

Student Handbook

Graduate Counseling Program
Department of Psychology



Revised October 2022

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Welcome

We are pleased that you have selected Western Washington University to earn your master's degree in Clinical Mental Health Counseling or School Counseling. This Handbook is designed to give you essential information needed to plan a successful course of study and learn about the campus resources available at WWU. The materials included here serve as a guide to program requirements, procedures, and policies. You'll also find information about academic and personal support services. This Handbook is to be referred to in conjunction with the University Catalog, the Practicum Manual, and the (CMHC or SC) Internship Manual.

Mission Statement and Program Objectives

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

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

Program Objectives

As a faculty, we strive to prepare counselors who:

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

Diversity Recruitment Policy

The graduate programs at Western Washington University are deeply committed to the principles of equal opportunity and diversity. We believe that our programs are enriched by attention to these principles and that the recruitment of graduate students representative of society enhances the educational experience of everyone associated with our programs.

In order to increase the diversity of applicants to our programs we engage in the following:

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

CACREP Standards

The Counseling Programs at WWU have been accredited by the Council for the Accreditation of Counseling and Related Educational Programs ([CACREP](#)) since 1993 and are accredited through 2023. Created in 1981, CACREP is the accrediting body of the American Counseling Association. CACREP works with institutions of higher education to ensure that graduate programs in counseling meet established preparation standards. (www.cacrep.org)

Consistent with the [2016 CACREP standards](#), common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the Clinical Mental Health Counseling and School Counseling programs.

Common Core Curricular Areas

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas;
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation;
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams;
- d. the role and process of the professional counselor advocating on behalf of the profession;
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues;
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. current labor market information relevant to opportunities for practice within the counseling profession;
- i. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- j. technology's impact on the counseling profession;
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role, and
- m. the role of counseling supervision in the profession.

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy;
- c. multicultural counseling competencies;
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others;
- e. the effects of power and privilege for counselors and clients;
- f. help-seeking behaviors of diverse clients;
- g. the impact of spiritual beliefs on clients' and counselors' worldviews, and
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development and transitions across the lifespan;
- b. theories of learning;
- c. theories of normal and abnormal personality development;
- d. theories and etiology of addictions and addictive behaviors;
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior;
- f. systemic and environmental factors that affect human development, functioning, and behavior;
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan;
- h. a general framework for understanding differing abilities and strategies for differentiated interventions, and
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making;
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors;
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems;
- d. approaches for assessing the conditions of the work environment on clients' life experiences;
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development;
- f. strategies for career development program planning, organization, implementation, administration, and evaluation;
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy;
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management;
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making, and
- j. ethical and culturally relevant strategies for addressing career development.

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling;
- b. a systems approach to conceptualizing clients;
- c. theories, models, and strategies for understanding and practicing consultation;
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology- assisted relationships;
- e. the impact of technology on the counseling process;
- f. counselor characteristics and behaviors that influence the counseling process;
- g. essential interviewing, counseling, and case conceptualization skills;
- h. developmentally relevant counseling treatment or intervention plans;
- i. development of measurable outcomes for clients;
- j. evidence-based counseling strategies and techniques for prevention and intervention;
- k. strategies to promote client understanding of and access to a variety of community-based resources;
- l. suicide prevention models and strategies;
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid, and
- n. processes for aiding students in developing a personal model of counseling.

6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work;
- b. dynamics associated with group process and development;
- c. therapeutic factors and how they contribute to group effectiveness;
- d. characteristics and functions of effective group leaders;
- e. approaches to group formation, including recruiting, screening, and selecting members;
- f. types of groups and other considerations that affect conducting groups in varied settings;
- g. ethical and culturally relevant strategies for designing and facilitating groups, and
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling;
- b. methods of effectively preparing for and conducting initial assessment meetings';
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide;
- d. procedures for identifying trauma and abuse and for reporting abuse;
- e. use of assessments for diagnostic and intervention planning purposes;
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments;
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations,
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development;
- j. use of environmental assessments and systematic behavioral observations;
- k. use of symptom checklists, and personality and psychological testing;
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders, and
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice;
- b. identification of evidence-based counseling practices;
- c. needs assessments;
- d. development of outcome measures for counseling programs;
- e. evaluation of counseling interventions and programs;
- f. qualitative, quantitative, and mixed research methods;
- g. designs used in research and program evaluation;
- h. statistical methods used in conducting research and program evaluation;
- i. analysis and use of data in counseling, and
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

Clinical Mental Health Counseling

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

1. FOUNDATIONS

- a. history and development of clinical mental health counseling;
- b. theories and models related to clinical mental health counseling;
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders, and
- e. psychological tests and assessments specific to clinical mental health counseling.

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors;
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders;
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks;
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD);
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders;
- f. impact of crisis and trauma on individuals with mental health diagnoses;
- g. impact of biological and neurological mechanisms on mental health;
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation;
- i. legislation and government policy relevant to clinical mental health counseling;
- j. cultural factors relevant to clinical mental health counseling;
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling;
- l. legal and ethical considerations specific to clinical mental health counseling, and
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management;
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues;
- c. strategies for interfacing with the legal system regarding court-referred clients;
- d. strategies for interfacing with integrated behavioral health care professionals;
- e. strategies to advocate for persons with mental health issues;

School Counseling

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

1. FOUNDATIONS

- a. history and development of school counseling;
- b. models of school counseling programs;
- c. models of P-12 comprehensive career development;
- d. models of school-based collaboration and consultation, and
- e. assessments specific to P-12 education.

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools;
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies;
- c. school counselor roles in relation to college and career readiness;
- d. school counselor roles in school leadership and multidisciplinary teams;
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma;
- f. competencies to advocate for school counseling roles;
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders;
- h. common medications that affect learning, behavior, and mood in children and adolescents;
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs;
- j. qualities and styles of effective leadership in schools;
- k. community resources and referral sources;
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling;
- m. legislation and government policy relevant to school counseling, and
- n. legal and ethical considerations specific to school counseling.

3. PRACTICE

- a. development of school counseling program mission statements and objectives;
- b. design and evaluation of school counseling programs;
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies;
- d. interventions to promote academic development;
- e. use of developmentally appropriate career counseling interventions and assessments;
- f. techniques of personal/social counseling in school settings;
- g. strategies to facilitate school and postsecondary transitions;
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement;
- i. approaches to increase promotion and graduation rates;
- j. interventions to promote college and career readiness;
- k. strategies to promote equity in student achievement and college access;
- l. techniques to foster collaboration and teamwork within schools;
- m. strategies for implementing and coordinating peer intervention programs;
- n. use of accountability data to inform decision making, and
- o. use of data to advocate for programs and students.

Program Course Requirements

Master of Science in Clinical Mental Health Counseling

Program Director and Student Advisor: Dr. Christina Byrne

The M.S. Clinical Mental Health Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The program prepares professional counselors for employment in clinical settings and is designed for those students intending to seek clinical licensure. This program requires a minimum of 98 credits for the thesis option, and a minimum of 92 credits for the non-thesis option. The requirements are outlined below (all courses are in the Department of Psychology):

Counseling curriculum courses: All students must take Psychology 502 (Adult Psychopathology), Psychology 532 (Cross-Cultural Counseling), 542 (Developmental Psychopathology), 550 (Research Methods in Counseling), 553 (Theories of Counseling), 555 (Occupations & Career Development), 557 (Testing and Appraisal in Counseling), 558 (Family and Community Systems), 561 (Professional, Legal, and Cultural Issues), 564 (Individual Counseling Techniques), 565 (Group Processes in Counseling), 567 (Professional Practice of Counseling), 568 (Crisis Interventions), 570 (Practicum), and 670 (Internship)

In addition to the above requirements, thesis students must register for a minimum of 6 thesis credits (690); non-thesis students must take an area comprehensive examination. For more information on the comprehensive exam, please see the section headed “Comprehensive Examination” in this handbook.

Master of Education in School Counseling

Program Director and Student Advisor: Dr. Diana Gruman

The School Counseling Program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The M.Ed. School Counseling program prepares professional counselors for employment in educational settings and is designed for those students intending to apply for the Washington State ESA certificate in K-12 school counseling. Certification as a public-school teacher is not required for admission to the program nor is it a requirement to work as a school counselor in Washington State.

The School Counseling Program requires a minimum of 90 credits for non-thesis students. The program contains a thesis option for those students interested in pursuing a research project related to the degree program. Students who choose the thesis option must register for 6 credits of 690 (Thesis) in addition to the courses below. The requirements are as follows:

Counseling curriculum courses: All students must take Psychology 532 (Cross-Cultural Counseling), 542 (Developmental Psychopathology), Psychology 550 (Research Methods in Counseling), 551 (Developmental School Counseling), 553 (Theories of Counseling), 555 (Occupations and Career Development), 557 (Testing and Appraisal in Counseling), 558 (Family and Community Systems), 561 (Professional, Legal, and Cultural Issues), 564 (Individual Counseling Techniques), 565 (Group Processes in Counseling), 568 (Crisis Interventions), 570 (Practicum), and 670 (Internship)

Student Group Experience

In addition to the scheduled courses, we require CMHC and SC students to participate in a ten-hour group experience during the first year. One of the central values of our program is group cohesion and collaboration. Further, we strive to help students develop experiential understandings of group purpose, development, dynamics, theories, methods, skills, and group approaches in a multicultural society. To support the development of both group cohesion and important knowledge/skills related to group counseling, we hire an experienced facilitator to lead a group. Alternatively, graduate students may find a counseling group in which to participate.

Thesis Requirements (Option 1)

Applicants who have been accepted into the Clinical Mental Health Counseling Program have the option of completing a thesis or taking the comprehensive exam and may complete both if they wish. School Counseling students are required to take comprehensive exam and may also complete a thesis if they wish.

General Information about a Thesis Project is available at the Graduate School website: <https://gradschool.wvu.edu/thesis-information>

Degree Completion deadlines can be found at: <https://gradschool.wvu.edu/degree-completion>

A thesis committee consists of at least three Graduate Faculty members, with one member serving as primary advisor and committee chair. See the policy on Graduate Faculty for descriptions of the three faculty types and their duties.

To register for thesis credits, you must have a complete [Thesis Topic Approval](#) form on file, and you must get a registration override from the Graduate School every quarter you take thesis credit. Make sure that your PSY 690 registration over multiple quarters adds up to the total you need.

Using the Thesis Topic Approval form, students secure the “e-signatures” of each member of their committee, their graduate program advisor, and the chair of the Department of Psychology. A signature from each committee member implies that they understand the research question(s) you will address in your thesis as well as the basic methodological approach you will take in your thesis, and they agree to serve on a committee in which the student is researching this question. You should consult with your thesis chair regarding how they want students to complete this process. After the electronically submitted form has been approved by the Graduate School, they will notify you with instructions concerning general thesis guidelines and override codes for registration. After approval, contact the psychology graduate programs office (AI 453) and the Graduate School (OM 530) to request override codes for your thesis credits registration. After both override codes are entered, you may register for thesis credits. You will need to ask for override codes for each quarter you register for thesis credits (690).

You must develop a formal thesis proposal in consultation with your thesis chair. The thesis proposal shall consist of an introduction or review of literature; a methods section including anticipated participants, materials or apparatus, and procedure; proposed analysis, and references. When the thesis chair has approved the thesis proposal, you will then deliver a copy to each member of the thesis committee and schedule a thesis proposal date. The thesis proposal meeting should be at least one week after the thesis committee members have received a copy of the thesis proposal. You will be responsible for finding a time that all committee members can meet and finding a room in which to conduct the thesis proposal meeting. You should allocate a minimum of one hour for this meeting (consult your thesis chair).

Once your thesis proposal has been approved, submit your thesis proposal for institutional review. To do so, complete either the [Human Subjects Application form](#) or the [Animal Subjects Application form](#), whichever is appropriate for your project. You may not begin collecting data until you have received approval from the Institutional Review Board (for human subjects) or the Animal Care and Use Committee (for animal subjects). **Failure to receive the appropriate approval prior to collecting data may result in dismissal from your graduate program.**

After you collect your data, analyze the data and write a draft of the results and discussion in consultation with your thesis advisor. Your final thesis must contain a signature page, a thesis library authorization page, and a title page. In addition to the components mentioned in the previous sentence, your thesis must contain an abstract, a table of contents, a listing of tables (if appropriate), and a listing of figures (if appropriate). Next, your thesis must contain the following components: Introduction, Methods, Results, and Discussion. Each of these four sections should begin on a new page. The first page of the introduction should be page 1.

With the exception of page 1, which contains no page number, all page numbers should be in the upper right-hand corner. Your thesis should not contain a header. Tables and figures can either be incorporated in the body of the text or placed after the References. The References should begin on a new page following the Discussion. The final component of your thesis will be the appendices. The appendices may contain your instruments, your debriefing statement, or anything else that you consider pertinent to your thesis. For complete information on the Graduate School's thesis manuscript requirements, refer to the Graduate School website.

When your thesis advisor has determined that you are ready to defend your thesis,

- Complete the [Master's Oral Defense Schedule](#). This form must be submitted to the Graduate School at least two weeks prior to your defense date. Schedule a time that your entire committee can meet and schedule a room for the defense. You should allocate a minimum of one hour for your defense (consult your thesis chair).
- One week prior to your thesis defense date, submit a copy of thesis to your committee and to the Graduate School. Upon the successful defense of your thesis, your committee must sign the hard-copy Signature Page and the electronically-submitted [Degree Recommendation Thesis Option](#) form.

Once you have made the suggested changes to your thesis as a result of your thesis defense, you must submit the complete, committee-approved thesis as a PDF to the Graduate School along with the original Signature Page. You will need to create an account in CEDAR to upload the document. <https://cedar.wvu.edu/>

At least two quarters prior to the quarter you plan to graduate, consult the Graduate School's complete list of thesis completion deadlines for the appropriate quarter, available at the Graduate School's website.

Graduate School staff will communicate with you via CEDAR (you will receive emails) about the status of your thesis and any necessary revisions.

A minimum of two bound copies of the thesis is required: one *hardbound* copy for archiving in the Library Special Collections and one for the thesis chair. Once your thesis is approved, you will need to place a thesis order with Print and Copy Services using the [Thesis Order Request Form](#). This order must be placed and paid before your degree can be awarded. Consult with your thesis chair regarding the binding (hard or soft) of the chair's copy. Ask your other committee members if they want a copy (usually softbound).

Comprehensive Examination (Option II)

Students enrolled in the graduate program in Clinical Mental Health Counseling may select the comprehensive examination (non-thesis) Option II for completion of their degree requirements. All students in School Counseling **must** take the comprehensive examination in counseling regardless of whether they choose Option I or Option II. [See Note near end of this section.] The comprehensive exam is an essay examination developed by the counseling faculty that focuses upon the core curriculum areas of the programs. It is offered during spring quarter of each year to students who will complete all graduation requirements in spring or fall of that year.

The counseling faculty establishes grading standards. Student names will be removed from the exams and each question will then be reviewed by a minimum of two faculty members. If the two should disagree, a third faculty member will be asked to review the question.

Standards for passing are determined when the examination is developed each year. Any student requiring special accommodations must contact the Disability Access Center office at 360-650-3083, or DRSFrontDesk@wwu.edu.

Students may review their responses with a counseling faculty member after grading has been completed, but at no time will the responses of other students be made available to them.

If a student should fail the examination, the faculty will then determine by majority vote whether or not the student can retake the comprehensive examination, when the examination can be repeated, and whether the student should repeat the entire examination or a portion thereof. If the student is not approved for a retake, the program faculty will recommend to the Graduate Dean that the student be dropped from the program.

NOTE: Students enrolled in the School Counseling program, whether Option I or Option II, must take the comprehensive examination. They will not be eligible for certification in the state of Washington without completion of the comprehensive examination.

When you have passed the comprehensive exam and the approved program of coursework, you must complete and submit the [Degree Recommendation Non-Thesis Option](#) form to your program advisor. The approved recommendation must be received by the Graduate School no later than Friday one week before the beginning of finals week the quarter you are graduating. See the Graduate School's [Degree Completion Deadlines](#) for specific dates.

Course Planning & Enrollment Policies

Plan of Study

At the start of your first quarter, you will complete your plan of study in Degree Works. As a degree seeking student, you are responsible for knowing the requirements for your graduate program and making sure that you are taking the courses and completing the milestones your program requires for graduation. The Graduate School uses Degree Works to track student progress toward degree completion. In it, you can see all of the academic requirements you will need to complete to earn your degree and how the courses you take fulfill those requirements. Access Degree Works through MyWestern or Web4U or via this website:

<https://registrar.wwu.edu/degree-works/students>

The University Catalog lists all policies and requirements for each graduate program:

<https://catalog.wvu.edu/>.

Registration for Classes

Students register for classes online. http://www.wvu.edu/registrar/registration/web_registration.shtml

Students accepted into a master's programs within the Department of Psychology are guaranteed a position in each required class. The Web Registration system must be used to register for all classes, *with one exception: Independent Study credits (Psychology 500)*. See this Graduate School link for the required online Independent Study form, which is to be submitted and routed electronically for all approvals/signatures:

https://esign.wvu.edu/forms/Grad_School/dir_ind_study_and_contract_2.aspx

Prior to registering for thesis credits (690), the Graduate School must approve your thesis topic and committee via the Thesis Topic Approval form, submitted online at their website (see Thesis Requirements).

After you receive Graduate School approval of your Thesis form, contact both the Psychology Department Graduate Programs Coordinator in AI 453 and the Graduate School in Old Main 530 to request an override code for PSY 690 (thesis) credits. The override code is required in the university's computer system so that the Web Registration system will allow you to register. You must request an override code from both offices for *each quarter* that you register for thesis credits (PSY 690).

Academic Load

The Graduate School defines full-time enrollment as 8 or more credits per quarter. The maximum credit load for a graduate student is determined in consultation with the student's graduate program advisor, within policies set by the Registrar.

If you have submitted a FAFSA and been awarded Financial Aid, your award amount will be determined by your level of enrollment. Contact the Financial Aid office for specific requirements. For purposes of loan deferment, the definition of full-time status may vary. Students should contact their lending agency for information.

Teaching assistants are governed by other regulations and will receive information from the Graduate Office. All teaching assistants must enroll for a minimum of 8 credits (with some exceptions at the end of a student's second year; consult the Graduate School for exceptions).

Academic Progress - WWU Graduate School Policies

Scholarship Standards

Graduate students are required to maintain at least a 3.0 GPA in courses included in the program of study. Students must also make satisfactory progress in the graduate program to which they have been admitted, as determined by the academic department.

A maximum of 10 credits of C grades (C+,C,C-) can be counted toward completion of a graduate program. Courses in which a D+ or lower is earned may not be applied towards completion of a graduate program. The accumulation of more than 10 credits of a C+ or lower grades (including U and Z) may result in the student being withdrawn from the Graduate School.

Master's students are not allowed to repeat courses to improve their GPA, but they may be required by the Department of Psychology to retake a course to document attainment of a

certain level of competence or knowledge. Pass/No Pass grades are not applicable toward a graduate degree. S grades are applicable, but not computed in the GPA.

Incomplete (K) grades may be assigned according to University policy, unless the graduate student is subject to the conditions of provisional admission. After one year, outstanding K grades lapse to Z, which is computed as a failing grade in the GPA. Thesis and certain research courses are assigned K grades until the thesis or research is completed; these K grades will not lapse to Z.

Course Repeats

Graduate students may repeat a course in order to earn an acceptable grade. However, the original grade will not be replaced. All original and repeated courses will be averaged into the cumulative GPA.

Time Limits

Students have five years from the time of initial registration to complete a graduate degree program. Occasionally, extenuating circumstances may justify a short extension to this five-year limit. To request an extension:

- Meet with your advisor to discuss plans and receive approval
- Draft a detailed timeline for degree completion
- Write a letter of request that explains the need for an extension
- Email your timeline, request, and note of approval from advisor to gradschool@wwu.edu

Students who have not completed their program of study after three years of study are encouraged to consult their program adviser to develop a plan for completion of the degree within the five-year limit.

Students who reach the five-year time limit and do not have an approved extension will be withdrawn from their graduate program.

Continuous Enrollment - WWU Graduate School Policies

Graduate students must maintain continuous enrollment from their first quarter of registration until completion of all degree requirements (i.e., register for a least one credit in Fall, Winter, and Spring quarters until the degree is attained or status as a degree-seeking student is terminated.)

The Continuous Enrollment requirement will be waived for students who are granted official leave of absence. Official leaves of absence may be requested by the Graduate Dean in instance of incapacitating injury or illness, personal emergency, military orders, or other significant extenuating circumstances.

Students who fail to maintain Continuous Enrollment or receive approval for a leave of absence must reapply for admission to their graduate program using the "Returning Grad Student" program option within the application. Readmission is not guaranteed.

Decisions for re-enrollment are made by the academic department. Students may be subject to changes in the degree or additional requirements as deemed necessary by the program.

Advancement to Degree Candidacy

When students have completed their first year in the program, the graduate program advisors in each program will review their progress. Students who have successfully completed their first year in the program will be advanced to candidacy.

Application for the Master's Degree

Students must apply for their master's degree by submitting the [Master's Degree Application](#) form **by the last day of classes (dead week) in the quarter PRIOR to the quarter you intend to graduate.**

A non-refundable graduation fee (\$50, subject to change) will be billed to your student account the first time your file is evaluated for degree completion. If you do not graduate, you will need to submit this form again to update your graduation quarter, but you will not be charged another fee.

Progress Evaluation, Improvement & Dismissal

Progress Evaluation

At the end of each academic quarter, faculty meet to review the progress of all students in the program in three areas: academic performance (as outlined in the Graduate School policies above), counseling skills (evaluated by end-of-quarter Practicum and Internship evaluations), and dispositions (described below). Feedback is then provided in the form of a progress letter. Students who demonstrate **consistent** evidence of the progress will receive a letter to indicate they are in *good standing*. Students who receive an **inconsistent** in one or more areas will receive a letter to indicate how to improve their academic work, counseling skills, or dispositions to remain in *good standing*. The student will then arrange a meeting with the program director to develop a plan for improvement for the next quarter. Students who receive an **unsatisfactory** in any area will be asked to schedule a performance review meeting with the program director and two faculty members before proceeding to the next quarter. The expected outcome of the performance review meeting will be development of a remediation plan or dismissal from the program.

Under no conditions will a student be allowed to begin Internship (PSY 670) until they have successfully passed Group Processes in Counseling (PSY 565) and winter and spring quarters of Practicum (PSY 570).

Evaluation of Professional Dispositions

The Counseling Faculty at Western has selected six essential dispositions, drawn from established counseling student evaluation tools (e.g. PDCA-RA; CCS-R), to guide the development of work habits, behaviors and personal characteristics leading to effective professional practice. These dispositions are expected of counseling students at the university and in their placements.

According to CACREP (2015), *dispositions* are defined as, "commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues." We believe that dispositions and behaviors, like skills and knowledge, can be strengthened when students are given regular feedback and support. Our goal is to have every student who is recommended for graduation demonstrate these dispositions on a consistent basis.

If a student is demonstrating unsatisfactory performance, faculty may initiate a performance review meeting at any point in the quarter.

The following chart provides definitions for each of the six dispositions and examples of unsatisfactory performance that will impede progress in the program.

Disposition	Definition	Some Examples of Unsatisfactory Performance
Conscientiousness	<ul style="list-style-type: none"> • Commitment to academic and clinical responsibilities, including: reliable attendance and timeliness; advance preparation for assignments and absences; effective management of appointments and schedule; follow through on tasks; and adherence to standards of physical appearance in the work setting. 	<ul style="list-style-type: none"> • <i>Frequently late or misses class with no warning</i> • <i>Poorly organized clinic records, presentations, or papers</i> • <i>Unprepared for counseling or supervision sessions or class</i> • <i>After receiving feedback from a supervisor, continues to dress in an unprofessional or unkempt manner</i>
Interpersonal Skills	<ul style="list-style-type: none"> • Displays warmth, respect, positive affect, and empathy when interacting with peers, professors, and supervisors; • Contributes effectively to groups; • Supports the growth of others by providing feedback and encouragement. 	<ul style="list-style-type: none"> • <i>Interacts in an aloof, negative or harsh manner</i> • <i>Displays difficulty in collaborating on group projects</i> • <i>Neglects to observe peers and offer support or feedback</i>
Self-Care	<ul style="list-style-type: none"> • Maintains personal and professional wellness, energy and focus by practicing healthy habits, setting boundaries, managing health issues, and seeking professional help when needed. 	<ul style="list-style-type: none"> • <i>Over-scheduling leads to mistakes, missed appointments, or decreased quality of work</i> • <i>Repeatedly cannot stay awake in class</i> • <i>Loses focus due to continuous multi-tasking</i> • <i>Displays of stress and tension impede relationship building</i> • <i>After advisement, does not seek medical or therapeutic support</i>
Self-Awareness & Flexibility	<ul style="list-style-type: none"> • Demonstrates the ability to identify strengths, biases, and areas of growth. Responsive to feedback and uses the information to grow as a person and as a professional; • Open to new perspectives and demonstrates the ability to flex to changing circumstances and unexpected events. 	<ul style="list-style-type: none"> • <i>Difficulty identifying and acknowledging personal or professional strengths</i> • <i>Defensive when given constructive criticism</i> • <i>Unresponsive to peer or supervisor feedback</i> • <i>Displays rigidity when discussing alternative ways of seeing, knowing or acting</i>
Emotional Stability	<ul style="list-style-type: none"> • Acts professionally when experiencing strong emotions; • Uses active listening skills and mutual problem solving to manage conflict situations; • Expresses feelings and uses humor that is appropriate to the setting. 	<ul style="list-style-type: none"> • <i>Displays poor impulse control in interactions (e.g. use of outbursts, sarcasm, or inappropriate humor).</i> • <i>Blames others rather than seeking to take responsibility in a conflict</i> • <i>Actively avoids discussion of conflict</i> • <i>Draws others into a conflict rather than confronting a person directly</i>
Ethical Behavior	<ul style="list-style-type: none"> • Demonstrates honesty, fairness, and responsibility in interactions with clients, peers and supervisors; • Considers legal and ethical principles in decision-making; • Avoids ethical violations, legal violations, and unprofessional conduct as a student and as a practicing professional counselor. 	<ul style="list-style-type: none"> • <i>Acts in a dishonest or irresponsible manner</i> • <i>Violates confidentiality standards</i> • <i>Plagiarizes written work</i> • <i>Displays poor boundaries with clients</i> • <i>Fails to inform supervisor of important information that may jeopardize client safety</i> • <i>Violates clinic or internship site policies</i>

Student-Faculty Contract

The evaluation process will be discussed with students during orientation, and all students will be expected to sign the following statement:

I have read the dispositions and indicators above and I value their importance as they relate to becoming an effective professional counselor. I am committed to both growth and excellence in demonstrating these dispositions and I understand that my progress in the counseling program depends upon successful demonstration of these significant elements. Additionally, I have reviewed the student handbook and am familiar with its contents, and where to access needed information, policies and resources.

Dismissal

If evaluations indicate that a student is not appropriate for the program, faculty members will help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study. Written notification will be sent by the program director to the graduate program coordinator in the department and to the Dean of the Graduate School, who then officially withdraws the student from the program and from the university. If the student is enrolled in courses, the student is responsible for withdrawing from the courses at the Registrar's office.

Appeal

Students may appeal any decision through the formal appeal process. The [procedures](#), timelines, and definitions for filing an academic grievance, can be found in the University Catalog: <https://catalog.wvu.edu/content.php?catoid=19&navoid=4912>

University policy states that students have protection, through orderly procedures, against arbitrary or capricious actions or decisions by their instructors; students also have protection against erroneous actions or decisions by academic units. At the same time, students are responsible for achieving and maintaining the standards of academic performance and excellence which are established by their instructors and for complying with all relevant policies, standards, rules and requirements which are formulated by the University and the University's academic units. [Office of Student Life](#) staff can assist in explaining and answering questions about the academic grievance policy and process found in the University Catalog.

Internships (see also CMHC and SC Internship Manuals)

Clinical Mental Health Counseling Internship

Individuals in the Clinical Mental Health Counseling Program complete a 600-hour internship, including a minimum of 240 hours of direct service, spread over three quarters during the second year (PSY 670). This typically involves a minimum of 20 hours per week on Monday, Wednesday, and Friday. Tuesdays and Thursdays are reserved for classes on campus. Recent internship placements include Lydia Place, Unity Care Northwest, Compass Health, Accent Counseling, and other sites. Internship sites offer the opportunity to work with clients in outpatient settings, including adults, children, and adolescents. Depending on the internship site, students may be involved in providing individual, group, family, and/or couple counseling. Students are required to meet a minimum of one hour per week with the internship site supervisor and participate in a weekly supervision class with their campus-based supervisor and peers.

The process of applying for an internship involves:

1. Contact the internship coordinator at the site (the initial contact will be done by a faculty supervisor).
2. Complete an application for the internship. Most internship sites will require an interview with the applicant. Some may involve being questioned by an interview team over issues such as counseling approach and theoretical orientation and how the student deals with specific client problems. Students should also determine if the clinic offers them the experiences that they seek. In addition, an understanding of hours and days of work and how quarter and holiday breaks are handled should be reached.
3. If the student is selected for the internship site, a student-agency contract should be constructed and signed by the site supervisor and the intern. It more clearly states the expectations regarding supervision and other experiences at the internship site.
4. Students are also expected to obtain Malpractice Insurance prior to their practicum (PSY 570) and internship (PSY 670).

The Clinical Mental Health Counseling Program at WWU is responsible for the following regarding student field experiences:

1. Assist students in the identification of appropriate settings.
2. Make initial contact with sites and potential supervising counselors.
3. Facilitate interviews between mental health agencies and the student.
4. Coordinate the final placement decision with the site-based supervisor.
5. Provide ongoing observation and consultation to the student during the internship year.
6. Provide consultation and training in supervision skills and issues for the site-based supervisor as needed.
7. Obtain periodic evaluations from the site-based supervisor concerning the student's performance.
8. Monitor progress of the student's field placement experience.
9. Provide weekly group supervision meetings with the university supervisor.
10. Maintain records of the student's performance and completion of internship requirements.
11. Compile information and observations from the site-based supervisor and the university supervisor(s) as well as other relevant data to make a final recommendation concerning successful completion of internship requirements.
12. Conduct yearly site visits with each current internship site.
13. Communicate with new internship sites or site supervisors prior to the start of internship to discuss WWU program requirements.

Criteria for assigning students to internships:

1. Student must satisfactorily complete two quarters of individual counseling practicum (e.g., grade of Satisfactory in S/U grading convention) before beginning internship.
2. Student must agree to abide by ethical standards of American Counseling Association and the policies of WWU.
3. Student must obtain malpractice insurance in one of the following ways:
 - a. Student Medical Malpractice Insurance through WWU.
 - b. Student membership in the American Mental Health Counselor's Association (AMHCA).
 - c. Student membership in the American Counseling Association (ACA).

School Counseling Internship

Individuals in the School Counseling Program complete a 600-hour internship, including a minimum of 240 hours of direct service, spread over three quarters during the second year (PSY 670). This typically involves a minimum of 20 hours per week on Monday, Wednesday, and Friday. Tuesdays and Thursdays are reserved for classes on campus. Students are required to meet a minimum of one hour per week with the internship site supervisor and participate in a weekly supervision class with their campus-based supervisor and peers. Upon the recommendation of the site supervisor, the student will begin to provide counseling and guidance services and to participate in the broader activities of the school-based counseling program.

The internship is an experiential learning component of the school counseling program. Students will gain experience in all aspects of the school counseling program under the direct supervision of a certified and experienced school counselor. During the internship experience, interns will complete all the internship requirements outlined in the Internship Manual including, among other activities, individual counseling, group counseling, classroom guidance, collaboration/consultation, and equity-based program planning.

Internship placement. Each student is responsible for meeting with the faculty internship supervisor during Winter Quarter of the first year to discuss specific interests and internship possibilities. It is also advisable to talk with 2nd-year students about their experiences. The faculty supervisor will finalize the actual internship placement. **Students are not responsible for finding their own placements.** The student and faculty supervisor will develop a list of possible placements and the faculty supervisor will then make the initial contact with the schools. School districts differ in how they prefer to manage these contacts and in how placement decisions are made. Students from WWU have been placed in the Anacortes, Bellingham, Burlington, Ferndale, Mt. Baker, Mt. Vernon, Meridian, Nooksack Valley, Oak Harbor, and Sedro Woolley school districts in the past few years.

The student should prepare a resume to be submitted to those schools that are identified as potential internship sites. After the school has indicated a willingness to accept an intern, an interview should be scheduled with the site-based supervisor and any other individuals in the school system that the site-based supervisor recommends.

While the academic year at WWU does not begin until the end of September, most public schools open toward the end of August. Interns are expected to begin the internship at the opening of the public schools. By doing so, the intern gets the opportunity to experience the total life of the school across the academic year.

The School Counseling Program at WWU is responsible for the following with regard to student field experiences:

1. Assist students in the identification of appropriate settings.
2. Make initial contact with schools and potential supervising counselors.
3. Facilitate interviews between school personnel and the student.
4. Coordinate the final placement decision with the site-based supervisor.
5. Provide ongoing observation and consultation to the student during the internship year.
6. Provide consultation and training in supervision skills and issues for the site-based supervisor as needed.
7. Obtain periodic evaluations from the site-based supervisor concerning the student's performance.
8. Monitor progress of the student's field placement experience.

9. Provide weekly group supervision meetings on campus.
10. Maintain records of the student's performance and completion of internship requirements.
11. Compile information from the site base supervisor, faculty supervisor observations, and other data to make a final recommendation concerning successful completion of internship requirements.

Criteria for assigning students to field settings. The following are the criteria that are used to assign students to field settings:

1. Student must satisfactorily complete two quarters of Practicum (grade of S in S/U grading convention).
2. Student must agree to abide by ethical standards of the American Counseling Association, American School Counselor Association and policies of Western Washington University.
3. Student must consent to and complete fingerprinting requirements as per Washington State Board of Education rules (see below).
4. Student must obtain malpractice insurance either by joining the American School Counselor Association (\$69 per year, subject to change) or by paying for University Student Malpractice Insurance (\$16 per year, subject to change).

Fingerprinting. One of the state requirements for certification is that all individuals be fingerprinted for a Washington State Highway Patrol and FBI check. Most school districts are requiring that all volunteers, student teachers, and interns be fingerprinted before beginning work in the building. It is therefore important for you to complete the fingerprinting process during the Fall Quarter of the first year in the program. This provides a guarantee that your first-year volunteer activities and field work will not be blocked and your internship will not be delayed at the last minute because of specific district policies in this regard. It will also expedite the issuance of your ESA certificate when you graduate. You will not be allowed to begin your internship until this clearance is complete. Please check the Woodring College of Education certification website for contact information and updated information about fingerprinting :

<https://wce.wvu.edu/cert/character-fitness> and <https://wce.wvu.edu/cert/fingerprinting>

Certification, Endorsement Policy, and Licensure

Clinical Mental Health Counseling License

Applicants to become a Licensed Mental Health Counselor ([LMHC](#)) in the state of Washington must have a minimum of 36 months full-time counseling or 3000 hours of postgraduate mental health counseling under the supervision of an approved licensed mental health counselor or equally qualified licensed mental health practitioner in an approved setting. The 3000 hours of required experience includes a minimum of 100 hours in immediate supervision with the supervisor and includes a minimum of 1200 hours direct counseling with individuals, couples, families, or groups.

Applicants must also complete 36 hours of continuing education, six of which is in professional law and ethics. Finally, applicants must pass either the National Counselor Exam (NCE) or the National Clinical Mental Health Counselor Exam (NCMHCE.)

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

School Counseling Endorsement and Certification

Upon completion of any graduate program in the Department of Psychology, students will be endorsed only for certifications for which they have been appropriately trained. Only students who complete the planned curricular sequence in school counseling will be endorsed for the ESA School Counseling Certification.

The Residency Educational Staff Associate (ESA) Certificate (First Issue) endorsed in the role of School Counselor is issued by the Washington Office of the Superintendent for Public Instruction (OSPI) upon verification by the Woodring Certification Office that these requirements are met: 1) A master's degree with a major in counseling, earned through a regionally accredited college or university; 2) Evidence of [good moral character and personal fitness](#); 3) Successful completion of the [WWU Residency School Counselor Program](#) including coursework, a faculty supervised practicum, a supervised internship in the schools, a written comprehensive exam, and 4) a [draft professional growth plan](#). You can review the certification steps on the OSPI website at <https://www.k12.wa.us/certification/educational-staff-associate-certificates/esa-first-time-applicant/school-counselor-first-time-applicant> or contact the [Woodring Certification Office](#) for information on the certificate application process and fee.

National Certified Counselor (NCC) and Certified Clinical Mental Health Counselor (CCMHC)

In order to be eligible to become a National Certified Counselor (NCC) it is necessary to pass the National Counselor Exam (NCE) or the National Clinical Mental Health Counselor Exam (NCMHCE). Taking the NCMHCE can lead to an additional certification as a Certified Clinical Mental Health Counselor (CCMHC).

Because our graduate programs in counseling are accredited by CACREP, graduating students have the option to take the NCE or NCMHCE during the national testing period in spring of their second year. The [NCE](#) consists of 200 multiple-choice questions to be completed in a 4-hour period. The [NCMHCE](#) consists of 10 simulated clinical mental health counseling cases. Both exams are offered through the National Board for Certified Counselors ([NBCC](#)) at designated [Pearson VUE](#) test centers. Website: <https://www.nbcc.org/exams>

In the fall of your second year, you will have the option to register for the NCE or NCMHCE. Our NBCC Coordinator, Dr. Aaron Smith, will submit names of interested students to NBCC, and they will then invite you to apply online. **Please note: Your participation in the NCE or NCMHCE is entirely voluntary. You are not required to take this examination to graduate from either counseling program.**

Professional Organizations

Students are encouraged to join appropriate professional organizations and should consult with their program director as well as the rest of the graduate counseling faculty with regard to the appropriate organizations for their professional development. The following is a representative list of these professional organizations.

National Associations

American Counseling Association (ACA) -- ACA is a partnership of associations representing professional counselors who enhance human development by providing benefits, products and services to expand professional knowledge and expertise; to promote recognition of counselors to the public and media; and to represent members' interests before federal, state and local government. There are 17 divisions within ACA that students may also join. (www.counseling.org)

American Mental Health Counselors Association (AMHCA) – AMHCA’s mission is to advance the profession of clinical mental health counseling by setting the standard for collaboration, advocacy, research, ethical practice, education, training and professional development. (www.amhca.org)

American School Counselor Association (ASCA) -- ASCA is the national organization that represents the profession of school counseling. ASCA focuses on providing professional development, enhancing school counseling programs, and researching effective school counseling practices. The mission of ASCA is to promote excellence in professional school counseling and the development of all students. (www.schoolcounselor.org)

Association for Counselor Education and Supervision (ACES) -- ACES emphasizes the need for quality education and supervision of counselors in all work settings. Through the accreditation process and professional development activities, ACES strives to continue to improve the education, credentialing and supervision of counselors. The association strives to encourage publications on current issues, relevant research, proven practices, ethical standards and conversations on related problems. Persons who are engaged in the professional preparation of counselors will find leadership through ACES. The ultimate purpose of the Association, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve the provision of counseling services in all settings of society. (www.acesonline.net)

Chi Sigma Iota – Chi Sigma Iota, the international honor society for professional counselors, counseling students and counselor educators, was created to promote scholarship, research, professionalism, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. (www.csi-net.org)

National Board for Certified Counselors (NBCC) -- This body was incorporated in 1982 to establish and monitor a national certification system for professional counselors. This process recognizes counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification. NBCC offers specialty certification in several areas: career counseling, school counseling, clinical mental health counseling, and addictions counseling. (www.nbcc.org)

Regional and State Associations

Washington Counseling Association (WCA) -- WCA was created to further counseling by promoting and providing educational programs for counselors; updating counselors on new information and developments in the field; creating a network of support among peers; serving as a link among peers; serving as a link among members, the national counseling association, its divisions, and other human service organizations; promoting governmental relations and legislation to benefit counselors and consumers of counseling; and encouraging research, credentialing, ethics, and related standards in counseling. (www.wacounseling.org)

Washington Mental Health Counselors Association (WMHCA) -- WMHCA is the professional organization working exclusively to meet the needs of Licensed Mental Health Counselors in Washington State. WMHCA is chartered through the American Mental Health Counselors Association (AMHCA). The AMHCA mission is to promote quality clinical mental health counseling services, maintain a viable and distinct professional identity, and influence public policy consistent with our professional ethics and values. WMHCA performs its mission by working with other professional organizations, the state legislature, state regulatory agencies, insurance companies and consumers to promote quality in clinical mental health counseling practices. The association maintains standing committees whose focus is to safeguard and advocate for Licensed Mental Health Counselors and their clients. (www.wmhca.org)

Washington School Counselor Association (WSCA) -- WSCA is the professional association for school counselors that supports and promotes the school counseling profession in Washington State. WSCA empowers professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The goals of WSCA are to advocate for the role and programs of professional school counselors; to provide relevant growth and development opportunities for professional school counselors; to develop services and programs for school counselors to meet the challenge of a rapidly changing society; and to maintain an organizational structure that provides resources and support to their membership. (www.wa-schoolcounselor.org)

Western Association for Counselor Education and Supervision (WACES) -- The Western Association for Counselor Education and Supervision (WACES) was founded in 1961 as one of five regional organizations of the national Association for Counselor Education and Supervision (ACES). WACES counts among its members professionals and students from Alaska, Arizona, California, Hawaii, Nevada, Oregon, and Washington, as well as Pacific Rim countries. WACES seeks to advance the education, credentialing, and supervision of counselors. The association advocates for a multicultural approach that honors diversity and promotes the mastering of knowledge, skills, and competencies of its members who work in guidance, counseling, and student personnel services in all settings of society. (www.waces.org)

Washington State Residency

Information below is excerpted from the WWU Registrar's office.

<http://www.wvu.edu/registrar/services/residency.shtml>

To qualify for in-state tuition, individuals often must have a tie to a 12-month Washington domiciliary period—either their own or that of a Washington resident parent/guardian—prior to the term in which they first receive resident tuition (there are some exceptions to this 12-month requirement including ties to military service, membership in WA Native American tribal groups, and a few others).

Effective Summer 2021, state law also allows individuals who maintain a 12-month Washington primary residency for purposes other than primarily postsecondary education prior to their first term of enrollment to qualify for resident tuition if they also have graduated from high school (or equivalent) and sign a residency affidavit.

Washington domicile/primary residency is generally proven by a combination of factors, most commonly by the location of the primary/permanent living location, employment status, and by actions like registering vehicles, registering to vote, obtaining an ID/driver's license, etc. The dates that those actions are taken are an important part of determining when an individual severed ties to their previous state of residency and can be considered a Washington resident. Washington law ([WAC 250-18-030](#)) includes a list of factors that demonstrate domicile that are more commonly used by institutions when reviewing an individual's residency classification.

Where to obtain additional Residency information:

Further information regarding residency classification and statutory exemptions from the requirement to pay nonresident fees may be obtained on the [Residency FAQ](#) page, or by emailing the Registrar's Office registrar.office@wvu.edu

To apply for a change in your residency classification, complete the [Residency Questionnaire](#) and submit it with the required documentation to the Registrar's Office.

The questionnaire must be submitted by the first week of the quarter for which a residency reclassification is requested. In the absence of a completed questionnaire and supporting documentation, an individual's residency classification will remain unchanged.

Washington residency law is codified in [RCW 28.15](#) and further explained in [WAC 250.18](#).

Student Services and Resources

Office of Student Life

The Office of Student Life can assist students with

- Dean's withdrawals (withdrawing from the current quarter)
- Leaves-of-absence for non-medical emergencies (temporary absence from class)
- Advice on university policies, procedures, and grievances
- Support while experiencing a crisis
- Information on university resources

Phone (360) 650-3706; Email student.life@wvu.edu;

Website <https://wp.wvu.edu/officeofstudentlife/>

Accessibility, Diversity, Equity & Inclusion

WWU values diverse experiences and perspectives, and strives to create learning, living, and working environments that promote respect, access, opportunity, and equity for all.

Links to **University-led resources** can be found here, <https://www.wvu.edu/diversity>, and includes:

- Accessibility at Western
- Civil Rights and Title IX Compliance
- LGBTQ+ Western
 - Queer Connections Support Group, meets virtually
 - Black LGBTQ+ Thriving Collective
- Religion and Spirituality
- Structural Equity and Bias Response Team
- Student Outreach Services
- Veteran Services

Ethnic Students Center (ESC)

The ESC is a student-run organization within the Associated Students that supports historically underrepresented ethnic students and allies by providing a social atmosphere and inclusive environment to help students affirm their identity, build a sense of community, and cultivate leadership. The ESC is also home to 19 diverse clubs, open to students of all backgrounds, that promote the values of the ESC and offer a “home away from home” for all students. Website: <https://as.wvu.edu/esc/>

Support for Undocumented Students

WWU strives to welcome and serve undocumented students with resources and services which support their academic and co-curricular success.

Links to campus supports can be found here: <https://www.wvu.edu/undocumented-students>

Campus Recreation Services & The Outdoor Center

Self-care is important to being a successful graduate student and an effective counselor. Through fitness and wellness classes, personal training services, and dietitian and rehab/injury prevention services, **Campus Recreation Services** offers students opportunities to achieve and maintain a healthy and balanced lifestyle while at WWU. Students enrolled for six or more credits pay an automatic fee for membership and can access all services offered by Campus Recreation Services. Website: <https://wp.wvu.edu/campusrec/>

The **Outdoor Center** enhances opportunities for students to involve themselves in outdoor recreation activities. They provide equipment rentals for biking, camping, backpacking, climbing, mountaineering, snowboarding, skiing, snowshoeing, and kayaking. They also lead free or low-cost excursions. The Outdoor Center Bike Shop serves as an outlet to learn how to fix your bicycle. Website: <https://as.wvu.edu/outdoor/>

Career Services

The Career Services Center is located in Old Main 280, phone: 360-650-3240, website: <http://www.wvu.edu/careers>. The Center offers a full range of services and programs designed to assist individuals at all stages of the career development process--from self-assessment and initial career decision-making to job search. The Center assists students in developing the skills

necessary to conduct a successful job search including resume and cover letter writing support, mock interviews, and timely access to job postings.

Counseling and Wellness Center

The Counseling and Wellness Center (CWC) provides clinical services and wellness programming to support your personal and academic goals and to enhance your personal growth and wellbeing here at Western and beyond. Website: <https://cwc.wwu.edu/>

Clinical Services include:

- [Individual & Couples Counseling](#) (brief therapy model; referrals made to community therapists if needed)
- [Group Therapy](#)
- [Survivor Advocacy Services](#), a confidential resource for students who are experiencing or have experienced relationship violence or abuse, sexual violence, stalking, and/or sexual harassment
- [Substance Abuse Prevention](#), a confidential resource for students who want help regarding their own or someone else's use of alcohol, tobacco or other drugs
- [Gender Affirming Care](#)
- [Off-Campus Referral](#) for long-term counseling
- [Crisis Appointments](#)

Wellness Spotlights include:

- [Wellness Workshops](#)
- [Wellness Trainings](#)
- [Wellness Worksheets](#)
- [Healthy Relationships Resources](#)
- [Sexual Health Promotion](#)
- [Suicide Prevention](#)

Crisis Services and Resources

Psychological Emergency Services are available 24 hours per day, 7 days a week, throughout the year to current WWU students by calling **360-650-3164**.

Crisis Appointments are available Monday through Friday, 8:30am to 4:30pm, at the Counseling and Wellness Center for students with urgent psychological concerns. To be seen right away for an urgent concern, call **360-650-3164**.

After-Hours Emergency Services, when the Counseling and Wellness Center is closed:

- Call **360-650-3164** and choose option 1 to reach the on-call counselor
- If the situation is more urgent, call **911** or go to the Emergency Room at [PeaceHealth Joseph's Hospital](#) in Bellingham
- National Suicide Prevention Lifeline, call **988**
- Community Crisis Line **1-800-584-3578**
- Crisis Text Line **741-741**
- Domestic Violence and Sexual Assault Support Services (DVSAS) **1-877-715-1563**
- National Suicide Prevention Hotline **1-800-273-TALK (8255)**

- Trevor Project: Preventing Suicide Among Gay Youth **1-866-488-7386**
- Veterans' Crisis Line **1-800-273-8255, Press 1 or text 838255**

Student Health Center

The Student Health Center is a primary care medical clinic specializing in college health. Staff include a team of board-certified family physicians, nurse practitioners, registered nurses, and support staff. They provide an extensive array of services including preventive health care and management of health concerns, illnesses, and injuries and strive to support student success academically, physically, and emotionally.

The center is located on the second floor of the Campus Services building on the south end of campus, 2001 Bill McDonald Parkway. During the academic year, they are open to students on Monday, Tuesday, Wednesday, and Friday from 8:30am to 4:00pm and Thursday from 9:30am to 4pm. Students may choose to see a clinician in-person or virtually via Zoom. Website:

<https://studenthealth.wvu.edu/>

Day Care on Campus

The Associated Students Child Development Center provides care and education for children of student parents and working professionals of WWU from 7:30am to 5:30pm M-F. Children from two through five years of age by the August 31st enrollment deadline qualify for enrollment in the program. Quarterly fees are based on income and are established according to the Center's annual budget. Call 360-650-3021 or visit their website <https://as.wvu.edu/cdc/>

Disability Access Center

The Disability Access Center (DAC) provides equal access to students with disabilities and acts in compliance with the American Disabilities Act (ADA) and section 504 of the Rehabilitation Act. Any student with a physical, neurological, psychological, or sensory condition that significantly interferes with learning or participation in classes and campus activities is eligible to receive DAC services. Website: <https://disability.wvu.edu/> To talk with someone about accommodations, call 360-650-3083 or email DRSFrontDesk@wvu.edu.

Funding and Support

Financial Aid

Financial need is determined by completing the Free Application for Federal Student Aid (FAFSA). Western's priority deadline is January 31 for Fall eligibility. Information and forms are available at the Financial Aid Services Center

https://www.finaid.wvu.edu/client_services/pages/

Note: Summer applicants needing financial aid for Summer Quarter must file the FAFSA for the current academic year. This is in addition to the FAFSA for the coming academic year, which begins Fall Quarter. After admission, summer students wishing to receive summer aid must submit the online Summer Aid Application which is available on the Financial Aid Office website.

Work Study

Students may be eligible for work study but must check the indicator box on the FAFSA. If you qualify for work study, you will likely serve as a graduate assistant to faculty involved in research projects. The typical award amount for work study is equivalent to approximately 15

hours of work per week for the student during the academic year.

In order for the Graduate School to make the best possible match between students' interests/experiences and faculty research projects, interested faculty members write a brief memo to the Graduate Dean describing the research and the type of work a graduate work study research assistant would be asked to perform. Faculty may request students by name, but only students who are eligible for financial aid may receive work study awards.

Receiving work study funding does not guarantee you a work study position.

Teaching Assistantships

Teaching assistantships are available in limited number. Teaching assistants must meet or exceed all criteria for maintaining graduate status and make satisfactory progress toward the degree.

Teaching assistantships for counseling students are typically for one quarter during the first year. If the assistantship is for two quarters, continued appointment is contingent on positive evaluations at the end of each quarter of the teaching assistantship.

Teaching assistants in the Department of Psychology are typically assigned to the undergraduate research methods and statistics courses (PSY 203, 305, 306, and 307) and occasionally Introduction to Psychology (PSY 101), Human Sexuality (PSY 116), or Psychology of Gender (PSY 119). Responsibilities include but are not limited to the following: teaching laboratory classes where relevant, helping students understand the conceptual and computational components of statistics, helping students understand research methodology and design, and helping students become more competent scientific writers.

For more information, visit the Graduate School website at:

<https://gradschool.wvu.edu/teaching-assistantships>. To be considered for a teaching assistantship, applicants must submit all graduate program application materials to the Graduate School by February 1. Indicate on your application that you are interested in a Teaching Assistantship.

WWU Grants

Graduate Research and Creative Opportunities Grant

The office of Research and Sponsored Programs (RSP) offers grants up to \$1,500 to graduate students working with a faculty mentor to engage in independent scholarly research, scientific inquiry, new technology development and artistic/creative activity. This award is competitive, so please work closely with your Faculty Advisor on your application. Applications are accepted during fall, winter, and spring quarters. For more information, including due dates and proposal preparation instructions, see the RSP website <https://rsp.wvu.edu/graduate-research-and-creative-opportunities-grant>

Ross Travel Grant

This grant supports graduate student travel to present papers at professional meetings and conferences. The award covers a maximum of \$500 towards airfare or other public transportation costs. Eligibility is limited to one award per student during their tenure as a graduate student at WWU. See the website for application requirements and guidelines. <https://gradschool.wvu.edu/ross-travel-grant>

Housing

On-Campus Housing

The Office of University Residences office in Edens Hall (360-650-6565; Website: www.housing.wvu.edu) makes University housing assignments for students requesting housing on campus. The options range from typical undergraduate type residence halls with meal service provided to an apartment complex (Birnam Wood) which can house up to four people or a family. Students must complete a housing application and return it at their earliest possible convenience to receive the highest priority in housing assignments since space is limited. An assignment to a University apartment or residence hall does not guarantee a parking space or permit. No deposit is required with the Housing application, but one must be made when a housing agreement is signed. Note that there are no special housing accommodations for graduate students.

Off-Campus Housing

The WWU Off Campus Living website provides information about the basics of renting, your rights and responsibilities as a tenant, and creating community. <https://offcampusliving.wvu.edu/>

There are numerous housing and apartment options within the University area. The Off-Campus Housing Marketplace provides available listings in the area. <https://offcampusrentals.wvu.edu/listing> You may wish to consult with the many real estate offices and apartment management companies regarding off-campus housing. It is recommended that you begin this process early. By September, many of the nearby, desirable apartments are already rented.

Libraries

The Haggard Hall & Wilson Library Complex provide open stacks for its collections together with [collaborative study spaces](#), [quiet study spaces](#), [study rooms](#), and [computer stations and labs](#). The online library information system offers access to library holdings, networked and web-based databases in many disciplines, and the catalogs of regional and national libraries. Interlibrary loan materials can be ordered via the online system.

For library hours, visit the Western Libraries website: <http://library.wvu.edu/>

Student Transportation and Parking

WWU is committed to supporting sustainable transportation options and reducing automobile-dependent transportation. All students, faculty, and staff are encouraged to utilize the variety of transportation options available and minimize the use of motor vehicles. Transportation Services offers information and assistance to help students find the transportation options that best fit their needs. Website: <http://www.wvu.edu/transportation/>

A valid WWU parking permit is required to park in all Western parking lots. To obtain a parking permit, add yourself to the waitlist for your desired parking lot via the [Parking Portal](#). The waitlist opens each year in August. Complete information on student parking permits can be found here: <https://transportation.wvu.edu/student-permits>

Technology Support

Academic Technology and User Services (ATUS). <https://atus.wvu.edu/>

ATUS provides students, faculty, and staff with a first point-of-contact for resolving

information technology problems, requests, and questions. Seek assistance from ATUS at 360-650-3333, Email helpdesk@wwu.edu, or submit an online [request form](#).

For computer lab information, please consult the following website: <https://atus.wwu.edu/>. The Department of Psychology Computer Lab is currently housed in the west wing of the Academic Instructional Center, AIC-W 402. There is also a computer lab available exclusively for graduate students in AIC 196.

As a new student, you will be able to set your Universal Account password after receiving an email from Admissions or Financial Aid that lets you know an account has been created for you. Visit <https://atus.wwu.edu/new-western> to see a checklist that helps you access technology resources you need, including Web4u, MyWestern, Office 365 Email, Canvas, Zoom and more. You should begin using your WWU e-mail account as soon as possible, since **all official WWU correspondence/messages will be sent to your WWU e-mail account only - not to any other e-mail accounts you may have.**

Textbooks

The primary outlet for textbooks in Bellingham is the Western Associated Students' Bookstore, located on the WWU campus. Website: www.bookstore.wwu.edu. They provide new and used textbooks, class supplies and materials, and apparel for the University community. Bookstore hours are Monday through Friday, 8:00am to 5:00pm, and Saturday, 11:00am to 5:00pm. Bookstore hours will vary during holidays and breaks. You can reach them via email: asbookstore@wwu.edu for general questions.

It is also possible to purchase some textbooks through various internet sources and general bookstores within the city of Bellingham.

Writing Support – The Hacherl Research & Writing Studio

Students who want to improve their writing skills are encouraged to find help in the Hacherl Research and Writing Studio. Students can receive individual advice and tutoring on such issues as selecting and narrowing a topic, organizing and developing ideas, revising drafts, and editing final copy. The studio is located on the 2nd floor of Haggard Hall and is open [Sunday through Friday](#).

You can also meet with a Graduate Research & Writing Assistant virtually, connect with a Studio Graduate Assistant to be your ongoing partner on projects in your graduate program, or send a draft of your project to receive feedback and strategies within 48 hours. Phone: 360-650-3219; Email: rws@wwu.edu; Website: <https://library.wwu.edu/rws#rws-graduate-services>

University Policies and Procedures

A searchable page to find many policies that affect the University community can be found here: <https://policy.wwu.edu/>

The procedures, timelines, and definitions for filing an academic grievance, can be found in the University Catalog here: <https://catalog.wwu.edu/content.php?catoid=19&navoid=4912>

Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation [\(POL-U1600.02\)](#)

WWU is committed to equity and justice, and respect for the rights and dignity of all persons in all that we do. Our strategic goals express that deep commitment. We foster a caring and supportive environment where people are respected and treated fairly. We pursue justice and equity in our policies, practices, and impacts. We commit to providing a learning, living, and working environment free from discrimination and harassment. To fulfill these commitments and advance our core institutional goals, this policy prohibits discrimination and harassment, based on protected status, and retaliation.

To report a bias incident to the Bias Response Team (BRT), or to report discrimination or harassment to Civil Rights and Title IX Compliance (CRTC), use this [Bias or Discrimination Online Report Form](#) or contact the CRTC via phone (360-650-3307) or Email crtc@wwu.edu.

Please know you can make a report to both the BRT and CRTC.

This policy applies to complaints which allege discrimination based on protected statuses as defined in this policy and complaints of retaliation.

Policy Statements:

1. The University is committed to ensuring equal opportunity and prohibiting unlawful discrimination in all aspects of employment and for students in educational and extracurricular programs.
2. The President, as delegate of the Board of Trustees, ensures the University shall comply with applicable civil rights laws.
3. The University provides a procedure for investigating complaints of discrimination and seeking assistance.
4. Complaint parties have the right to an advisor or support person.
5. The Director of Civil Rights and Title IX Compliance (CRTC) acts with independence and authority free from bias and conflicts of interest.
6. Protected speech is not a violation of this policy.
7. CRTC finds facts by preponderance standard and assesses conduct severity by objective and subjective factors.
8. Online harassment and misconduct is prohibited.
9. The University prohibits retaliation.
10. University to provide interim measures: Safety concerns – Support and resource referrals
11. Employees must promptly report discriminatory conduct and/or retaliation to the CRTC office if they know of actual or suspected incidents.
12. The University provides amnesty for students in certain situations.
13. Confidential information shall be handled with utmost care.
14. Employees are required to cooperate with investigations.
15. Filing a false complaint may be subject to sanctions or discipline.
16. The University provides alternative complaint processes.

Accommodating Persons with Disabilities ([POL-U1600.03](#))

Students and prospective students with disabilities who require an accommodation can refer to guidance on the Disability Access Center (DAC) webpage <https://disability.wwu.edu/>. The DAC provides equal access to students with disabilities and acts in compliance with the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act.

Policy Statements:

1. The University provides reasonable accommodations.
2. The University provides a discrimination complaint procedure.

3. The Vice Provost for Equal Opportunity/ADA Coordinator provides compliance oversight, advice and consultation regarding the ADA and architectural access.
4. Vice President for Business and Financial Affairs is responsible for employment accommodation services.
5. Vice President for Student Affairs is responsible for student accommodation services.

Preventing and Responding to Sexual Harassment Under Title IX ([POL-U1600.04](#))

WWU prohibits sex discrimination, which includes sexual assault. WWU is committed to preventing, addressing, and responding to sex discrimination under Title IX. Sexual harassment can have a serious impact on the quality of the educational and/or work experience. All students and employees have a right to educational and workplace environments free from sexual harassment. Therefore, WWU adopts policies and programs aimed at preventing and responding to sexual harassment and prohibits retaliation against individuals who file or participate in sex harassment complaints.

Sexual harassment includes quid pro quo harassment, hostile environment, and sexual assault (i.e., nonconsensual sexual intercourse, nonconsensual sexual contact, incest, statutory rape, domestic violence, dating violence, and stalking).

Support Services and Reporting Options for People Who Experience Sexual Misconduct

Includes counseling and other medical assistance, extensions of deadlines and other course-related adjustments, modifications of work or class schedules, leaves of absence, increased security or monitoring of certain areas of campus, no contact orders, WWU reporting options, and off-campus resources and reporting options available to anyone

To report a bias incident to the Bias Response Team (BRT), or to report discrimination or harassment to Civil Rights and Title IX Compliance (CRTC), use this [Bias or Discrimination Online Report Form](#) or contact the CRTC via phone (360-650-3307) or Email crtc@wwu.edu.

Please know you can make a report to both the BRT and CRTC.

Policy Statements:

1. The University does not discriminate on the basis of sex in its programs and activities and will not tolerate sex discrimination, including sexual misconduct.
2. The University is committed to a comprehensive educational and training program to promote awareness of and prevent sex discrimination, including sexual misconduct
3. The University and community offer support and resources for persons affected by sex discrimination, including sexual assault
4. The University provides a comprehensive response system for reporting and addressing sexual harassment, including sexual assault.
5. The University takes actions towards violators of this policy.
6. All Members of the University community are responsible for preventing sexual harassment, including sexual assault.
7. Employees must report sexual misconduct, including sexual assault.
8. The University prohibits retaliation.

Implementing Affirmative Action Program ([POL-U1600.05](#))

The Affirmative Action Program includes:

- (a) Equal opportunity and affirmative action policies and methods for their dissemination
- (b) Responsibility for implementation
- (c) Identification of problem areas
- (d) Action-oriented programs designed to recruit, employ and promote qualified members of targeted populations, to include women, minorities, people with disabilities and veterans
- (e) Internal audit and reporting systems.

Graduate Counseling Faculty

Christina Byrne, Ph.D.

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Research interests: psychological trauma, intimate partner violence

Tina Du Rocher Schudlich, Ph.D.

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Research Interests: developmental psychopathology; parent-child relationship; marital conflict, parental psychopathology, and their interactions with children's adjustment; parent-child emotion regulation

Diana Gruman, Ph.D.

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Research interests: evidence-based interventions in school counseling, prevention science, , best practices in training, supervising and mentoring school counselors

Jeff King, Ph.D.

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Research interests: cross-cultural psychology, healing processes, ethnic identity

Aaron Smith, Ph.D.

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Research interests: development of mental health standards for work with military populations, Posttraumatic Growth with Veteran survivors of trauma

Shaun Sowell, Ph.D.

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Research Interests: school counselors' advocacy role, training school counselors with a social justice focus, school counselor professional identity development

Brent Mallinckrodt, Ph.D.

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Research Interests: school counselors' advocacy role, training school counselors with a social justice focus, school counselor professional identity development