

Student Handbook

Rehabilitation and Mental Health Counseling

2024-2025



Rehabilitation and Mental Health Counseling Student Handbook 2024-2025

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SECTION I: RMHC PROGRAM INFORMATION

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INTRODUCTION

The Rehabilitation and Mental Health Counseling (RMHC) program at Western Oregon University (WOU) has been preparing master's level counselors for the rehabilitation counseling since 1974. The program is part of the Division of Deaf Study and Professional Studies in WOU's College of Education. This program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of the program at WOU have accepted positions throughout the United States, with a concentration in the Pacific Northwest.

RMHC MISSION STATEMENT

The Rehabilitation and Mental Health Counseling Program at Western Oregon University was established on the belief that individuals who are Deaf or have disabilities have a right to lead fulfilling, independent, and productive lives. Trained professionals are an important component of the realization of this right. To that end, the faculty is dedicated *to preparing rehabilitation professionals who are skilled in advocating for and with persons who are Deaf or have disabilities and who are competent counselors knowledgeable about the development and dissemination of innovative and culturally sensitive rehabilitation practices and policies.*

PROGRAM OBJECTIVES AND OUTCOMES

Students develop knowledge in eight common core curricular experiences and rehabilitation counseling specialized practice areas identified in CACREP standards (see Accreditation and Licensure section below for more information about our accreditation). The eight common core curricular experiences include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development.

In the RMHC program, students will:

1. Develop a comprehensive understanding of rehabilitation counseling-related theories, models, and policies.
2. Demonstrate competency in social justice counseling that empowers diverse individuals with various levels of ability to attain self-determination, equity, meaningful employment, full community inclusion, and personal growth.
3. Cultivate professional excellence and leadership through the practice of ethical behavior and integrity.

PURPOSE OF THE PROGRAM

The goal of the RMHC program at Western Oregon University is consistent with the mission of the 1973 Rehabilitation Act and subsequent amendments and the State Federal Rehabilitation Service Program, as its ultimate impact will be to improve the employability and independent community living status of people who are Deaf or hard of hearing, or who have a physical or

mental disability. This will be accomplished by preparing qualified rehabilitation and mental health counselors who will have the skills to serve the individuals who have disabilities.

DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY POLICIES

Western Oregon University is committed to a campus climate that exemplifies “respect, civility, and acceptance to allow all members of the university community—administrators, faculty, staff, and students—to succeed as a university employee or student.” Furthermore, “diversity, equity, inclusion, accessibility, and cultural competence are core institutional values” and “every member of the University community is responsible and accountable for these values” (WOU Board of Trustees statement on Diversity, Inclusion, Equity, and Accessibility, April 21, 2021).

EQUAL ACCESS FOR PARTICIPANTS

The RMHC program at Western Oregon University has designed an open-access plan for the admission and recruitment of students who are Deaf and/or have a disability or who may be members of minority groups. Federal review of the college policies has shown compliance with Title VI of the Civil Rights Act of 1964, Title IX Affirmative Action, and Title V of the Rehabilitation Act of 1973.

Disability Accommodation

WOU values diversity and inclusion; we are committed to fostering full participation for all students. Accommodations are collaborative efforts between students, faculty, and the Disability Services office. Please notify me if there are aspects of the instruction or design resulting in barriers to your participation.

Disability-related accommodations are determined through the Office of Disability Services (ODS). If you, as a student, believe you may be eligible for disability-related accommodations, please contact ODS, they would be happy to work with you. ODS notifies students and faculty members of approved academic accommodations and coordinates the implementation of accommodations.

Diversity Statement

Western Oregon University is an inclusive community that celebrates diversity and strives to reflect the diversity of our pluralistic society in our faculty, staff, and students. We do not discriminate on the basis of race, class, linguistic background, religion, gender identity, sex, sexual orientation, ethnicity, age, or physical ability. In the RMHC program, the goal is to establish an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, the larger world, and ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is but also model society as it should and can be.

Examples of ways to demonstrate respect for diversity include:

- Listening when others talk; you are not talking or engaging in side conversations with your neighbors; one person talks at a time.
- Differences in opinion are inevitable and to be expected. You may not always agree with the opinions others express in class, but as a professional, you will need to learn to listen to others whose opinions differ from yours.
- Differing opinions can be expressed in ways that communicate respect.
- All the opinions deserve to be heard; All of you have equal opportunities to voice your opinions.

PROGRAM OVERVIEW, PHILOSOPHY, AND EMPLOYMENT OPPORTUNITIES

The RMHC program at Western Oregon University (WOU) offers a Master of Science degree in Rehabilitation Counseling (RC, 90-94 quarter credits). This degree also includes Mental Health counseling that will make you eligible to apply for the Oregon Licensed Professional Counselor.

The Rehabilitation and Mental Health Counseling (RC) program focuses on providing rehabilitation and mental health counseling services to a broad range of persons who have physical and/or mental disabilities. Our program is accredited by CACREP with rehabilitation counseling as a specialized practice areas. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities.

Our mental health counseling prepares students who wish to pursue a license as a professional counselor in Oregon after completing the program. Students take core classes totaling 62-66 credits throughout the program, with a specific clientele focus during the practicum and internship (28 credits). Graduates of WOU's RMHC program are trained for positions in various agencies where the counselor is often part of a team of specialists providing comprehensive services to persons with disabilities.

Employment opportunities for RMHC graduates are as a counselor in a variety of settings, including state vocational rehabilitation, mental health agencies (e.g., county mental health, higher education counseling centers), community services for persons with disabilities, disability services programs in higher education, youth transition program, client disabilities advocacy, and independent living center.

The program faculty holds the conviction that to become an effective counselor for persons who are Deaf or who have a physical and/or mental disability, graduate students must find a workable integration of theory and practice consistent with their self-view. Fundamental to all training is the belief that the counselor-in-training must exhibit psychological well-being grounded in a strong professional code of ethics. These views have led to a program that is as much an experience in

personal growth as it is an exercise in the acquisition of professional knowledge, skills, and techniques.

The program emphasizes six major components: (a) individual and group counseling theory and techniques (emphasis on disability); (b) the influence of career acquisition and personal independence on the daily lives of persons with disabilities; (c) the social and psychological impact of disability on an individual and family; (d) cultural diversity issues for persons who are Deaf and/or who have a disability; (e) the federal and state service delivery systems for persons with disabilities; and, (f) self-awareness on the part of the counselors-in-training.

CURRENT PROFESSIONAL ACCREDITATION

The program is fully accredited by the Council for Accreditation of Counseling and Educational Programs (CACREP). We conduct evaluations at the individual student level and the program level.

EVALUATION PLAN FOR INDIVIDUAL LEARNER

Student individual evaluation is conducted at five levels: (a) student classroom performance; (b) student key performance indicators; (c) student professional qualities evaluation; (d) student field performance.

Student Classroom Performance

Evaluations of students' progress are conducted on a regular basis. In all theory classes, each student receives a letter grade (A-F). In their field-based experiences, both Practicum RC 609 and RC 610 Internship, students are graded on a pass-fail basis. At least monthly, reports of students' progress (in practicum and theory classes) are reviewed during RMHC faculty meetings. During the student's last two quarters of study, the student's progress review is conducted by the staff with input from the internship field supervisor.

Key Performance Indicators

Key performance indicators (KPIs) assess student knowledge and skills to become effective rehabilitation and mental health professionals, adept at advocating for individuals who are Deaf or have disabilities, and knowledgeable in innovative, culturally sensitive rehabilitation practices and policies. Measurement of each key performance indicator is conducted (1) using multiple measures and (2) across multiple points in time; The faculty will review or analysis of individual student data for the purpose of retention, remediation, and dismissal. In the RMHC program, the following nine KPIs are used.

1. Students will become familiar with the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (3.A.7)

2. Students will understand theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (3.B.1)
3. Students will identify systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.11)
4. Students will identify strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (3.D.5)
5. Students will use interviewing, attending, and listening skills in the counseling process (3.E.9)
6. Students will identify culturally sustaining and developmentally responsive strategies for designing and facilitating groups (3.F.8)
7. Students will become familiar with procedures for assessing clients' experience of trauma (3.G.14)
8. Students will identify the importance of research in advancing the counseling profession, including the use of research to inform counseling practice (3.H.1)
9. Students will become familiar with the case management strategies that facilitate rehabilitation and independent living planning (5.G.12)

Student Professional Qualities Evaluation

Oral and written feedback is provided to the student on a regular basis. A formal Professional Qualities evaluation will be completed with RMHC faculty at a minimum of once a year, winter term for first-year students and fall term for second-year students. The student's overall academic performance as well as the opinions of the faculty concerning the student's fit to the profession will be discussed. If needed, the student and faculty advisor will jointly prepare a plan of remediation.

Student Field Performance

In all practicum and internships, supervisors regularly review all work done by the student. In all cases, RMHC faculty directly supervise all RC 609 (Practicum) courses and work closely with site mentors to supervise RC 610 (Internship).

EVALUATION PLAN FOR THE RMHC PROGRAM

Faculty Teaching Performance

The teaching effectiveness of RMHC graduate faculty is evaluated by students through the use of an anonymous computerized rating system developed by WOU. Some faculty may have additional surveys during class. Faculty also receives annual feedback on teaching performances through observation by senior faculty and by the chair of the Division of Deaf Studies and Professional Studies. Evaluation information is also gathered on cooperating agencies and site supervisors through the use of ratings provided by the students-in-training.

External Review and Feedback

The Rehabilitation and Mental Health Counseling program is currently fully certified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is a Council for Higher Education Accreditation (CHEA) recognized accreditor of counseling programs in the United States. Within the CACREP, the RMHC program is recognized under the Rehabilitation Counseling specialty. WOU's RMHC Advisory Council evaluates program curricula at least annually. Additionally, Region X Rehabilitation Services Administration officials and other RMHC program coordinators review the rehabilitation program on a regular basis.

The RMHC Advisory Council is made up of rehabilitation professionals who represent diverse disability populations and minority groups, and RMHC faculty. Many of the Council members were former RMHC students who graduated from the program and currently work in the field. The Council meets once or twice yearly and provides general review, input, and evaluation into the program's operation. Sub-committee meetings are held throughout the year and include program evaluation and curriculum development.

Off-campus evaluation of recent graduates is also conducted. Approximately 6-8 months after a graduate begins their first professional employment, their employer is sent a rating form. The results of this form are regularly shared with the program staff, and advisory board, and maintained as part of the student's record.

Internal Review and Feedback

Each student is assigned to one of the RMHC core faculty who will serve as an advisor throughout the program. Students are encouraged to attend national or local conferences, such as the American Counseling Association Conference, Oregon Counseling Association Conference, American Rehabilitation Counseling Association Conference or American Deafness and Rehabilitation Association (ADARA) Conference.

Students are strongly encouraged to provide feedback throughout their graduate studies and after graduation. If there are any concerns or questions concerning the operation of the program or a particular class, students are encouraged to contact any faculty member of the program or the RMHC program coordinator.

If students have an issue with which they are not comfortable discussing with a faculty member, their next level of input is the Chair of the Division of Deaf Studies and Professional Studies, and then the Dean of the College of Education. More information can be found in the Code of Student Responsibilities.

JONATHAN & SVETLANA BERRETH EXCELLENCE IN COUNSELING SCHOLARSHIP

Due to the generosity of Jonathan and Svetlana Berreth, students in our program have the opportunity to apply for this scholarship award of \$3,000 at the end of the first year, and prior to being a second-year student. Jonathan Berreth is on the RMHC Advisory Council and a part-time adjunct.

About the scholarship

Jonathan and Svetlana Berreth wish to recognize one Western Oregon University Rehabilitation & Mental Health Counseling Program student who exemplifies excellence through integrity, motivation, and passion for the field of mental health and rehabilitation counseling.

Required criteria

- Second-year Master's degree in the Rehabilitation and Mental Health Counseling program
- Academic merit including grade point average of at least 3.90
- Professional/Community/University service within the past 5 years
- One example of a term paper written during your first year in the RMHC program
- Response to the following questions:
 - Describe what motivates you to pursue a career in Rehabilitation/Mental Health Counseling.
 - Describe how receipt of this scholarship will enhance your success in the program.

Note: Students who are receiving RSA funding, have a Graduate Assistant (GA) position, or currently receiving other full scholarships will not be considered.

FREQUENTLY ASKED QUESTIONS RELATED TO RMHC PROGRAM

1. How often do you offer each course?

Our program follows a cohort model, offering the same courses annually. All students commence their studies in the first fall term and enroll in identical courses throughout their program.

2. Are there any classes I can take prior to enrolling in the program?

Only students enrolled in the RMHC degree program or received permission from the program can take RMCH courses.

3. Can I attend part time?

Absolutely! The unique and advantageous curriculum design of our program is a key feature. Typically, students complete the program in 2 years if attending full time, or

between 2.5 to 3 years if attending part time. See the [program plan and course sequence](#) for more details.

4. Can I transfer credits from other graduate coursework?

Students admitted to our program can transfer a maximum of 30 credits from coursework, provided they have received a letter grade of B or higher from accredited colleges and universities. However, due to the curriculum requirements accredited by CACREAP in our program, we are unable to accept courses that do not align with these requirements. We encourage students to consult with their advisors and the program coordinator for further guidance.

5. Are the courses online or in-person?

Our courses are offered in a hybrid format. This includes coursework that necessitates monthly in-person collaboration at the WOU Salem campus, complemented by weekly online learning. Some of our other courses are asynchronous. Students value this flexibility as it allows them to maintain interpersonal connections and engage in in-person classroom discussions

6. How much will the degree cost?

Updated tuition and fees can be found at [WOU's financial aid site](#).

SECTION II: CURRICULUM AND CLINICAL EXPERIENCE

MODALITY AND TECHNOLOGY RESOURCES

To make this program most accessible for working professionals and students who also try to manage life responsibilities, this program offers mixed modalities (hybrid, synchronous online, and asynchronous online). Also, students who commute at a distance benefit from this modality's flexibility. Most coursework is delivered through our learning management system (e.g., Canvas), while some activities are reserved for in-person classes to maximize learning opportunities. With the hybrid modality, in-person classes occur once or twice a month, on a Saturday. Class schedules will be shared by the Program Coordinator to your WOU email when registering and are also available on the real-time class schedule on the WOU website.

For Hybrid classes, this section is included in the syllabus:

This class is Hybrid, with both in-person and online components. The program encourages all students to attend in person on the dates listed above to maximize learning experience through in-person connections. At the same time, the program will continue to offer flexibility for students who cannot attend in-person, by allowing students with prior permission from the instructor to join virtually. Please email the instructor in advance of class (at least 48 hours in advance) for the anticipated absence, so that they can ensure you have a link to join the class virtually.

These in-person courses are held at the WOU: Salem campus between 8:30 a.m. and 5:30 p.m., with a lunch break from 12:30 p.m. and 1:30 p.m. The morning sessions, 8:30 a.m. - 12:30 p.m. and 1:30 a.m. - 5:30 p.m., are two different classes.

The WOU Salem campus classrooms are equipped with lecture capturing and videoconferencing technology. The Salem campus is open for the use of students during the week and on some Saturdays. Please check the WOU: [Salem campus webpage](#) for the current building hour schedule.

WOU uses Canvas as the learning management system supported by WOU Academic Innovation. Canvas provides instructors and students with a robust online learning environment via file management, online submission, forums, quizzes, grading, and more. Canvas support is available 24/7 and 365 days a year, by phone 866-901-5128, live chat, or [email](#).

Some classes will have required weekly synchronous sessions for 2-3 hours on Zoom. These clinical-based classes that require weekly sessions include Introduction to Counseling (RC 611) Group Counseling (RC 630), Practicum (RC 609), and Internship (RC 610). *Students are required to participate fully in each of these synchronous sessions.* Make sure you have the necessary equipment (video camera and microphone) and enough internet bandwidth to join the synchronous online meetings. Not having adequate technology does not excuse students from participating in class fully. If you need any technical support, please reach out to University Commuting Services at ucshelpdesk@wou.edu. Additionally, please visit [Zoom support link](#) to learn how to use this software and meet with your faculty or instructors online.

Some activities, such as visiting sites for supplemental classroom learning (e.g., field trips, conferences, presentations), will occur outside of the classroom time. The Program Coordinator or instructors will share information on these supplemental learning opportunities via your WOU email or during your first class.

BALANCE IN THE CURRICULUM

The program is seven to eleven consecutive quarters (2 to 3 years) and requires the completion of 90-94 credit hours. In each term, students enroll in a combination of (a) theory/lecture courses and (b) practicum or internship. The total credits of theory/lecture courses range between 62-66 credit hours; practicum and internship requirements are 28 credit hours. However, the balance between theoretical and practical elements of the overall course of study is best reflected in the sample of the program's educational outcomes. These are described below.

NATURE AND SCOPE OF THE COURSEWORK

Coursework in the program can be grouped according to the following major domain areas as described by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

CACREP Domain Area

RMHC Courses **(all classes are RC prefixes)**

Professional Counseling Orientation	
And Ethical Practice (3.A)	611, 612, 634, 650, 651, 660, 670
Social And Cultural Identities and Experiences (3.B)	623, 632, 633, 631, 634, 670
Lifespan Development (3.C)	611, 631, 613, 632
Career Development (3.D)	613, 631, 660
Counseling Practice And Relationships (3.E)	611, 612, 634, 650, 640, 645, 609, 610
Group Counseling And Group Work (3.F)	630, 609, 610
Assessment And Diagnostic Processes (3.G)	662, 613, 634, 640, 645, 609, 610
Research And Program Evaluation (3.H)	625, 632, 662

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) within the specialty of Rehabilitation Counseling. Previously, the program was accredited by CORE and merged with the CACREP in 2017. CACREP oversees the standards required of all accredited rehabilitation counselor education programs throughout the United States.

RMHC KEY PERFORMANCE INDICATOR

Key performance indicators evaluate a student's proficiency in knowledge, skills, and disposition necessary to become efficient rehabilitation and mental health professionals. These indicators measure their adeptness in advocating for individuals who are Deaf or have disabilities, and their understanding of innovative, culturally sensitive rehabilitation practices and policies. Measurement of each key performance indicator is conducted (1) using multiple measures and (2) across multiple points in time; The faculty will review or analyze individual student data for the purpose of retention, remediation, and dismissal.

Below is the table including the nine key performance indicators and main assignments. Students must earn at least 80 % of the total assignment grade to progress in each course. Otherwise, students will rewrite the assignment until receiving 80 % of the maximum points. Additionally, students need to receive an overall grade of B or above in each course to progress in the program.

Students will be able to demonstrate competence as a counselor in knowledge, skills, and disposition		
Key Performance Indicators (2024 standard)	Measures: K-Knowledge; S-Skill; D-Disposition	
	Primary course assignment	Secondary course assignment

1. Students will become familiar with the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (3.A.7-Professional Counseling Orientation and Ethical Practice)	RC 650 Professional Counseling Orientation And Ethical Practice Assessments: Ethics Application Paper (K)	RC 651 Professional Counseling Ethical Practice II Assessments: Final Paper (K)
2. Students will understand theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (3.B.1-Social and Cultural Identities and Experiences)	RC 633: Social and Cultural Foundations in Counseling Assessments: The Diversity Research Project (K)	RC 623 Systems and Social Justice Assessment: Final Reflection Paper (K)(D)
3. Students will identify systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.11-Lifespan Development)	RC 631 Human Growth And Development Theories Assessment: final paper (K) (S)	RC 632 Medical & Psychosocial Aspects of Disabilities Assessments: Disability final paper (K)
4. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (3.D.5-Career Development)	RC 613 Career Development Theories & Job Development and Placement Techniques Assessments: Personal career assessment and reflection paper (K) (D)	RC 610 Internship Assessments: Faculty & site supervisor's evaluation of the student (S)(D)

5. Students will use interviewing, attending, and listening skills in the counseling process (3.E.9-Counseling Practice and Relationship).	RC 611 Counseling And Helping Relationships Assessments: Counselor competency paper (K)(S)(D)	RC 634 Diagnosis, Treatment Planning, and Psychopharmacology of Mental Disorder Assessment: My View of Clients and Treatment Plan (K)(S)(D)
6. culturally sustaining and developmentally responsive strategies for designing and facilitating groups (3.F.8-Group Counseling and Group Work)	RC 630 Group Counseling and Group Work Assessments: Group Proposal; Facilitation Reflective paper (K) (S)	RC 610 Internship Assessments: Faculty and site supervisor's evaluation of the student (S) (D)
7. Students will become familiar with procedures for assessing clients' experience of trauma (3.G.14-Assessment and Diagnostic Processes).	RC 640 Trauma and Crisis Intervention in Counseling Assessments: Population-Specific Trauma Intervention paper (K)	RC 645 Counseling in Addictive Behaviors Assessments: Final Addiction Paper (K)
8. Students will become familiar with the importance of research in advancing the counseling profession, including the use of research to inform counseling practice (3.H.1-Research and Program Evaluation)	RC 625 Research And Program Evaluation Assessments: Literature reviews paper (K)	RC 612 Theory and Techniques of Counseling Assessments: Application of Counseling Theory to Client Final Paper (K)
9. Student will become familiar with the case management strategies that facilitate rehabilitation and independent living planning (5.G.12)	RC 660 Case Management & Community Partnerships Assessments: Clinical Setting Research Project and Scenario Essay (K)	RC 610 Internship Assessments: Faculty and site supervisor's evaluation of the student (K) (S) (D)

Fragrance-Free Environment

Many of us will work with classmates, colleagues and clients who may be sensitive or experience allergic reactions to fragrance. The program strongly encourages everyone to avoid using perfumes, aftershaves, and other scented products (e.g. essential oils, lotion with scents such as lavender, or other type of scents, etc.).

PERSONAL COUNSELING SESSIONS: RMHC

The RMHC program strongly recommends that all graduate students, while in the program before internship, engage in personal counseling. The purpose is for students to gain the experience and knowledge of being in the position of a client and working on their own personal growth while becoming a counselor themselves. The RMHC program does not want or need to know who a student's counselor has been, the content of sessions, or the verification of attendance from a counselor.

The WOU Student Health and Counseling Center (SHCC) offers unlimited counseling for students who have paid the health fee. You must be located in Oregon to access the service. The health fee is \$162 for students taking in-person or hybrid classes on the Monmouth campus. Online students and those taking classes on the Salem campus pay a reduced rate of \$120. The fee is billed to your student account.

Check this site for updated information and additional resources: <https://wou.edu/health/>

CLASS SCHEDULE AND COURSE SEQUENCING 2024-2026 or 2024-2027

The RMHC program at Western Oregon University (WOU) offers a Master of Science degree in [Rehabilitation Counseling](#) (RC: 90-94 quarter credits). This degree also includes Mental Health counseling that will satisfy the Oregon LPC requirements.

The general track in Rehabilitation Counseling is a combination of hybrid and online (asynchronous and synchronous) program to meet the needs of students who aim to balance their work, family, and personal life while working towards their Masters degree. The hybrid classes meet once a month on a Saturday at the WOU: Salem campus and online in between. Some classes will be either synchronous or asynchronous online. Full-time students will complete the program in 7 terms (2 years), while part-time students will complete the program between 9 to 11 terms (2.5 to 3 years). Additional time may be requested under certain circumstances. [The Graduate School's policy](#) requires that coursework toward a degree must be completed in 7 years or less.

All terms except summer are 11 weeks long. The summer term will be between 6-11 weeks, depending on the course and instructor. The internship requires full-time participation (32-35 hours per week) during two or three terms to achieve 600 hours. This includes 240 direct hours as required by CACREP. **Internship during the last two terms before graduation requires 32-35 hours per week to successfully complete 600 clock hours, including 240 direct client contact hours. The internship can be spread over more than 2 terms to reduce the hours to 15-20 hours per week. Discuss with your advisor and clinical coordinator.**

Below is a sample course sequential timeline based on a **2-year plan (7 quarters)**. *Timeline and classroom modality is subject to change based on instructor availability in a given term.* The Program Coordinator will communicate with the students about any changes and which classes to register for before the registration deadline.

2-year Plan (7 quarters)

1. Courses normally taken during the first fall term:

RC 625 Research and Program Evaluation (hybrid)

RC 650 Professional Counseling Orientation and Ethical Practice (asynchronous)

RC 611 Counseling and Helping Relationships (hybrid)

Credit load: 12

2. Courses normally taken during the first winter term:

RC 632 Medical & Psychosocial Aspects of Disabilities (hybrid or asynchronous)

RC 612 Theory and Techniques of Counseling (hybrid)

RC 623 System and Social Justice in Rehabilitation Counseling (hybrid or asynchronous)

RC 613 Career Development, Job Development, and Job Placement (hybrid or asynchronous)

Credit load: 14

3. Courses normally taken during the first spring term:

RC 609 Practicum #1 (clinical experience and synchronous weekly supervision)

RC 633 Social and Cultural Foundation in Counseling (hybrid)

RC 634 Diagnosis/Treatment Planning and Psychopharmacology of Mental Disorder (hybrid)

RC 630 Group Counseling and Group Work (synchronous weekly class)

Credit Load: 12 or 16 (if taking practicum this term)

4. Courses normally taken during the first summer term:

RC 609 Practicum # 2 (clinical experience and synchronous weekly supervision)

RC 631 Human Growth and Development Theories (hybrid)

RC 662 Assessment and Testing (asynchronous or hybrid)

Credit Load: 8 or 12 (if taking practicum this term)

5. Courses normally taken during the second fall term:

RC 670 Professional Topics Seminar (asynchronous or synchronous online)

RC 640 Crisis and Trauma Counseling (hybrid)

RC 660 Case Management & Community Partnerships (asynchronous or hybrid)

***See below for notes on the clinical course.**

Credit Load: 10 or more depending on taking practicum or internship

6. Courses normally taken during the second winter term:

RC 645 Addictive Behaviors in Counseling (hybrid)

***See below for notes on the clinical course**

Credit Load: at least 4, depending on # of credits for RC 610

7. Course normally taken during the second spring term:

RC 651 Ethics II (hybrid)

***See below for notes on the clinical course**

Credit Load: at least 4, depending on # of credits for RC 610

National exam during Winter or Spring term before graduation

Complete Exit requirement: Comprehensive exam before graduation (final term)

***Clinical courses (RC 609 Practicum and RC 610 Internship):**

RC 609 Practicum options: Spring/Summer, Spring/Fall, or Summer/Fall

- Must take 2 terms of RC 609 before enrolling in RC 610

RC 610 Internship options: must take internship at least 2 terms. Register between 1 to 10 credits. 1 credit = 30 hours. Fall/Winter/Spring, Winter/Spring

2.5 year plan (9 quarters)

(if need to take 3 classes (at least 9 credits) for the financial aid full-time student status)

1. Courses normally taken during the first fall term:

RC 625 Research and Program Evaluation (hybrid)

RC 650 Professional Counseling Orientation and Ethical Practice (asynchronous)

RC 611 Counseling and Helping Relationships (hybrid)

Credit load: 12

2. Courses normally taken during the first winter term:

RC 612 Theory and Techniques of Counseling (hybrid)

RC 623 System and Social Justice in Rehabilitation Counseling (hybrid or asynchronous)
RC 613 Career Development, Job Development, and Job Placement (hybrid or asynchronous)
RC 632 Medical & Psychosocial Aspects of Disabilities (hybrid or asynchronous)
Credit load: 14

3. Courses normally taken during the first spring term:

RC 630 Group Counseling and Group Work (synchronous weekly class)
RC 633 Social and Cultural Foundation in Counseling (hybrid)
RC 634 Diagnosis/Treatment Planning and Psychopharmacology of Mental Disorder (hybrid)

Credit Load: 12

4. Courses normally taken during the first summer term:

RC 609 Practicum #1 (clinical experience and synchronous weekly supervision)
RC 631 Human Growth and Development Theories (hybrid)

Credit Load: 8

5. Courses normally taken during the second fall term:

RC 670 Professional Topics Seminar (asynchronous or synchronous online)
- *Discuss with advisor on whether to take this RC 670 in second or third fall term*
RC 609 Practicum #2 (clinical experience and synchronous weekly supervision)
RC 640 Crisis and Trauma Counseling (hybrid)

Credit Load: 10 or 12

6. Courses normally taken during the second winter terms:

RC 645 Addictive Behaviors in Counseling (hybrid)

***See below for notes on the clinical course**

Credit Load: at least 4, depending on # of credits for RC 610

7. Course normally taken during the second spring terms:

RC 651 Ethics II (hybrid)

***See below for notes on the clinical course**

Credit Load: at least 2, depending on # of credits for RC 610

8. Course normally taken during the second summer terms:

RC 662 Assessment and Testing (asynchronous or hybrid)

***See below for notes on the clinical course**

Credit Load: at least 4, depending on # of credits for RC 610

9. Course normally taken during the third fall terms:

RC 660 Case Management & Community Partnerships (hybrid)

RC 670 Professional Topics Seminar (asynchronous) – if not already taken in the previous Fall term

***See below for notes on the clinical course**

Credit Load: at least 4, depending on # of credits for RC 610 and if need to take RC 670 Graduate in December

National exam during Summer or Fall term before graduation

Complete Exit Requirement: Comprehensive Exam before graduation (final term)

***Clinical courses (RC 609 Practicum and RC 610 Internship):**

RC 609 Practicum options: Spring/Summer, Spring/Fall, or Summer/Fall

- Must take 2 terms of RC 609 before enrolling in RC 610

RC 610 Internship options: must take an internship at least 2 terms. Register between 1 to 10 credits. 1 credit = 30 hours. Fall/Winter/Spring, Winter/Spring, Winter/Spring/Summer, Winter/Spring/Summer/Fall

3-Year Plan Tentative Option (11 quarters)

(With this plan, your financial aid will be calculated as a ½ to ¾ student status instead of full-time student status)

1. Courses normally taken during the first fall term:

RC 611 Counseling and Helping Relationships (Hybrid)

RC 625 Research and Program Evaluation (Hybrid)

Credit load: 8

2. Courses normally taken during the first winter term:

RC 623 System and Social Justice in Rehabilitation Counseling (asynchronous)

RC 632 Medical & Psychosocial Aspects of Disabilities (Hybrid)

Credit load: 6

3. Courses normally taken during the first spring term:

RC 633 Social and Cultural Foundation in Counseling (Hybrid)

RC 634 Diagnosis/Treatment Planning and Psychopharmacology of Mental Disorder (Hybrid)

Credit Load: 8

4. Courses normally taken during the first summer term:

RC 631 Human Growth and Development Theories (online)

RC 662 Assessment and Testing (online)

Credit Load: 8

5. Courses normally taken during the second fall term:

RC 650 Professional Counseling Orientation and Ethical Practice (asynchronous)

RC 660 Case Management and Community Partners (or RC 640) (Hybrid)

Credit Load: 8

6. Courses normally taken during the second winter term:

RC 612 Theory and Techniques of Counseling (Hybrid)

RC 613 Career Development Theories and Job Development and Placement Techniques
(synchronous class weekly or every other week)

Credit Load: 8

7. Courses normally taken during the second spring term:

RC 609 Practicum #1 (clinical experience and synchronous weekly supervision)

RC 630 Group Counseling and Group Work (synchronous weekly class)

Credit Load: 8

8. Courses normally taken during the second summer term:

RC 609 Practicum #2 (clinical experience and synchronous weekly supervision)

Credit Load: 4

9. Courses normally taken during the third fall term:

RC 670 Professional Topics Seminar (asynchronous)

RC 640 Crisis and Trauma Counseling (or RC 660) (Hybrid)

***See below for notes on the clinical course**

Credit Load: at least 6, depending on # of credits for RC 610

10. Courses normally taken during the third winter term:

RC 645 Addictive Behaviors in Counseling (Hybrid)

***See below for notes on the clinical course**

Credit Load: at least 4, depending on # of credits for RC 610

11. Courses normally taken during the third spring term:

RC 651 Ethics II (asynchronous)

***See below for notes on the clinical course**

Credit Load: at least 4, depending on # of credits for RC 610

National exam during Winter or Spring term before graduation

Complete Exit requirement: Oral Comprehensive before graduation (final term)

***Clinical courses (RC 609 Practicum and RC 610 Internship):**

RC 609 Practicum options: Spring/Summer, Spring/Fall, or Summer/Fall

- Must take 2 terms of RC 609 before enrolling in RC 610

RC 610 Internship options: must take an internship at least 2 terms. Register between 1 to 10 credits. 1 credit = 30 hours. Fall/Winter/Spring, Winter/Spring, Winter/Spring/Summer

PLAN OF STUDY

(From [Graduate School](#) website)



Western Oregon
UNIVERSITY

MASTER OF SCIENCE IN REHABILITATION COUNSELING

Name: _____

V-number: _____

COURSES		Term	Grade	Credits
I.	Required Courses			
RC 609	Practicum			8
RC 610	Internship			20
RC 611	Counseling and Helping Relationships			4
RC 612	Theory and Techniques of Counseling			4
RC 613	Career Development, Job Development, and Job Placement			4
RC 623	System and Social Justice in Rehabilitation Counseling			2
RC 625	Research and Program Evaluation			4
RC 630	Group Counseling and Group Work			4
RC 631	Family, Disability, and Lifespan Development			4
RC 632	Medical & Psychosocial Aspects of Disabilities			4
RC 633	Social and Cultural Foundation in Counseling			4
RC 634	Diagnosis, Treatment Planning, and Psychopharmacology in Counseling			4
RC 640	Trauma and Crisis Intervention in Counseling			4
RC 645	Counseling in Addictive Behaviors			4
RC 650	Professional Counseling Orientation and Ethical Practice			4
RC 651	Professional Counseling Ethical Practice II			2
RC 660	Case Management & Community Partnerships			4
RC 662	Assessment and Testing			4
RC 670	Professional Topics Seminar			2
Optional: Writing Course (3 or 4 credits)				3-4

ALL STUDENTS MUST COMPLETE A COMPREHENSIVE CASE CONCEPTUALIZATION PRESENTATION FOR THE DEGREE

TOTAL QUARTER HOURS: **90-94**

Student's Signature: _____ Date: _____

Program Coordinator's Signature: _____ Date: _____

**Please keep a copy of this program plan for your records.*

PROGRAM PLAN PROCESSED BY GRADUATE STUDIES, NOTE MADE IN BANNER: _____

MASTER'S DEGREE COMPLETION DATE: _____

PORTFOLIO: _____

CACREP Common Curricular Areas/Program Area Objectives

All students in the RMHC program will develop and exhibit the following knowledge and skill competencies based on the [CACREP](#) 2024 standards:

Section 3: Foundational Counseling Curriculum

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

1. history and philosophy of the counseling profession and its specialized practice areas
2. the multiple professional roles and functions of counselors across specialized practice areas
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
5. the role and process of the professional counselor advocating on behalf of the profession
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
12. the purpose of and roles within counseling supervision in the profession

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

1. theories and models of multicultural counseling, social justice, and advocacy
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities the role of religion and spirituality in clients' and counselors' psychological functioning

C. LIFESPAN DEVELOPMENT

1. theories of individual and family development across the lifespan
2. theories of cultural identity development
3. theories of learning
4. theories of personality and psychological development
5. theories and neurobiological etiology of addictions
6. structures for affective relationships, bonds, couples, marriages, and families
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan
8. models of psychosocial adjustment and adaptation to illness and disability
9. the role of sexual development and sexuality related to overall wellness
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness

11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
13. effects of crises, disasters, stress, grief, and trauma across the lifespan

D. CAREER DEVELOPMENT

1. theories and models of career development, counseling, and decision-making
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
4. approaches for assessing the conditions of the work environment on clients' life experiences
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
6. career development program planning, organization, implementation, administration, and evaluation
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
8. strategies for advocating for employment support for individuals facing barriers in the workplace
9. strategies for facilitating client skill development for career, educational, and life-work planning and management
10. career and postsecondary training readiness and educational decision-making
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups
12. ethical and legal issues relevant to career development and career counseling

E. COUNSELING PRACTICE AND RELATIONSHIPS

1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
2. critical thinking and reasoning strategies for clinical judgment in the counseling process
3. case conceptualization skills using a variety of models and approaches
4. consultation models and strategies

5. application of technology related to counseling
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
9. interviewing, attending, and listening skills in the counseling process
10. counseling strategies and techniques used to facilitate the client change process
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
12. goal consensus and collaborative decision-making in the counseling process
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans
14. development of measurable outcomes for clients
15. evidence-based counseling strategies and techniques for prevention and intervention
16. record-keeping and documentation skills
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
18. classification, effects, and indications of commonly prescribed psychopharmacological medications
19. suicide prevention and response models and strategies
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
21. processes for developing a personal model of counseling grounded in theory and research

F. GROUP COUNSELING AND GROUP WORK

1. theoretical foundations of group counseling and group work
2. dynamics associated with group process and development
3. therapeutic factors of group work and how they contribute to group effectiveness
4. characteristics and functions of effective group leaders
5. approaches to group formation, including recruiting, screening, and selecting members
6. application of technology related to group counseling and group work
7. types of groups, settings, and other considerations that affect conducting groups

8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
10. direct experiences in which counseling 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

G. ASSESSMENT AND DIAGNOSTIC PROCESSES

1. historical perspectives concerning the nature and meaning of assessment and testing in counseling
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
4. reliability and validity in the use of assessments
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
6. ethical and legal considerations for selecting, administering, and interpreting assessments
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
8. use of assessments in academic/educational, career, personal, and social development
9. use of environmental assessments and systematic behavioral observations
10. use of structured interviewing, symptom checklists, and personality and psychological testing
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
12. procedures to identify substance use, addictions, and co-occurring conditions
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
14. procedures for assessing clients' experience of trauma
15. procedures for identifying and reporting signs of abuse and neglect
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
17. procedures for using assessment results for referral and consultation

H. RESEARCH AND PROGRAM EVALUATION

1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
3. qualitative, quantitative, and mixed methods research designs
4. practice-based and action research methods
5. statistical tests used in conducting research and program evaluation
6. analysis and use of data in research
7. use of research methods and procedures to evaluate counseling interventions
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
9. culturally sustaining and developmentally relevant outcome measures for counseling services
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

Section 5: Entry-Level Specialized Practice

G. REHABILITATION COUNSELING

1. individual response to disability, including the role of families, communities, and other social networks
2. strategies to enhance adjustment and adaptation to disability
3. effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
4. principles of independent living, self-determination, and informed choice
5. rehabilitation counseling services and organizational settings, including independent living, community rehabilitation, and public/proprietary vocational rehabilitation programs
6. benefit systems used by individuals with disabilities, including but not limited to Social Security, governmental monetary assistance, workers' compensation insurance, long-term disability insurance, and veterans' benefits
7. classification, terminology, etiology, functional capacity, and prognosis of disabilities

8. career- and work-related assessments, including job analysis, worksite modification, transferable skills analysis, job readiness, and work hardening
9. evaluation and application of assistive technology with an emphasis on individualized assessment and planning
10. career development and employment models and strategies for achieving and maintaining meaningful employment for people with disabilities
11. strategies to analyze work activity and labor market data and trends to facilitate the match between an individual with a disability and targeted jobs
12. case management strategies that facilitate rehabilitation and independent living planning
13. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including Americans with Disabilities Act adherence, accommodations, universal design, and workplace disability prevention
14. strategies to promote self-advocacy skills of individuals with disabilities
15. facilitating client knowledge of and access to community and technology services and resources
16. strategies to advocate on behalf of people with disabilities as related to disability and disability legislation

CLINICAL EXPERIENCE

Approximately one-third of the program curriculum consists of clinical courses designed to provide students with hands-on experience in rehabilitation and mental health counseling services. An excellent relationship exists through the program's advisory structure with the Oregon Vocational Rehabilitation Services (Oregon VR), community mental health, consumer groups. Our students often obtain internship at these site. Note that this is not an exhaustive list. Please refer to the RMHC Clinical Handbook for more information on clinical experiences and procedures.

- state offices of vocational rehabilitation;
- state training schools and rehabilitation centers;
- community mental health agencies (e.g., WOU counseling center, county behavioral health);
- commission for the blind;
- non-for profit mental health counseling agencies;
- veteran's administration vocational rehabilitation counseling;
- independent living centers and/or agencies; and
- secondary and post-secondary offices that provide services to students who are Deaf and/or have mental or physical disabilities.

FEES RELATED TO CURRICULUM AND CLINICAL EXPERIENCE

In addition to WOU's tuition and fees, students are responsible to pay for curriculum and clinical experience related fees. The collection of fees is an essential part of ensuring that we can provide the highest quality education and resources to our students. These fees contribute to various aspects of the student experience, each with its own specific purpose:

1. **Student Liability Insurance:** This fee is crucial for protecting our students during their clinical experiences. It provides coverage for any unforeseen incidents that may occur during these practical sessions. For more details, please refer to the clinical handbook or [RMHC clinical experience site](#).
2. **Supervision Assist Access Fee (\$197):** This one time fee provides students with access to Supervision Assist, a platform designed to enhance their learning experience. The access is for 2 years with extension is needed.
3. **Course-Related Textbooks and Materials:** The cost of textbooks and other course materials, such as the textbooks and the online course training companion for RC 611 and RC 630, are necessary parts of academic study. These resources provide the essential knowledge and skills that students need to succeed in their courses.
4. **Criminal background check fees.**

SECTION III: ADMISSION, RETENTION, REMEDIATION, AND DISMISSAL FROM THE PROGRAM

ADMISSION

In addition to the graduate school requirement for admission, the program faculty also evaluates an applicant's background to assess their ability to uphold the professional conduct standards necessary for the rehabilitation and counseling field. This comprehensive review considers both current performance and past experiences relevant to professional conduct and student success. The Counseling faculty aligns with this approach and has established the following principles for admission and retention.

- A. We seek diverse applicants with demonstrated interest, preparation, and experience for master's level counseling work
- B. We consult with counseling professionals and credentialing bodies on admission policies to select candidates committed to the counseling and related field
- C. The RMHC core faculty holds responsibility for selecting master's candidates based on criteria meeting or exceeding WOU Graduate School standards

- D. Students are encouraged to participate as a client in individual and/or group counseling to facilitate understanding of the client experience and promote students' own wellbeing
- E. Admission depends on program availability. We aim to holistically assess applicants' academic and professional readiness to promote student success.

PRE-MATRICULATION AND CONTINUOUS BACKGROUND REVIEW

Students in the RMHC program at WOU are expected to uphold the university's Code of Student Responsibility and standards of academic integrity. All applicants and accepted students must complete background checks before the start of the first fall term classes. It is the students' responsibility to pay any of the incurred expenses. Applicants and students must disclose any unlawful activity upon application, before the start of the first fall term, and during enrollment that could impact their ability to obtain licensure. Applicants who disclosed prior legal issues involving potentially or actually harmful conduct on their application will need to provide a personal explanation of the circumstances. The program may request additional information, evaluations, and records to be maintained in the applicant's confidential folder. Students must pass criminal background checks to participate in clinical site placements. By meeting these expectations, students demonstrate their commitment to professional ethics and readiness to join the counseling field. Our aim is to foster a program environment that promotes student success while upholding legal and ethical obligations.

The RMHC program modeled the background check process conducted by the Oregon Board of Licensed Professional Counselors and Therapists. This is a crucial step in the counselor education process to ensure that those entering this profession have the necessary ethical standards and have not engaged in behavior that would disqualify them from practicing responsibly and safely. This process is tailored to the specific needs and risks associated with the mental health profession, reflecting the high level of trust and responsibility placed on these professionals. Failure to fully disclose or misrepresent background check information may result in admission denial for applicants or dismissal for current students. Tuition and fees are nonrefundable. We aim to handle this process ethically by gathering sufficient information to make an informed decision about an applicant's readiness for admission. The required RMHC background check includes the following areas. This **Criminal History Check** involves a thorough search of state and national criminal databases to identify any criminal convictions that might impact an individual's ability to practice as a counselor or therapist ethically and safely. Additionally, the program's admission committee conducts an **Assessment of Suitability** to assess the overall suitability of the applicants and candidates for working in the field that involves providing services to vulnerable populations. This assessment can consider factors like the nature, severity, and recency of any offenses.

CRIMINAL BACKGROUND CHECK REQUIREMENT FOR CLINICAL PLACEMENT

The Rehabilitation and Mental Health Counseling program is deeply committed to the ethical responsibility of protecting our clients. As a critical part of this commitment, we require all applicants and admitted students to complete a criminal background check prior to the commencement of their first term in the program. This step is a prerequisite for students to be placed in a practicum or engage in any client contact.

We mandate that students complete two distinct background checks before they are allowed to enroll in the practicum or initiate any client interaction. Students are responsible for the incurred costs. The first check is a pre-admission background check required by our program. The second is a site-specific background check necessitated by the clinical placement site.

It's crucial to understand that without the successful completion of both these background checks, students will not be permitted to proceed with the practicum or engage in any client interaction. We strictly enforce this policy to uphold the highest standards of our program and ensure the safety of our clients.

No one can get a counseling degree without satisfying the clinical components through appropriate placements that require the pass of background check. Given the time required for review, all students must begin the background check process as soon as being accepted to the program before their first term. You may find the [frequently asked questions](#) regarding the background check process from the Oregon Department of Human Services helpful. If a background check reveals any criminal history or other concerns, the program will ethically evaluate the applicant's or student's appropriateness for admission, clinical training, or continued clinical work.

UNLAWFUL CONDUCT WHILE ENROLLED

To uphold ethical standards and support student success, students are required to inform their advisor and program coordinator in writing within 15 days if charged, convicted, or granted conditional discharge for any felony, misdemeanor, or major traffic violation such as DUI, reckless driving, fleeing police, driving with a suspended license, etc. Timely disclosure allows the program to determine if the situation could impact practicum/internship placement, licensure, or employment. Failure to disclose may result in a review and possible dismissal. As a program that prepares students for rehabilitation and mental health counseling professions, we have an ethical obligation to ensure students can fully participate in clinical training and meet all requirements for licensing and employment. Students should be familiar with the [WOU Code of Student Responsibility](#) containing critical policies, such as:

- Academic misconduct
- Alcohol and Drug Policy

- Computer/Network Resources Misuse
- Controlled or Illegal Substances
- Disorderly Conduct
- Harassment, Discrimination, or Bullying Behavior

COMPLIANCE WITH OREGON ADMINISTRATIVE REQUIREMENTS

Students in Oregon who plan to complete their practicum and internship in Oregon must follow the Oregon Administrative Requirements (OARs) for Health Profession Student Clinical Training (409-030-0100 to 409-030-0250). Exemptions may be made per the relevant OAR. Out-of-state students have the responsibility to check if there are similar requirements in their state.

The purpose of these regulations is to protect your health and the health and wellbeing of any clients, students, supervisors, and other community members with whom you interact throughout the duration of your program.

Per the relevant OARs, please ensure that you also complete all site-specific training and orientations for your practicum/internship placement. It is the students' responsibility to pay any of the incurred expenses.

- Immunizations
- Screenings
 - Tuberculosis (screened within past 12 months)
 - Substance Abuse 10-panel drug screen (screened no longer than 3 months prior to admittance of program)
 - Criminal Background Check (screened no longer than 3 months prior to admittance of program)
- Trainings (provided by clinical sites)
 - CPR/Basic Life Support for healthcare providers (Infant, Child, Adult)
 - Bloodborne pathogen training (OSHA)
 - OSHA recommended safety guidelines
- Professional Liability Insurance

RETENTION, REMEDIATION, AND DISMISSAL

The RMHC faculty compiles and analyzes data using multiple measures and across multiple points in time. Each student will meet with their academic advisor at least once a year to review the analyzed individual performance across all key performance indicators and professional characteristics for the purpose of retention, remediation, and dismissal. The following sections describe the remediation for individual learners.

All evidence related to each student's learning outcome throughout the program is stored on the RMHC student files and WOU University's online banner system. Content area courses are evaluated by faculty in letter grades, while clinical courses (practicum, internship, group lab) are evaluated on a P (Pass)/NC (No Credit) basis. Additionally, the RMHC program has nine key performance indicators that assess student knowledge and skills to become effective rehabilitation and mental health professionals, adept at advocating for individuals who are Deaf or have disabilities, and knowledgeable in innovative, culturally sensitive rehabilitation practices and policies.

According to [WOU Graduate School policy](#), students must always maintain a B (3.00 GPA) average on the courses fulfilling the degree requirements. Also, the RMHC students will not be able to return to the program after receiving more than one "C". A Plan for Success will be developed by faculty as a team for any student who earns a "C" during a core course, who demonstrates unsatisfactory clinical competence or needs improvement (Practicum Evaluation Form and Internship Evaluation Form), or who receives an average score in any section below "Satisfactory" rating on Professional Qualities. This Plan for Success outlines improvements to be made in the area(s) of concern. Students are required to discuss appropriate action steps and follow-up with their faculty advisor regularly.

STUDENT SUCCESS, REMEDIATION PLAN

The Rehabilitation and Mental Health program at Western Oregon University is dedicated to ensuring student success. A key part of our commitment to students is providing support systems to help them monitor their academic progress and develop remediation plans when needed. All students are partnered with an academic advisor to track their professional characteristics and competency toward graduation. The goal is to support and intervene early when issues arise so students can get back on track and continue pursuing their degrees successfully. If a student begins to struggle, their advisor collaborates with them to design an individualized remediation plan when needed. This may involve additional self-care, tutoring, adjusting their course load or schedules, referring them to campus resources like the writing center, or setting up regular check-ins to keep them accountable.

With a culture focused on student advancement and systems to support students, the RMHC program hopes to help each student cross the finish line.

The Process of Student Success, Remediation, and Plan

When an [RMHC Student Success Referral report containing clear documentation and evidence](#) is filed, the program coordinator will review the materials to determine the next steps. If the issue(s) involves a violation of the professional code of ethics or significant professional characteristics/student conduct, a committee will be convened. The committee could include the

program coordinator and core faculty members, division chair, dean of the College of Education, dean of the Graduate School, or their designees.

- If there is insufficient documented evidence, the process will pause until additional evidence is collected.
- If there is adequate documented evidence of issues regarding professional competencies or academic performance:
 - The student will be notified in writing of the specific concerns or complaints.
 - The student will be informed of possible outcomes, including continued participation with additional supervision, or dismissal from the program.
 - Faculty will meet with the student to discuss the concerns.
 - A SMART remediation plan will be collaboratively developed with the student, faculty advisor, and any relevant site supervisors who will serve as progress monitors or "gatekeepers."

The SMART remediation plan will:

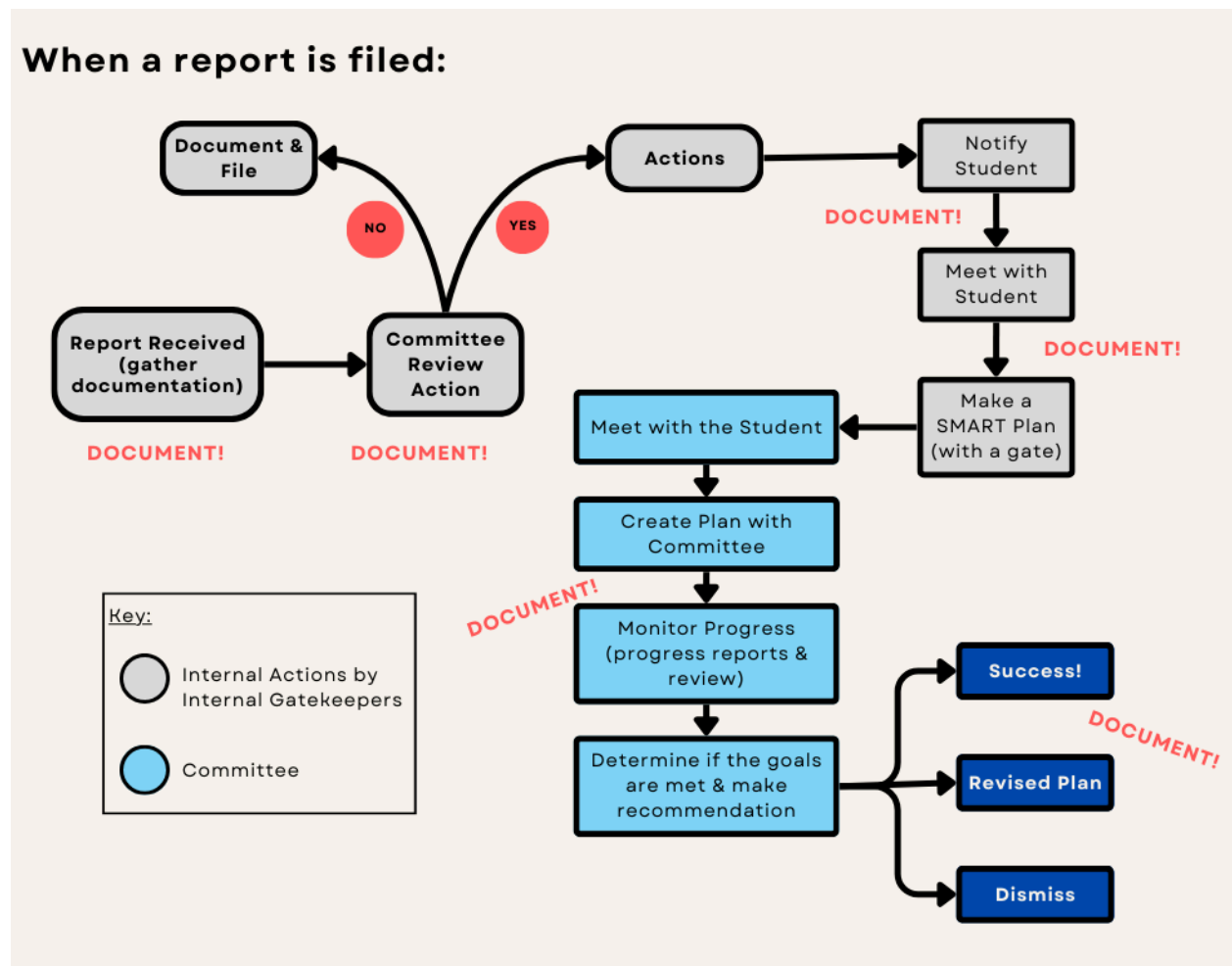
- Outline Specific improvement goals
- Establish Measurable benchmarks
- Set Attainable expectations
- Tie goals to program Relevancy
- Specify Timeframes for completion

Steps for Implementing the SMART Student Success and Remediation Plan:

- Collaboratively develop a plan with the identified student and gatekeepers
- Gatekeepers monitor progress through periodic reports and continuous review
- Upon the deadline, gatekeepers report to the committee on goal achievement.
- The committee decides on recommendations:
 - ❖ Continued participation without additional oversight
 - ❖ Revised plan because progress made but more improvement needed
 - ❖ Dismissal due to insufficient progress
 - ❖ Recommendations are communicated to the student in writing

Throughout the process, each step will be thoroughly documented by the appropriate individuals. Please see the appendix for the Plan for Success documentation page.

When a report is filed:



Appendix - Plan for Success

Goal and purpose of the plan:	Completion Date: __/__/__

Key Steps			
Action Item Description:	Start Date	Completion Date	
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>

Potential Obstacles and Solutions	
Potential Obstacles:	Potential Solutions:

Plan for Success Signature Page

Additional Comments:

Signature of the Student Who Has Read This Form:

The signature acknowledges only that the student has had an opportunity to review this report with RMHC faculty/advisor; it does not imply concurrence with the information reported.





Signature of Student	Date	RMHC faculty	Date
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Signature of RMHC Advisor	Date	RMHC faculty	Date
---------------------------	------	--------------	------

Cc: Student ☐ Check here if a Plan for Success has been attached
RMHC Faculty Advisor (files original copy)

BIANNUAL STUDENT EVALUATION

Student's Name: _____ Date: _____

Evaluation		
	First	Second
Year 1		
Year 2		
As needed		

This form will include four parts:

- Assessment of Professional Qualities of Graduate Students ([Part I](#))
- Key Performance Evaluation ([Part II](#))
- Plan for Success ([Part III](#))
- Signature Page ([Part IV](#))

Students will complete their evaluations in the following timeline.

1. Meeting 1-1: Beginning of first winter term. Students will meet with each assigned adviser to discuss the self-evaluation results.
2. Meeting 1- 2: The end of the first year. Students will complete self-evaluations for KPIs and meet with their advisers and other faculty members to receive faculty evaluation and feedback.
3. Meeting 2-1: The second winter break or right before the internship. Students will complete their self-evaluation for KPIs and meet with their advisers and other faculty members to receive faculty's evaluation and feedback.
4. Meeting 2-2: The last term when students are completing their oral comp
5. As needed basis if the program received concerning reports from site supervisors or adjunct faculty.

Part I: Assessment of Professional Qualities of Graduate Students

This part of the form evaluates graduate students' professionalism during class and program activities. It documents professional progress, strengths, and areas of concern. The Professional Characteristic meeting is a dialogue between faculty and students and takes place during the first winter term, the second fall term, or as needed.

Part II: Key Performance Evaluation

This part of the form evaluates the key performance indicators (KPIs) that students have learned during class and program activities. KPIs are “student learning outcomes connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives” ([*2024 Standards Glossary*](#)).

Part III: Explanation of Plan for Success

No Plan for Success will be created for the first PC evaluation. For the second, third, and fourth evaluations, any counselor-in-training who receives scores of 1s in any area will need a formal follow-up meeting with advisers and other co-faculty members. Plan for success is contingent on the discussions and outcomes of the meeting(s). Once the plan is needed, the student and faculty team will determine the action steps for how improvements will be made in the area(s) of concern. Progress with goals is expected to be completed as rapidly as possible. Counselors-in-training may be denied internship placements or graduation eligibility based on poor academic performance or unprofessional conduct.

Part IV: Signature Page

Appendix:

2024 CACREP: SECTION 2 ACADEMIC QUALITY - INDIVIDUAL STUDENT ASSESSMENT

I. Assessment of Professional Qualities of Graduate Students

Professional Characteristics Development Scale

This RMHC Professional Characteristics (PC) Development Scale, adapted from the Dispositional Development Scale (Levine, 2018), evaluates graduate students' professionalism during class and program activities. It documents professional progress, strengths, and areas of concern. The first PC evaluation is to be students' self-evaluation during the term when RC 612 is in progress, and the student will meet with your assigned adviser to discuss the self-evaluation results; the second PC meeting will be conducted by advisers and completed during the end of student's first practicum; the third meeting is also conducted by advisers and held during the term before student's internship. These meetings are considered a dialogue between faculty and students.

The student in question demonstrates an understanding of and/or capacity for:

1 = never/no demonstration of capacity; needs significant support;

2 = occasional demonstration of capacity, needs some support;

3 = consistent demonstration of capacity, needs minimal support.

4 = consistently independent demonstration of capacity at an exceptional level without needing any support.

Professional Dispositions:	1	2	3	4
1) A dedication to, and embodiment of, the ethical values (autonomy, justice, veracity, beneficence, nonmaleficence, fidelity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Showing unconditional acceptance of all clients, peers, or coworkers regardless of their demographics (i.e., age, gender, race, ethnicity, sexual identity/orientation, culture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Understanding the tendency and the problem of racial stereotyping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) The development of a counselor identity (e.g., theoretical orientation, helping disposition, professional advocacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Demonstrates professional and personal maturity such as accepting feedback, following through on commitments, commitment to professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Sufficient professional administrative skills (i.e., punctuality, organizational skills, preparation, professional written communication/documentation, awareness of policy/procedures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Sufficient professional interpersonal skills (i.e., developing professional rapport with coworkers, appropriate tone of voice, language use, use of humor, appropriate dress, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Use of problem-solving skills in a timely and professional fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Maintains respectful countenance in all interactions: perceives and honors diversity, boundaries, and appropriate communication style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10) Engaging in difficult conversations with clients, coworkers, and/or supervisors in an appropriate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) Commitment to a career in the counseling field via indications of a desire to be a lifelong learner (e.g., always seeking new information and resources, participation in professional organizations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) Awareness of their role as a counselor, including self-awareness, humility, and integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13) Demonstrates professionalism and professional behavior in interactions with peers, supervisors, clients, and as a representative of their educational program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tasks:	1	2	3	4
1) Ability to collaborate with clients to design tasks that are congruent with the mutually agreed upon goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Ability to identify tasks that will lead to goal attainment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Developing options to address client's needs and problems with identified priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Adjusting with the client as their needs and problems evolve during the counseling process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Ability to communicate the link between the chosen task and the agreed-upon goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Knowing how to consult or refer to resources available in ethnocultural communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Being able to show support when holding clients accountable for task completion or non-completion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Application of Evidence-Based Practices (EBP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Ability to design tasks to meet the unique developmental and individual needs of the client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Being able to apply theory to justify the rationale behind assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goals:	1	2	3	4
1) Incorporating the client's voice into the goal-setting process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Demonstrating empathy in understanding the various influences which have impacted the client's goals and experiences (i.e., cultural background, socioeconomic status, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Allowing clients to take the lead in the identification of potential goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Collaborating with clients in the development of mutually agreed-upon goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Mutual cooperation with the client when establishing and implementing the treatment plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6) Applying theory to a situation in order to provide guidance in the goal-setting process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Developing goals that follow a strengths-based approach, and identifies potential in clients (as opposed to focusing solely on dysfunction).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Being able to facilitate goal development in areas that may be in conflict with the counselor's personal values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Bonds:</u>	1	2	3	4
• Using active and reflective listening to ensure effective collaboration, problem-solving, and decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrating unconditional positive regard for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adherence to ethical practice for respecting client's informed consent and other client rights in order to develop trust, boundaries, and transparency in the counseling relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Actively avoiding cultural biases and discriminatory practices in working with clients of minority backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Addressing multicultural issues when presented in the session that may affect the counseling relationship or the client's ability to pursue a goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrating ethical behavior in the development of bonds with clients (i.e., appropriate boundaries, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicating in a confidential, responsive, and empathic manner to establish rapport in a way that promotes openness and sensitivity to potential cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ensuring client autonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Capacity to appropriately communicate acceptance to the client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establishing trust with the client as evidenced by the communication that occurs between the counselor and client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintaining a nonjudgmental disposition regarding client values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Managing the power differential between counselor and client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identification of client's needs and problems in congruence with their priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Being capable of adjusting interactions with clients to meet their individual needs and communication style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• To demonstrate openness and flexibility when addressing the client's issues and problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Willingness to advocate for clients of minority backgrounds who experience institutional discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Sustaining the effort to help a client whether or not they make progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Key Performance Evaluation

These key performance indicators (KPIs) are taken from the 2024 CACREP Standards. In accordance with Section 2, Individual Student Assessment of the CACREP. These KPIs will lead to students being able to demonstrate competence as a counselor in (a) knowledge, (b) skills, and (c) disposition. The following nine KPIs are measured in the identified course assignments. Students should only evaluate courses after completing them, as indicated by the timelines listed to the right of each course. Refer to these timelines to determine the completion status for each course. For any course that has not yet been completed, mark its status as N/A."

The student completed the course assessment for the KPI in such a manner that:

0 = The assessment of the KPI was not completed despite taking the specific courses in corresponding to the KPI, and there was no demonstration of a counselor in (a) knowledge, (b) skills, and (c) disposition;

1 = The assessment of the KPI was completed somewhat successfully and received scores less than 80%, and there was some demonstration of a counselor in (a) knowledge, (b) skills, and (c) disposition. needs some support;

2 = The assessment of the KPI was completed successfully and received scores at 80% and above, and there was a demonstration of a counselor in (a) knowledge, (b) skills, and (c) disposition, needs minimal support.

FC = Faculty confirmation: Advisor or faculty check off to mark complete if students received scores at 80% and above.

NA = The assessment of the KPI can not be completed at this time due to the program plan. The assessment will be conducted at a future date.

1. Students will become familiar with the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (3.A.7)	0	1	2	FC	NA
RC 650 Professional Counseling Orientation and Ethical Practice (review during meeting 1-1)					
• Ethics Application Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RC 651 Professional Counseling Ethical Practice II (reviewing during meeting 2-2)					
• Final Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students will understand theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (3.B.1)	0	1	2	FC	NA
RC 633: Social and Cultural Foundations in Counseling (review during meeting 1-2)					
• Diversity research Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RC 623 Systems and Social Justice (review during 1-2)					
• Final Reflection Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students will identify systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.11)	0	1	2	FC	NA
RC 631 Human Growth And Development Theories (review during meeting 2-1)					
• Final Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RC 632 Medical & Psychosocial Aspects of Disabilities (review during meeting 1-2)					
• Disability Final Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students will learn strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development. (3.D.5)	0	1	2	FC	NA
RC 613 Career Development, Job Development, and Placement (review during meeting 1-2)					
• Personal career assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reflection Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RC 609 Practicum/RC 610 Internship (review during meetings 2-1 and 2-2)					
• Site supervisor evaluates KPI; students need to have a rating 3 and above. Satisfactory progress toward performance standards (3 = above average, 4 = Excellent performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students will use interviewing, attending, and listening skills in the counseling process. (3.E.9)	0	1	2	FC	NA
RC 611 Counseling And Helping Relationships (review during meeting 1-1)					
• Counselor competency paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RC 634 Diagnosis/Treatment Planning and Psychopharmacology (review during meeting 1-2)					
• Treatment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RC 609 Practicum/RC 610 Internship (review during meetings 2-1 and 2-2)					
• Site supervisor evaluates KPI; students need to have a rating 3 and above. Satisfactory progress toward performance standards (3 = above average, 4 = Excellent performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Students will understand culturally sustaining and developmentally responsive strategies for designing and facilitating groups. (3.F.8)	0	1	2	FC	NA
RC 630 Group Counseling and Group Work (review during meeting 1-2)					
• Group Proposal and Facilitation Reflective paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students will become familiar with procedures for assessing clients' experiences of trauma. (3.G.14)	0	1	2	FC	NA
RC 640 Trauma and Crisis Intervention in Counseling (review during meeting 2-1)					
• Population-specific paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RC 645 Counseling in Addictive Behaviors (review during meeting 2-2)					
• Final Addiction Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students will become familiar with the importance of research in advancing the counseling profession, including the use of research to inform counseling practice. (3.H.1)	0	1	2	FC	NA
RC 625 Research And Program Evaluation (review during meeting 1-1)					
• Literature reviews paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RC 612 Theory and Techniques of Counseling (review during meeting 1-2)					
• Application of Counseling Theory to Client Final Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Students will become familiar with the case management strategies that facilitate rehabilitation and independent living planning. (5.G.12)	0	1	2	FC	NA
RC 660 Case Management & Community Partnerships (review during meeting 2-1)					
• Clinical Setting Research Project and Scenario Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RC 609 Practicum/RC 610 Internship (review during meetings 2-1 and 2-2)					
• Site supervisor evaluates KPI; students need to have a rating 3 and above. Satisfactory progress toward performance standards (3 = above average, 4 = Excellent performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2024 CACREP Standards. CACREP. (2023, October 9).

<https://www.cacrep.org/wp-content/uploads/2023/10/2024-Standards-Combined-Version-10.09.23.pdf>

III. Plan for Success

Goal and purpose of the plan:	Completion Date: __/__/__

Key Steps			
Action Item Description:	Start Date	Completion Date	✓
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>
	__/__/__	__/__/__	<input type="checkbox"/>

Potential Obstacles and Solutions	
Potential Obstacles:	Potential Solutions:

IV. Signature Page

Additional Comments:

Signature of the Student Who Has Read This Form:

The signature acknowledges only that the student has had an opportunity to review this report with RMHC faculty/advisor; it does not imply concurrence with the information reported.

Signature of Student	Date	RMHC faculty	Date
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Signature of RMHC Advisor	Date	RMHC faculty	Date
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Cc: Student ☐ Check here if a Plan for Success has been attached
RMHC Faculty Advisor (files original copy)

2024 CACREP Standards. CACREP. (2023, October 9).

<https://www.cacrep.org/wp-content/uploads/2023/10/2024-Standards-Combined-Version-10.09.23.pdf>

SECTION 2 ACADEMIC QUALITY - INDIVIDUAL STUDENT ASSESSMENT

C. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates. The counselor education program faculty systematically assess each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following: a) key performance indicators in each of the eight foundational curricular areas and each CACREP specialized practice area (for doctoral programs, each of the five doctoral curriculum areas); b) minimum performance expectations for each of the key performance indicators; c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across multiple points in time; d) for a minimum of one KPI, one measurement must be taken during fieldwork; and e) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.

Levine, A. (2020). Preliminary Establishment of the Dispositional Development Scale: Incorporating the Working Alliance in Professional Disposition Assessment. *Rehabilitation Research, Policy, and Education*, 34, 114-126.

Appendix:

2024 CACREP: SECTION 2 ACADEMIC QUALITY - INDIVIDUAL STUDENT ASSESSMENT

C. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.

1. The counselor education program faculty systematically assess each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following:

- a) key performance indicators in each of the eight foundational curricular areas and each CACREP specialized practice area (for doctoral programs, each of the five doctoral curriculum areas);
- b) minimum performance expectations for each of the key performance indicators;
- c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across multiple points in time;
- d) for a minimum of one KPI, one measurement must be taken during fieldwork; and
- e) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.

(2024 CACREP Standards)

SECTION IV: GRADUATE SCHOOL POLICY AND GRADUATION PROCEDURE

Please review the [graduate student policies, procedures, funding, and timelines here](#). They can be found on the Graduate Office webpage as well.

Academic Petition and Appeal Policy

[Academic Affairs](#) fosters an accessible student-centered learning environment that prepares students to lead meaningful and responsible lives. Our graduates are equipped to be successful professionals and compassionate global citizens. As the chief academic officer of the university, the Provost and Vice President for Academic Affairs leads and supports excellence, innovation, collaboration and continuous improvement of all academic programs.

Students can review the [Graduate School Policy for Petition](#) in pages 18-19 and pages 21-25. The graduate student handbook also includes a policy for late course add/drop, late course withdrawal, graduation application deadlines, university degree requirements, extension of incomplete grades, registration overload, and a late change of grade mode.

From pages 22-23 of the Graduate Student Handbook, *students are allowed to submit no more than two petitions during their academic program. If a student exceeds this limit they will be removed from their program and required to take a minimum of one academic year off their studies. After this leave of absence, they can submit a petition that includes a plan of remediation to be considered for reinstatement. Petitions for reinstatement require program coordinator support. No reinstatement is guaranteed.*

How to Submit a Petition: [Please see the Miscellaneous Forms on the Graduate School website for the correct Petition form to use.](#) The petition form needs to be reviewed and approved by the RMHC Program Coordinator and advisor. The petition and supporting documentation will need to be emailed as a PDF to deetsa@wou.edu after the Program Coordinator reviews and signs the document. Your petition materials must be sent from your WOU email account to be accepted by the Graduate School office.

Please refer to the website and Graduate Student Handbook for the petition deadline and timeline for processing.

GRADUATE STUDENT ACADEMIC EXPECTATIONS

Rehabilitation and Mental Health Counseling program (RMHC) graduate students are responsible for their academic success. Students are expected to write graduate-level papers using an APA format, unless otherwise specified. Students who have specific writing concerns will want to secure an editor for term papers and other graduate-level writing assignments. It will

be the student's responsibility to turn in graduate-level writing which has been well edited. A writing/tutoring center is available on campus.

We maintain high expectations of graduate students' ability to fully participate, including classroom attendance and participation, coursework assignments, projects, off-campus and or community assignments, and assigned research. If there are any issues with the student's ability to participate fully, you are asked to contact your instructor and/or advisor immediately to resolve any issues or concerns.

GRADUATION

All RMHC students are responsible for submitting an application with an application fee to the Graduate Office the term before graduation. The form is entitled Application for Completion of a Master's Degree and can be found on the Graduate webpage (see links below). The Graduate Office is located in the Lieuallen Administration Building.

- [Graduate School Handbook and related policies](#)
- [General Form link \(Graduate Programs\)](#)
- [Graduation application form](#)

RMHC EXIT REQUIREMENT

As part of the degree requirement and important professional development, RMHC students must complete two exit requirements: (a) a national exam and (b) successful completion of the Comprehensive Case Conceptualization Presentation.

Students are required to take one national exam during the Internship—with a choice of the Certified Rehabilitation Counselor (CRC), National Counselor Examination (NCE), or other national exams approved by the RMHC program coordinator. Passing the national exam is not required for graduation, although preparation and performance on the exam are encouraged. Some state licensing or billing requirements may necessitate passing the NCMHCE exam, which may be more suitable after gaining clinical experience once graduating from the program. RSA scholars must take the CRC.

Additionally, RMHC Students must successfully pass the Comprehensive Case Conceptualization Presentation-Comprehensive Exam as determined by the RMHC program faculty. This program exam evaluates mastery of all three Graduate Learning Outcomes (GLOs) covered in the curriculum. It assesses the ability to apply research, ethics, and skills aligned with program competencies. The comprehensive exam provides an important culminating assessment of readiness for practice in rehabilitation and mental health counseling roles.

Students have one hour to read and prepare their Comprehensive Case Conceptualization Presentation of an assigned case study, unless there was a prior arranged disability-related

accommodation through WOU's Office of Disability. Students will then have 45 to 60 minutes to present to the comprehensive exam committee of their assessment of the assigned case study.

Students will be assessed utilizing the following criteria:

- An objective summary of the client's case, including the knowns and unknowns
- Your general understanding of the major areas of the curriculum, including demonstrating the following knowledge areas:
 - Medical aspects, including significant functional limitations and barriers
 - Psychiatric/diagnosis aspects, including significant functional limitations and barriers
 - Cognitive aspects, including significant functional limitations and barriers
 - Human growth and development aspects across the lifespan
 - Psychosocial aspects, including adjustment and adaptation to disability, family issues, and community referrals
 - Counseling theories and techniques, including individual, group, and career
- Assessment, including career and psychological assessment
- Job placement, including transferable skills and potential jobs with suggested accommodations
- Cultural considerations
- Ethical considerations
- Initial plan of action for working with the client, including the role of the rehabilitation counselor (both vocational and mental health) in the client's rehabilitation process as well as incorporating informed choice.

SECTION V: PROFESSIONAL DEVELOPMENT AND RESOURCES

ENDORSEMENT POLICY FOR CREDENTIALING IN THE STATE OF OREGON

Upon admission to the program, students will be informed multiple times throughout their study about various state licensure policies and employment opportunities in Oregon. While in the program, students will have numerous chances to get familiar with the required supervised hours they need to obtain during two terms of practicum and two terms of internship. Employment and related job opportunities are announced through the RMHC graduate listserv and current student's WOU email address. According to the State Licensure Policy, programs must inform current and/or potential students whether the specific specialty area(s) qualify for state licensure and/or certification in the state(s) where their courses are offered. This obligation includes referring students to appropriate websites, documents, or courses for information about qualifying for credentials in states outside of where their courses are offered.

In addition, the program faculty focuses heavily on discussing state licensure policy and faculty's endorsement process for employment during students' last year of study, specifically in RC 610 Internship and RC 670 Professional Topic Seminar classes. Students will be given multifaceted resources to assist them in better understanding the process of applying for state licensure, state vocational rehabilitation counselor positions, and mental health counselors. For example, the course utilized pre-recorded information presentations, in-class discussions, links, and documents to the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT), written instructions and [Applying for LPC associate in Oregon](#) form for students to follow.

Students wanting to pursue the Certified Rehabilitation Counselor (CRC) route will also be given many information presentations throughout their time in the RMHC program. Once students enter their last year of study, they will be given information on how to schedule the certification exam. Faculty certified as a CRC will then sign off on the exam application forms. Students who want to take the National Counselor Exam or other national exams will also need to get the endorsement from the RMHC program coordinator to register for the exams before graduation.

Upon graduation, the Clinical Coordinator will send out a written instruction to explain the process of becoming a registered associate with the OBLPCT. Once students have completed their degrees, they can start the application process. Graduates need to provide their completed hour logs for both practicum and internship for the Clinical Coordinator to verify and the completed application form.

For students pursuing licensure outside of the state where the RMHC program is located, the Clinical Coordinator meets with them one-on-one to walk them through the process and prepare the application materials together. In the past, students in the RMHC program satisfied most, if not all, requirements of becoming a Mental Health Counselor and Associate in the state of Washington (please refer to their website for the most up-to-date guidelines) and partially satisfied the requirements of becoming an Associate Professional Clinical Counselor in the form of California.

Certificated Rehabilitation Counselor (CRC)

All students in the RMHC program will develop and exhibit the following knowledge and skill competencies from CRC and will be [eligible to take the CRC exam](#). You will be required to have a CRC site supervisor and/or RMHC faculty to



satisfy the CRC supervision requirements. Please discuss with your advisor and clinical coordinator before your internship if your career goal also includes satisfying [the CRC requirements](#).

LICENSED PROFESSIONAL COUNSELOR (LPC)

REQUIREMENTS FOR LICENSURE

[Oregon Board of Licensed Professional Counselors and Therapists information](#)

NATIONAL BOARD FOR CERTIFIED COUNSELORS (NBCC)

[Check here for updated information](#)



NATIONAL BOARD FOR CERTIFIED COUNSELORS

National Certification and State Licensure

	What is national certification? National counselor certification from NBCC demonstrates to the public and employers that the counselor has met the national standards set by the counseling profession. It is not a license to practice. In some states, holding a national certification can assist the counselor in obtaining a state license. National certification travels with the counselor no matter the state or country of residence. The flagship national certification offered by NBCC is the NCC (National Certified Counselor), and it is the largest national counselor certification in the world.	What is a state license? A state license in counseling is literally permission from a particular state to practice counseling or to call oneself a licensed counselor. Some states have a single license and some have a two-tiered system. The names of state licenses vary from state to state. Some examples are LPC, LCPC, LPCC, LMHC, LPCMH, LCMHC, LPC-MH.
Credential	National Certified Counselor (NCC) – Issued by NBCC. NBCC also offers three specialty certifications for NCCs in addictions, clinical mental health and school counseling.	Differs from state to state. Most common titles are: Licensed Professional Counselor (LPC), Licensed Mental Health Counselor (LMHC), Licensed Clinical Professional Counselor

		(LCPC), Licensed Professional Clinical Counselor (LPCC). Issued by each state regulatory board.
Purpose	To promote and represent the counseling profession through a national certification program where the standards are set by members of the counseling profession. Compliance with continuing education requirements and the NBCC <i>Code of Ethics</i> assists NCCs to stay current with best practices.	To protect the public by defining practitioners who can legally use the title of a licensed counselor and/or who can provide counseling services in a particular state. These standards are set by state legislatures.
Examinations	The National Counselor Examination for Licensure and Certification (NCE)	NCE and/or NCMHCE : State counselor licensure boards contract with NBCC to use one or both of these examinations.
Requirements	<ul style="list-style-type: none"> • Master's degree in counseling or with a major study in counseling from a regionally accredited institution • 3,000 hours of counseling experience and 100 hours of supervision both over a two year post-master's time period • Post-master's experience and supervision requirements are waived for graduate students who have completed CACREP accredited tracks. • Passing score on NCE 	<p>Varies from state to state. All require some combination of</p> <ul style="list-style-type: none"> • Master's degree • Counseling experience and supervision • Passing score on NCE and/or NCMHCE. Some require mental health laws exam of that state.

National Board for Certified Counselors and Affiliates, Inc.
3 Terrace Way Greensboro, NC 27403 [Contact NBCC](#)
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OBLPCT CODE OF ETHICS: [Oregon State](#)

800 Summer St NE Salem OR 97310

503 373 0701

Mon-Fri: 8 a.m.-4:45 p.m.

PROFESSIONAL ORGANIZATION RESOURCES

This section will provide the student information and website links for the professional counseling organizations that are appropriate for the counselors-in-training. You may find more information on each website about professional development opportunities, membership privileges, and activities for students. The associated memberships usually include publications with recent research, and conference opportunities. Some offer free or discounted liability insurance. Students will explore more in RC 650 Professional Orientation and Ethical Practice.

Professional Organization Websites And Selected Codes of Professional Ethics

- American Counseling Association ([ACA](#))
- National Board for Certified Counselors ([NBCC](#))
- Oregon Board of Licensed Professional Counselor and Therapists ([OBLPCT](#))
- Oregon Counseling Association ([ORCA](#))
- American Mental health Counselors Association ([AMHCA](#))
- American Deafness and Rehabilitation Association ([ADARA](#))
- Commission on Accreditation of Rehabilitation Facilities ([CARE](#))
- [Commission on Rehabilitation Counselor Certification](#)
- [Helen Keller Institute for the Blind](#)
- [International Association of Rehabilitation Professionals](#)
- [Northwest Commission on Colleges and Universities](#)
- [Oregon Commission for the Blind](#)
- [Oregon Vocational Rehabilitation Services](#)
- [Rehabilitation Services Administration](#)
- [Veterans Administration Vocational Rehabilitation](#)
- [Washington Division of Vocational Rehabilitation](#)
- Western Interstate Commission for Higher Education ([WICHE](#))

Selected Codes of Professional Ethics

- Commission on Rehabilitation Counselor Certification (CRCC). (2023). [Code of Professional Ethics for Rehabilitation Counselors](#)
- National Board for Certified Counselors (NBCC). (2023). [National Board for Certified Counselors \(NBCC\) Code of Ethics](#)
- American Counseling Association. (2014). [2014 ACA Code of Ethics](#)
- American Mental Health Counselors Association. (2020). [AMHCA Code of Ethics](#)
- [Oregon Board of Licensed Professional Counselors and Therapists Code of Ethics](#) (ACA Code of Ethics)

WOU STUDENT SERVICES

- [Rehabilitation Mental Health Counseling Education Program](#)
- [Abby's House](#)
- [Application for Completion of a Master's Degree](#)
- [Student Health and Counseling Center](#)
- [SafeZone – LGBTQ+ Education and Outreach](#)
- [Graduate Office](#)
- [Graduate Studies Student Resources](#)
- [Health and Wellness Center](#)
- [Housing and Campus Dining](#)
- [Office of International Education & Development](#)
- [Multicultural Student Services & Programs](#)
- [Non-traditional Student Services](#)
- [Office of Disability Services](#)
- [Research and Resource Center with Deaf* communities](#)
- [Service Learning and Career Center](#)
- [Veteran's Benefits](#)
- [WOU Writing/Tutoring Center](#)
- [WOU Code of Student Responsibility](#)

Disability Services

Mission Statement: The Office of Disability Services (ODS) provides reasonable accommodations to ensure that students with disabilities have access to Western Oregon University (WOU) and its programs; through intentional interventions, programs, and services in order that WOU will meet federal requirements, encourage personal growth, and increase effective communication for our students.

Federal Compliance Statement: The Office of Disability Services is the official University department to review and house disability documentation as designated by Section 504 of the Rehabilitation Act of 1973, as amended.

Hours of Operation: Monday - Friday, 9 a.m. - 5 p.m., APSC 405

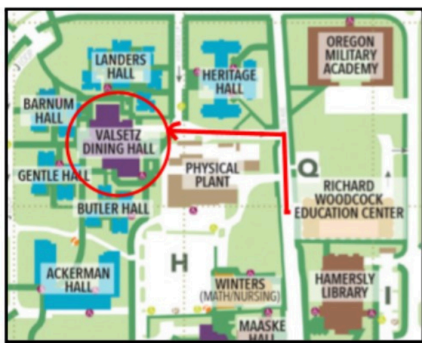
Contact: 503-838-8250 (Voice), 503-512-5258 (VideoPhone), 503-838-8721 (Fax),
[email](#)

**Overnight Housing Available
at Monmouth Campus**

**\$29.75 per night
Room in Landers Hall with shared
common bathroom
Reservation required**

Contact University Housing:

housing@mail.wou.edu | 503-838-8311



**Valsetz and Convenience Store
Operation Hours**

**Monday-Friday
7 AM - 7 PM**

**Saturday-Sunday
10 AM - 7 PM**

**dining@mail.wou.edu | 503-838-9400
<https://wou.edu/dining/>**

Financial Aid

Monday-Friday: 8 AM - 5 PM

**Wednesday: Open for drop-in
appointments or Zoom until 8 PM**

**For appointments outside of those
times, contact the Financial Aid
Office**

finaid@mail.wou.edu | 503-838-8475



Accessibility Resources

- [Captions](#)
- [Disability Language Style Guide](#): Provided by [National Center on Disability and Journalism](#)
- Powerpoint tips:
 - [Make your PowerPoint presentations accessible to people with disabilities](#)
 - [Seven Steps to Creating an Accessible PowerPoint Slideshow](#)
 - [Accessibility Checklist for MS PowerPoint](#)

Microsoft PowerPoint [Accessibility Checklist](#): from Montclair University

The following checklist should be used as a guideline for creating accessible PowerPoint presentations.

- Use the built-in slide layouts when creating new slides
 - PowerPoint has built-in slide layouts that contain placeholders for text and content. To ensure that your slides are accessible, use the built-in slide layouts when creating new slides. They are designed so that the reading order is the same for people who use assistive technology.
- Consider font size and amount of text on each slide
 - A recommended font size is no less than 32 point. Use sans serif font types such as Helvetica, Arial, and Verdana. Use mixed upper and lower case letters rather than all capitals. Have up to six lines of text with only about five or six words per line.
- Background and foreground colors should offer a good color contrast
 - The highest brightness contrast is between black and white. The highest color contrast is when the colors are complementary. A high color contrast without brightness contrast cannot be read by color-blind people. In particular, they have difficulty with red-green perception. Use dark background colors and bright colors for the text to avoid glare. A white font on a deep blue background is a very good combination.
- Use text in addition to color to convey information
 - For example: Important items are red and marked with an *
- Keep animation and effects to a minimum

- Slides that advance on a timer may restrict individuals using assistive technologies from accessing all information on a slide
- Assign alternative text to all visual content
 - Content in PowerPoint includes pictures, clipart, SmartArt graphics, shapes, charts, videos, etc.
 - In order for content to be accessible, alternative text must be added.
- Use simple table structure when creating tables in your presentation
 - Your table should not contain split cells, merged cells, nested tables or blank rows and columns.
 - Also, specify column header information as screen readers use header information to identify rows and columns.
- Make sure any videos in the presentation have closed captions, and any audio has a transcript.
 - Captions and/or transcripts (video/audio files) are essential components of multimedia access for individuals with hearing loss or auditory processing issues.
 - Ensure that all videos have closed captions and audio descriptions and all audio has a text transcript.
- Provide meaningful text description of links to websites
 - Screen reader users often list the hyperlinks in a document a series of "click here" links is meaningless. "Sue's Ice Cream Shoppe*" is more meaningful than <http://ony.sueics.com>
- Run the Accessibility Checker to address any warnings or errors in your spreadsheet
 - The Accessibility Checker tool in PowerPoint finds accessibility issues in your presentation. The tool generates a report of issues that could make your content difficult for people with disabilities to understand. Accessibility Checker also explains why you should fix these issues and how to fix them.