus, professional memberships, licenses/certifications, and nature of involvement in the program(s) (e.g., academic unit leader).
 2. List all non-core faculty by name and include each person’s credit hours taught in last 12 months, terminal degree and major, primary teaching focus, professional memberships, licenses/certifications, and nature of involvement in the program(s) (e.g., clinical faculty, adjunct).
- b) Table 2 – Current Students
1. For each applicant specialty area (e.g., School Counseling), please indicate the number of full-time, part-time, and full time equivalent (FTE) students at each campus site and/or delivery method.
 2. Please indicate any other counseling specialty areas in the academic unit that are not applying for accreditation, the number of full-time, part-time, and full time equivalent (FTE) students at each campus site and/or delivery method.
- c) Table 3 – Graduates for the Past Three (3) Years
- For each applicant specialty area (e.g., School Counseling), please indicate the number of graduates at each campus site and/or delivery method.

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4. Please provide evidence of institutional accreditation by a regional accreditor recognized by the US Department of Education or the Council for Higher Education Accreditation (CHEA). See Policy 8.b.

Clinical Mental Health Counseling (CMHC) Track Design

The CMHC program at Western is a 92-credit hour program using small, structured cohorts. Due to our structured cohort model, students take each class together and are, hence, required to take courses full-time (i.e., 8 credit hours or more) each quarter unless otherwise approved by the counseling program faculty. When students complete the program on a normal FTE schedule (as described above), they complete the program in 6 academic quarters (i.e., two academic years).

CLASS	SPECIFICATION (Common Core vs. Track Specific)	# Of Credits (92 total)
Adult Psychopathology	CMHC Specific	5
Cross-Cultural Counseling	Common Core	4
Developmental Psychopathology	Common Core	5
Research Methods in Counseling	Common Core	5
Theories of Counseling	Common Core	5
Occupations and Career Development	Common Core	4
Testing and Appraisal in Counseling	Common Core	5
Family and Community Systems	Common Core	4
Professional, Legal & Cultural	Common Core	5
Individual Counseling Techniques	CMHC Specific	5
Group Processes in Counseling	CMHC Specific	4
Professional Practice of Counseling	CMHC Specific	2
Crisis Interventions	Common Core	5
Practicum	Common Core	10
Internship	CMHC Specific	24

CLINICAL HOURS: The program's practicum is a clinical experience in our on-campus counseling training clinic. Both School and Clinical Mental Health Counselors complete two full quarters of Practicum in their Winter and Spring quarters in year 1. The clinic is composed of 1 large group room, 4 individual counseling rooms, and a play therapy room (equipped with a sand tray, toys, and other clinical tools used for work with children and adolescents). Every room is equipped with state-of-the-art recording equipment that allows students and supervisors to record both audio and visual information during each counseling session. Every room is also equipped with one-way mirrors connected to an observation room for the purposes of live observation (by peers and professors) and supervision.

Practicum Clinical Hours: Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout practicum by a counselor education program faculty member and participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision is provided by two counselor education program faculty members during each group meeting.

Internship Clinical Hours: Individuals in the Clinical Mental Health Counseling Program complete a 700-hour internship, including a minimum of 250 hours of direct service, spread over three quarters during the second year. This typically involves a minimum of 20 hours per week on Monday, Wednesday, and Friday. Tuesdays and Thursdays are reserved for classes.

COVID Addendum: See [here](#) to read about how we have adapted our processes in the clinic for COVID.

WASHINGTON LICENSURE REQUIREMENTS: This track meets the educational requirements for licensure as a mental health counselor in the state of Washington. For full licensure as a Mental Health Counselor in the state of Washington, one needs 36 months full-time counseling or 3000 hours of postgraduate clinical mental health counseling under the supervision of an approved licensed mental health counselor or equally qualified licensed mental health practitioner in an approved setting. The 3000 hours of required experience includes a minimum of 100 hours spent in immediate supervision with the supervisor and includes a minimum of 1200 hours of direct counseling with individuals, couples, families, or groups. Applicants also need to successfully complete the continuing education requirements of 36 hours, with six hours in professional law and ethics and six hours in suicide assessment, treatment, and management. Finally, applicants must pass the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE.)

School Counseling (SC) Track Design

The SC program at Western is a 90-credit hour program using small, structured cohorts. Due to our structured cohort model, students take each class together and are, hence, required to take courses full-time (i.e., 8 credit hours or more) each quarter unless otherwise approved by the counseling program faculty. When students complete the program on a normal FTE schedule (as described above), they complete the program in 6 academic quarters (i.e., two academic years).

CLASS	SPECIFICATION (Common Core vs. Track Specific)	# Of Credits (90 total)
Developmental Psychopathology	SC Specific	5
Cross-Cultural Counseling	Common Core	4
Developmental School Counseling	Common Core	5
Research Methods in Counseling	Common Core	5
Theories of Counseling	Common Core	5
Occupations and Career Development	Common Core	4
Testing and Appraisal in Counseling	Common Core	5
Family and Community Systems	Common Core	4
Professional, Legal & Cultural,	Common Core	5
Individual Counseling Techniques	SC Specific	5
Group Processes in Counseling	SC Specific	4
Crisis Interventions	Common Core	5
Practicum	Common Core	10
Internship	SC Specific	24

CLINICAL HOURS: The program's practicum is a clinical experience in our on-campus counseling training clinic. Both School and Clinical Mental Health Counselors complete two full quarters of Practicum in their Winter and Spring quarters in year 1. The clinic is composed of 1 large group room, 4 individual counseling rooms, and a play therapy room (equipped with a sand tray, toys, and other clinical tools used for work with children and adolescents). Every room is equipped with state-of-the-art recording equipment that allows students and supervisors to record both audio and visual information during each counseling session. Every room is also equipped with two-way mirrors connected to an observation room for the purposes of live observation (by peers and professors) and supervision.

Practicum Clinical Hours: Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout practicum by a counselor education program faculty member and participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision is provided by two counselor education program faculty members during each group meeting.

Internship Hours: The internship is an experiential learning component of the school counseling program. As such, students are required to participate in counseling interviews with a variety of clients in a school-based setting under the direct supervision of a certified and experienced school counselor. The internship experience will include a minimum of 600 hours, at least 240 of which must be in direct service. The internship is a variable credit class that meets for three consecutive quarters, on a half-time basis. Students are required to participate in a weekly supervision group with their campus-based supervisor and to meet for a minimum of one hour per week with their site supervisor. The field-based supervision will be provided according to the relevant school and/or district policies. Upon the recommendation of the field supervisor, the student will begin to provide counseling and guidance services and to participate in the broader activities of the school-based counseling program.

COVID Addendum: See [here](#) to read about how we have adapted our processes in the clinic for COVID.

WASHINGTON SCHOOL COUNSELING BOARD CERTIFICATION

REQUIREMENTS: The M. Ed. School Counseling Program track meets the educational requirements for board certification as a school counselor in the state of Washington. School counselors in Washington State must hold a valid school counselor certification as defined by the Professional Educator Standards Board (**Error! Hyperlink reference not valid.**). This track prepares professional counselors for employment in educational settings and is designed for those students intending to apply for the state certificate in guidance and counseling at the elementary and secondary levels. Certification as a public-school teacher is not required for admission to the program. Our School Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Table 1a: Core Faculty (Past 12 Months)

Core Faculty Member			Terminal Degree			Graduate Teaching
Name	Rank	Role		Major	University	Credit Hours
Diana Gruman	Associate Professor (Promoted to Full, beginning Sept 2022)	Director, School Counseling Program; School Counseling Internship Director; Core Faculty	PhD	PhD in Education – Program Focus in Counselor Education & Supervision	University of Washington	18-30 Credits (18 because Dr. Gruman was on leave for a part of the 2021-2022 academic year)
Aaron Smith	Associate Professor	CACREP Liaison; NBCC Site Administrator; Core Faculty	PhD	Clinical Mental Health Counseling (MA – CACREP); Counselor Education and Supervision (PhD - CACREP)	University of New Mexico (CACREP)	24
Shaun Sowell	Assistant Professor (promoted to Associate, beginning Sept 2022)	Core Faculty School Counseling internship coordinator	PhD	School Counseling (MA); Counselor Education and Supervision (PhD)	University of Louisville (CACREP)	25
Tina Du Rocher Schudlich	Full Professor	Clinic Director; Clinical Mental Health Internship Director; Core Faculty	PhD	Developmental and Counseling Psychology (dual PhD)	University of Notre Dame	10

Christina Byrne	Associate Professor (promoted to Full, beginning Sept 2022)	Clinical Mental Health Counseling Program Director	PhD	Clinical Psychology	University of Georgia	15
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Core Faculty	Primary Teaching Assignments	Current Credentials	Current Memberships
Diana Gruman	Practicum (SC); Group Processes in Counseling (SC); Developmental School Counseling; Internship (SC)	NCC	ACA; Washington School Counselor Association; American School Counselor Association, ACES, Western ACES, American Educational Research Association (division E: Counseling and human development), Evidence-Based School Counseling Conference (board member)
Aaron Smith	Theories of Counseling; Professional, Legal, and Cultural Issues; Crisis Interventions; Practicum (CMHC); Group Processes in Counseling (CMHC)	NCC	ACA, AHC, IARTC, MGCA
Shaun Sowell	Individual Counseling Techniques (School Counseling); Practicum (SC); Occupational and Career Counseling; Internship (SC); Career Counseling; Group Counseling (SC)	LMHCA	ACA, ASCA, WSCA, ACES, WACES, SACES, AMCD, CSJ, SCIN (through ACES)
Tina Du Rocher Schudlich	Family & Community Systems; Internship (CMHC); Practicum (CMHC or SC); Developmental Psychopathology	N/A	ACA, AMCD, ABA International, Society for

			Research in Child Development
Christina Byrne	Individual Counseling Techniques (CMHC); Practicum (CMHC); Internship (CMHC)	Licensed Psychologist	ACA, International Society for Traumatic Stress Studies

Table 1b: Non-Core Faculty (Past 12 Months)

Non-Core Faculty Member		Terminal Degree		Teaching Assignment		Affiliations	
Name	Role	Degree	University	Credit Hours	Courses	Credentials	Memberships
Jeff King	Full Professor	Clinical Psychology Doctorate (PhD)	The Pennsylvania State University	15	Cross Cultural Counseling; Testing and Appraisal in Counseling; Practicum (SC or CMHC)	Licensed Psychologist	First Nations Behavioral Health Association; International Association of Cross-Cultural Psychologists; American Counseling Association; Society for Cross-Cultural Research; Society of Indian Psychologists
Brent Mallinckrodt	Full Professor	Counseling Psychology (PhD)	University of Maryland	10	Practicum (CMHC); Research Methods in Counseling	Licensed Psychologist (inactive)	Fellow and Member of APA Division 17 (Counseling Psychology); APA Division 29 (Psychotherapy); Fellow for the American Association for the Advancement of Science
Lisa Harmon	Lecturer	Clinical Mental Health Counseling (MS)	WWU	8	Internship (CMHC); Professional Practice (CMHC)	LMHC	NBCC, ACA, NWBHIPA

Brennon Gilbert	Senior Lecturer	Psychological Doctorate (PsyD)	Pacific University	5	Adult Psychopathology	Licensed Psychologist (WA and OR)	WSPA
Anna Ciao	Associate Professor	Clinical Psychology Doctorate (PhD)	University of Hawaii at Manoa	5	Practicum (CMHC)	N/A	Academy of Eating Disorders
Jenny McCabe	Associate Professor	Clinical Psychology Doctorate (PhD)	University of Iowa	0	Practicum (CMHC)	N/A	APA, International Marriage Society, Association for Contextual and Behavioral Sciences
Chris Sink	Temporary Instructor & Research Associate (Retired Full Professor)	Educational Psychology (PhD); School Counseling (MS)	University of California, Riverside	11	Group Processes in Counseling (SC Temporary for 2021)	NCC	NBCC, International Society for Policy Research and Evaluation in School-Based Counseling
Page Roth	Temporary Adjunct Instructor	Clinical Mental Health Counseling (MS)	WWU	4	Occupational & Career Counseling – Temporary for 2021)	LMHC	NBCC, ACA, Washington Career Development Association, NCDA
Behr Ibarra	Temporary Adjunct Instructor	School Counseling (MS)	WWU (M Ed)	4	Internship (SC)	Washington State K-12 ESA Certificate in School Counseling	ASCA

Patti Hoelzle	Temporary Adjunct Instructor	School Counseling (MS)	WWU (M Ed)	4	Internship (SC)	Washington State K-12 ESA Certificate in School Counseling	WSCA, <u>2022 WSCA Advocate of the Year</u>
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Table 2: Current Students

	Full-Time Students	Part-Time Students	Inactive	Total Students
Clinical Mental Health Counseling	12	0	0	12
School Counseling	12	0	1	13
<i>Master's Total</i>	24	0	0	25

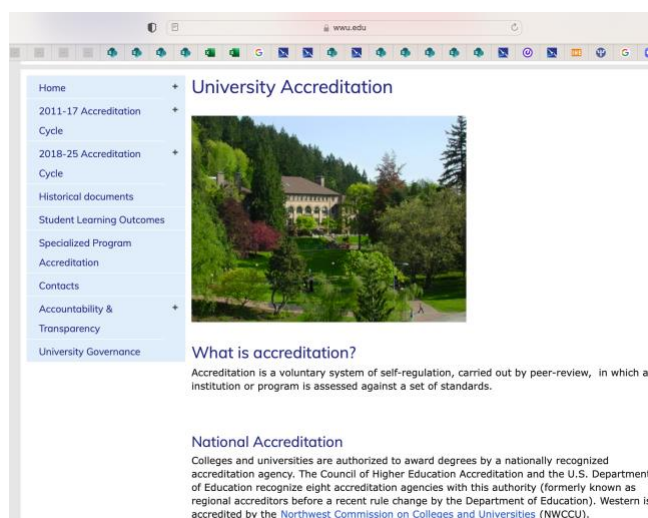
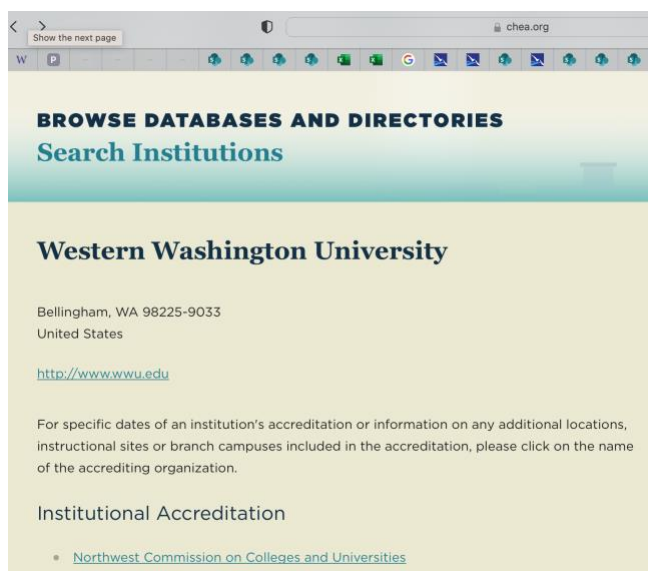
Table 3: Graduates for the Past 3 Years

	Master of Science	Master of Education	
Clinical Mental Health Counseling	18		
School Counseling		17	
<i>Master's Degrees Total</i>			35

Evidence of Institutional Accreditation by a Regional Accreditor Recognized by the US Department of Education or the Council for Higher Education Accreditation (CHEA)

Western Washington University as an institution is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU; an organization that is recognized by the Council for Higher Education Accreditation [CHEA], as well as the US Department of Education [USDE]).

Please see the following screenshot from CHEA's own website (chea.org) verifying our institutional accreditation as of the submission of this CACREP self-study, as well as a screenshot from our university website advertising our regional NWCCU accreditation:



Financial Support for Accreditation Process



Department of Psychology

Academic Instructional Center - 484 - MS # 9172

516 High Street, Bellingham, Washington 98225

(505)-412-5694

<https://chss.wvu.edu/psychology>

April 22, 2022

To whom it may concern,

Western Washington University's College of Humanities and Social Sciences (CHSS) will be responsible for paying the expenses of the on-site CACREP accreditation team. I understand that this will include the \$2500.00 for the application fee (included with the self-study) and \$2000 per site team visitor (for 3 visitors) when the site visit is approved.

We believe that CACREP accreditation will significantly contribute to the success of our counseling graduate students. If you need additional information, feel free to contact us.

Sincerely,

A handwritten signature in purple ink, appearing to read "Jim Graham".

Jim Graham, Ph.D.
Professor and Chair
Department of Psychology

A handwritten signature in black ink, appearing to read "Paqui Paredes Méndez".

Paqui Paredes Méndez, Ph.D.
Professor and Dean
College of Humanities and Social Science

Active Minds Changing Lives

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SECTION I: The Learning Environment



The Institution (1.A – 1.I)

- A. The academic unit is clearly identified as part of the institutions graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.**

The Clinical Mental Health Counseling Program and School Counseling Program (housed within the Department of Psychology) are clearly identified as part of Western Washington University’s graduate degree offerings and clearly distinguished as a *counseling* specialty relative to the psychology department in which it is housed. As can be seen on our WWU course catalog webpage, (<https://catalog.wwu.edu/content.php?catoid=18&navoid=4807>), the course catalog for the university clearly identifies our graduate programs as being separate relative to the psychology department in which they are housed (see ‘WWU Course Catalog Website Screenshot’ and ‘Screenshot of Graduate Degree Offerings Showing Counseling Programs’ in the ‘Institutional Media’ folder within the Section I documentation).

Finally, our academic unit has sole responsibility for the preparation of the counseling students, with all courses being taught within the counseling graduate program.

- B. The institutional media accurately describe the academic unit, the core counselor education program faculty, and each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.**

WWU puts out a ‘Course Catalog’ every year that describes the various academic units and programs available at Western. As can be seen in the document ‘WWU Course Catalog Website Screenshot’ in the ‘Institutional Media’ folder (in the Section I Documentation), the ‘Course Catalog’ contains a section for each of the following:

- Clinical Mental Health Counseling, Non-Thesis, MS
- Clinical Mental Health Counseling, Thesis MS
- School Counseling, Non-Thesis, MEd
- School Counseling, Thesis, Med

Further, each link contains the following information (also shown in the screenshots of the Course Catalog website contained within the ‘Institutional Media’ folder in the Section I Documentation):

- Graduate faculty
- Accreditation Status
- Program Description
- Goals of the Program
- Pre-requisites
- Application Information

- Program Requirements
- Retention requirements

Finally, each track of our counseling graduate program (SC and CMHC) also has their own website (SC: <https://chss.wwu.edu/psychology/school-counseling-program>; CMHC: <https://chss.wwu.edu/psychology/clinical-mental-health-program>), the screenshots of which can be found within the ‘Institutional Media’ folder in Section I Documentation.

These websites also contain links to:

- The application
- Accreditation Status
- A link to the program’s student handbook
- Information on ‘Tuition, Fees, Financial Aid, & Stipends’
- Frequently Asked Questions (specific to each track in the program)

C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program’s learning environments.

Western Washington University provides strong financial support for the Counseling Programs to ensure the continuity, quality, and effectiveness of the program. The institution supports the Counseling Program in maintaining small student-to-faculty ratios, maintaining high-quality training opportunities in our state-of-the-art Counseling Training Clinic, supporting faculty in research and professional development activities, and providing scholarship and teaching assistantship support for graduate students. A chart is included below to provide an overview of fiscal allocations.

The director of the School Counseling program and the director of the Clinical Mental Health Counseling program receive one course release per academic year (i.e., they teach 5 courses instead of 6). The CACREP Liaison also received a \$7000 monetary stipend to work on accreditation activities over the Summer. As far as our counseling training clinic is concerned, while we do not track specifically how much we spend on maintenance and upkeep, it is a sizable sum of money.

One important example of the institution’s commitment to the Counseling Programs is the establishment and on-going support for our state-of-the-art Counseling Training Clinic. As part of a capital budget request, the University built a new set of buildings called the Academic Instruction Center which houses the Departments of Psychology and Communication Science and Disorders, lecture halls, computer labs and study spaces. During the design phase, counseling faculty were involved in all aspects of the design of the Training Clinic housed within the AIC including clinic room and waiting room configurations, observation areas, student workspaces, instructional spaces, furniture selection, and confidential phone room and file storage spaces.

Our clinic is state of the art (Click [here](#) and scroll to Section 1.I). Our clinic’s counseling rooms can non-invasively record sessions on to a hard drive that is only accessible while in our HIPAA compliant clinic facility. We have had several updates over the years and

as a result, our audio/video equipment is of the highest quality. We also employ one-way mirrors for live observation of sessions. The counseling training clinic is a sizeable expense that is covered by the program, department, and the college.

As another example, Teaching (TA) Assistantships are available to our graduate students, and these come with a stipend and a substantial tuition waiver. To be considered for a TAship, students must apply through the graduate school department website. We also included below a de-identified table that more clearly breaks down a summary of financial benefits granted to our graduate students (stipends + tuition waivers) across the 2020-2021 academic year.

Counselor Education Program Fiscal Year 2020-2021 Allocations	\$
Maintenance and operations (WWU Counseling Training Clinic)	Unknown
Core Faculty Salaries (Byrne, Gruman, Smith, Sowell, Du Rocher Schudlich)	424,155
Staff Salaries (Cindy)	61,742
Teaching/Graduate Assistantships + Tuition Waivers	53,546
Limited Term Lecturers (King, Mallinckrodt, Brennan, Harmon, Roth, Sink, Hoelzle, Ibarra)	158,563
Stipend to conduct DEI improvements for the counseling program over the Summer of 2021	500 (per faculty member)
Total	698,506

2020-21 Counseling TA Funding

RES/NON	AWARD	STIPEND (S)	WAIVER (W)	S+W TOTAL
R	.5	2275	1843.49	4118.99
R	1	4550	3686.98	8237.98
R	1	4550	3686.98	8237.98
R	.5	2275	1843.49	4118.99
R	.5	2275	1843.49	4118.99
R	1.5	6825	5530.47	12356.97
R	.5	2275	1843.49	4118.99
R	.5	2275	1843.49	4118.99
R	.5	2275	1843.49	4118.99
	6.5	\$29,575	\$23,965.37	\$53,546.87

Additionally, our program is granted the right to use funds from student tuition to ensure proper operation/governance of both of our counseling programs (SC and CMHC). Evidence of this can be found by examining the document titled 'Counseling Differential Tuition Costs and Comparable Programs' submitted in the '1.C. Evidence' folder with the Section I documentation. For your convenience, a summary of this chart showing our expenses covered via our students' differential tuition is included below. It includes costs

such as our CACREP annual dues, CACREP Site Visit Expenses, a summer stipend for our CACREP Liaison, money allocated to reserve two parking spots near our Counseling Training Clinic to assist in easing access for clients who may be mobility-impaired, money for milage (i.e., gas/wear-and-tear) for Internship Site Visits that span large swaths of our state, licensure costs for counseling faculty, funds for supervisor training supplies and refreshments (for program gatherings like graduation), funds to pay the people that lead our annual group experience for the counseling students, and money to ensure the proper operation of our Counseling Training Clinic’s electronic/technological functions (e.g., HIPAA compliant computers for record keeping/video review, audio/visual recording equipment, headphones, etc.).

CMHC and SC Program Annual Costs		
ITEM	AMOUNT	NOTES
CACREP Annual Dues	\$3,800.00	
CACREP Site Visit	\$1,062.50	These costs amount to \$8,500 every 8 years. In the past, some of these costs have been covered by Psychology, and some by CHSS
CACREP Coordinator Summer Stipend	\$9,100.00	Currently, the faculty preparing the annual reports, handling the communication with CACREP, preparing for site visits, etc. is uncompensated. This would allow a faculty member time over the summer to complete CACREP-related tasks without interfering with academic year duties. \$7,000 summer stipend + 30% estimated benefits
Counseling Training Clinic Parking	\$2,639.00	When originally built, the AIC had parking assigned for Counseling Training Clinic clients. Initially, this was intended to be free. Over time, the costs Parking Services has charged to the department has increased from \$700 to a current high of \$2639 per year. These parking spaces are necessary, as the CTC provides mental health services to the community.
Mileage for Internship Site Visits	\$718.75	CACREP requires twice-yearly visits to intership sites. While many of these are local, some are in Everett, Anacortes, etc. The mileage can range from 1,000 to 1,500 miles per year, depending on where students are placed. To date, intern directors have not been reimbursed for mileage. I have calculated the cost for 1,250 miles at the state rate of .575 per mile.
Licensure Costs for Counseling Faculty	\$2,000.00	A proportion of our faculty maintain their clinical licenses for the purpose of supervising students, but do not otherwise practice or derive income from their professional licenses. For those individuals, the Department of Psychology has covered license and associated continuing education costs.
Supervisor Training Supplies and Refreshments	\$300.00	This fund provides materials and refreshments for regular, CACREP-required trainings for clinical supervisors.
CACREP-Required Group Experience	\$900.00	CACREP requires that we provide students with 10-hours of a group counseling experience. These funds are used to hire an outside professional to conduct that workshop. Previously, this was funded through a course fee that will be removed if differential tuition is approved.
CTC Technology Fund	\$5,000.00	The CTC includes an A/V system to observe, record, and view counseling sessions. This equipment requires periodic maintenance and replacement. The estimate was derived from the recent update of the A/V system for \$35,000, with an expected life expectancy of 7 years.
Total	\$25,520.25	
Per student per year	\$1,063.34	
Per student per program	\$2,126.69	

D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.

Teaching assistantships are available in limited number (see section C. immediately above). Teaching assistants must meet or exceed all criteria for maintaining graduate status and make satisfactory progress toward the degree. Teaching assistantships for counseling students are typically for one quarter during the first year. If the assistantship is for two quarters, continued appointment is contingent on positive evaluations at the end of each quarter of the teaching assistantship. During the 2021-22 school year, we

successfully advocated for an increase in TA opportunities, so our counseling students are slated to receive two additional year-long assistantship awards for 2022-23.

In just the last year, Dr. Christina Byrne, and Dr. Diana Gruman (our program directors) successfully advocated to get our counseling students two more TAs for incoming BIPOC students which will begin this coming year (not accounted for in the chart above). This is a major way that our program is working to increase access to our graduate counseling program for people of traditionally and currently marginalized identities.

Responsibilities include but are not limited to the following: teaching laboratory classes where relevant, helping students understand the conceptual and computational components of statistics, helping students understand research methodology and design, and helping students become more competent scientific writers.

For more information, visit the Graduate School website at:

<https://gradschool.wvu.edu/teaching-assistantships>. To be considered for a teaching assistantship, applicants must submit all graduate program application materials to the Graduate School by February 1 of each year.

E. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.

Western provides several important mechanisms to support counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession. The following chart provides a summary of many of the more critical mechanisms available to counselor education faculty and the evidence for each can be found in the ‘Institutional Financial Support’ folder within Section I documentation.

1.E Elements			
Institutional Support for Counselor Education Program Faculty	Professional Activities	Scholarly Activities	Service to the Profession
	Our department gives each faculty member \$1600 per year to attend conferences or to use on professional development. In some circumstances, faculty can request more than \$1600 but it will depend on availability (see ‘Department funding’ in the ‘Institutional Financial Support’ folder with	Every tenured or tenure-track faculty receives start-up funds to set up their research labs (individually negotiated upon their hire and as specified in their letters of offer). One letter of offer showing start-up funds is located within the ‘Institutional Financial Support’ folder within Section I documentation.	Western offers sabbatical leave for research, creative activities, and professional service. A faculty member must have served a minimum of 6 years at Western before a professional leave is taken and they must have received tenure prior to an application for professional leave. The number of quarters

	the Section I documentation).		that a faculty can apply for depends on their appointment percent, service quarters, and history of previous leaves. Eligibility for professional leave accumulates at the rate of one quarter of leave per two years of service at Western. A faculty member may not accumulate more than one academic year of eligibility for professional leave.
		<p>Western's Office of Research and Sponsored Programs (ORSP) offers funding opportunities for faculty and students to conduct research, including:</p> <ul style="list-style-type: none"> • a competitive summer research and creative activities grant program offering \$6000 if awarded • a competitive summer teaching grant program offering \$6000 if awarded • \$1000 internal grants to assist with research/creative scholarship • Up to \$2200 for Manuscript Preparation • \$5000 competitive Pilot Project Grant 	

F. The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students.

Western Libraries, with its Learning Commons partners, offers an array of resources, programs, and services for students and faculty designed to advance learning and scholarship. Curricular offerings include credit-bearing courses on information literacy and specific topics. Co-curricular services include tours and orientation sessions as well as opportunities for structured dialogue with faculty, staff, and community members. Curricular-embedded programming provides research and writing assistance for students in courses across disciplines through integrated research and writing workshops. In all its offerings, the libraries help students develop intellectual and practical skills for success while at Western and long after they graduate.

The university library system houses over 1.1 million volumes of books and periodicals, over 2 million units of microforms, and large collections of government documents, curriculum materials, sound recordings and videotapes. The collection also includes approximately 4,300 current journal subscriptions, including *The Journal of Counseling & Development*, *Professional School Counseling*, and *the Journal of Mental Health Counseling*.

The Institutional Review Board (IRB) at Western is a federally mandated committee that reviews human participant research for compliance with university policy and both local and federal regulations. The IRB committee has always at least 5 members. Committee members have diverse backgrounds and the expertise to conduct a complete review of research activities and safeguard the rights and welfare of human subjects.

Western Washington University's Office of Research and Sponsored Programs (RSP) supports Western's nationally recognized research, scholarly, and creative communities through a variety of internal funding programs and by providing guidance and resources for proposal development, submission, post-award management and compliance. Screenshot evidence of these programs can be found in the 'Institutional Financial Support' folder within Section I documentation.

They aid with concept development and identification of funding opportunities, coordinate pre-award activities including proposal preparation and contract negotiation, handle all external proposal submissions, and manage intellectual property development for the university. RSP also establishes policies related to sponsored program funding, compliance, and serves as the formal institutional liaison with sponsors.

They provide guidance and education to the research community in the effective administration of research compliance related to human subjects' research, animal research, responsible conduct of research, and financial conflict of research. We interpret federal regulations to develop and implement policies to assist researchers to stay in compliance and maintain the highest level of ethical research. Throughout this process, RSP fosters a relationship of shared governance promoting responsibility for the conduct of ethical research.

Graduate students engaged in research are also supported by the ORSP (see evidence in the 'Institutional Financial Support' folder with the Section I documentation), including:

- A graduate student research award of up to \$1500
- An undergraduate student research award of up to \$750

G. The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.

Western Washington University has a team of administrators, faculty, staff, and students dedicated to supporting the use of technology and information systems for communication, instruction, learning, research, and professional development. Resources within the institution most notably include the Academic Technology & User Services (ATUS) and the Student Technology Center (STS).

The Teaching-Learning Academy (TLA, <https://library.wvu.edu/use/tla>) is a dialogue forum for the scholarship of teaching and learning (SoTL) at Western Washington University. Engaged in exploring how we can create a more equitable and inclusive teaching and learning community, TLA participants include students, faculty, and staff from across the University, as well as several alumni and community members.

Specific services and products available from ATUS and STS include: comprehensive classroom assistance services, general university computer labs, instructional development support, equipment borrowing (e.g., laptops, digital cameras), video production support, support of Canvas and other aspects of on-line learning, campus-wide internet access, multimedia materials development for instruction (video, graphics, web), computer software, software training, computer help desk support, copying services, and poster printing. ATUS and the STS are open seven days per week. A copy of the home webpage for ATUS is available in the folder for section I submitted with this self-study. A copy of the home webpage for the STS is also available in the folder for section I.

More specifically, the Psychology Department offers the counseling program's students access to three computer labs in our building, the Academic Instructional Center, including one exclusively for graduate students. The largest computer lab houses about 50 computers and the graduate student psychology computer lab houses 11 computers. The Psychology Department and therefore both counseling programs have a dedicated full-time computer support person for faculty and students, Kyle Ricks. Classrooms in the Psychology Department, as well as the university, come equipped with numerous technologies, such as computers, projectors, document cameras, DVD/VCR players, an Ethernet cable, and wireless microphones in many classrooms. Classroom support is available through ATUS.

H. The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.

Our counseling student handbook (see ‘Counseling Programs Student Handbook’ in the Section I evidence folder) discusses information about personal counseling services provided by professionals other than counselor education program faculty and students beginning on page 35. Along with contact information and a description of services, we advertise our university’s student counseling center provides professional counseling to all WWU students for a wide variety of concerns, including common psychological concerns such as depression, bipolar disorder, anxiety disorders, attention deficit disorder, and eating or body image issues. Students also use the services of the Counseling Center to help improve their lives through healthier relationships, better communication, greater understanding of self, strategies for self-care, and in making choices that are more consistent with their educational and personal goals.

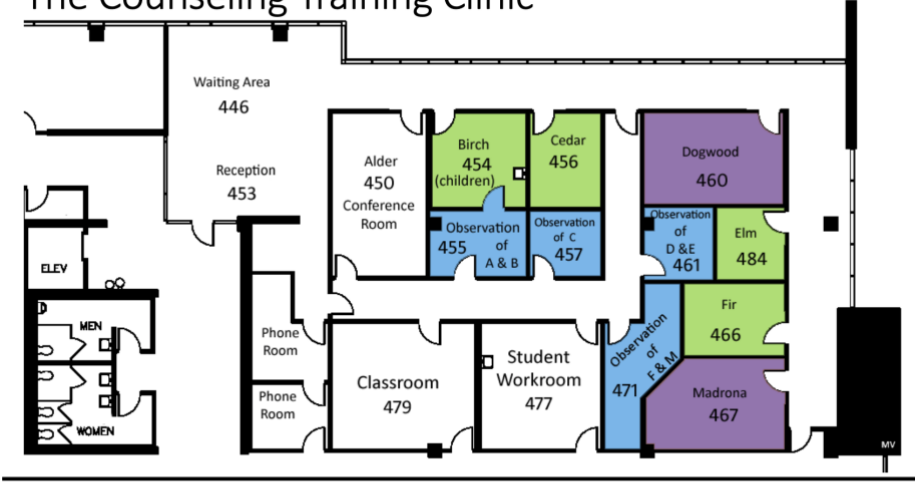
All counseling services are voluntary and free (to students enrolled for 6 or more credits). The Counseling Center is in Old Main 540 (on campus) and open (remotely) Monday through Friday, 8:30 AM to 4:30 PM. Phone: 360-650-3164; Website: <http://www.wwu.edu/counseling/index.shtml>

I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.

The department operates an on-site, dedicated Counseling Training Clinic from January to early June during regular business hours. It is currently managed by the Clinic Director, Dr. Tina Du Rocher Schudlich. The Program Coordinator of Graduate Programs, Cindy Savage, staffs the front desk. Free counseling services are provided to members of the community by graduate students during practicum in our M.S. Mental Health Counseling Program and M.Ed. School Counseling Program. Counseling program faculty members and appropriately trained affiliated and adjunct faculty supervise all graduate student counselors. The clinic has appropriate and sufficient space and resources for modeling, demonstration, supervision, and other counselor training-related activities. The clinic also houses a classroom that comes equipped with technology and equipment (including a computer in the classroom, as well as audio and visual technology allowing professors and students to project presentations from their personal computers or from the classroom computer). Below, you can see our clinic floor plan (and you can see pictures of our clinic spaces in the folder ‘Clinic Pictures’ within the ‘Clinic’ folder with the Section I documentation).

Clinic Floor Plan:

The Counseling Training Clinic



 Observation Room	450 Alder (Conference Room)	 461 Dogwood/Elm Observation
 Individual Counseling Room	453 Reception / Waiting Area	 464 Elm
 Group Counseling Room	453A Phone Room	 466 Fir
	454 Birch (Children)	 467 Madrona
	455 Alder/Birch Observation	 471 Fir/Madrona Observation
	456 Cedar	 477 Student Workroom
	457 Cedar Observation	 479 Classroom
	460 Dogwood	 483 Phone Room

The Academic Unit (1.J – 1.V)

- J. Entry-level degree specialty areas in: Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.**

The Clinical Mental Health Counseling (CMHC) program requires a minimum of 96 credits (WWU is on the quarter schedule) for the thesis option, and a minimum of 92 for the non-thesis option. All students must take Psychology 502 (Adult Psychopathology), Psychology 532 (Cross-Cultural Counseling), 542 (Developmental Psychopathology), 550 (Research Methods in Counseling), 553 (Theories of Counseling), 555 (Occupations & Career Development), 557 (Testing and Appraisal in Counseling), 558 (Family and Community Systems), 561 (Professional, Legal, and Cultural Issues), 564 (Individual Counseling Techniques), 565 (Group Processes in Counseling), 567 (Professional Practice of Counseling), 568 (Crisis Interventions), 570 (Practicum), and 670 (Internship). This information is located on pages 9 and 10 of the Counseling Student Handbook (located in the Section I Documentation folder).

The School Counseling (SC) program requires a minimum of 90 credits for non-thesis students (WWU is on the quarter schedule). The program contains a thesis option for those students interested in pursuing a research project related to the degree program. Students who choose the thesis option must register for 6 credits of 690 (Thesis) in addition to the courses below. The requirements are as follows: All students must take Psychology 532 (Cross-Cultural Counseling), 542 (Developmental Psychopathology), Psychology 550 (Research Methods in Counseling), 551 (Developmental School Counseling), 553 (Theories of Counseling), 555 (Occupations and Career Development), 557 (Testing and Appraisal in Counseling), 558 (Family and Community Systems), 561 (Professional, Legal, and Cultural Issues), 564 (Individual Counseling Techniques), 565 (Group Processes in Counseling), 568 (Crisis Interventions), 570 (Practicum), and 670 (Internship). This information is located on page 10 of the Counseling Student Handbook (located in the Section I Documentation folder).

- K. The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.**

The faculty and staff in the counseling program at WWU have made continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community (see summary chart below). Evidence of the

elements included in 1.K (below) can be found in the ‘1.K Evidence’ folder included with Section I documentation.

1.K Elements				
	Attract	Enroll	Retain	Support inclusive learning environment
Program Diversity Efforts	<ol style="list-style-type: none"> 1.) Elimination of the GRE (and accompanying expenses of preparing for/taking the GRE) resulted in the largest, most diverse candidate pools ever 2.) Individual outreach to potential applicants 3.) Written Diversity Recruitment Policy on page 30 of the Counseling Student Handbook 4.) Mentoring and advising undergraduate students <ol style="list-style-type: none"> a. 1st generation; students of color; Veterans 5.) Rochelle’s work intentionally pairing undergraduates with interest in counseling with clinical faculty 6.) 451 seminars (Seminar in Abnormal) serve as a place to recruit students of diverse identities 	<ol style="list-style-type: none"> 1.) our most recent cohort (who began Fall of 2021) is our most diverse group se yet (see demographics table for more) 2.) Advocating for more TA positions for our counseling students to make things more equal with the experimental graduate program at Western (see email from Christina in the 1.K. evidence folder); the results were TWO NEW GRAD 	<ol style="list-style-type: none"> 1. Creation of weekly counseling self-care groups for students during the COVID pandemic 2. Extensive discussions during our faculty retreat in September on how to support our incoming cohort (the most diverse cohort we have ever had). 3. Academics for Black Lives and Survival (Christina included) 4. Brought in a diverse range of counselors of color to present on a panel in Practicum discussing the social justice work that they do in the field and talking about their role in 	<ol style="list-style-type: none"> 1.) All counseling faculty attended Academics for Black Lives trainings in the Summer of 2020 2.) All faculty took part in a workshop with internationally renowned diversity trainer and counselor Lee Mun Wah in the Summer of 2021 3.) A psychology department-wide DEI workshop through the Whatcom Dispute Resolution Center (WDRC) focusing on identifying and eliminating sexism in the psychology department 4.) All counseling faculty were contacted and encouraged to add statements of inclusivity and anti-racism in their counseling syllabi

	<p>who disclose wanting to pursue helping</p> <p>7.) We held an Open House event – (zoom due to COVID or in-person where applicable); targeting all students in the undergraduate department (see ‘Counseling Programs Open House’ flyer in the 1.k evidence folder under ‘Recruitment’)</p> <p>8.) Graduate school open forum in the Fall (Hosted by program manager Cindy)</p> <p>9.) Checking-in with 1st year BIPOC students (what drew them to our program, how do we use this to recruit more diverse groups of students)</p> <p>10.) Bernardo Ibarra (WWU Alum and SC site supervisor – keeping tabs with potential students in Skagit (community with diverse representation), meet</p>	<p>POSITIONS (See email from Dr. Byrne in the 1.K documentation)</p> <p>3.) SC advisory board recommended that we assign specific mentors to each incoming students (Shaun worked on that), so we assigned them in February to our 4 BIPOC School Counseling professionals in local schools</p>	<p>their first job post-graduation (Sara Majumbar, Jaime Betz, Brooke Sulateskee-Rascon)</p> <p>5. Jeff applied for grant to get one of our students of color funding; committee member reached out and met with Jim and Jeff to discuss how the college could fund one of our students of color so that she could have a translator to counsel students in Spanish (Sara – Western Alum); national Latino behavioral health association, Fred Sandoval)</p> <p>6. Tina and Shaun’s work in the clinic</p> <p>7. Statements of Inclusivity (Commitment to Anti-Racism, etc.)</p>	
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	<p>with Diana to chat about BIPOC students that would be a great fit with our program</p> <p>a. We got one BIPOC student this year from this partnership</p> <p>11.) Psychology Club (invited speaker Dr. Byrne) – see email proof in the 1.K documentation</p> <p>12.) PSY359 (undergraduate counseling course) used a panel of graduate counseling students to recruit students of diverse identities</p>		<p>added to all our syllabi (see Syllabi submitted with self-study)</p> <p>8. Dr. Byrne worked hard to get our program approved to support students enrolled in the WDI Workforce Development Initiative that, in return for a community mental health agency service commitment 3 years post graduate, prioritizes giving funding to BIPOC students – reducing student loans (see evidence in the 1.K evidence folder)</p> <p>9. Getting students engaged in research labs helps us retain our students thanks to how</p>	
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			compelling/applied and counseling- focused our varies research programs are	
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Demographics of Applicants in 2021

Additionally, the following charts include a summary of some characteristics of the people who applied for matriculation into our counselor education program at WWU in comparison to the most recent cohort of counseling students who began in Fall of 2021. We also included demographics for the most recently graduated cohort from Spring 2021, for your convenience.

Demographic Category	Program	Overall Percentage
Gender	SC	3 (~ 7%) = Male 38 (~ 92%) = Female
	CMHC	29 (~ 18%) = Male 126 (~ 81%) = Female
Race/Ethnicity	SC	25 (~ 61%) = Caucasian 2 (~ 4%) = Black 4 (~ 10%) = Mexican/ Chicano 1 (~ 2%) = Filipino 2 (~ 4%) = Other/Multicultural 1 (~2%) = Unknown 1 (~2%) = American Indian or Alaskan Native 1 (~2%) = Chinese
	CMHC	119 (~ 76%) = Caucasian 1 (~.01%) = Black 3 (~ 2%) = Other Spanish/Hispanic 4 = Mexican/ Chicano 1 (~.01%) = Asian/ Pacific Islander 4 (~ 3%) = Asian Indian 1 (~.01%) = Chinese 2 (~.01%) = Filipino 2 (~.01%) = Japanese 1 (~.01%) = Korean 1 (~.01%) = Thai 1 (~.01%) = Unknown race/ethnicity 3 (~ 2%) = International 6 = Multicultural
English as 2 nd Language	SC	1 (~2%)
	CMHC	(No Data)
1 st Generation College Student	SC	12 (~29%)
	CMHC	(No Data)

Demographics of Students Admitted in 2021

Demographic Category	Program	Overall Percentage
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Gender	SC	2 (~ 33%) = Male 4 (~ 66%) = Female
	CMHC	5 (~ 83%) = Female 1 (~ 17%) = Male
Race/Ethnicity	SC	1 (~ 16%) = Filipino 2 (~ 33%) = Caucasian 2 (~ 33%) = Mexican/Chicano 1 (~ 16%) = Multiracial
	CMHC	1 (~ 16%) = Japanese 2 (~ 33%) = White 1 (~ 16%) = International 1 (~ 16%) = Filipino 1 (~ 16%) = Asian/ Pacific Islander
English as 2nd Language	SC CMHC	1 (~ 16%) (No data)
1 st Generation College Student	SC CMHC	12/41 (~29%) (No data)

Demographics of Graduates in 2021

Demographic Category	Program	Overall Percentage
Gender	CMHC & SC	2 (~ 16%) = Male 10 (~ 83%) = Female
Race/Ethnicity	CMHC & SC	9 (~ 75%) = Caucasian 2 (~ 16%) = Mexican/ Chicano 1 (~ 8%) = Chinese

The graduate programs at Western Washington University are deeply committed to the principles of equal opportunity and diversity. We believe that our programs are enriched by attention to these principles and that the recruitment of students who are representative of the diversity of society only serves to enhance the educational experience of everyone associated with our programs. To increase the diversity of applicants to our programs we engage in the following:

1. Establish outreach programs to identify potential applicants from local schools and colleges.
2. Maintain contact with diverse campus student organizations.
3. Advertise through regional professional organizations.
4. Seek to employ diverse faculty members.
5. Make use of equitable admissions criteria.
6. Use equal opportunity guidelines in the awarding of assistantships.
7. Assist potential students in the identification of financial aid opportunities.
8. Facilitate communication between potential applicants and Counseling Program students and graduates.

9. Maintain contact with state and local tribal organizations and governments.

As a university community, Western Washington University has a special obligation to all its members to maintain teaching, learning, and working environments which are conducive to the pursuit of knowledge. It is a community in which the academic endeavor is practiced with civility. The dignity and rights of all employees, students, visitors, and agents of the University are respected and preserved by this community. In carrying out its mission, the University benefits from the ideas, contributions, and energies of all its members. Therefore, each member, whether staff, student, administrator, or faculty, has a responsibility and an obligation to respect the rights of others to express conflicting opinions. Adherence to standards of civility allows for reasoned discourse. Western is committed to protecting the rights of its community members to engage in dialogue and express ideas in an environment which is free from harassment, discrimination, and exploitation. The Western community will not tolerate these behaviors. For the complete text of WWU Policies on Equal Opportunity/Nondiscrimination, Affirmative Action, Sexual Harassment, and Reasonable Accommodation, please see Appendix A of the WWU Catalog (<http://catalog.wwu.edu/>). This information can also be found in our Counseling Student Handbook on page 31 (the handbook can be found in Section I evidence folder).

WWU also recognizes, affirms, and celebrates the diversity in its campus, local, state, and national communities. WWU seeks to demonstrate through its curriculum, support systems, and policies that it values these differences, creating and maintaining a campus environment that welcomes diverse characteristics, backgrounds, and experiences and identifying such diversity as a vital source of the intellectual, social, and personal growth essential to a university education.

Retention programming and outreach at the university, college, and department levels are accomplished through the newly formed Office of Equity, which brings together two complementary functions: a compliance function and a community education and development function. The CDO/ED provides broad oversight to the policies and initiatives that promote a learning and work environment where accessibility, diversity, equity, and inclusion (A DEI) are valued and integrated in institutional planning and operations. Additionally, through the advocacy work of Western students, the brand-new Multicultural Center opened in 2019 and allowed for an expansion of Ethnic Student Center (ESC), the Student Advocacy and Identity Resource Centers (SAIRC) and programs of the Multicultural Services. The ESC is made up of 19 different clubs all working together to affirm identities, build a sense of community and cultivate leadership. For over 30 years the ESC has been home away from home for many students of Color on Western's campus

L. Entry-level admission decision recommendations are made by the academic unit's selection committee

All entry-level admission decision recommendations are made by the counseling program admission committees – one for the SC program and one for the CMJHC program. The

admission process and subsequent contributions by the selection committees happen in multiple stages. In stage one, the director of each program (who chairs the selection committee) reviews all applicants to ensure that they have complete applications. Then, the applications that are deemed complete are randomly split up between the other members of the selection committee (unless a committee member knows the applicant, in which case they are assigned to another committee member). The selection committee – composed of three counseling faculty for CMHC applicants and two faculty and a long-time school counselor from the community for the school counseling applicants – then rates each application based on a standardized rubric (see the ‘Applicant Evaluation Rubric’ document in the ‘Admissions Processes, Interview Questions, & Rubrics’ Folder within the Section I documentation). In the third phase, the selection committee narrows down the list of applicants to the ones chosen for an interview.

There are two parts to the interview process: One interview with two faculty members, then a clinic-tour/meet and greet with our current counseling students who also provide us an evaluation of the candidate via the ‘Interview Evaluation with Students’ form which can be found in the ‘Admissions Processes, Interview Questions, and Rubrics’ folder (within the Section I documentation folder). Both the faculty interviewers and the counseling students that interact with candidates get to rate each interviewee. Once those ratings are collected by the selection committee chair for each counseling track, scores are tallied, and the top 10 interviewees for each counseling track (based on the rubrics) are identified. The selection committees then meet to rank the 10 candidates identified for each of their tracks, selecting our six admitted students and four alternates. Rubrics can be found in the ‘Admissions Processes, Interview Questions, & Rubrics’ folder within the Section I documentation folder.

AND include consideration of each applicant’s:

1. Relevance of career goals:

Applicants for our program must speak to their relevant career goals both in their Statement of Purpose while applying as well as during their interview with program faculty (see ‘Admissions Processes, Interview Questions, & Rubrics’ folder in the Section I documentation). Additionally, to help assess each applicant’s career goals and their relevancy, all applicants are required to submit three letters of reference. It is quite common for reference letters to speak to each applicant’s career goals directly or indirectly. We also use the information we learn in the applicant’s interviews with faculty to assist in assessing the relevance of their goals to those of people working in the counseling field.

2. Aptitude for graduate-level study:

In past years, we have used a combination of prior academic achievement (courses and grades), GRE scores, letters of recommendation, and an evaluation of their writing in the applicant’s letter of purpose. As a faculty, we decided that for the 2021-2022 cohort, we wanted to remove GRE scores as an indicator for graduate level study. We believe that using the GRE to assess aptitude is not only

a poor predictor of graduate performance in our program, but it also perpetuates inequities in terms of who can apply to our program (as the GRE is a costly test and some students can afford to take it multiple times). Upon removing the GRE as a requirement, we had the most applicants we have ever had apply to our program and their cohort is also the most culturally diverse group we have ever had.

3. Potential success in forming effective counseling relationships:

We assess potential success in forming effective counseling relationships in multiple ways. First, we ask applicants to write about academic, professional, personal, and volunteer experiences that make them a strong candidate for graduate counseling training. We also ask them to explain to us experiences that they have had working to promote equity, social justice, and/or access their personal or professional lives. This is especially important to our faculty who are interested in assessing how they might use those experiences to build relationships with clients (and, especially, clients of culturally diverse identities). We also ask them questions during their interview about times that they have built a relationship with someone who was culturally different than themselves. Finally, we the matriculated graduate students who meet with the applicants rate their perceptions of the applicant's interpersonal skills on a scale from 0 (Insufficient evidence) to 3 (excellent). Reviewers can view the 'Applicant – Interview Evaluation with Students' in the 'Admissions Processes, Interview Questions, & Rubrics' folder in Section I documentation.

4. Respect for cultural differences:

Applicants for our program must speak to experiences they have had working to promote equity, social justice, and/or access in your personal or professional life in their Statement of Purpose while applying (see 'Admissions Processes, Interview Questions, & Rubrics' folder in the Section I documentation folder). They are also asked questions during the interview process that specifically ask the applicants to describe a time they had to build a relationship with someone culturally different from themselves (see 'Admissions Processes, Interview Questions, & Rubrics' in the Section I documentation folder).

M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained and eligibility for licensure/certification is reviewed.

At the beginning of the first term of enrollment, we host for all newly matriculated students a new student orientation during which student handbooks are handed out and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for

licensure/certification is reviewed (see ‘Grad Student Orientation’ folder within the Section I documentation).

N. The student handbook includes:

Our Counseling Programs Student Handbook can be found in the Section I documentation folder and includes all the following requirements as specified by the 2016 CACREP standards (see page numbers below):

1. The mission statement of the academic unit and program objectives:

The mission statement of our academic unit and the program objectives can be found on page 4.

2. Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students:

Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students begins on page 24. This information is constantly changing so we also communicate with students in our classes opportunities that arise with the various professional organizations that we are a part of. Many students have even presented out professional conferences with faculty on research they conducted in our counseling training clinic (see CV for faculty members Drs. Tina Du Rocher Schudlich and Shaun Sowell) for further involvement in professional counseling activities.

3. Matriculation requirements:

Matriculation requirements for both the CMHC and SC programs begins on page 9.

4. Expectations of students:

Information on our academic appeal policy begins on page 12 and ends on page 15.

5. Academic appeal policy:

Information on our academic appeal policy begins on page 12 and ends on page 14. The *appeal*-specific section is on page 14. Students may appeal any decision through the formal appeal process for the university outlined in Appendix F of the student handbook.

6. Written endorsement policy explaining the procedures for recommending students for credentialing and employment:

Our policy on recommending students for credentialing and employment begins on page 23.

i. Clinical Mental Health Counseling:

For licensure as a Mental Health Counselor in the state of Washington, one needs 36 months full- time counseling or 3000 hours of postgraduate clinical mental health counseling under the supervision of an approved licensed mental health counselor or equally qualified licensed mental health practitioner in an approved setting. The 3000 hours of required experience includes a minimum of 100 hours spent in immediate supervision with the supervisor and includes a minimum of 1200 hours of direct counseling with individuals, couples, families, or groups. Applicants also need to successfully complete the continuing education requirements of 36 hours, with six hours in professional law and ethics and six hours in suicide assessment, treatment, and management. Applicants must have also completed four hours of HIV/AIDS training. Finally, applicants must pass the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE.)

Because WWU's Clinical Mental Health Counseling Program is CACREP accredited, students can take the NCE or NCMHCE at WWU during their second year (see NCC and CCMHC below.) In addition, the Washington State Department of Health grants applicants who graduated from CACREP accredited programs credit for 50 hours postgraduate supervision and for 500 hours towards postgraduate experience. This only applies when applying for licensure in the State of Washington. When you receive your degree, it will read, "Clinical Mental Health Counseling--CACREP Approved." This will inform the state to give you the credit.

ii. School Counseling:

Upon completion of any graduate program in the Department of Psychology, students will be endorsed only for certifications for which they have been appropriately trained. Only students who complete the planned curricular sequence in school counseling will be endorsed for the ESA School Counseling Certification. The Residency Educational Staff Associate (ESA) Certificate (First Issue) endorsed in the role of School Counselor is issued by the Washington Office of the Superintendent for Public Instruction (OSPI) upon verification by the Woodring Certification Office that these requirements are met:

- 1) A master's degree with a major in counseling, earned through a regionally accredited college or university;
- 2) Evidence of good moral

character and personal fitness; 3) Successful completion of the WWU Residency School Counselor Program including coursework, a faculty supervised practicum, a supervised internship in the schools, a written comprehensive exam, and 4) a draft professional growth plan.

Students can also review the certification steps by contacting the Woodring Certification Office for information on the certificate application process and fee.

7. Policy for student retention, remediation, and dismissal from the program:

Information on our policy for student retention, remediation, and dismissal from the program begin on page 12 and ends on page 15 in the Student Handbook. Our policies regarding retention can also be found on our WWU course catalog page.

The department has requirements affecting retention in the clinical mental health counseling program which are in addition to the Graduate School scholarship standards. Full, continuing enrolment in the required courses must be maintained. Grades lower than C- are unacceptable. More than 10 credits of C+ or lower grades removes a student from the master's program. Any course in which an unacceptable grade is earned may be retaken only with permission of the admission/retention subcommittee, following consultation with the program advisor. It is necessary to maintain at least a 3.00 (B) grade point average for all graded work to be retained in the program. Retention in the clinical mental health counseling curriculum is also dependent upon the development of professional competence in interaction with clients and other professionals. Development of professional counseling competencies is monitored and evaluated on a quarterly basis by the Counseling Program Committee of the Department of Psychology (See: https://catalog.wwu.edu/preview_program.php?catoid=18&poid=8594).

O. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with the institutional due process policies and with the counseling profession's ethical codes and standards of practice.

Consistency with Institutional Due Process Policies

Our counseling program's policies for student retention, remediation, and dismissal from the program are consistent with the institutional due process policies outlined on the Western Washington University Graduate School Policies website (see screenshot in the 'I.O. Evidence Folder' in the Section I documentation). Graduate students are required to maintain at least a 3.0 GPA in courses included in the program of study. Students must also make satisfactory progress in the graduate program to which they have been admitted, as determined by the academic department.

A maximum of 10 credits of C grades (C+, C, C-) can be counted toward completion of a graduate program. Courses in which a D+ or lower is earned may not be applied towards

completion of a graduate program. The accumulation of more than 10 credits of C+ or lower grades (including U and Z) may result in the student being withdrawn from the Graduate School. Pass/No Pass (P/N) grades are not applicable towards a graduate degree, except as detailed in the interim grading policy above. S grades are applicable. Incomplete (K) grades may be assigned according to university policy unless the graduate student is subject to the conditions of provisional admission. After one-year, outstanding K grades lapse to Z, which is computed as a failing grade in the GPA. Thesis and certain research courses are assigned K grades until the thesis or research is completed; these K grades will not lapse to Z.

Graduate students may repeat a course to earn an acceptable grade. However, the repeat policy is different than the policy for undergraduates and the original grade will not be replaced. All original and repeated courses will be averaged into the cumulative GPA.

Students have five years from the time of initial registration to complete a graduate degree program. Occasionally, extenuating circumstances may justify a short extension to this five-year limit. To request an extension, students must: Meet with their advisor to discuss plans and receive approval; Draft a detailed timeline for degree completion; Write a letter of request that explains the need for an extension; Email their timeline, request, and note of approval from advisor to gradschool@wwu.edu; Students who reach the five-year time limit and do not have an approved extension will be withdrawn from the Graduate School. Appeal policies are handled through the University's own appeal processes (see Appendix F of the Student Handbook).

Consistent with the counseling profession's ethical code (section F of the ACA [2014] Code of Ethics), the WWU Counseling faculty has selected six essential dispositions, drawn from established counseling student evaluation tools (e.g., PDCA-RA; CCS-R), to guide the development of work habits, behaviors and personal characteristics leading to effective professional practice. These dispositions are expected for counseling students at the university and in their placements. According to CACREP (2015), dispositions are defined as, "commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues."

At the end of each quarter, faculty meet to review the progress of all students in the program and provide feedback in the form of a progress letter. Students who demonstrate consistent evidence of the dispositions will receive a letter to indicate they are in *good standing*. Students who receive an inconsistent in one or more areas will receive a letter to indicate how to improve their behavior or habits to remain in *good standing*. The student will then arrange a meeting with the program director to develop a plan for improvement for the next quarter. Students who receive an unsatisfactory in any area will be asked to schedule a performance review meeting with the program director and two faculty members before proceeding to the next quarter.

We believe that dispositions and behaviors, like skills and knowledge, can be strengthened when students are given regular feedback and support. Our goal is to have

every student who is recommended for graduation demonstrate these dispositions on a consistent basis (see table below):

The following table (Table B) provides definitions for each of the six dispositions and examples of unsatisfactory performance that will impede progress in the program.

Disposition	Definition	<i>Some Examples of Unsatisfactory Performance</i>
Conscientiousness	Commitment to academic and clinical responsibilities including reliable attendance and timeliness; advance preparation for assignments and absences; effective management of appointments and schedule; follow through on tasks; and adherence to standards of physical appearance in the work setting.	<ul style="list-style-type: none"> -Frequently late or misses class with no warning -Poorly organized clinic records, presentations, or papers -Unprepared for counseling or supervision sessions or class -After receiving feedback from a supervisor, continues to dress in an unprofessional or unkempt manner
Interpersonal Skills	Displays warmth, respect, positive affect, and empathy when interacting with peers, professors, and supervisors. Contributes effectively to groups. Supports the growth of others by providing feedback and encouragement.	<ul style="list-style-type: none"> -Interacts in an aloof, negative, or harsh manner -Displays difficulty in collaborating on group projects -Neglects to observe peers and offer support or feedback -Disengaged during class-time
Self-Care	Maintains personal and professional wellness, energy and focus by practicing healthy habits, setting boundaries, managing health issues, and seeking professional help when needed.	<ul style="list-style-type: none"> -Over-scheduling leads to mistakes, missed appointments, or decreased quality of work -Repeatedly cannot stay awake in class -Loses focus due to continuous multi-tasking -Displays of stress and tension impede relationship building -After advisement, does not seek medical or therapeutic support
Self-Awareness & Flexibility	Demonstrates the ability to identify strengths, biases, and areas of growth. Responsive to feedback and uses the information to grow as a person and as a professional. Open to new perspectives and demonstrates the ability to flex to changing circumstances and unexpected events.	<ul style="list-style-type: none"> -Difficulty identifying and acknowledging personal or professional strengths -Defensive when given constructive criticism -Unresponsive to peer or supervisor feedback -Displays rigidity when discussing alternative ways of seeing, knowing, or acting
Emotional Stability	Demonstrates active listening skills and mutual problem-solving strategies to manage conflict situations. Effectively regulates emotions during stressful or emotional times. Expresses feelings and	<ul style="list-style-type: none"> -Actively avoids discussion of conflict -Blames others rather than seeking to take responsibility in a conflict -Draws others into a conflict instead of respectfully confronting a person directly

	uses humor that is appropriate to the setting.	<i>-Displays poor impulse control in interactions (e.g., use of outbursts, sarcasm, or inappropriate humor).</i>
Ethical Behavior	Demonstrates honesty, fairness, and responsibility in interactions with clients, peers, and supervisors. Considers legal and ethical principles in decision-making. Avoids ethical violations, legal violations, and unprofessional conduct as a student and as a practicing professional counselor.	<ul style="list-style-type: none"> <i>- Acts in a dishonest or irresponsible manner</i> <i>-Violates confidentiality standards</i> <i>-Plagiarizes written work</i> <i>-Displays poor boundaries with clients</i> <i>-Fails to inform supervisor of important information that may jeopardize client safety</i> <i>-Violates clinic or internship site policies</i>

P. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.

Students are first taught about our process of advisement at their new student orientation at the beginning of their first year in the program. As noted on pages 9 and 10 of the Counseling Student Handbook (see Section I documentation), the program directors also serve as the advisers to the students in their respective counseling tracks (CMHC Director advises CMHC students, and the SC Director advises SC students). They remain their adviser the entirety of their time in the program. If one of the Directors is on leave, students are informed who is serving as Director in their absence. We also use a structured cohort model so every student's program of study is pre-determined based on what track of counseling they are in. Advisers do, however, consult on things like potential internship placements.

Q. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.

The following chart exemplifies many of the continuous and systemic efforts our academic unit has been making to recruit, employ, and retain a diverse faculty to create and support an inclusive learning environment (evidence can be viewed in the '1.Q. Evidence' folder submitted in our Section I documentation):

Recruit	Employ	Retain
For the 2016-17 search (MH position) we asked Dept Chair Larry Symons to pay for at least one representative to the SACES conference to participate in recruitment efforts. Two faculty	Though we focused on trying to hire faculty of color, specifically, for the last two faculty hires (Dr. Smith and Dr. Sowell's hires), we were only able to add diversity in our faculty through less	We assigned a counseling program faculty mentor for the first year of service as a Counselor Educator in the department. Dr. Christina Byrne (director of the CMHC program) served

<p>members attended and actively recruited during the conference. We recognized that the Souther region of ACES is where most doctoral programs live and is home to most of the Historically Black Colleges and Universities and many Latino-Serving Universities. We expected that our face-to-face contact with prospective applicants would be a strong step in the recruitment process—sharing what makes WWU and the PNW special and why someone from the Southern region might be interested in applying.</p>	<p>visible means (i.e., Veteran-status, sexuality, gender-identity, spirituality, etc.)</p>	<p>in this capacity for Dr. Aaron Smith (the CMHC hire form 2017) and Dr. Diana Gruman (director of the SC program) served in this capacity for Dr. Shaun Sowell (SC hire from 2018).</p>
<p>For the SC search in 2017-18, we asked for department support to attend the ACES conference in Chicago (where lots of SACES members attend) to recruit in the same manner. The two program directors used the career connection networks from regional ACES to reach out prior to the conference and attended ACES. We met with 15 candidates in a dedicated session plus conducted about a dozen individual interviews. The goal was to be available and make personal connections to increase the diversity of our applicant pool. We</p>	<p>Because our faculty lacks some diversity, we have been using the addition of adjuncts (for faculty on medical leaves/sabbatical) to increase variance in racial, sexual, and gender-based diversity. This includes adjunct instructors like: Behr Ibarra; Jeff King, Patti Hoelzle, Page Roth, and Chris Sink</p>	<p>The TLA Academy offered a summer workshop for all new faculty to support course development. All the new faculty (Smith and Sowell) take part in those two-day supported workshops and Dr. Smith even returned the year after his participation to serve as a panel member</p>

<p>used the document prepared by the Office of Civil Rights at WWU (Selected Resources for Employees) as a handout during our SACES and ACES meetings and we also sent folks who had applied to the program this resource to alert them to support services geared to BIPOC and LGBTQ applicants. This is included in the 1.Q Evidence folder.</p>		
<p>Had 'Commitment to promoting diversity, systemic change, and social justice' as a rubric category during the faculty search in 2017 and 2018 (see evidence submitted in 1.Q. Evidence folder with the Section I documentation)</p>	<p>We used the document prepared by the Office of Civil Rights at WWU (Selected Resources for Employees) as a handout during our SACES and ACES meetings and we also sent folks who had applied to the program this resource to alert them to support services geared to BIPOC and LGBTQ applicants. This is included in the 1.Q Evidence folder.</p>	<p>During the Academics for Black Survival and Wellness, ALL key counseling faculty members took part in the summer of 2020—Diana, Tina, Aaron, Christina, & Shaun. These commitments build the capacity for us to support our BIPOC colleagues and students</p>
<p>Prior to both hiring cycles (2017 for Dr. Smith's hire and 2018 for Dr. Sowell's hire), the directors of the SC and CMHC programs developed a strategic plan of recruitment required by WWU's Equal Opportunities Office (see 'Search Committee Information and Recruitment Plan' in the 1.Q. Evidence folder with the Section I documentation)</p>		<p>Lee Mun Wah training on creating/supporting diverse spaces was attended by nearly all of our faculty members</p>

- R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. Core counselor education faculty may only be designated as core faculty at one institution.**

Our program has five core faculty (who are only designated as core faculty at WWU), including: Dr. Christina Byrne, Dr. Diana Gruman, Dr. Tina du Rocher Schudlich, Dr. Shaun Sowell, and Dr. Aaron Smith.

- S. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.**

We ensure that the majority of counseling classes are taught by core counselor education program faculty. During the 2020-2021 period, 63.9% of the SC program's student credit hours were delivered by core FTE faculty and 58.7% of the CMHC classes were delivered by the program's core FTE faculty. During the 2021-2022 academic year, 67.2% of the SC courses were taught by core FTE faculty and 61.4% of the CMHC courses were administered by core FTE faculty.

For the purposes of our counseling program at WWU, we considered a range of factors in our determination of what Full-Time Employment (FTE) means as core faculty looks like, in alignment with CACREP's guidance on 'A reasoned approach to FTE faculty' (Urofsky, 2022).

In terms of teaching, a core faculty FTE means that a majority of the faculty member's yearly teaching load (6 total courses across the Fall, Winter, and Spring academic quarters; 28-34 credits) are taught within the counseling graduate program (versus teaching counseling-related courses in the undergraduate course sequence, for example). Additionally, because we have faculty who also serve in critically important service roles that directly assist the counseling program and that also grant a course release (e.g., CMHC Director, SC Director), we also included faculty members whose teaching loads may dip below the aforementioned majority for counseling program courses taught across the academic year (due to course releases) as long as the service assignments that granted the course releases directly supported the counseling program.

In terms of service requirements, we expect our core FTE faculty members to take an active role in faculty meetings, retreats, data review, decision-making, curricular revisions, and student advising (regular and remediation). Additionally, each core faculty member takes an active role in key aspects of program governance (e.g., Clinic Director, CACREP liaison, CMHC or SC Program Director, Internship coordination, admissions, recruitment, local or state counseling initiatives).

The COVID pandemic has had a sizable impact on many programs (ours included), so we wanted to ensure that we report on what a typical year looks like (as opposed to these last COVID years), per the advice given during the CACREP self-study workshop.

The following tables include a summary of master's credit hours generated in the counselor education program by track (School Counseling [SC] or Clinical Mental Health Counseling [CMHC]) from Fall 2020-2022. During the 2020-2021 period, 63.9% of the SC program's student credit hours were delivered by core FTE faculty and 58.7% of the CMHC classes were delivered by the program's core FTE faculty. During the 2021-2022 academic year, 67.2% of the SC courses were taught by core FTE faculty and 61.4% of the CMHC courses were administered by core FTE faculty. We also broke it down by program, specification, # of credits, and instructor (with **GREEN** being Core Faculty and **RED** being non-core).

SUMMARY DATA:

Combined number of course credit hours taught by core faculty with percentage of total course credits:

Year/Track	Core Course Credits (taught by Core Faculty/ Total)	Track-Specific Course Credits (taught by Core Faculty/Total)	Total Credits Taught by Core Faculty/Total Credits	Percentage of Total
2020-2021				
SC	24/42 +	33.5/48	=57.5/90	63.9 %
CMHC	24/42 +	30/50	=54/92	58.7 %
2021-2022				
SC	24/42 +	36.5/48	=60.5/90	67.2 %
CMHC	24/42 +	32.5/50	=56.5/92	61.4 %

In the following four tables, we provide information about which courses break down by program, specification, # of credits, and instructor (with **GREEN** being Core Faculty and **RED** being non-core).

SC CLASS (2020-2021)	SPECIFICATION (Common Core vs. Track Specific)	# Of Credits	Short =Specific Long=Common
Developmental Psychopathology	Common Core	5 (Tina)	5
Cross-Cultural Counseling	Common Core	4 (Jeff)	

Developmental School Counseling	SC Specific	5 (Diana)	5
Research Methods in Counseling	Common Core	5 (Brent)	
Theories of Counseling	Common Core	5 (Aaron)	5
Occupations and Career Development	Common Core	4 (Page)	
Testing and Appraisal in Counseling	Common Core	5 Chris Sink	
Family and Community Systems	Common Core	4 (Tina)	4
Professional, Cultural, and Legal Issues in Counseling	Common Core	5 (Aaron)	5
Individual Counseling Techniques	SC Specific	5 (Shaun)	5
Group Processes in Counseling	SC Specific	4 (Chris)	
Crisis Interventions	Common Core	5 (Aaron)	5
Practicum	SC Specific	10 (3 of 4 instructors were core (Diana, Tina, Shaun) Jeff)	7.5
Internship	SC Specific—24 total	24 (Diana= 8), (Patti Hoelzle/Bernardo Ibarra= 4 each, Shaun=8)	16

<u>CMHC CLASS (2020-2021)</u>	<u>SPECIFICATION (Common Core vs. Track Specific)</u>	<u># of Credits</u>	
Adult Psychopathology	CMHC Specific	5 (Brennan)	
Cross-Cultural Counseling	Common Core	4 (Jeff)	
Developmental Psychopathology	Common Core	5 (Tina)	5
Research Methods in Counseling	Common Core	5 (Brent)	
Theories of Counseling	Common Core	5 (Aaron)	5
Occupations and Career Development	Common Core	4 (Page)	
Testing and Appraisal in Counseling	Common Core	5 (Chris Sink)	
Family and Community Systems	Common Core	4 (Tina)	4
Professional, Cultural, and Legal Issues	Common Core	5 (Aaron)	5

Individual Counseling Techniques	CMHC Specific	5 (Christina)	5
Group Processes in Counseling	CMHC Specific	4 (Aaron)	4
Professional Practice of Counseling	CMHC Specific	2 (Lisa)	
Crisis Interventions	Common Core	5 (Aaron)	5
Practicum	CMHC Specific	10 (2/4 Core: Christina & Aaron; Brent & Jenny combo of core/non-core)	5
Internship	CMHC Specific	24 (Lisa 8 Tina 16)	16

<u>SC CLASS (2021-2022)</u>	<u>SPECIFICATION (Common Core vs. Track Specific)</u>	<u># Of Credits</u>	
Developmental Psychopathology	Common Core	5 (Tina)	5
Cross-Cultural Counseling	Common Core	4 (Jeff)	
Developmental School Counseling	SC Specific	5 (Chris Sink)	
Methods (Research)	Common Core	5 (Brent)	
Theories of Counseling and Psychotherapy	Common Core	5 (Aaron)	5
Occupations and Career Development	Common Core	4 (Page)	
Testing and Appraisal in Counseling	Common Core	5 (Jeff)	
Family and Community Systems	Common Core	4 (Tina)	4
Professional, Cultural, and Legal Issues in Counseling	Common Core	5 (Aaron)	5
Individual Counseling Techniques	SC Specific	5 (Shaun)	5
Group Processes in Counseling	SC Specific	4 (Chris)	
Crisis Interventions	Common Core	5 (Aaron)	5
Practicum	SC Specific	10 (3/4 core: Diana, Jeff, Shaun, Diana combo of core/non-core)	7.5

Internship	SC Specific	24 (Shaun = 16, Diana 8)	24
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<u>CMHC CLASS (2021-2022)</u>	<u>SPECIFICATION (Common Core vs. Track Specific)</u>	<u># Of Credits</u>	
Adult Psychopathology	CMHC Specific	5 (Brennan)	
Cross-Cultural Counseling	Common Core	4 (Jeff)	
Developmental Psychopathology	Common Core	5 (Tina)	5
Research Methods in Counseling	Common Core	5 (Brent)	
Theories of Counseling	Common Core	5 (Aaron)	5
Occupations and Career Development	Common Core	4 (Page)	
Testing and Appraisal in Counseling	Common Core	5 (Jeff)	
Family and Community Systems	Common Core	4 (Tina)	4
Professional, Cultural, and Legal Issues	Common Core	5 (Aaron)	5
Individual Counseling Techniques	CMHC Specific	5 (Christina)	5
Group Processes in Counseling	CMHC Specific	4 (Aaron)	4
Professional Practice of Counseling	CMHC Specific	2 (Lisa)	
Crisis Interventions	Common Core	5 (Aaron)	5
Practicum	CMHC Specific	10 (3/4 Core: Tina, Christina, Brent, Tina) Combo of core/non-core)	7.5
Internship	CMHC Specific	24 (Lisa=8, Tina=8, Christina=8)	16

KEY:

Things in **GREEN** signify a Core Faculty Member

Things in **RED** signify a Non-Core Faculty Member

T. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.

WWU's counseling programs use a highly selective process to identify 6 matriculated students for each cohort (i.e., 6 school counseling students and 6 clinical mental health students) each year. Our programs also ascribe to a structured cohort model which

ensures that each class either has 12 students (For common core courses) or 6 students (for cohort specific classes). Further, according to WWU's registrar website (see screenshot from the WWU Registrar's website entitled 'Definition of FTE for Grad Students' in the Section I evidence section), fulltime is considered 8 credits or higher, which is guaranteed due to our structured cohort model.

As mentioned in section S. immediately above, based on our definition for core FTE faculty, we have four FTE faculty members which include: Drs. Diana Gruman, Christina Byrne, Shaun Sowell, and Aaron Smith). In a typical year where no one is on sabbatical or medical leave, we have a ratio of full-time equivalent (FTE) students to FTE faculty of 12:4 (i.e., 3:1).

U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.

The teaching and advising, scholarship, and service expectations of counselor education faculty are consistent with the institutional mission. The Psychology Department only offers one other primary graduate degree – a Master of Science in Experimental Psychology – and this program is not affiliated with the counseling graduate program. All faculty in the department are expected to teach two courses per quarter (unless they receive a course release for things like serving as a program director, as discussed in section 1.S. above). All faculty in the department are expected to also allocate their time equally between teaching, service, and research (see 'Psychology Departmental Evaluation Plan' in the Section I documentation folder).

V. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.

The WWU Counselor Education Program receives excellent clerical assistance. Presently, our programs are supported by one full-time administrator that provides clerical assistance and support for faculty/program activities, Cindy Savage. She serves in a similar capacity to the other graduate program in Experimental Psychology. We are also assisted by Ruth Hackler who is a full-time administrator that provides clerical assistance and support for faculty/program activities at the department level. Clerical assistance for the Counseling Training Clinic is also primarily supported by Cindy Savage, as well as the graduate students and faculty who provide and supervise the services rendered to community members.

Program Faculty and Staff (1.W – 1.DD)

- W. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.**

As presented in the Application Section of this self-study, all our Core Faculty have doctoral degrees earned from CACREP-accredited Counselor Education Programs (Dr. Shaun Sowell and Dr. Aaron Smith) or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013 (Dr. Diana Gruman, Dr. Christina Byrne, and Dr. Tina Du Rocher Schudlich).

- X. Core counselor education program faculty identify with the counseling profession:**
1. Through sustained membership in professional organizations:

Core Faculty Member	Sustained Membership in Professional Organizations
Diana Gruman	Washington School Counselor Association; American School Counselor Association, ACA, ACES, Western ACES, American Educational Research Association (division E: Counseling and human development), Evidence-Based School Counseling Conference (board member)
Tina Du Rocher Schudlich	ACA, AMCD, ABA International, Society for Research in Child Development
Shaun Sowell	ASCA, WSCA, ACA, ACES, WACES, SACES, AMCD, CSJ, SCIN (through ACES)
Aaron Smith	ACA, AHC, IARTC
Christina Byrne	ACA, International Society for Traumatic Stress Studies

- 2. Through the maintenance of certifications or licenses related to their counseling specialty area(s):**

Core Faculty Member	Maintenance of certifications or licenses related to their counseling specialty area(s)
Diana Gruman	NCC; ESA SC Certification in Washington
Tina Du Rocher Schudlich	N/A
Shaun Sowell	LMHCA
Aaron Smith	NCC
Christina Byrne	Licensed Psychologist

3. By showing evidence of sustained:
- a. Professional development and renewal activities related to counseling:

Core Faculty Member	Professional development and renewal activities related to counseling	Workshops Attended
Diana Gruman	Maintains the NCC	<i>The Art of Mindful Facilitation</i> , Innovative Diversity Training with Lee Mun Wah, 2021; <i>Integrating Today's Approaches in Psychotherapy with Attachment Science</i> , PESI Webinar. May 2021
Tina Du Rocher Schudlich	N/A	<i>The Art of Mindful Facilitation</i> , Innovative Diversity Training with Lee Mun Wah, 2021
Shaun Sowell	Maintains the LMHCA	<i>The Art of Mindful Facilitation</i> , Innovative Diversity Training with Lee Mun Wah, 2021
Aaron Smith	Maintains the NCC	<i>The Art of Mindful Facilitation</i> , Innovative Diversity Training with Lee Mun Wah, 2021
Christina Byrne	Maintains Psychology licensure	<i>The Art of Mindful Facilitation</i> , Innovative Diversity Training with Lee Mun Wah, 2021

b. Professional service and advocacy in counseling (See ‘Core Faculty CVs’ folder submitted with the Section I Documentation):

Core Faculty Member	Professional service and advocacy in counseling
Diana Gruman	<ul style="list-style-type: none"> • SC Program Director (WWU) • Presidential Service Award, Washington School Counselor Association • Professional Service Award, Western Association of Counselor Education and Supervision • Presidential Fellow, Association for Counselor Education and Supervision • Led Professional Development Workshop for Professional certification for school counselors (Washington School Counseling Association) • Invited participant, School Counselor Education Summit (ASCA) • Advisory Board Member, Evidence-Based School Counseling conference committee and oversight board • Executive Team Member, ASCA, National Recognition Steering Committee • Member, Association for Counselor Education and Supervision Task Force • Co-Chair, New Faculty Mentorship Work Group (School Counseling Interest Network) • Reviewer of Conference Proposals, Western Association of Counselor Education and Supervision • Reviewer of Conference Proposals, Evidence-Based School Counseling Conference
Tina Du Rocher Schudlich	<ul style="list-style-type: none"> • Reviewer of Conference Proposals, Western Association of

	<p>Counselor Education and Supervision (multiple years)</p> <ul style="list-style-type: none"> • WWU Counseling Training Clinic Director • Served on the CMHC Advisory Board at WWU • Interim Chair for the CMHC Program at WWU • Counseling Program Internship Director
Shaun Sowell	<ul style="list-style-type: none"> • Reviewer for the <i>International Journal for the Advancement of Counseling</i> • Member, School Counselor Interest Network (ACES) • Member, School Counselor Interest Network
Aaron Smith	<ul style="list-style-type: none"> • Co-host of <i>The Thoughtful Counselor</i> podcast since 2017 • Ad hoc reviewer for the <i>Journal of Humanistic Counseling</i> • Invited speaker at Association for Humanistic Counseling official podcast <i>Theory of Change</i> with Alfredo Palacios • Conference Reviewer, Association for Humanistic Counseling Annual Conference
Christina Byrne	<ul style="list-style-type: none"> • Reviewer, Western Association for Counselor Education and Supervision Annual Conference (multiple years) • Reviewer, <i>Options in Family Counseling Techniques</i> (2012) Pearson Publishers • Director, CMHC Counseling Program at WWU • Domestic Violence and Sexual Assault Services (DVSAS) of Whatcom County Board of Directors

Please see previous sections and faculty vitas (in the ‘Section I Documentation’ folder) for additional information about service-oriented presentations and professional workshops. Faculty members also consult with local agencies such as

the Domestic Violence and Sexual Assault Services (DVSAS) of Whatcom. Additionally, Dr. Smith, one of our core faculty, has been serving (and continues to serve) as a cohost of one of the most well-listened counseling podcasts in the country (*The Thoughtful Counselor Podcast* <https://concept.paloalto.edu/resources/the-thoughtful-counselor-podcast>) that averages nearly 40,000 downloads per month.

Y. Within the structure of the institution’s policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.

Although there are nearly 30 FTE faculty members in the larger Department, only 7 faculty members primarily represent the Counseling Program and only about 13 individuals (including core faculty) regularly teach in the counseling program. The four-core counseling faculty along with our non-core faculty form the Counseling Programs Committee (for documentation of Department Committees, please see the ‘Department of Psychology Policy and Procedures’ manual in the Section I documentation folder). For the official description of the Counseling Program Committee, as listed in the Department of Psychology Policy and Procedures Manual (in the Section I documentation folder). The Counseling Program Committee, which is co-chaired by the Director of the Clinical Mental Health Counseling Program and the School Counseling Program Director, is responsible for the overall management and administration of the Counseling Program. The Committee meets regularly as a group in addition to representing the Counseling Program during bi-weekly Department meetings. All curriculum changes and policies/procedures pertinent to the Counseling Program must be approved by the Counseling Program Committee. Curriculum changes are then brought forth to the Department Curriculum Committee, of which one member of the counseling faculty is always a member. Upon approval by the Department, the College Curriculum Committee and the University Curriculum Committee review any curriculum changes for consistency with College/University policies etc. before they can be officially implemented. However, the initiation of program curriculum changes occurs at the Counseling Program Committee level.

Z. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.

All non-core faculty have graduate and professional degrees in a field (Clinical Psychology, Counseling Psychology) that supports the mission of the program. As a result of the COVID 19 pandemic and faculty that went on medical leaves/sabbaticals, since Winter 2020, our program has had to bring on a few adjunct faculty members to teach our School Counseling Group course, the Career Counseling course, and to assist in the teaching of internship.

Dr. Sink (who taught the school counseling group course in 2021 and 2022) though currently retired, was a counselor education *super star* in the field of school counseling

who has published numerous books and articles on school counseling topics. Page Roth, LMHC (who taught our Career Counseling course) is not only an alumna of our own CACREP-accredited counseling program, but she has also been serving as a career counselor at Western Washington University for the last several years (and now owns a private counseling practice in Whatcom County) – she is more than qualified to teach the Career Counseling course. Finally, we brought on Patti Hoelzle and Bernardo Ibarra (experienced and certificated school counselors) to assist in teaching our school counseling internship course during the 2020-2021 academic year, and Lisa Harmon (an independently licensed CMHC and clinical supervisor) to assist in teaching our CMHC internship class during the 2020-2021/2021-2022 academic years. All these individuals have graduate professional degrees and active licenses/board certifications in the areas that they taught.

AA. The core counselor education faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.

All non-core faculty members are well known to core faculty members, and teaching assignments are made based on their clinical expertise and prior preparation within the counseling program. They meet with the program director prior to the start of each course to review expectations, syllabi, and student assessment. They are also supported by the program director throughout the course of their teaching experience and are given any appropriate training. For instance, when adjuncts teach the practicum course, they are required to attend the practicum orientation that we hold for students. Wherever possible, we encourage adjunct faculty instructors to attend a core faculty member's class to observe prior to teaching the course on their own. We also use our surveys of program stakeholders (the ones we use in our Annual Reports – exit surveys, site supervisor surveys, employer surveys, alumni surveys, etc.) to inform our mentorship of adjunct faculty instructors (see 'Annual Report for 2021' within the Section IV documentation folder).

BB. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.

Our faculty members take ethical requirements to practice within the scope of their education and training very seriously. As such, course assignments are made based on faculty expertise, experience, and interest. Each core faculty member's individual credentials and preparation may be found by reviewing their individual Curriculum Vitas (CVs) in the 'Faculty CVs' folder (within Section I documentation). The following table summarizes key teaching assignments and relative areas of expertise:

Core Faculty	Primary Teaching Assignments	Current Credentials and Relevant Preparation / Experience	Current Memberships
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Diana Gruman	Practicum; Group Processes in Counseling (SC); Developmental School Counseling; School Counseling Internship	Ph.D. in Education and Counselor Education/ Supervision; NCC; Six years experience as a professional school counselor	ACA; Washington School Counselor Association; American School Counselor Association, ACES, Western ACES, American Educational Research Association (division E: Counseling and human development), Evidence-Based School Counseling Conference (board member)
Aaron Smith	Theories of Counseling; Professional, Legal, and Cultural Issues; Crisis Interventions; Practicum; Group Processes in Counseling (CMHC)	NCC (2012 to present); LMHC in New Mexico from 2014-2017	ACA, AHC, IARTC, AMGC
Shaun Sowell	Counseling Techniques (School Counseling); Practicum; Occupational and Career Counseling; Internship (School Counseling); Career Counseling; Group Counseling (School Counseling)	LMHCA	ACA, ASCA, WSCA, ACES, WACES, SACES, AMCD, CSJ, SCIN (through ACES)
Tina Du Rocher Schudlich	Family & Community Systems; CMHC Internship; Practicum; Developmental Psychopathology	N/A	ACA, AMCD, ABA International, Society for Research in Child Development
Christina Byrne	Individual Counseling Techniques (CMHC); Practicum (CMHC); CMHC Internship	Licensed Psychologist	ACA, International Society for Traumatic Stress Studies

- CC. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education: this individual must have a written description that includes *(Narrative answer below addresses CC. 1-5)*:**
- 1. Having responsibility for the coordination of the counseling program(s):**
 - 2. Responding to inquiries regarding the overall academic unit:**
 - 3. Providing input and making recommendations regarding the development of and expenditure from the budget:**
 - 4. Providing or delegating year-round leadership to the operation of the program(s):**
 - 5. Receiving release from the faculty member responsibilities to administer the academic unit:**

The Counseling Program is fortunate enough to have a faculty member designated as Academic Unit Leader for each of our specializations (clinical mental health counseling and school counseling).

Dr. Christina Byrne is currently the Program Director of the Clinical Mental Health Counseling Program. She co-chairs the Counseling Program Committee with the Program Director of the School Counseling Program. Dr. Byrne is primarily responsible for overseeing the coordination of the Clinical Mental Health Counseling Program year-round and is the point-person for formal inquiries about this program. In consultation with the Counseling Program Committee, she is responsible for making budgetary recommendations to the Chair of the Department. For the official description of the Director of the Clinical Mental Health Counseling Program, as listed in the Department Operating Procedures Manual (See 'Department of Psychology Policies and Procedures' file in the Section I documentation), please see the file DOP. In recognition of her duties as Program Director, the Department has arranged for a once a year one-quarter course release during the winter quarter. In this way, she teaches 5 of the 6 courses that are typically required of faculty members.

Dr. Diana Gruman is currently the Program Director of the School Counseling Program. She co-chairs the Counseling Program Committee with the Program Director of the Clinical Mental Health Counseling Program. Dr. Gruman is primarily responsible for overseeing the coordination of the School Counseling Program year-round and is the point person for formal inquiries about this program. In consultation with the Counseling Program Committee, she is responsible for making budgetary recommendations to the Chair of the Department. For the official description of the Director of the School Counseling Program, as listed in the Department Operating Procedures Manual Department Operating Procedures Manual (See 'Department of Psychology Policies and Procedures' file in the Section I documentation), please see the file DOP. In recognition of her duties as Program Director, the Department has arranged for a once a year one-quarter course release during the winter quarter. In this way, she teaches only 5 of the 6 courses that are typically required of faculty members.

DD. A program faculty member or administrator is identified as the practicum and leadership coordinator for the academic unit and/or program; this individual must have a written job description that includes:

- 1. Having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and**
- 2. Responding to inquiries regarding practicum and internship** (*Narrative response accounts for DD 1-2*):

As a small program with 24 total students, we spread the leadership responsibilities of the Practicum (12 students) and the Internship (12 students) to several faculty members. For Practicum, Dr. Tina Du Rocher Schudlich is the Clinic Director who serves as a leader of the CMHC and SC Practicum experiences which are all

conducted within our Counseling Training Clinic. The following is the official position description, as excerpted from the Department Operating Procedures Manual (see file DOP), “The Clinic Director is appointed by the Chair of the Department of Psychology, based on recommendations of Counseling Committee members, and is responsible for management of all aspects of the clinic. Specific responsibilities include oversight of clinic procedures, supervision of client intake process, revision of the clinic manual and client recruitment and media interviews.”

Further information about the Clinic Director position and the role of practicum supervisors (who are also the course instructors for the PSY 570 practicum course) can be gleaned from the syllabus for PSY 570 (Practicum), as available in the file syllabi.

Coordination and leadership for each of the two tracks is held by two faculty members, one for the SC program and one for the CMHC program., Dr. Tina Du Rocher Schudlich is the internship coordinator for the Clinical Mental Health Counseling Program. She is responsible for inquiries and placement regarding mental health internship experiences and has defined responsibilities as internship coordinator outlined in the CMHC Internship Manual (see ‘CMHC Internship Manual’ in the ‘CMHC Internship Materials folder with the Section III documentation). Dr. Du Rocher Schudlich is assigned as the instructor for PSY 670 Clinical Mental Health Counseling Internship, so further information about her role as internship director can be gleaned by reviewing the syllabus for PSY 670 Clinical Mental Health Counseling, available in the ‘Syllabi’ folder.

Currently, Dr. Diana Gruman is the internship coordinator for the School Counseling Program. She is responsible for inquiries and placement regarding school internship experiences and has defined responsibilities as internship coordinator outlined in the SC Internship Manual (see ‘SC Internship Manual’ in the ‘SC Internship Materials folder with the Section III documentation). Dr. Gruman is assigned as the instructor for PSY 670 School Counseling Internship, so further information about her role as internship director can be gleaned by reviewing the syllabus for PSY 670 School Counseling, as available in the folder ‘Syllabi.’

SECTION II: Professional Identity



AMERICAN COUNSELING
ASSOCIATION



NATIONAL BOARD FOR
CERTIFIED COUNSELORS



Washington School Counselor
Association



Foundation (2.A – 2.C)

A. The counselor education program has a publicly available mission statement and program objectives.

The WWU CMHC and SC programs have our counseling mission statement and program objectives located on our WWU counseling program website (See ‘Mission Statement on SC Website’ and ‘Program Objectives on SC Website’ files in the Section 2 documentation Folder for evidence of program mission and objectives on the SC website. See ‘Mission Statement on CMHC Website’ and ‘Program Objectives on CMHC Website’ in the Section 2 documentation folder for evidence of program mission and objectives on the CMHC website. Prospective and current students can also download a copy of the student handbook on both of each program’s websites that also include the program mission statement and program objectives.

Our Counseling Program Mission Statement is as follows:

WWU Counseling Program Mission Statement

The mission of the WWU Clinical Mental Health Counseling and School Counseling Program is to prepare knowledgeable, skilled, collaborative, and ethical counselors who value diversity, equity and social justice and meet the relevant licensing and credentialing standards for practice in mental health and educational settings in the State of Washington.

We believe this is best accomplished in a small rigorous program in which students have substantive opportunities to acquire evidence-based knowledge and develop their professional and interpersonal skills under the supervision of faculty who are committed to training exceptional counselors.

B. The program objectives:

- i. **(1) Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; (4) Are written so they can be evaluated** (narrative response below responds to 2.B.1-4)

The following program objectives were intentionally crafted to:

- reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.
- reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies (see ‘Results of CACREP Comprehensive Surveys’ folder in the Section IV documentation for evidence of our collection/use of input from all persons/stakeholders involved in the program).
- address student learning; and written so that they can be evaluated.

Program Objectives (POs)

As a faculty, we strive to prepare counselors who:

- PO -1- Demonstrate the knowledge and skills outlined in the CACREP Basic and Specialty Standards.
- PO -2- Think critically about professional issues and engage in ethical, reflective decision-making.
- PO -3- Advocate for equity and social justice and demonstrate self-awareness in developing multicultural competence.
- PO -4- Utilize current research and evidence to implement and evaluate effective counseling services and programs.
- PO -5- Engage in respectful, collaborative relationships with clients, colleagues, and community partners.

Clinical Mental Health Counseling Track:

The goals of the CMHC program are to prepare students for, “careers in federal, state, and local clinics, privately funded agencies, colleges and universities, and other mental health counseling positions. The program provides a general foundation in theoretical and applied perspectives of counseling. Special emphasis is placed on skill development, supervised practica, and on-site internships in various community and mental health clinics.

Program objectives for the CMHC program include:

- Demonstrate the knowledge and skills outlined in the CACREP Basic and Specialty Standards.
- Think critically about professional issues and engage in ethical, reflective decision-making.
- Advocate for equity and social justice and demonstrate self-awareness in developing multicultural competence
- Utilize current research and evidence to implement and evaluate effective counseling services and programs
- Engage in respectful, collaborative relationships with clients, colleagues, and community partners

These standards are evidenced on the CMHC website (see ‘Program Objectives on the CMHC Website’ screenshot in the Section II documentation folder).

School Counseling Track:

Program objectives for the SC track include:

- Demonstrate the knowledge and skills outlined in the CACREP Basic and Specialty Standards.

- Think critically about professional issues and engage in ethical, reflective decision-making.
- Advocate for equity and social justice and demonstrate self-awareness in developing multicultural competence
- Utilize current research and evidence to implement and evaluate effective counseling services and programs
- Engage in respectful, collaborative relationships with clients, colleagues, and community partners

These standards are evidenced on the SC website (see ‘Program Objectives on the SC Website’ screenshot in the Section II documentation folder).

C. Students actively identify with the counseling profession

Our counseling program works hard to prioritize and engender a *counseling* identity through participation in professional counseling organizations, seminars, workshops, and other activities that contribute to professional and personal growth. As such, our program has a long history of engaging counseling students in counseling conference attendance and counseling research. In our end of program survey, we ask students about their identification as counseling professionals and their plans to be involved in counseling organizations in the future. Results indicate that our students proudly identify with the counseling profession. For example, in the most recent surveys of 2021 graduates, 100% of students who responded to this survey item indicated that they planned to be members of one of the key national or regional counseling organizations including the American School Counselor Association, American Counseling Association, and Association for Adult Development and Aging – all professional organizations within professional counseling, specifically. All survey responses can be found in the ‘Results of CACREP Comprehensive Surveys’ folder submitted with the Section IV documentation.

i. participating in professional counseling organizations

Below, we summarized many of our recent interactions with students related to professional counseling conferences but for the sake of brevity, it is not an all-comprehensive list. Evidence for the following can be found by examining each of the core faculty CVs in the ‘Core Faculty CV’ folder submitted with Section I documentation. Please note that due to the stipulation that students’ names be redacted in the self-study document, we were intentional about preventing breaches to student confidentiality while dictating the following examples pulled from our counseling faculty’s curriculum vitas.

- Dr. Schudlich and a counseling student presented their counseling research at Western Association for Counselor Educators and Supervisors (2020)
- Every year, our department funds our 2nd year school counseling students to attend the Washington School Counseling Association conference at SeaTac in Feb/March lead by Dr. Gruman

- Dr. Sowell and Dr. Schudlich two and two of their counseling students, presented their research at the Western Association of Counselor Educators and Supervisors conference in Portland
 - Dr. Sowell and Dr. Schudlich two and six of their counseling students, presented their research at the ACES conference in Atlanta, GA.
 - Dr. Sowell and two counseling students presented their research at the Washington School Counseling Association (WASCA) conference (2020)
 - Dr. Sowell, Dr. Smith, Dr. Gruman, Dr. Schudlich, Dr. Byrne, and two counseling students presented their research at the ACES conference in Seattle (2019)
 - Dr. Gruman and three counseling students presented on best practices in school counseling supervision at the WA School Counseling Association (WASCA) in Seattle (2019)
 - Dr. Gruman and three counseling students presented their research at the WASCA conference in Seattle (2018)
 - Dr. Sowell, Dr. Schudlich, and several counseling students presented their research at the Association for Counselor Educators and Supervisors (ACES) conference in Seattle (2019)
 - Dr. Schudlich and three counseling students presented their counseling research at the Biennial Meeting of Western Association for Counselor Educators and Supervisors (WACES) in California (2018)
 - Dr. Sowell and Dr. Schudlich have been actively involved in research in our counseling training clinic with sometimes as many as 5 counseling students assisting them
 - Dr. Smith and one counseling student presented their research at the Association for Humanistic Counseling Conference in Florida (2018)
 - Dr. Gruman and two counseling students presented their research at the WASCA conference in Seattle (2016)
- ii. participating in seminars** (evidence for these can be seen in the ‘Seminars Evidence’ folder submitted with Section 2 documentation).
- WWU hosted Lee Mun Wah (world renowned counselor and diversity trainer) to provide a seminar on creating safe spaces for people of marginalized backgrounds which was made available to our students
 - Counseling program sponsored Dr. Hyoun Kim to give a seminar with our counseling students on designing a child abuse assessment tool in South Korea
 - Counseling program sponsored Dr. Donna Ngata to give a seminar with our counseling students regarding her research on historical cultural traumas in second and third generation Japanese immigrants who were imprisoned in American Japanese prison camps during WWII

- Counseling students met with Dr. Joyce Yang, University of San Francisco, regarding mental health equity for underserved populations and a participatory community research approach

iii. workshops

- Several counseling students *and* faculty regularly attend meetings and workshops through the Center for Cross-Cultural Research (CCCR). The CCCR holds meetings twice a month, plus a quarterly guest lecturer workshop on a research technique or methodology that incorporates culture in its design. Most of these guest experts have been clinically focused, allowing students to learn cross cultural research techniques and incorporate these into the research they conduct with counseling faculty.
- In the CMHC section of PSY670 in Spring (2022), Dr. Frank Weathers from the National Center for PTSD, gave a two-hour presentation/discussion on trauma, PTSD, and C-PTSD, and issues to consider in diagnosis and treatment (via Zoom)

iv. and other activities that contribute to personal and professional growth

- For the past three years, Dr. Sowell and Dr. Schudlich have actively involved as many as five counseling students per year in their research on access and effectiveness of services in the Counseling Training Clinic
- Counseling students have served as co-authors for many recent publications in professional counseling journals. We highlight a few below (the rest are evidenced in faculty CVs in the ‘Core Faculty CV’ folder submitted with the Section I documentation):
 - Dr. Smith and three counseling students published a paper in the Journal of Military and Government Counseling
 - Dr. Smith and four counseling students published a paper in the Journal of Military and Government Counseling
- The CCCR also provides generous research grants for cross-cultural research and, most recently, a team of two faculty (Doctors Tina Du Rocher Schudlich and Dr. Shaun Sowell) along with three members of the school cohort from 2019-2021, received a grant to conduct cross-cultural research identifying barriers to serving diverse populations in our counseling training clinic over the Summer of 2020 (see CVs for Dr. Du Rocher Shudlich and Dr. Shaun Sowell).

Counseling Curriculum (2.D – 2.G)

D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include:

- (1) content areas,
- (2) knowledge and skill outcomes,
- (3) methods of instruction,
- (4) required text(s) and/or reading(s),
- (5) student performance evaluation criteria and procedures, and
- (6) a disability accommodation policy and procedure statement.

All course syllabi reflect content areas, knowledge and skill outcomes, methods of instruction, required text(s), and student performance evaluation criteria and procedures, and a disability accommodation policy and procedure statement. The [Curriculum Map by Course \(CMHC & SC\)](#) identifies the distribution of content areas and knowledge and skill outcomes throughout the curriculum. It is program policy that instructors hold these areas and outcomes, and the key assessments assigned to evaluate these outcomes (see [Key Assessment Tracking Chart](#)), constant. In turn, faculty members customize methods of instruction, required texts, and non-key performance evaluation criteria.

Course syllabi are available to current and prospective students through the Department of Psychology office. Prospective students who are interested in seeing sample syllabi are directed to contact the department secretary to obtain sample syllabi. Instructors are also required to distribute syllabi at the beginning of each curricular experience, in the first week of each quarter. Interested parties may secure an official syllabus for a particular instructor and semester by contacting the program office during regular business hours. Reviewers may access copies of all course syllabi by visiting the ‘Faculty Syllabi’ folder in the Section II documentation submitted with this self-study.

E. Current counseling-related research is infused in the curriculum

Our program prides itself in infusing Counseling-related research throughout our curriculum. Faculty work to ensure that a majority of the articles presented in their classes stem from professional counseling journals. Faculty also work hard to ensure that a clear majority of the textbooks used in our courses are written by and for counselors. In addition to many big-ticket counseling publications, such as the ACA’s (2015) Multicultural and Social Justice Counseling Competencies (see Professional, Legal & Cultural Issues and Theories of Counseling syllabi), the ACA’s (2018) Advocacy Competencies (see Professional, Legal & Cultural Issues syllabus), the ACA’s (2012)

Multicultural and Social Justice Competencies for Group Work (see Group Processes in Counseling syllabus), and the ACA (2014)/ASCA (2015) Codes of Ethics (see Professional, Legal & Cultural Issues syllabus), we also infuse counseling research throughout our syllabi.

Additionally, program faculty members are highly involved in scholarly activity related to their areas of professional specialization and teaching expertise. All faculty members are expected to remain current in research relevant to their courses, and faculty members routinely involve students in counseling-related research projects. Reviewers may access vitae by visiting the Faculty CVs folder within the Section I Documentation folder for this self-study.

F. The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed is covered in the curriculum.

The eight common core areas that represent the foundational knowledge required of *all* entry-level counselor education graduates are represented throughout the courses in our SC and CMHC counseling tracks. Our courses are either common core (i.e., all counseling students take these classes) or track-specific (i.e., specific to SC or CMHC tracks) and we have worked hard to ensure that each student receives all the lettered standards covered in the curriculum. This can be seen presented in our self-study by clicking [here](#) and [here](#).

SECTION III: Professional Practice



Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

Entry-Level Professional Practice (3.A – 3.E)

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.

Students have a choice of which insurance coverage they choose, including coverage through WWU which is the cheapest. Some students join ACA, ASCA, or AMHCA because student liability insurance is included with membership. Reviewers can find proof of our students' insurance coverage by examining the folder 'Proof of Insurance' in the Section 3 documentation folder.

B. Supervision of practicum and internship students includes program-appropriate audio/visual recordings and/or live supervision of students' interactions with clients.

All practicum experiences typically occur in the WWU Counseling Training Clinic (CTC). The CTC has several individual and group rooms, all equipped with audio and video recording capabilities. In addition, all counseling rooms are equipped with two-way mirrors that allow for live observation of sessions by students, faculty, and supervisors. Due to COVID, however, we were tasked with moving to an online format from January 2020 to the present. We were successful in creating an online, telehealth-based training clinic that still allowed faculty supervisors and students to live observe their telehealth sessions (by using a HIPAA compliant version of Zoom to record sessions and post them to our HIPAA compliant Microsoft SharePoint site). You can read more about our switch to telehealth due to COVID in the Practicum section, but our adaptations have allowed us to ensure that students enrolled in practicum are always able to have program-appropriate audio-visual recordings and/or live supervision of students' interactions with clients. This is especially significant given that our part of the country was among the first to go online because of COVID and had to improvise, adapt, and overcome with fewer guides and resources.

At internship, SC and CMHC students are required to have one hour of weekly supervision with their supervisors (see 'Internship Requirement Verification Forms' in the Section III documentation folder for both SC and CMHC tracks). We specifically mention in our CMHC internship manual that site supervisors must, "supervise live, co-counsel, or watch/listen to some recorded client sessions each quarter," (see Page 7 of the CMHC Internship Manual within the CMHC Internship Materials folder submitted with the Section III documentation). For SC and CMHC interns, the 'Internship Placement Evaluation' allows students to inform us if live supervision of students' interactions with clients does not take place with the item, "My site supervisor observed samples of my work either through direct observation or tape review," (p. 27 of the SC Internship Manual and Appendix E of the CMHC Internship Manual submitted with our Section III documentation).

C. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.

In practicum, formative evaluations for SC and CMHC students enrolled in Practicum are conducted with individual supervisors throughout practicum by reviewing the students’ case documentation (including case notes, treatment plans, intake documentation, Release of Treatment summaries, and other case documentation presented in Appendix Y of the Clinic Manual), as well as their practicum case presentation (Page 13 of the Clinic Manual submitted with our Section III documentation). These Interactions give faculty teaching practicum an opportunity to provide formative feedback to their students. These forms can be viewed in Appendix S of our Clinic Manual submitted with our Section III documentation.

Summative evaluations of SC and CMHC students enrolled in in Practicum take the form of the Practicum Evaluation Form (Appendix S of the Clinic Manual) completed by each supervisor (and processed with their respective students) at the end of each quarter of practicum. Students are also required to complete the School and Clinical Mental Health Counseling Practicum Log (Appendix Q of the Clinic Manual) and the School and Clinical Mental Health Counseling Practicum Log Summary (Appendix R of the Clinic Manual) so that practicum faculty can evaluate whether they have completed the necessary hours to move on to internship.

In Internship formative evaluations are conducted during weekly supervision meetings (p. 19 of the SC Internship Manual and p. 7 of the CMHC Internship manual) through case consultation and case presentations. They also entail quarterly internship evaluations by site supervisors using the Student Intern Quarterly Evaluation form (for CMHC students [page 12 of the CMHC Internship manual]) and the WWU Counseling Intern Quarterly Evaluation (for SC students [p. 23 of the SC Internship manual]). Students enrolled in internship also receive a grade at the end of their internship experience each quarter and receive feedback throughout the quarter from their peers (who are also enrolled in the course) and their internship instructor.

Summative evaluations in Internship take the form of both quarterly internship evaluations by site supervisors using the Student Intern Quarterly Evaluation form (for CMHC students [page 12 of the CMHC Internship manual]) and the WWU Counseling Intern Quarterly Evaluation (for SC students [p. 23 of the SC Internship manual]) as well as final grades at the end of their internship experience each quarter and receive feedback throughout the quarter from their peers (who are also enrolled in the course) and their Internship instructor. Every internship student must also fill out a signed ‘Internship Requirement Verification’ form (p. 18 of the SC. Internship Manual and Appendix D of the CMHC Internship Manual submitted with the ‘SC Internship Materials’ and ‘CMHC Internship Manuals’ folders included in the Section III documentation). The faculty also discuss all students in our end of quarter meetings, which also includes student dispositions (you can read more about our process of evaluating student dispositions by clicking [here](#) and scrolling down to the student-dispositions section).

D. Students have the opportunity to become familiar with a variety of

- 1. professional activities**
- 2. and resources, including technological resources, during their practicum and internship.**

In addition to the exposure to workshop speakers and professional conferences, outlined in [Section II. C. \(Student Participation in the Counseling Profession\)](#), Practicum students get opportunities to engage in a variety of professional activities and resources, including technological resources throughout their Winter and Spring quarters of their first year. They are taught how to use our counseling training clinic's technological resources (i.e., session recording systems, use of the two-way mirrors/audio systems, use of clinic workroom and classroom computers, and use of our HIPAA compliant telehealth SharePoint site/Zoom for healthcare services). They also assist with identifying and consolidating resources for clients (which are compiled and shared with the rest of their student cohorts via our program specific Canvas site – see screenshots of our program's Canvas site by examining the folder 'Program Canvas Site' submitted with our Section III documentation). This site also includes the following: Practicum syllabi, recorded lectures, practicum readings, practicum supervision forms and resources, worksheets, and interventions (consolidated by students enrolled in practicum), worksheets and interventions for child and youth clients, and other key topics in counseling.

To ensure that internship students are exposed to sites which provide quality exposure to professional activities and technological resources, internship sites are approved only after careful review to ensure that site requirements outlined in the CMHC Internship Handbook (starting on p. 6) and SC Internship Handbook (starting on p. 8) are followed. The review includes attention to site supervisor credentials, direct and indirect service opportunities, and agency/school reputation for adherence to high professional practice and ethical standards. Students on the school track complete internship requirements within local school districts, and students on the CMHC track are placed in a variety of local agencies. The internship requirements for each track include opportunities to become familiar with a variety of professional activities and resources (including technological resources) during their internship experiences. To learn more about site requirements *and* students' abilities to evaluate their internship sites, see [here](#) for the sections of this self-study that cover this information in greater detail.

E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

CMHC: Every year, Clinical Mental Health Counseling (CMHC) students are given an opportunity to learn about *and* facilitate a real counseling group. The group counseling instructor

(Dr. Aaron Smith) recruits psychology undergraduate students to serve as participants in the groups and students are afforded an opportunity to lead 6 weeks of group counseling (from forming and norming stages to termination). The groups' foci are stress and wellbeing and students co-facilitate two groups (that average 12 participants each) throughout the Spring quarter. These groups are classical Rogerian encounter-based counseling groups. The students also gain experience utilizing ongoing formative (using the Group Session Rating Scale) and summative (using the Group Outcome Rating Scale) assessments. Each week, students receive an hour of group supervision of group work, an hour of individual supervision of group work, an hour of live supervision of group work, and feedback from group members after each session. Students also observe each other leading group and provide feedback to their peers during group supervision of group work (see syllabus in the 'Faculty Syllabi' folder for more with the Section II documentation).

SC: In most years, school counseling students co-lead a counseling group in a local school during the Group Counseling Practicum in their first year (see the Group Counseling Syllabus for the School Counseling Cohort in the 'Faculty Syllabi' folder with the Section II documentation). During the 2020 and 2021 school years when Covid-19 closed schools or limited outside visitors, these live experiences were not possible. (See the Group Counseling Syllabus for the School Counseling Cohort in the 'Faculty Syllabi' folder with the Section II documentation), though the school counseling students still received this training during their internship experience as described below.

However, even during the Covid-19 pandemic, all School Counseling interns were required to develop and lead or co-lead at least one group during their internship year (year 2). On page 12 of the SC Internship Manual, it explicitly states our requirement that students must "***Organize and conduct a minimum of one multi-session group experience in the school.*** Group work is an important part of the work of the counselor and the intern is required to be involved in at least one group experience as a leader or co-leader. The experience should include planning for the group, interviewing potential members, obtaining parental permission, and conducting the group through to a planned termination." The requirement is documented in the "Verification Form" as an appendix in the School Counseling Internship Manual (located in the 'SC Internship Materials' folder in the Section 3 documentation) that is signed off by their site supervisors. Students use this form to describe how they completed each of the required elements and there is a place for supervisor signature and date.

Practicum (3.F – 3.M)

- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.**

Students attend their practicum course during the Winter and Spring quarters of their first year. During this time, they are expected to complete a minimum of 100 clock hours of client work (with 40 of those hours being direct client contact hours – see section 3.G. below). Their practicum experience typically takes place in the WWU Counseling Training Clinic (CTC), as described earlier in this self-study. The CTC sees a diverse range of clients from the surrounding communities in Whatcom and Skagit counties who also present with a diverse range of presenting issues (See ‘Counseling Training Clinic Policies and Procedures Manual’ in the Section III documentation folder).

Students are required to track their hours via a log found in Appendix R of the ‘Counseling Training Clinic Policies and Procedures Manual’ (in the Section III documentation folder) – which get verified and signed by their clinical supervisors for practicum in Winter and Spring – to ensure that they meet the hours requirement.

The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients:

As described in Section I.H, all WWU Counseling Training Clinic (CTC) rooms are equipped with equipment for video recording to a secure server and live observation. It is CTC policy that all counseling sessions are recorded unless otherwise agreed upon by the faculty supervisor, student, and client. When we were seeing clients in-person (prior to COVID in 2020), all sessions got recorded via our digital recording software within the CTC (see the ‘How to record a session’ doc in the Section III documentation folder. Since COVID, we have been using a HIPAA-compliant version of Microsoft SharePoint (approved by the WWU HIPAA-compliance officer) to store recorded videos for clinical supervision. You can see a screenshot of our HIPAA-compliant SharePoint site used to share recorded sessions for supervision in the ‘Recorded Zoom Videos for Observation 2022’ screen shot (in the Section III documentation folder).

Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum:

Students’ counseling performance is continuously monitored and evaluated throughout their time in practicum. Appendix S of the ‘Counseling Training Clinic Policies and Procedures Manual’ (in the Section III documentation folder) shows the Counseling Practicum Evaluation form that the students’ supervisors use to evaluate their students’ counseling performance. Students receive their

evaluation formally at the end of each quarter accompanied by a debriefing session during the final supervision session with their supervisors and clinical supervisors also do an informal evaluation using the same form mid-way through each quarter so that students know where they stand. Supervisors also observe each student's sessions live (or recorded) and provide feedback to their supervisees either after each session and/or during their 1 hour of weekly supervision.

In accordance with page 15 of our Counseling Student Handbook (see 'Section I' documentation), when students have completed practicum at the end of their first year of classes, the graduate program advisors in each program will thoroughly review their academic record at the end of quarter meeting. Students who have successfully completed their first year of classes (see Scholarship Standards, page 16) will be advanced to candidacy.

G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

Students attend their practicum course during the Winter and Spring quarters of their first year. During this time, they are expected to complete a minimum of 100 clock hours of client work, with 40 of those hours being direct client contact hours. Their practicum experience typically takes place in the WWU Counseling Training Clinic (CTC), as described earlier in this self-study. The CTC sees a diverse range of clients from the surrounding communities in Whatcom and Skagit counties who also present with a diverse range of presenting issues (See 'Counseling Training Clinic Policies and Procedures Manual' in the Section III documentation folder).

Students are required to track their hours via a log found in Appendix R of the 'Counseling Training Clinic Policies and Procedures Manual' (in the Section III documentation folder) – which get verified and signed by their clinical supervisors for practicum in Winter and Spring – to ensure that they meet the hours requirement. We also maintain records of students' hours that are available for review (see '2021 Practicum Hour Summary' in the Section III documentation folder. Note that 2022 Practicum hours are still in-progress, and that log will be available upon request (simply reach out to Dr. Smith at smith230@wwu.edu).

H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Because we can use our in-house WWU Counseling Training Clinic to provide training to our students enrolled in Practicum and since we do not have a doctoral program, only counselor education program faculty who are the instructors of record for any given

quarter of practicum provide clinical supervision. Each faculty member is assigned 3 students to provide a minimum of one hour of weekly individual and/or triadic supervision throughout practicum. You can also track the hours that our students spend in supervision via the '2021 Practicum Hour Summary' (in the Section III documentation folder) as well as via hours log found in Appendix R of the 'Counseling Training Clinic Policies and Procedures Manual' (in the Section III documentation folder) – which get verified and signed by their clinical supervisors for practicum in Winter and Spring – to ensure that they meet the hours requirement.

I. Practicum students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

All group supervision is provided by a counselor education program faculty member who is an instructor of record for the Practicum Course (there are four counselor education faculty that teach and supervise in Practicum each quarter). Students meet for a minimum of 1.5 hours per week of group supervision for practicum (across two 10-week quarters) in the Winter and Spring quarters of their first year. Students are required to track their hours via the previously mentioned log found in Appendix R of the 'Counseling Training Clinic Policies and Procedures Manual' (in the Section III documentation folder) – which get verified and signed by their clinical supervisors for practicum in Winter and Spring – to ensure that they meet the hours requirement. We also maintain records of students' hours that are available for review (see '2021 Practicum Hour Summary' in the Section III documentation folder).

Internship (3.J – 3.M)

J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

As you can see in the School Counseling Internship Manual (page 12 of the manual which can be found within the SC Internship Materials folder included with the Section III documentation) and the Clinical Mental Health Counseling Internship Manual (page 12 within the CMHC Internship Materials folder included with the Section III documentation), our students are required to complete a 600 clock hour supervised counseling internship in roles and settings with clients relevant to their respective specialty areas. You can verify that students have completed these supervision hours by examining the ‘Internship Requirement Verification’ form folder in the SC Internship Materials folder (within the Section III documentation).

More specifically, in the SC Internship Manual (on page 12), it states, “In order to verify the number of completed internship hours, it is necessary to keep a daily log of all related activities. These logs are especially important for they not only provide a record of the intern's experience, but they also establish the importance of accountability and provide a mechanism for keeping data that the intern can carry into his or her work experience after graduation. A summary of the activity log must be provided to the faculty supervisor at the end of each quarter to verify that the intern is making satisfactory progress toward the 600 total hours and is obtaining adequate direct student contact. Further, at least 240 of which must be in direct service. Direct service hours are those spent in face-to-face interaction with students and families that include the application of counseling and human development skills (e.g., individual counseling, group counseling, parent consultation, and classroom guidance).”

In the CMHC Internship Manual (on page 12), it states, “*The Intern will work approximately 24 hours/week for three quarters and complete a supervised internship of 600 hours between Fall quarter and Spring quarter. Over this period, a minimum of 240 hours of direct service work with clients or patients is required.* Direct service hours are those spent in face-to-face interaction with clients (clients and their families) that include the application of counseling and human development skills. If the intern is not able to obtain the minimum number of hours during the academic year, s/he will continue to provide direct service to the agency until the minimum number of hours are completed.” You can verify that students have completed these supervision hours by examining the ‘Internship Requirement Verification Form’ in the ‘Internship Requirement Verification Form’ folder submitted in the CMHC Internship materials folder (within the Section III documentation).

K. Internship students complete at least 240 clock hours of direct service.

The SC Internship Manual (on page 12) states, “at least 240 of which must be in direct service. Direct service hours are those spent in face-to-face interaction with students and

families that include the application of counseling and human development skills (e.g., individual counseling, group counseling, parent consultation, and classroom guidance).”

In the CMHC Internship Manual (on page 12), it states, “*The Intern will work approximately 24 hours/week for three quarters and complete a supervised internship of 600 hours between Fall quarter and Spring quarter. Over this period, a minimum of 240 hours of direct service work with clients or patients is required. Direct service hours are those spent in face-to-face interaction with clients (clients and their families) that include the application of counseling and human development skills. If the intern is not able to obtain the minimum number of hours during the academic year, s/he will continue to provide direct service to the agency until the minimum number of hours are completed.*”

- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.**

To begin, only site supervisors provide weekly supervision and that supervision averages one hour per week in either individual or triadic modalities of supervision.

Further, the SC Internship Manual (on page 12) states that students, “*Students must participate in one hour of individual supervision per week on site. CACREP accreditation standards require a minimum of one hour of individual supervision per week. This time is extremely important, both as a learning experience for the student and as a way of keeping the site supervisor informed about the progress of counseling with students.*” You can verify that students have completed these supervision hours by examining the ‘Internship Requirement Verification Form’ in the ‘Internship Requirement Verification Form’ folder submitted in the SC Internship materials folder (within the Section III documentation). This requirement is also affirmed in the WWU SC Program Internship Site Agreement as well as the ‘Internship Requirement Verification’ form (both within the SC Internship Materials folder with the Section III documentation).

In the CMHC Internship Manual (on page 12), it states that, “*One hour of individual supervision per week on site. CACREP accreditation standards require a minimum of one hour of individual supervision per week. This time is extremely important, both as a learning experience for the student and as a way of keeping the site supervisor informed about the progress of counseling with students in the school.*” You can verify that students have completed these supervision hours by examining the ‘Internship Requirement Verification Form’ in the ‘Internship Requirement Verification Form’ folder submitted in the CMHC Internship materials folder (within the Section III documentation).

- M. Internship students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision**

must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

The SC Internship Manual (on page 12) states that students, “*Participate in weekly campus-based supervision meetings*. Attendance at weekly group supervision meetings is extremely important. This is the time to process experiences in the schools with peers in other settings and the campus supervisor. The time will include formal case presentations, case consultation, and discussion of counseling issues.” This requirement is also affirmed in the WWU SC Program Internship Site Agreement as well as the ‘Internship Requirement Verification’ form (both within the SC Internship Materials folder with the Section III documentation).

In the CMHC Internship Manual (on page 12), it states that, “*Weekly campus-based supervision meetings*. Attendance at weekly supervision meetings is extremely important. This is the time to process experiences in the agencies with peers in other settings and the campus supervisor. The time will include formal case presentations, case consultation, and discussion of counseling issues.” You can verify that students have completed these supervision hours by examining the ‘Internship Requirement Verification Form’ in the ‘Internship Requirement Verification Form’ folder submitted in the CMHC Internship materials folder (within the Section III documentation).

- 1. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct services (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings).**

As explicitly stated in the WWU School Counseling Program Internship Site Agreement (within the SC Internship Materials Folder in the Section III Documentation), students must: “Obtain a minimum of 600 hours, at least 240 of which must be in direct service. Maintain an activity log for all internship hours. Attend weekly campus-based supervision meetings. Maintain a process journal for the internship experience. Participate in one hour of individual supervision per week on site. Conduct ongoing individual counseling sessions with a variety of students. Participate in a minimum of one continuing counseling experience with an ethnic minority client and one client receiving special school services (special education, gifted and talented programs, etc.). Complete two teaching observations during the first quarter of internship. Participate in at least three parent meetings/interviews. Organize and conduct a minimum of one multi-session group experience in the school setting. Participate in career development activities. Conduct classroom guidance activities. Implement at least one program to promote a safe, equitable and/or culturally responsive learning environment. Participate in individual and school-wide assessment practices. Participate in at least one project involving data collection, analysis, and communication of results. Participate in at least three student support meetings. Attending at least one building and one district level planning meeting. Attending staff meetings. Make planned visits to a minimum of three other school settings. Complete a draft

Professional Growth Plan (PGP) as required by Washington State.” See more about student experiences and expectations in the SC Internship Manual in the SC Internship Materials folder (within the Section III documentation folder).

Further, the CMHC ‘Student-Agency Internship Contract’ (in the Section III documentation folder) ensures that site supervisors agree that students under their care will become familiar with a variety of professional activities and resources in addition to direct services (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings). More specifically, its signatories agree to the following: “Support to Be Provided the Intern by the Agency: Agencies will help support interns in carrying an appropriate caseload and in scheduling an appropriate number of direct service hours. Interns typically carry a caseload of 15 clients, that gradually built up over the first few weeks of internship. Interns typically will have approximately 12 hours of direct service hours scheduled each week. Although we anticipate there will be fluctuations in caseloads and scheduled hours, with less hours at the beginning and end of the internship, any significant variations from the typical caseload and scheduled hours not representing a temporary fluctuation (e.g., too few or too many hours/clients lasting beyond 4-6 weeks outside of the initial startup or termination) will need to be addressed with the WWU internship coordinator and a plan for remediation will need to be developed. *As much as possible, the intern is to be involved with the activities assigned to regular staff members (administrative meetings, workshops, case management, etc.). All necessary supplies and material to carry out the assigned duties and office space. An orientation to the services to be provided by the agency, paperwork needed, the standard operating procedures of the agency, and referral sources. Training for case notes, EMRs, and other necessary documentation, etc., are also expected. Additional clinically relevant trainings are also strongly encouraged.*” See more about student experiences and expectations in the CMHC Internship Manual in the CMHC Internship Materials folder (within the Section III documentation folder).

2. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of their interactions with clients.

The CMHC ‘Student-Agency Internship Contract’ (in the Section III Documentation folder) also ensures that site supervisors agree to the following: In addition to one hour of supervision per week, they also agree to, “Supervise live or watch/listen to video- or audio-taped sessions for some client sessions each quarter are expected.” They also agree to, “require a minimum of one hour of individual supervision per week. This time is extremely important, both as a learning experience for the student and as a way of keeping the site supervisor informed about the progress of counseling students.”

The WWU School Counseling Program Internship Site Agreement (within the SC Internship Materials Folder in the Section III Documentation) ensures that site supervisors will, “1. Set aside and provide a minimum of one hour of individual supervision per week. 2. Orient the intern to the building and introduce him/her to school and district staff members, parents, and community members. 3. Familiarize the intern with all relevant school policies and procedures, particularly those that relate to mandatory reporting, confidentiality, and parental permission. 4. Provide the intern with the goals and objectives of the counseling program at your school and discuss your theoretical perspective about the counseling process. 5. Obtain knowledge of the program’s expectations, requirements, and evaluation procedures for students. 6. Observe the intern’s performance, review written case notes, and evaluate the intern’s competencies and progress. 7. Study the WWU internship requirements and develop a plan for introduction of the various required activities. If you anticipate difficulty in providing a particular experience, please contact the faculty supervisor. 8. Review and follow the Ethical Guidelines for Counseling Supervisors (WWU Manual, Appendix E). 9. Provide periodic written and verbal evaluations of the intern’s work. 10. Hold valid school counseling certification in the State of Washington and a minimum of three years of school counseling professional experience.” They also agree to, “1. Provide a suitable workspace and resources for conducting school counseling work. 2. Support and encourage the professional development of the school counseling intern. 3. Inform university personnel of any concerns regarding the intern or placement.”

3. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

The ‘Student-Agency Internship Contract’ (in the Section III Documentation folder) also ensures that site supervisors provide, “A formal evaluation of the intern at the end of each quarter and sharing the contents of the evaluation with the intern. Providing the opportunity for supervised experience in the use of assessment tools and exposure to research literature.”

Documentation of formal evaluations after the student completes the internship (by a program faculty member in consultation with a site supervisor) can be found by examining the ‘CMHC Internship Evals’ folder within the ‘CMHC Internship Materials’ folder submitted with the Section III Documentation and the ‘SC Internship Evals’ folder within the ‘SC Internship Materials’ folder also submitted with the Section III documentation.

Supervisor Qualifications (3.N – 3.R)

N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:

- 1. Relevant experience:**
- 2. Professional credentials:**
- 3. Counseling supervision training and experience**

All core and non-core program faculty members who teach practicum courses and internships have doctoral or master's degrees and have appropriate licenses or certifications. All clinical supervisors have completed supervision training. In addition, every CMHC internship student and site supervisor must sign the 'Student Agency Internship Contract' (in the Section III documentation folder) ensuring that the CMHC site supervisors have relevant training and experience described in the following sections and every SC internship student and site supervisor must sign the 'WWU School Counseling Program Internship Site Agreement' (in the SC Internship Materials folder within the 'Section 3' documentation folder) ensuring that the SC site supervisors have relevant training and experience described in the following sections. This contract ensures that the site supervisors have relevant training and experience described in the following sections. For convenience, I created the following chart to show, at a glance, what degrees, areas of study (including the names of the universities that they attended), areas of practice/experience, degrees, and credentials.

Supervisor	Degree	Area	Areas of Practice/Expertise	Credentials
Aaron Smith	PhD	Counselor Education and Supervision	Clinical Mental Health Counseling; Crisis, Disaster, and Trauma Counseling; Group Counseling	NCC
Diana Gruman	PhD	Counselor Education and Supervision; Educational Psychology	School Counseling; Cross-Cultural Research	NCC
Christina Byrne	PhD	Clinical Psychology	Interpersonal Violence; Psychological Trauma; Clinical Mental Health Counseling	Licensed Psychologist
Shaun Sowell	PhD	Counselor Education & Supervision (CACREP)	School Counseling; School Counselor professional	LMHCA

			identity; Cross-Cultural Counseling	
Tina Du Rocher Schudlich	PhD	Developmental and Counseling Psychology	Family and Systems Counseling; Developmental Psychopathology	N/A (Formerly licensed as a Psychologist)
Jeff King	PhD	Clinical Psychology Doctorate	Cross-Cultural Counseling; Advocacy	Licensed Psychologist
Brent Mallinckrodt	PhD	Counseling Psychology	Attachment Theory; Research methods and statistics	N/A (Formerly licensed as a Psychologist)
Anna Ciao	PhD	Clinical Psychology	Eating Disorders; Empirically Supported Treatments for Disordered Eating	N/A (Formerly licensed as a Psychologist)
Jenny McCabe	PhD	Clinical Psychology	Family counseling: working with mothers who are pregnant	N/A (Formerly licensed as a Psychologist)
Lisa Harmon	MS	Clinical Mental Health Counseling	Chronic illness; trauma; Cancer Care; End of life care	LMHC

O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty

We do not have a doctoral program, so we do not allow any student supervisors to provide individual, triadic, nor group supervision in practicum/internship.

P. The Counselor Education Program does not utilize doctoral student supervisors. Site supervisors have:

Every CMHC internship student and site supervisor must sign the ‘Student Agency Internship Contract’ (in the Section III documentation folder). This contract ensures that the site supervisors have relevant training and experience described in the following sections.

Every SC internship student and site supervisor must sign the ‘WWU School Counseling Program Internship Site Agreement’ (in the SC Internship Materials folder within the ‘Section 3’ documentation folder) ensuring that the SC site supervisors have relevant training and experience described in the following sections.

1. A minimum of a master’s degree, preferably in counseling, or a related profession:

The CMHC ‘Student Agency Internship Contract’ (within the CMHC Internship Materials folder) and the ‘WWU School Counseling Program Internship Site Agreement’ in the SC Internship Materials folder (also within the ‘Section 3’ documentation folder) ensure that site supervisors have at a minimum, a master’s degree, preferably in counseling, or a related profession.

2. Relevant certifications and/or licenses:

The CMHC ‘Student Agency Internship Contract’ (within the CMHC Internship Materials folder) and the ‘WWU School Counseling Program Internship Site Agreement’ in the SC Internship Materials folder (also within the ‘Section 3’ documentation folder) ensure that site supervisors have relevant certifications and/or licenses.

3. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled:

The CMHC ‘Student Agency Internship Contract’ (within the CMHC Internship Materials folder) and the ‘WWU School Counseling Program Internship Site Agreement’ in the SC Internship Materials folder (also within the ‘Section 3’ documentation folder) ensures that site supervisors have a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled.

4. Knowledge of the program’s expectations, requirements, and evaluation procedures for students:

The CMHC ‘Student Agency Internship Contract’ (in the ‘Section 3’ documentation folder) also ensures that students understand the program’s expectations, requirements, and evaluation procedures for students. It states that, “The Intern will work approximately 24 hours/week for three quarters and complete a supervised internship of 600 hours. The Intern will begin at the start of the Fall Quarter and finish at the end of Spring Quarter. Over this period, a minimum of 240 hours of direct service work with clients or patients is required. Of these hours, the intern should be involved in a minimum of individual counseling and one other treatment modality (couples, family, group, assessment, intakes). The intern should avail themselves of the opportunity to become involved in professional and administrative activities other than direct service. If

the intern is not able to obtain the minimum number of hours during the academic year, they will continue to provide direct service to the agency until the minimum number of hours are completed. The Intern will meet with the supervisor individually for at least one hour each week. Interns are also expected to attend staffing, group consultations, case presentations and other meetings as required by the agency. Mondays, Wednesdays, and Fridays are the days the intern will be on site. In addition, the interns will participate in a ninety-minute internship class at the university. Interns are expected to attend classes at the University on Tuesdays and Thursdays. The Intern is responsible to complete appropriate paperwork and to comply with personnel policies and procedures of the agency.”

The ‘WWU School Counseling Program Internship Site Agreement’ in the SC Internship Materials folder (also within the ‘Section 3’ documentation folder) ensures that, “1. Complete all fingerprinting requirements as per Washington State rules. 2. Hold malpractice insurance. 3. Abide by all school rules, policies, and regulations. 4. Exhibit professional behavior and adhere to ethical codes of conduct (WWU Manual, Appendix D). 5. Maintain strict confidentiality of information obtained during internship. 6. Keep the site supervisor apprised of all activities and case developments. 7. Attend all days of assignment and notify the site supervisor in case of absence due to illness or other emergencies. 8. Maintain a daily log of internship activities and hours to be submitted at the end of each quarter. 9. Attend all supervision sessions at the internship site and weekly group supervision at the University. 10. Complete all the internship requirements outlined in the Internship Manual to demonstrate the knowledge and skills necessary for successful practice as a certified school counselor.”

5. Relevant training in counseling supervision

The CMHC ‘Student Agency Internship Contract’ (within the CMHC Internship Materials folder) and the ‘WWU School Counseling Program Internship Site Agreement’ in the SC Internship Materials folder (also within the ‘Section 3’ documentation folder) ensure that site supervisors have relevant training in counseling supervision.

Q. Orientation consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors

For the CMHC Program, Dr. Tina Du Rocher Schudlich has served in the role of Internship Coordinator. The CMHC Internship has established partnerships in the community with many sites that we use each year. These established sites and supervisors are familiar with our program and our internship expectations/requirements, so a new internship manual and consultation are provided each year rather than a formal orientation. For new internship sites, Dr. Du Rocher Schudlich meets individually with the directors/coordinators/supervisors to orient them to the program and ensure that CMHC interns will be able to complete requirements and receive quality supervision/oversight. See ‘CMHC Email chain on Site Orientation for Restoring

Connections’ and ‘CMHC Internship Orientation Email Chain for Compass Health’ (in the Section III documentation folder) as evidence of where Dr. Du Rocher Schudlich had this type of orientation meeting with new site supervisors.

For the SC Program, Dr. Diana Gruman has been serving as the primary Internship site coordinator (with Dr. Shaun Sowell stepping in as interim Internship Site Coordinator during the 2020-2021 academic year since Dr. Gruman was on sabbatical). SC supervisors are provided a supervision presentation (see ‘Supervision Basics for Pre-Orientation 2021’ PowerPoint, the ‘Considering a WWU SC Intern’ document, and the ‘How to Supervise a School Counseling Intern’ document submitted with the Section III documentation for proof) and invited to a May Internship Orientation on campus. Site supervisors are also provided the SC Internship manual which includes site supervisor responsibilities (starting on page 10). Sites must also sign the ‘WWU School Counseling Program Internship Site Agreement’ submitted in the SC Internship Materials folder with the Section III Documentation.

R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

Below, I specify how we approach written supervision agreements that define the roles and responsibilities of the faculty, supervisee, and site supervisor during practicum and internship.

Practicum Supervision: Faculty instructors teaching/supervising in practicum are required to present a supervision agreement/professional disclosure statement to their supervisees to define the role of supervisor and student during Practicum (see Dr. Smith’s Professional Disclosure agreement in the ‘3.R. documentation’ folder as an exemplar). These documents specify the roles and responsibilities of the faculty supervisor and the student, as well as the training and education around clinical supervision. Additionally, faculty roles and responsibilities are detailed in the Clinic Manual (see ‘Counseling Training Clinic Manual 2021-2022’ in Section III documentation).

Internship Supervision: Site supervisors are also provided the SC Internship manual which includes site supervisor, student, and campus supervisor-responsibilities (starting on page 10). Sites must also sign the ‘WWU School Counseling Program Internship Site Agreement’ submitted in the SC Internship Materials folder with the Section III Documentation. Site supervisors on the CMHC side must also sign the ‘Student-Agency Internship Contract’ (Appendix A of the CMHC Internship Manual submitted with the CMHC Internship Materials folder in the Section III documentation) that clearly states their roles and responsibilities.

Student: Practicum students are oriented to their roles and responsibilities in the Clinic Manual (see ‘Counseling Training Clinic Manual 2021-2022 in the Section III

documentation). These documents specify the roles and responsibilities of the faculty supervisor *and* the student. In internship, students must complete (and sign) the internship contracts described directly above (the paragraph on *Site Supervisors*), as well as get familiar with their role in the internship process

Practicum and Internship Course Loads (3.S – 3.V)

- S. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of size students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered the maximum per course.**

Our faculty to student ratio for practicum is one faculty member to every three practicum students (1:3). With four faculty co-teaching the practicum course and a maximum of 12 students enrolled at any given time, each faculty member co-teacher can provide live supervision and consultation to no more than 3 students at a time. Supervision and consultation are typically delivered individually but never occurs with more than 3 students at a time.

- T. Group supervision for practicum and internship should not exceed 12 students**

This table includes a summary of sections offered over the last calendar year:

2020-2021 Practicum and Internship Group Ratio	Sections Offered	Min. Students	Max Students	Mean Students
Practicum Winter 2021	1	12	12	12
Practicum Spring 2021	1	12	12	12
Internship Fall 2021	1	12	12	12
Internship Winter 2021	1	12	12	12
Internship Spring 2021	1	12	12	12

- U. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.**

Our faculty to student ratio for practicum is one faculty member to every three practicum students (1:3). For internship, the ratio is one faculty member to every 12 students (1:12).

- V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty: student ratio should not be exceeded. This is the equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.**

Four faculty affiliated with the counselor education program at WWU co-instruct a group of 12 practicum students in any given quarter. We do not have a doctoral level counselor education program, so we do not provide supervision of supervision services provided by students' supervisors.

SECTION IV: Evaluation in the Program



Evaluation of the Program (4.A – 4.E)

A. Counselor Education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines:

1. The data that will be collected:

The WWU SLO and Assessment Plan (see Section IV documentation folder) outlines the specific student assessment data that we collect on student knowledge, skills, and professional dispositions. Data is collected throughout various courses (via Key Assessments), surveys, and meetings embedded within the Counselor Education program. Each key assessment has an identified assignment and rubric that are developed by the professor that teaches that specific course.

Wanting to further affirm and support our commitment to the standards outlined by CACREP, one area of advocacy for our program in recent years has been to seek funding to subscribe to a Key Assessment tracking software (such as TK20); however, due to COVID-related budget shortages, this has not been possible. As a result, we have had to improvise, adapt, and overcome. While the rubrics and assignments may vary, we track all our Key Assessment data using an online Excel spreadsheet (accessible to each faculty member that teaches within the counseling program) that each faculty member updates at the end of each quarter. The excel spreadsheet contains the information regarding the SLOs, their respective key assessments (i.e., the assignment that assesses each SLO), and the score (including some insights into what scale each rubric is used for ease of interpretation).

2. A procedure for how and when data will be collected:

We have a documented procedure that outlines how and when all of the data will be collected in our [Key Assessment Plan](#):

As an example, please see the following excerpted chart that shows how and when we collect our Program Objectives data (immediately below):

The WWU Counseling Program faculty collects data on and monitors five broad program objectives through aggregated assessments. We meet twice yearly to examine program outcomes and use the results to make program improvements.

Program Objective (PO)	Aggregated Assessment	When Collected	When Reviewed
PO 1 CACREP K&S	Passing Rates on NCE Applicant & Graduating Student Report Exit Survey Self-Assessment Report Alumni, Supervisor & Employee Survey	June June June Year 3, CACREP Cycle	Fall Retreat
PO 2 Ethics/Reflection	Comp Exam Passing Rate—Ethics	April 2 nd year	April*

PO 3 Multicultural Competence	Comp Exam Passing Rate—Multicultural MCC Scale, Quarterly Evaluation, Percent of “Consistent” scores	April 2 nd year End of Winter Quarter, 2 nd year	April*
PO 4 Research/Evaluation	Comp Exam Passing Rate—Research/Eval	April 2 nd year	April*
PO 5 Collaboration	Dispositions Scale, Quarterly Evaluation, Percent of “Consistent” scores	End of Winter Quarter, 2 nd year	April*

* PO 2-5 Assessments are reviewed at the student level in late April following Comp Exams to determine candidacy for graduation. The faculty then aggregate the data for program -level review.

3. A method for how data will be reviewed or analyzed

Throughout the year, the functions of the program are reviewed by faculty according to an established schedule that incorporates the cycle of data collection, analysis, and sharing into the academic year (see table in section 2 above). You can also see screenshot evidence of our Fall Retreat and our longer student evaluation meetings that occur in April (as described in the table above in section 2) in the ‘Student Evaluation Meetings’ folder within Section IV documentation. Also included in that evidence is the agenda for the Fall retreat

4. An explanation for how data will be used for curriculum and program improvement

As noted in the previous section (4.A.1-3), we have a clear plan for when we meet to review data necessary for curriculum and program improvement.

Further, as previously noted, in alignment with the CACREP 2016 standards, we collect and analyze vital statistics data, end of program survey feedback, and key assessment data. This data is discussed in the Fall retreat of each academic year to solicit faculty feedback on reflexive actions, such as curricular and program changes, that are also included in the Annual Report. (See Annual Report in Section IV documentation).

B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives:

1. Aggregate student assessment data that addresses student knowledge, skills, and professional dispositions:

We aggregate student assessment data that addresses student knowledge, skills, and professional dispositions. Wanting to further affirm and support our commitment to the standards outlined by CACREP, one area of advocacy for our program in recent years has been to seek funding to subscribe to a Key Assessment tracking software (such as TK20); however, due to COVID-related budget shortages, this has not been possible. As a result, we have had to improvise, adapt, and overcome. While the rubrics and assignments may vary, we track all our Key Assessment data using an online Excel spreadsheet (accessible

to each faculty member that teaches within the counseling program) that each faculty member updates at the end of each quarter. The excel spreadsheet contains the information regarding the SLOs, their respective key assessments (i.e., the assignment that assesses each SLO), and the score (including some insights into what scale each rubric is used for ease of interpretation).

2. Demographic and other characteristics of applicants, students, and graduates:

Each year, we collect demographic data on the applicants, students, and graduates of our programs and submit this information to CACREP via our Vital Statistics survey. Additionally, the faculty review this data to help coordinate efforts to attract, recruit, and retain students of diverse races, sexual orientations, spiritualities, and gender-orientations (among others). We include our vital statistics in our annual report (See Section 4 documentation) that is sent out to relevant stakeholders each year so that they, too, can provide feedback. This information is also posted on each of our counseling program track websites (SC: <https://chss.wvu.edu/psychology/school-counseling-program-outcomes-and-supervision-resources>; CMHC: <https://chss.wvu.edu/psychology/clinical-mental-health-counseling-program-outcomes-and-supervision-resources>), the screenshots of which can viewed in the ‘Vital Stats on Website’ folder containing screenshots of where this information (and more) are shown on our websites in the Section IV documentation folder.

3. Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

As previously mentioned in the sections above, on a regular cycle, we collect feedback from our stakeholders (graduating counseling students, site supervisors, employers of our students, and alumni). This information gets used to make curricular and program-based changes and is discussed in the Fall retreat. The follow-up studies include:

- Surveys of site supervisors for SC student at internship
- Surveys of site supervisors for CMHC students at internship
- Surveys of employers that hired our SC students
- Surveys of employers that hired our CMHC students
- Surveys of our SC alumni
- Surveys of our CMHC alumni

These surveys ask stakeholders to both provide open-ended response feedback and rate the program’s success in training out students in several key areas intended to assist us in evaluating and improving our program. More specifically, they speak to their perspectives on our success in training our students to accomplish our Key Assessments and specialty standards.

Surveys for stakeholders can be found in Section IV evidence folder. The first of two documents are titled ‘CACREP Comprehensive Surveys (Alumni, Employers, Site Supervisors)’ and the second document is titled ‘Exit Surveys and Email Template.’ These documents contain links to our CACREP Comprehensive Surveys. You can also see the results of the surveys in the folder ‘Results of CACREP Comprehensive Surveys’ in Section IV documentation folder). For your convenience, I have also uploaded screenshots of all our stakeholder surveys in the folder ‘Screenshots of CACREP Comprehensive Surveys’ within the Section IV documentation.

C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.

As can be seen here in the sections describing our formalized yearly [evaluation assessment plan](#), we meet regularly throughout the year (at the end of each quarter, during our Fall faculty retreat, during our faculty meeting in April, and at the end of each academic year) to discuss student progress and evaluate our program’s ability to meet their needs. On a regular cycle (Every four years) we also use our 8 stakeholder surveys to inform program modifications. You can view these 8 surveys, read our annual report for the 2020-2021 school year (our most recent since the 2021-2022 school year is still in progress), see the emails we sent to some of our stakeholders containing the report, and view the actual report itself *all* in the Section IV documentation folder submitted with this self-study document.

D. Counselor education program faculty disseminate an annual report that includes, by program level:

- 1. A summary of program evaluation results:**
- 2. Subsequent program modifications:**
- 3. any other substantial program changes.**

The counselor education program conducts annual reports using data from surveys sent to 8 separate groups of stakeholders. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

You can view these 8 surveys, read our annual report for the 2020-2021 school year (our most recent since the 2021-2022 school year is still in progress), see the emails we sent to some of our stakeholders containing the report, and view the actual report itself *all* in the Section IV documentation folder submitted with this self-study document.

Finally, you can observe screenshots of our annual report disseminated on our individual track websites as well as on our program Facebook page which is followed by many alumni, site supervisors, community members, and students (as well as

within the 'Evidence of Annual Report Dissemination' folder with our Section IV documentation).

- E. Each year, the CE program releases an official report on the status of the program. This information is available to access on the CE website in an easily accessible location for each entry-level specialty area:**
- 1. The number of graduates for the past academic year:**
 - 2. The pass rates on credentialing examinations:**
 - 3. Completion rates:**
 - 4. Job placement rates:**

Narrative Response for E. 1-4: Each year, the CE program releases an official report on the status of the program that includes the number of graduates for the past academic year, the pass rates on credentialing exams, completion rates, and job placement rates. This information is posted on each of our counseling program track websites (SC: <https://chss.wvu.edu/psychology/school-counseling-program-outcomes-and-supervision-resources>; CMHC: <https://chss.wvu.edu/psychology/clinical-mental-health-counseling-program-outcomes-and-supervision-resources>), the screenshots of which can viewed in the 'Vital Stats on Website' folder containing screenshots of where this information (and more) are shown on our websites in the Section IV documentation folder.

Assessment of Students (4.F – 4.H)

- F. The counselor education program faculty systematically assesses each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following:**
- 1. (1) Identification of key performance indicators of student learning in each of the eight core areas and in each student’s respective specialty area(s) (for doctoral programs, each of the five doctoral areas), (2) Measurement of student learning conducted via multiple measures and over multiple points in time, (3) and review or analysis of data**

As a result of successfully completing the WWU graduate program in counseling, students can expect to have gained didactic knowledge of and supervised experience in the skills, processes, and characteristics required of effective counselors. The following table (Table A) outlines each learning objective, the key assessment used to show proficiency, and the quarter in the program in which the student will be assessed.

Core Content Student Learning Objective (SLO)	Coursework or Learning Experience	Key Assessment (KA)	Assessed in Quarter # 1-6	Knowledge, Skills, or Dispositions
SLO1. <u>Professional Counseling Orientation and Ethical Practice</u> – Apply knowledge of professional, legal, and ethical standards to practice.	Psy 561 Professional Legal and Cultural Issues	Ethics Class: Mock Trial Project - Application of ethical standards	4	Knowledge
	Comprehensive Exam	Comp Exam Questions on Ethics	6	Skills

SLO2. <u>Professional Counseling Orientation and Ethical Practice</u> – Understand the counselor’s role as an advocate in a collaborative, interdisciplinary network of human service providers.	Psy 558 Family & Community Systems	Family/Community Class: Agency Exploration Project with added client advocacy component.	4	Knowledge & Skills
	Comprehensive Exam	Comp Exam Questions on Ethics	6	Knowledge & Skills
SLO3. <u>Social and Cultural Diversity</u> Develop an understanding of the cultural and societal influences on human behavior and an awareness of one’s own continuing growth as a culturally competent counselor.	Psy 564 Pre-Practicum Counseling Skills	Reflection Paper on MCC Goals: based on culture/poverty/ privilege self-assessments.	1	Knowledge
	Internship	Quarterly Evaluation, MCC section	5	Skills
SLO4. <u>Human Growth and Development</u> – Demonstrate knowledge of the biological, familial, social, and environmental factors that affect client development and identify strategies for promoting growth and resilience.	Psy 542 Developmental Psychopathology	Exam Question: Case Study	2	Knowledge
	Comprehensive Exam	Case Study Question with intervention component	6	Skill

SLO5. <u>Career Development</u> Understand career development models, theories, and assessment and implement strategies to support life decision-making for culturally diverse clients and students.	Psy 555 Career Counseling	Exam Question on theories, models, and strategies	5	Knowledge
	Comprehensive Exam	Examine a case and develop a career/educational intervention	6	Skill
SLO6. <u>Counseling and Helping Relationships</u> – Develop knowledge of theoretical models and evidence-based approaches and demonstrate how to establish, maintain, and evaluate effective counseling relationships.	Psy 553 Counseling Theories	Theory Paper	1	Knowledge
	Practicum	Client Case Study & Intervention Plan	3	Skills
	Internship	Quarterly Evaluation of Counseling Skills	5	Skills
SLO7. <u>Group Counseling</u> - Develop both theoretical and experiential understanding of group dynamics and development, as well as strategies for effective leadership and group counseling facilitation.	Psy 565 Group Counseling	Group Class: SC and CMHC –Concluding Papers	3	Knowledge & Skills
		Completion of Internship Requirement Verification (IRV) form in SC Internship manual (“Organized and conducted group experience” item) OR completion of 6-hour group experience for CMHC students (in their group counseling course with Dr. Smith)	6 (for SC students) 3 (for CMHC students)	

SLO8. <u>Assessment</u> – Gain knowledge and skills in assessment including the use of interviewing, observations, suicide and risk assessment, symptom checklists, and standardized tests.	Psy 568 Crisis Intervention	Certificate in Psychological First Aid	2	Knowledge & Skills Skills
	Testing & Assessment	Integrated Assessment Assignment	5	
SLO9. <u>Research and Program Evaluation</u> – Understand and critique various research methodologies and use data to identify needs and evaluate counseling processes and outcomes.	Psy 550 Research Methods and Program Evaluation	Exam	3	Knowledge
	Comprehensive Exam	Comp Question on single subjects repeated measures and effect	6	Knowledge & Skills
Specialty Content Student Learning Objectives	Coursework or Learning Experience	Key Assessment (KA)	Assessed in Quarter # 1-6	Knowledge, Skills, or Dispositions
<i>Clinical Mental Health</i>				
CMHC 1. Demonstrate understanding of cultural factors that may affect the counselor-client relationship and impact treatment decision-making.	Internship	Spring Practicum evaluation	3	Knowledge
		Comprehensive Case Study Assignment on Culturally Diverse Client	5	Skills

<p>CMHC 2. Demonstrate practical skills in the areas of diagnosis and intervention planning and delivery, advocacy, collaboration and consultation.</p>	<p>Internship</p>	<p>‘Supervisor evaluation of student in internship’ ‘Student Intern Quarterly Evaluation’ (Appendix F of the CMHC Internship Manual’</p> <p>Signed Verification Form - Successful completion of all internship requirements</p>	<p>4</p> <p>6</p>	<p>Skills</p> <p>Skills</p>
<p><i>School Counseling</i></p>				
<p>SC 1. <u>Foundations of School Counseling</u> – Demonstrate an understanding of the essential elements of P-12 developmental, data-driven school counseling programs, including the role of the SC in a tiered educational environment (prevention, intervention, and crisis) across domains (career, college readiness, academic and social-emotional).</p>	<p>551 School Counseling</p>	<p>Mid Term</p> <p>AND</p> <p>Final Exam Scores</p>	<p>1</p> <p>1</p>	<p>Knowledge</p> <p>Knowledge</p>

<p>SC 2. <u>Evidence Based Counseling Services in the Schools</u> – Develop proficiency in planning, implementing, and evaluating the essential elements of a comprehensive, developmental, data-driven school counseling program.</p>	<p>Internship</p>	<p>Quarterly evaluation in Fall using the WWU Counseling Intern Quarterly Evaluation – School Counselor Supplement (p. 26 of SC Internship Manual)</p> <p>Signed Verification Form –successful completion of all Internship requirements (represents multiple items/time points)</p>	<p>4</p> <p>6</p>	<p>Skills</p> <p>Knowledge</p>
<p><i>Practical and Professional Learning</i></p>				
<p>PP1. <u>Experiential Learning</u> – Complete supervised practicum and internship experiences to promote the integration of the knowledge and skills needed to be successful practicing counselors.</p>	<p>CMHC & SC Practicum (100 hours)</p> <p>CMHC & SC Internship (600 hours)</p>	<p>Practicum Logs-Supervisor-Verified Hours</p> <p>Internship Logs-Supervisor-Verified Hours</p>	<p>2-3</p> <p>4, 5, 6</p>	<p>CACREP requirement Knowledge & Skills</p> <p>Knowledge & Skills</p>
<p>PP2. <u>Professional Dispositions-</u> Conscientiousness Interpersonal Skills Self-Care Self-Awareness & Flexibility Emotional Stability Ethical Behavior</p>	<p>Internship “Dispositions” scale</p>	<p>Internship Quarterly Evaluations (as a final point to review their progress before recommending the student for graduation) and at the end of every quarter</p>	<p>4, 5, & 6</p> <p>End of quarter meetings</p>	<p>Dispositions</p> <p>Dispositions</p>

G. The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program. The assessment process includes the following:

- 1. Identification of key professional dispositions;**
- 2. Measurement of student dispositions over multiple points in time;**
- 3. Review of analysis of data**

The WWU Counseling faculty has selected six essential dispositions, drawn from established counseling student evaluation tools (e.g., PDCA-RA; CCS-R), to guide the development of work habits, behaviors and personal characteristics leading to effective professional practice. These dispositions are expected for counseling students at the university and in their placements. According to CACREP (2015), dispositions are defined as, “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.”

At the end of each quarter, faculty meet to review the progress of all students in the program and provide feedback in the form of a progress letter. Students who demonstrate consistent evidence of the dispositions will receive a letter to indicate they are in *good standing*. Students who receive an inconsistent in one or more areas will receive a letter to indicate how to improve their behavior or habits to remain in *good standing*. The student will then arrange a meeting with the program director to develop a plan for improvement for the next quarter. Students who receive an unsatisfactory in any area will be asked to schedule a performance review meeting with the program director and two faculty members before proceeding to the next quarter.

We believe that dispositions and behaviors, like skills and knowledge, can be strengthened when students are given regular feedback and support. Our goal is to have every student who is recommended for graduation demonstrate these dispositions on a consistent basis (see Table B below).

The following table (Table B) provides definitions for each of the six dispositions and examples of unsatisfactory performance that will impede progress in the program.

Disposition	Definition	<i>Some Examples of Unsatisfactory Performance</i>
Conscientiousness	Commitment to academic and clinical responsibilities including reliable attendance and timeliness; advance preparation for assignments and absences; effective management of appointments and schedule; follow through on tasks; and adherence to standards of physical appearance in the work setting.	-Frequently late or misses class with no warning -Poorly organized clinic records, presentations, or papers -Unprepared for counseling or supervision sessions or class -After receiving feedback from a supervisor, continues to dress in an unprofessional or unkempt manner
Interpersonal Skills	Displays warmth, respect, positive affect, and empathy when interacting with peers, professors, and supervisors.	-Interacts in an aloof, negative, or harsh manner

	Contributes effectively to groups. Supports the growth of others by providing feedback and encouragement.	<ul style="list-style-type: none"> -Displays difficulty in collaborating on group projects -Neglects to observe peers and offer support or feedback -Disengaged during class-time
Self-Care	Maintains personal and professional wellness, energy and focus by practicing healthy habits, setting boundaries, managing health issues, and seeking professional help when needed.	<ul style="list-style-type: none"> -Over-scheduling leads to mistakes, missed appointments, or decreased quality of work -Repeatedly cannot stay awake in class -Loses focus due to continuous multi-tasking -Displays of stress and tension impede relationship building -After advisement, does not seek medical or therapeutic support
Self-Awareness & Flexibility	Demonstrates the ability to identify strengths, biases, and areas of growth. Responsive to feedback and uses the information to grow as a person and as a professional. Open to new perspectives and demonstrates the ability to flex to changing circumstances and unexpected events.	<ul style="list-style-type: none"> -Difficulty identifying and acknowledging personal or professional strengths -Defensive when given constructive criticism -Unresponsive to peer or supervisor feedback -Displays rigidity when discussing alternative ways of seeing, knowing, or acting
Emotional Stability	Demonstrates active listening skills and mutual problem-solving strategies to manage conflict situations. Effectively regulates emotions during stressful or emotional times. Expresses feelings and uses humor that is appropriate to the setting.	<ul style="list-style-type: none"> -Actively avoids discussion of conflict -Blames others rather than seeking to take responsibility in a conflict -Draws others into a conflict instead of respectfully confronting a person directly -Displays poor impulse control in interactions (e.g., use of outbursts, sarcasm, or inappropriate humor).
Ethical Behavior	Demonstrates honesty, fairness, and responsibility in interactions with clients, peers, and supervisors. Considers legal and ethical principles in decision-making. Avoids ethical violations, legal violations, and unprofessional conduct as a student and as a practicing professional counselor.	<ul style="list-style-type: none"> - Acts in a dishonest or irresponsible manner -Violates confidentiality standards -Plagiarizes written work -Displays poor boundaries with clients -Fails to inform supervisor of important information that may jeopardize client safety -Violates clinic or internship site policies

H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

Not only do the faculty meet at the end of each quarter to discuss student progress, but we also have a major student-evaluation meeting in April or May of each year (see ‘Screenshot of email for Major Student Evaluation Meeting’ in the section IV documentation folder). In this meeting, we discuss student progress across multiple domains – from scores on the

comprehensive exam to disposition scores in practicum and internship. Because we meet at the end of every quarter to discuss student progress, we handle individual student assessment data in relation to retention, remediation, and dismissal across all our meetings during the academic year.

Evaluation of Faculty and Supervisors (4.I – 4.K)

I. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation and whenever changes are made in the procedures:

For program faculty, the Department Evaluation Plan (DEP) is an approved document which provides written faculty evaluation procedures. The document governs all aspects of scholarly, teaching, and service requirements. Department faculty participate in updating and approving the DEP. One element of the DEP is course teaching evaluations which are required at the end of each quarter and handled through the WWU Office of Institutional Research (OIR). Faculty are notified about changes in these procedures whenever they are made. For example, in the last few years – due to COVID – faculty evaluations were changed from paper to online. Faculty now sign up for a link which is then distributed by the OIR at Western. The Department Evaluation Plan (DEP) can be found in the Section IV Documentation folder (labeled ‘Departmental Evaluation Plan’) We also submitted a ‘Covid-19 DEP Addendum AY 21-22’ document in the Section IV documentation folder showing the most recently approved alterations to the departmental evaluation process (per the Faculty Union) because of COVID-19. Evidence of our course evaluations and processes can be seen in the ‘4.i. Evidence’ folder submitted with Section IV documentation.

For site supervisors, a site supervisor evaluation is in each of the Program Internship Manuals. Each year, the track’s internship coordinator communicates with the site supervisors regarding how they will be evaluated by their students. We submitted a screenshot of an email communication with site supervisors as evidence which can be seen in the ‘4.i. Evidence’ folder submitted with the Section IV documentation. For more on evaluation of supervisors (in practicum *and* Internship), see section 4.k. below.

J. Students have regular, systematic opportunities to formally evaluate counselor education program faculty:

Students can evaluate all faculty at the conclusion of each quarter. Additionally, some faculty also use informal midterm evaluations. Faculty evaluations are developed from a list of university approved questions that reflect teaching quality and alignment with the conceptual framework. Further, faculty can add questions to the evaluation of courses. As such, all faculty evaluations are unique to the instructor and/or course and will be made available upon request.

Course evaluations are used to improve the quality of teaching and learning at Western Washington University through direct student feedback. Responses received from course evaluations provide information on students' perceptions of their learning outcomes, course activities, and the instructor's engagement and effectiveness. This feedback helps guide changes in future iterations of the course and/or the instructor's teaching. Evidence

of our course evaluations and processes can be seen in the '4.i. Evidence' folder submitted with Section IV documentation.

K. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors:

During Practicum, students have an opportunity to evaluate their supervisor at the end of each quarter using the 'Supervisee Evaluation of Supervisor' form which is in Appendix T of the 'Counseling Training Clinic Policies and Procedures Manual' (in the Section III documentation folder). Students fill these out at the end of the quarter and turn them into Cindy Savage – the administrative assistant for the Counseling Training Clinic. Cindy then both stores our evaluations for CACREP, as well as releases the results to faculty supervisors two weeks after the quarter ends (consistent with customary practice for releasing teaching evaluations at WWU). Students *also* can provide an overall course evaluation (i.e., teaching evaluation) at the end of the course, as they do with all their counseling courses.

During Internship, students are also granted regular, systematic opportunities to formally evaluate their internship supervisors. For the CMHC internship, students are required to fill out an 'Internship Placement Evaluation' (see Appendix E of the CMHC Internship Manual in the 'CMHC Internship Materials' folder with the Section III documentation). They also are required to complete a 'Student Intern Evaluation of Supervisor' form (see Appendix C of the CMHC Internship Manual in the 'CMHC Internship Materials' folder with the Section III documentation) specifically evaluating their site supervisor. For the SC students enrolled in internship, they also use a version specific of the evaluation form to SC site placements that allow students evaluate their school internship sites called the 'Internship Placement Evaluation.' This can be found on page 27 of the SC Internship Manual submitted in the 'SC Internship Materials' folder with the Section III documentation.

SECTION V: Specialty Standards



Clinical Mental Health Counseling

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

Each of the lettered CACREP standards covered in our CMHC counseling program is outlined [here](#) in the 'CE All Standards by Course' document. For your convenience, we also included this information within each of our respective faculty syllabi presented over the last year (in the 'Faculty Syllabi' folder within Section II documentation).

School Counseling

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

Each of the lettered CACREP standards covered in our SC counseling program is outlined [here](#) in the 'CE All Standards by Course' document. For your convenience, we also included this information within each of our respective faculty syllabi presented over the last year (in the 'Faculty Syllabi' folder within Section II documentation).

Table 4: CE Program Key Assessments

Core Key Assessments

- SLO1. Professional Counseling Orientation and Ethical Practice – Apply knowledge of professional, legal, and ethical standards to practice.
- SLO2. Professional Counseling Orientation and Ethical Practice – Understand the counselor’s role as an advocate in a collaborative, interdisciplinary network of human service providers.
- SLO3. Social and Cultural Diversity – Develop an understanding of the cultural and societal influences on human behavior and an awareness of one’s own continuing growth as a culturally-competent counselor.
- SLO4. Human Growth and Development – Demonstrate knowledge of the biological, familial, social, and environmental factors that affect client development and identify strategies for promoting growth and resilience.
- SLO5. Career Development – Understand career development models, theories, and assessment and implement strategies to support life decision-making for culturally-diverse clients and students.
- SLO6. Counseling and Helping Relationships – Develop knowledge of theoretical models and evidence-based approaches and demonstrate how to establish, maintain, and evaluate effective counseling relationships.
- SLO7. Group Counseling – Develop both theoretical and experiential understanding of group dynamics and development, as well as strategies for effective leadership and group counseling facilitation.
- SLO8. Assessment – Gain knowledge and skills in assessment including the use of interviewing, observations, suicide and risk assessment, symptom checklists, and standardized tests.
- SLO9. Research and Program Evaluation – Understand and critique various research methodologies and use data to identify needs and evaluate counseling processes and outcomes.

Clinical Mental Health Specialty Key Assessments

- CMHC 1. Cultural Competence in Counseling – Demonstrate understanding of cultural factors that may affect the counselor-client relationship and impact treatment decision-making.
- CMHC 2. Counseling Services – Demonstrate practical skills in the areas of diagnosis, intervention planning and delivery, advocacy, collaboration, and consultation.

School Counseling Key Assessments

- SC1. Foundations of School Counseling – Demonstrate an understanding of the essential elements of P-12 developmental, data-driven school counseling programs, including the role of the SC in a tiered educational environment (prevention, intervention, and crisis) across domains (career, college readiness, academic and social-emotional).
- SC2. Evidence Based Counseling Services in the Schools – Develop proficiency in planning, implementing, and evaluating the essential elements of a comprehensive, developmental, data-driven school counseling program.

Practical and Professional Learning

- PP1. Experiential Learning – Complete supervised practicum and internship experiences to promote the integration of the knowledge and skills needed to be successful practicing counselors.
- PP2. Professional Dispositions- Develop and demonstrate consistent behaviors and characteristics that will support effective academic and professional practice in the following six areas: Conscientiousness; Interpersonal Skills; Self-Care; Self-Awareness & Flexibility; Emotional Stability; Ethical Behavior

Table 5: CE Program All Standards by Course

WWU Counseling Program Courses with 2016 CACREP Standards	
PSY 502 ADULT PSYCHOPATHOLOGY	
<i>ENTRY-LEVEL SPECIALTY STANDARDS (Clinical Mental Health Counseling)</i>	
1 FOUNDATIONS	
a. History and development of clinical mental health counseling	
d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	
2. CONTEXTUAL DIMENSIONS	
a. Roles and settings of clinical mental health counselors	
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	
e. potential for substance abuse disorders to mimic and/or co-occur with a variety of neurological, medical, or psychological disorders	
f. impact of crisis and trauma on individuals with mental health diagnoses	
g. impact of biological and neurological mechanisms on mental health	
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	
PSY 532 CROSS-CULTURAL COUNSELING	
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>	
2. SOCIAL AND CULTURAL DIVERSITY	
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	
c. multicultural counseling competencies	
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	
e. the effects of power and privilege for counselors and clients	
f. help-seeking behaviors of diverse clients	
g. the impact of spiritual beliefs on clients' and counselors' worldviews	
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	
PSY 542 DEVELOPMENTAL PSYCHOPATHOLOGY	
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>	
3. HUMAN GROWTH AND DEVELOPMENT	
a. theories of individual and family development across the lifespan	
b. theories of learning	
c. theories of normal and abnormal personality development	

e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
f. systemic and environmental factors that affect human development, functioning, and behavior
h. a general framework for understanding differing abilities and strategies for differentiated interventions
i. ethical and cultural relevant strategies for promoting resilience and optimum development and wellness across the lifespan
<i>ENTRY-LEVEL SPECIALTY STANDARDS (Clinical Mental Health Counseling)</i>
2. CONTEXTUAL DIMENSIONS
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
f. impact of crisis and trauma on individuals with mental health diagnoses
h. classifications, indications, and contraindications of commonly-prescribed psychopharmacological medications for appropriate medical referral and consultation
j. cultural factors relevant to clinical mental health counseling
<i>ENTRY-LEVEL SPECIALTY STANDARDS (School Counseling)</i>
2. CONTEXTUAL DIMENSIONS
g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
h. common medications that affect learning, behavior, and mood in children and adolescents
PSY 550 RESEARCH METHODS AND PROGRAM EVALUATION
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
7. ASSESSMENT AND TESTING
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
8. RESEARCH AND PROGRAM EVALUATION
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
b. identification of evidence-based counseling practices
c. needs assessments
d. development of outcome measures for counseling programs
e. evaluation of counseling interventions and programs
f. qualitative, quantitative, and mixed research methods
g. designs used in research and program evaluation
h. statistical methods used in conducting research and program evaluation
i. analysis and use of data in counseling
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
PSY 551 DEVELOPMENTAL SCHOOL COUNSELING

<i>ENTRY-LEVEL SPECIALTY STANDARDS (School Counseling)</i>
1. FOUNDATIONS
a. history and development of school counseling
b. models of school counseling programs
c. models of P-12 comprehensive career development
d. models of school-based collaboration and consultation
2. CONTEXTUAL DIMENSIONS
a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
c. school counselor roles in relation to college and career readiness
d. school counselor roles in school leadership and multidisciplinary teams
e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
f. competencies to advocate for school counseling roles
k. community resources and referral sources
l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
m. legislation and government policy relevant to school counseling
n. legal and ethical considerations specific to school counseling
3. PRACTICE
a. development of school counseling program mission statements and objectives
h. skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement
n. use of accountability data to inform decision making
o. use of data to advocate for programs and students
PSY 553 THEORIES OF COUNSELING AND PSYCHOTHERAPY
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE
a. history and philosophy of the counseling profession and its specialty areas
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
5. COUNSELING AND HELPING RELATIONSHIPS
a. theories and models of counseling
f. counselor characteristics and behaviors that influence the counseling process (THEORY) (Personal dimension of this standard is in 564 Tech)
n. processes for aiding students in developing a personal model of counseling
<i>ENTRY-LEVEL SPECIALTY STANDARDS (Clinical Mental Health Counseling)</i>
1. FOUNDATIONS
b. theories and models related to clinical mental health counseling
PSY 555 OCCUPATIONS AND CAREER COUNSELING

2016 CACREP CORE CURRICULAR STANDARDS
4. CAREER DEVELOPMENT
a. theories and models of career development, counseling, and decision making
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
c. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
d. approaches for assessing the conditions of the work environment on clients' life experiences
e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
f. strategies for career development program planning, organization, implementation, administration, and evaluation
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
h. strategies for facilitating client skill development for career, educational, and lifework planning and management
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
j. ethical and culturally relevant strategies for addressing career development
ENTRY-LEVEL SPECIALTY STANDARDS (School Counseling)
3. PRACTICE
e. use of developmentally appropriate career counseling interventions and assessments
PSY 557 TESTING AND APPRAISAL IN COUNSELING
2016 CACREP CORE CURRICULAR STANDARDS
7. ASSESSMENT AND TESTING
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
b. methods of effectively preparing for and conducting initial assessment meetings
e. use of assessments for diagnostic and intervention planning purposes
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
h. reliability and validity in the use of assessments
i. use of assessments relevant to academic/educational, career, personal, and social development
j. use of environmental assessments and systematic behavioral observations
k. use of symptom checklists, and personality and psychological testing (symptom checklists will be covered in 570 SC/570 MH)
l. use of assessment results to diagnose developmental, behavioral, and mental disorders
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
ENTRY-LEVEL SPECIALTY STANDARDS (Clinical Mental Health Counseling)
1. FOUNDATIONS

e. psychological tests and assessments specific to clinical mental health counseling
<i>ENTRY-LEVEL SPECIALTY STANDARDS (School Counseling)</i>
1. FOUNDATIONS
e. assessments specific to P-12 education
PSY 558 FAMILY AND COMMUNITY SYSTEMS
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
3. HUMAN GROWTH AND DEVELOPMENT
a. theories of individual and family development across the lifespan
f. systemic and environmental factors that affect human development, functioning, and behavior
5. COUNSELING AND HELPING RELATIONSHIPS
b. a systems approach to conceptualizing clients
c. theories, models, and strategies for understanding and practicing consultation
k. strategies to promote client understanding of and access to a variety of community-based resources
<i>ENTRY-LEVEL SPECIALTY STANDARDS (School Counseling)</i>
2. CONTEXTUAL DIMENSIONS
k. community resources and referral sources
PSY 561 PROFESSIONAL, LEGAL AND CULTURAL ISSUES
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE
d. the role and process of the professional counselor advocating on behalf of the profession
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
h. current labor market information relevant to opportunities for practice within the counseling profession
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
j. technology's impact on the counseling profession
k. strategies for personal and professional self-evaluation and implications for practice
m. the role of counseling supervision in the profession
5. COUNSELING AND HELPING RELATIONSHIPS

d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
e. the impact of technology on the counseling process
<i>ENTRY-LEVEL SPECIALTY STANDARDS (Clinical Mental Health Counseling)</i>
2. CONTEXTUAL DIMENSIONS
i. legislation and government policy relevant to clinical mental health counseling
j. cultural factors relevant to clinical mental health counseling
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
l. legal and ethical considerations specific to clinical mental health counseling
PSY 564 INDIVIDUAL COUNSELING TECHNIQUES –SCHOOL COUNSELING
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
5. COUNSELING AND HELPING RELATIONSHIPS
f. counselor characteristics and behaviors that influence the counseling process
g. essential interviewing, counseling, and case conceptualization skills
h. self-care strategies appropriate to the counselor role
<i>ENTRY-LEVEL SPECIALTY STANDARDS (School Counseling)</i>
3. PRACTICE
f. techniques of personal/social counseling in school settings
PSY 564 INDIVIDUAL COUNSELING TECHNIQUES – CLINICAL MENTAL HEALTH COUNSELING
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
5. COUNSELING AND HELPING RELATIONSHIPS
f. counselor characteristics and behaviors that influence the counseling process
g. essential interviewing, counseling, and case conceptualization skills
h. self-care strategies appropriate to the counselor role
<i>ENTRY-LEVEL SPECIALTY STANDARDS (Clinical Mental Health Counseling)</i>
2. CONTEXTUAL DIMENSIONS
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
l. legal and ethical considerations specific to clinical mental health counseling
PSY 565 GROUP PROCESSES IN COUNSELING – SCHOOL COUNSELING
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
6. GROUP COUNSELING AND GROUP WORK
a. theoretical foundations of group counseling and group work
b. dynamics associated with group process and development
c. therapeutic factors and how they contribute to group effectiveness
d. characteristics and functions of effective group leaders
e. approaches to group formation, including recruiting, screening, and selecting members
f. types of groups and other considerations that affect conducting groups in varied settings
g. ethical and culturally relevant strategies for designing and facilitating groups

h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (Covered by 1 st quarter process group)
<i>ENTRY-LEVEL SPECIALTY STANDARDS (School Counseling)</i>
2. CONTEXTUAL DIMENSIONS
j. qualities and styles of effective leadership in schools
3. PRACTICE
l. techniques to foster collaboration and teamwork with schools
PSY 565 GROUP PROCESSES IN COUNSELING – CLINICAL MENTAL HEALTH COUNSELING
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
6. GROUP COUNSELING AND GROUP WORK
a. theoretical foundations of group counseling and group work
b. dynamics associated with group process and development
c. therapeutic factors and how they contribute to group effectiveness
d. characteristics and functions of effective group leaders
e. approaches to group formation, including recruiting, screening, and selecting members
f. types of groups and other considerations that affect conducting groups in varied settings
g. ethical and culturally relevant strategies for designing and facilitating groups
h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (Covered by 1 st quarter process group)
PSY 567 PROFESSIONAL PRACTICE – CLINICAL MENTAL HEALTH COUNSELING
<i>ENTRY-LEVEL SPECIALTY STANDARDS (Clinical Mental Health Counseling)</i>
2. CONTEXTUAL DIMENSIONS
a. roles and settings of clinical mental health counselors
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. PRACTICE
c. strategies for interfacing with the legal system regarding court-referred clients
d. strategies for interfacing with integrated behavioral health care professionals
e. strategies to advocate for persons with mental health issues
PSY 568 CRISIS INTERVENTION
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
3. HUMAN GROWTH AND DEVELOPMENT
d. theories and etiology of addictions and addictive behaviors
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
5. COUNSELING AND HELPING RELATIONSHIPS

l. suicide prevention models and strategies
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
7. ASSESSMENT AND TESTING
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
d. procedures for identifying trauma and abuse and for reporting abuse
<i>ENTRY-LEVEL SPECIALTY STANDARDS (Clinical Mental Health Counseling)</i>
2. CONTEXTUAL DIMENSIONS
f. impact of crisis and trauma on individuals with mental health diagnoses
<i>ENTRY-LEVEL SPECIALTY STANDARDS (School Counseling)</i>
2. CONTEXTUAL DIMENSIONS
i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
PSY 570 PRACTICUM - SCHOOL COUNSELING
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
2. SOCIAL AND CULTURAL DIVERSITY
c. multicultural counseling competencies
5. COUNSELING AND HELPING RELATIONSHIPS
h. developmentally relevant counseling treatment or intervention plans
i. development of measurable outcomes for clients
j. evidence-based counseling strategies and techniques for prevention and intervention
7. ASSESSMENT AND TESTING
k. use of symptom checklists, and personality and psychological testing (symptom checklists, others in 557)
PSY 570 PRACTICUM - CLINICAL MENTAL HEALTH COUNSELING
<i>2016 CACREP CORE CURRICULAR STANDARDS</i>
2. SOCIAL AND CULTURAL DIVERSITY
c. multicultural counseling competencies
5. COUNSELING AND HELPING RELATIONSHIPS
h. developmentally relevant counseling treatment or intervention plans
i. development of measurable outcomes for clients
j. evidence-based counseling strategies and techniques for prevention and intervention
7. ASSESSMENT AND TESTING
k. use of symptom checklists, and personality and psychological testing (symptom checklists, others in 557)
<i>ENTRY-LEVEL SPECIALTY STANDARDS (Clinical Mental Health Counseling)</i>
1. FOUNDATIONS
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
2. CONTEXTUAL DIMENSIONS
j. cultural factors relevant to clinical mental health counseling
3. PRACTICE

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (or 670 MH)
b. techniques and interventions for prevention and treatment of a broad range of mental health issues
e. strategies to advocate for persons with mental health issues (also in 567)
PSY 670 INTERNSHIP- SCHOOL COUNSELING
2016 CACREP CORE CURRICULAR STANDARDS
8. RESEARCH AND PROGRAM EVALUATION
e. evaluation of counseling interventions and programs
ENTRY-LEVEL SPECIALTY STANDARDS (School Counseling)
2. CONTEXTUAL DIMENSIONS
f. competencies to advocate for school counseling roles
i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
3. PRACTICE
b. design and evaluation of school counseling programs
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
d. interventions to promote academic development
g. strategies to facilitate school and postsecondary transitions
h. skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement
i. approaches to increase promotion and graduation rates
j. interventions to promote college and career readiness
k. strategies to promote equity in student achievement and college access
m. strategies for implementing and coordinating peer intervention programs
n. use of accountability data to inform decision making
o. use of data to advocate for programs and students
PSY 670 INTERNSHIP – CLINICAL MENTAL HEALTH COUNSELING
2016 CACREP CORE CURRICULAR STANDARDS
8. RESEARCH AND PROGRAM EVALUATION
e. evaluation of counseling interventions and programs
ENTRY-LEVEL SPECIALTY STANDARDS (Clinical Mental Health Counseling)
1. FOUNDATIONS
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
2. CONTEXTUAL DIMENSIONS
c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
f. impact of crisis and trauma on individuals with mental health diagnoses

3. PRACTICE
a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
b. techniques and interventions for prevention and treatment of a broad range of mental health issues
e. strategies to advocate for persons with mental health issues