



MA IN REHABILITATION COUNSELING PROGRAM: EXPECTATIONS FOR ACADEMIC AND PROFESSIONAL PERFORMANCE

The Graduate Program in Rehabilitation Counseling at Western Washington University is a professional counseling program that has standards and expectations for student performance that are differentiated from traditional academic programs. All Rehabilitation Counseling students are required to meet academic and professional standards and meet essential functions of performance. Applicants to the program are required to sign and submit the following statement indicating that they have read and understand the academic and professional requirements that they must follow if they enroll in the Graduate Program in Rehabilitation Counseling.

I have applied for admission to the Graduate Program in Rehabilitation Counseling at Western Washington University. I understand that I may be denied admission or removed from the program if I am unable to meet the essential functions of performance; or if I fail to abide by ethical and behavioral expectations as outlined by CRCC https://www.crc certification.com/filebin/pdf/CRCC_COE_1-1-10_Rev12-09.pdf and/or by the Student Rights and Responsibilities Code at Western Washington University. Departmental decisions may be appealed by students as outlined in the University Catalog.

I understand that I must complete a Criminal History Background Check and must disclose any pending criminal charges or previous felony convictions. I acknowledge I may be denied admission or removed from the Rehabilitation Counseling Program if I have plead guilty or received a felony conviction against children or other persons as outlined by RCW 43.43.830- 43.43.845. I also understand that I may be limited in terms of my field placements if I have been charged or convicted of other felonies; if admitted to the program, I agree to discuss any charges or convictions with the Department Chair, the site's Academic Program Director, and the University Instructor who will be overseeing the placement. I understand that nondisclosure of a pending felony investigation, charge, or conviction during the admissions process or after entering the program is grounds for automatic dismissal.

I understand that there are mid-program professional assessments that I must pass successfully prior to proceeding through the program. If I do not successfully pass these mid-program assessments, I acknowledge I will be dismissed from the program. (Failure to maintain a certain GPA may also result in dismissal. Please see the Western Washington University Catalog, "Scholarship Standards," for complete information.)

I have received and read a copy of the Essential Functions (attached) that are required for continuation and graduation from the MA in Rehabilitation Counseling Program. I understand that I may be requested to take a leave from the program or be dismissed if I am unable to meet essential functions and/or academic or professional requirements or standards. If I require and am eligible for reasonable accommodations from the University, I agree to request accommodations promptly and understand that the disAbility Resources for Students office will serve as my point of contact for these requests.

Name (please print)

Signature

Date

**Essential Functions for Students in the
Department of Health & Community Studies
Western Washington University – Woodring College of Education**

Essential Functions

Essential functions are the basic activities that a student must be able to perform to complete the curriculum. Faculty, staff, and field/practice supervisors have a shared responsibility for the welfare of individuals who are served by students enrolled in the program. The program is responsible to its partner agencies and to the people they serve to assure that graduates are fully competent generalist professionals who work towards the well-being of individuals and who are capable of delivering quality services in an effective and timely manner. Thus, it is important that persons admitted, retained, and graduated possess the cognitive ability, integrity, compassion, and emotional capacity necessary to practice as a professional. *Essential functions, as distinguished from academic standards, refer to those abilities that are necessary for satisfactory completion of all aspects of the curriculum by all students, and the development of professional attributes that meet professional standards*, in both electronic and in-person environments. The Essential Functions required by the curriculum are in five areas: 1) communication, 2) behavioral/emotional, 3) professional, and 4) ethical.

Accommodations

The Department of Health and Community Studies, as part of Woodring College of Education at Western Washington University, is committed to the principle of equal opportunity. When requested, the University will provide reasonable accommodation to qualified students with properly verified disabilities. Prior to entering the program, it is the responsibility of individual students, when applicable, to request accommodations from the disAbility Resources for Students office that they feels are reasonable and are necessary to execute the essential functions described below.

Essential Functions for students of Western Washington University's Department of Health and Community Studies	
Communication	<p>The student must be able to accurately, effectively, and sensitively communicate information through reading and writing including in digital environments. Communications may occur across a wide variety of communicative partners and under conditions where time may be limited.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> • Makes relevant comments and appropriately participates in class • Uses professional conventions in written and verbal communications • Addresses concerns regarding classes, assignments, instructors, practicum/internship

	<p>placements, etc. in a professional manner with the appropriate individual</p> <ul style="list-style-type: none"> • Uses active and reflective listening to ensure effective collaboration, problem-solving, and decision-making • Respects others' privacy and personal boundaries • Communicates in a confidential, responsive, and empathic manner to establish rapport in a way that promotes openness and sensitivity to potential cultural differences • Displays social skills necessary for establishing professional rapport in settings on campus and in professional settings (e.g., voice tone and volume and language usage) • Uses professional conventions in written and verbal communications
Behavioral/Emotional	<p>The student must possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and appropriate professional behavior.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> • Acknowledges differing perspectives of individuals including people from diverse cultures and experiential backgrounds with empathy and understanding • Assumes personal responsibility for actions and decisions • Maintains mature, sensitive, and effective relationships with clients, coworkers, supervisors, classmates, faculty, staff, and other professionals • Functions effectively under stress and adapts to environments and systems that may change unpredictably without warning • Takes appropriate initiative to solve problems in a timely manner, such as talking with an instructor • Demonstrates self-control in all classes, meetings, and interactions with peers and instructors • Plans and prepares in advance of class, appointments with instructors, and practicum, internship, and practice activities • Attends class and is punctual in class and in the practicum, internship, and practice setting • Contacts site supervisor in the event of absence or tardiness • Adjusts behavior(s) based on feedback given by instructor(s) or practicum, internship, and practice supervisor(s)

	<ul style="list-style-type: none"> Follows up with instructor or site supervisor after feedback has been given to check one's own progress or status
Professional	<p>The student must possess the ability to reason judiciously and act professionally as a student-professional.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> Learns and follows professional standards of practice appropriate to the organization Uses respectful language and manner regarding peers, instructors, site supervisors, clients, and community members Behaves honestly in all interactions with peers, instructors, site supervisors, clients, and community members Collaborates and draws upon professional colleagues to generate ideas for growth as a professional Meets expectations of scheduled commitments including making up any missed time according to practicum, internship, and practice expectations. Demonstrates professional responsibility, conduct, productivity, and effort Adheres to established professional and/or agency standards for dress and grooming in both class and in the field

Ethical	<p>The student must conduct themselves in an ethical manner with peers, instructors, practicum, internship, and practice site supervisors, clients, and community members.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> Understands all professional, legal, and ethical responsibilities and policies Refrains from any form of behavior that is meant to threaten or intimidate a member of the university community, especially based on their group identity or membership Complies with the WWU Student Rights and Responsibilities Code, which includes the policy on illegal possession and/or use of alcohol and drugs Adheres to the ethical standards as defined by program
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	<ul style="list-style-type: none">• Keeps all client information confidential in all settings including the university, community, and online environments.• Uses appropriate procedures when working with client records and other privileged information
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Examples of Unprofessional Behavior

Unprofessional behavior(s) that violate academic professional expectations will be addressed and may result in an immediate case conference. Examples of unprofessional practice include, but are not limited to, the following:

- Behaves disrespectfully to staff, faculty, site supervisors, or peers (e.g., eye rolling, sarcastic comments, blaming others, pejorative jokes)
- Gossips, spreads rumors, or speaks negatively to peers, instructors, site supervisor, clients, or community members, either in-person or in online settings.
- Exhibits excessive emotional behavior
- Requires or makes requests for excessive assistance or support by staff, faculty, peers, or site supervisors