

UNIVERSITY OF WISCONSIN—MADISON
DEPARTMENT OF COUNSELING PSYCHOLOGY

MASTER'S HANDBOOK

2011-2012

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MASTER'S HANDBOOK 2011-2012

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MASTER'S HANDBOOK

2011-2012

Department of Counseling Psychology
School of Education
University of Wisconsin-Madison

OVERVIEW AND DESCRIPTION OF DEPARTMENT

This handbook provides a brief history of the Department of Counseling Psychology and its teaching faculty, a general overview of the policies governing the Master's program, and a summary of requirements for the Master's Degree. Information regarding Graduate School and School of Education regulations and policies is found in the Graduate School Catalog and in the School of Education Bulletin (available online). This handbook does not modify or supersede those policies.

The *Master's Handbook* is designed to give students in our program critical information regarding program approach and expectations, degree requirements, administrative procedures, staff members, and student organizations. Students are encouraged to read all printed resources and to meet with any staff member for assistance with issues or questions as they arise.

CURRENT STRUCTURE

The Department of Counseling Psychology is primarily a graduate department with an instructional program offering a master's degree in counseling and a doctoral degree in counseling psychology. Although some departmental courses are offered for undergraduate credit, the department does not offer an undergraduate major. The master's program provides students with a closely integrated, didactic, and experiential curriculum that prepares counselors for work in culturally diverse settings. This degree strongly emphasizes service delivery, reflected in the practica/internship program components. Graduates of the master's program find employment as professional school counselors (K-12), as counselors in colleges and universities, and as community counselors. There are a number of students who go on to a doctoral degree; however, the master's program is structured as a terminal degree.

DEPARTMENT FACULTY

The faculty currently consists of four Full Professors, one Associate Professor, two Assistant Professors, and two Associate Faculty Associates as well as a number of adjunct clinical faculty and lecturers. Specific information about research interests, teaching, and service activities of each faculty member is summarized on pages 31 to 38.

Department faculty have served as state and national officers of professional organizations and as editors and editorial review board members of many professional journals, including Journal of College Student Personnel, Journal of Counseling and Development, Journal of Multicultural Counseling and Development, Counselor Education and Supervision, Measurement and Evaluation in Guidance, the Career Development Quarterly, The Journal of Counseling Psychology, Child Development, Counseling and Values, The Journal of College Counseling, The Professional School Counselor, The Counseling Psychologist, and The Review of Educational Research. The Counseling Psychology faculty also performs professional accreditation duties nationally and serves on accreditation boards for APA, the American Counseling Association, the National Commission on Accreditation in Teacher Education, and the North Central Association of Colleges, Universities, and Schools.

BRIEF HISTORY

The areas of study known as counseling and guidance, counselor education, and counseling psychology have a lengthy history at the University of Wisconsin-Madison. The first courses in these areas were developed in the 1920s by Dr. Alanson Edgerton. New courses were added to the area in the 1940s by Dr. John W. M. Rothney. The first large-scale demand for Master's-trained counselors came a decade later, however, after the passage of the National Defense Education Act (1958). At this time, employment opportunities were also multiplying for counselors in social service agencies, government agencies such as the Veterans Administration, business, and industry. Thus in 1964, a set of courses, interested faculty, and a growing body of students finally became an official department in the School of Education, offering degrees at both the Master's and the doctoral level.

This new Department of Counseling and Behavioral Studies was chaired by Dr. Gail F. Farwell. Course offerings covered a broad range of interests including counseling and guidance, rehabilitation counseling, and special education. In 1968, the faculty agreed to split into two separate

departments: Studies in Behavioral Disabilities, now called the Department of Rehabilitation Psychology & Special Education; and The Department of Counseling and Guidance, chaired by Dr. R. Wray Strowig. In 1986, the department faculty changed the name to the Department of Counseling Psychology & Counselor Education; and in 1993, the title became simply the Department of Counseling Psychology, a change reflecting final approval by the American Psychological Association (APA) of an accredited doctoral program in Counseling Psychology at the University of Wisconsin-Madison.

DEPARTMENT MISSION AND MULTICULTURAL/DIVERSITY STATEMENT

Because our program in Counseling Psychology emphasizes the integration of multiculturalism and diversity into counseling psychology, we endorse the "*Guidelines on Multicultural Education and Training, Research, Organizational Change, and Practice for Psychologists*" of the American Psychological Association. These guidelines are based on the premise that because the U.S. population is increasingly diverse, culture-centered and ethnically appropriate services are necessary. In particular, counselors-in-training, counselors, psychologists-in-training, and psychologists must:

- ◆ recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves
- ◆ recognize the importance of multicultural sensitivity, responsiveness, knowledge, and understanding about ethnically and racially different individuals
- ◆ employ the constructs of multiculturalism and diversity in psychological education
- ◆ recognize the importance of conducting culture-centered and ethical psychological research among people from ethnic, linguistic and racial minority backgrounds
- ◆ apply culturally-appropriate skills in clinical and other applied psychological practices
- ◆ use organizational change processes to support culturally informed organizational policy development and practices

In endorsing the *Guidelines on Multicultural Education and Training, Research, Organizational Change, and Practice for Psychologists* of the American Psychological Association, the faculty recognizes that these guidelines reflect current expert consensus based on theory and research. As such, the department is committed to ongoing exploration of these principles through a scientist-practitioner model.

The department uses an inclusive definition of multiculturalism (i.e., a range of individual cultural differences including race/ethnicity, gender, sexual orientation, disability, class status). In doing so, the complexity of diversities and influence of oppressions and saliencies of multiple cultures can be addressed (Reynolds & Pope, 1991). Students are trained to apply a tripartite framework of personal identity in which individual, group, and universal levels are considered. Drawing from such a holistic framework

permits the simultaneous attention and address of unique processes, cultural differences and similarities, and universal experiences, while recognizing the influence of social conditioning, sociopolitical forces and context, and institutional processes.

Students are encouraged to develop reflective awareness of attitudes toward other groups, knowledge about individual and cultural differences, and skills in eliciting individual experiences and values and tailoring culturally sensitive interventions. Employing a meta-cognitive approach to multicultural competence (Byars Winston & Fouad, 2006), the department emphasizes the process of intentional questioning and reflection to understand how students incorporate their cultural framework, assumptions, and values within all aspects of training. Training in multicultural competence is situated within the context of a commitment to social justice (Vera & Speight, 2003). Infusion of multicultural focus into all aspects of the curriculum, research, practice, and service fosters students' development of a critical consciousness (Freire, 1990) and expansion of professional practice roles and approaches (Atkinson, Thompson, & Grant, 1993) to address social conditions and institutional policies that maintain injustices and propagate oppressions.

Atkinson, D. R., Thompson, C. E., & Grant, S. K. (1993). A three-dimensional model for counseling racial/ethnic minorities. *The Counseling Psychologist, 21*, 257-277.

Byars Winston, A. M., & Fouad, N. A. (2006). Metacognition and multicultural competence: Expanding the culturally appropriate career counseling model. *The Career Development Quarterly, 54*, 187 - 201.

Freire, P. (1990). *Pedagogy of the oppressed*. New York: Continuum.

Reynolds, A. L. & Pope, R. L. (1991). The complexities of diversity: Exploring multiple oppressions. *Journal of Counseling & Development, 70*, 174-180.

Vera, E. M., & Speight, S. L. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *Counseling Psychologist, 31*, 253-272.

DESCRIPTION OF THE M.S. PROGRAM

OVERVIEW OF GENERAL REQUIREMENTS

The M.S. degree in counseling requires that students satisfactorily complete coursework, practica experiences, a thesis/project, and a portfolio. Students earn a minimum of 48 graduate credits, including one three-credits of thesis (or project) and at least three credits of electives. In addition, students must complete a faculty-approved portfolio; documenting counselor competencies (see below and Appendix D). Coursework beyond the 48-credit minimum is required of students with course deficiencies, as enumerated in their letters of admission. Similarly, students seeking school counselor licensure may need additional coursework if they do not have an undergraduate teacher education degree and/or K-12 classroom teaching experience. Students seeking licensure or certification out of state should check with those states' particular requirements.

CURRICULUM

The course sequence for both specializations is listed below. Most departmental courses are offered only one term each year. The Master's program is a two-year, two-summer plan that students may opt to follow, but it does not account for academic deficiencies. (Please refer to *Graduate School Catalog* for course descriptions and full titles of classes).

The following is an outline of the suggested course schedule:

| | FALL I | SPRING I | SUMMER I |
|-----------|-------------------|---------------------|----------------------------|
| YEAR I | 800 Theories | 865 Careers | 804 Research |
| | 805 Techniques | 802 Groups | 850 Consultation |
| | 801 Assessment | 806 Pre-Practicum | 958 Psychopathology |
| | 860 Multicultural | 791/803 Pro-Seminar | Diagnosis and Intervention |

| | FALL II | SPRING II | SUMMER II |
|------------|------------------|-------------------|------------|
| YEAR II | 807 Practicum II | 808 Practicum III | 620 Ethics |
| | 825 Families | 990 Thesis | |
| | Elective(s) | Elective(s) | |

Specialization

Depending on personal career preferences and goals, department students focus their program of study around an area of specialization and enroll in one professional seminar. These areas differ with regard to the choice of pro-seminar (taken second semester of Year I), choice of Practicum

placement (taken both semesters of Year II), choice of electives, and, often, thesis/project topic. The professional seminars serve as an introduction to the specialty fields of community counseling (CP 791) and schools (CP 803). Additionally, instruction focuses on the development of theses/projects and portfolios. The professional seminar is a prerequisite for field placement (practicum).

- Students who want to specialize in community agencies should take CP 791 for their professional seminar (pro-seminar). Those students interested in focusing on college populations in higher education may want to consider additional coursework in Education Leadership and Policy Analysis (ELPA).
- Students seeking school counselor licensure should take CP 803 for their pro-seminar, and may need additional coursework if they do not have an undergraduate teacher education degree and/or K-12 classroom teaching experience.

48 Credit Requirement

Coursework taken as part of a student's undergraduate program of study will not be counted towards the 48-credit requirement. Undergraduate coursework may meet required competencies (e.g., AODA); however, the credits do not count toward the 48-credit total needed for graduation. Students may achieve the 48-credit total by other means including taking additional electives or credits in other areas. Students are encouraged to meet with your advisor and the Academic Services Coordinator to review course selections and credits to degree during the first year of your program.

- Effective September 1, 1997, the Graduate School requires that a minimum of 16 graduate-level credits (courses numbered 300 or above) must be earned on the UW-Madison campus in order for a graduate degree to be conferred.
- Substitutions for required (core) courses are made only with the approval of the entire faculty. Students should consult with their advisors to determine whether a "variance" should be requested at a monthly faculty meeting.
- Students may transfer up to a maximum of 9 credits toward the 48-credit total of UW-Madison "Special Student" coursework or graduate coursework transferred from other institutions with faculty approval. Students must earn a minimum "B" average on a full semester of departmental coursework before making such requests.
- Satisfaction of requirements in Consultation, Research, and/or AODA

may be satisfied with non-departmental courses with advisor's approval. (See the *Graduate School Handbook* for more information regarding transfer credits.)

Practica

As part of their coursework students complete 1 semester of pre-practicum (Spring I) and two semesters of practica (Fall II and Spring II). The Practica experience and placement process is described fully below.

Electives

Students are required to complete a minimum of 3 credits of elective coursework. All electives must be graduate level courses.

- Independent Reading (270-999) does not count toward the three-credit elective requirement.
- Competency coursework within an area of specialty *may satisfy* the elective course requirement, but no single course may be used to meet a competency, be an elective, and fulfill a deficiency.

Students can take additional elective credits depending upon individual needs and interests and are used to expand an area of intended counseling specialization and/or to further an area of clinical interest. Students should consult the Graduate School Catalog (available on-line at <http://www.wisc.edu/grad/catalog>) and the class search (available on-line at http://registrar.wisc.edu/class_search.htm) for potential elective course options and should decide upon elective courses in discussion with their faculty advisor.

AODA Competency

The AODA competency may be met by attending a series of AODA workshops in the Substance Abuse Certificate Program (information can be found at: <http://www.dcs.wisc.edu/pda/aoda/sacp.htm>) offered through the UW-Madison Division of Continuing Studies office (<http://www.dcs.wisc.edu>). The competency requirements for AODA may also be met by taking CP 958, Psychopathology. Please consult with your advisor to determine which option best meets your needs.

Writing Competency

Students are required to complete a Writing Center course on basic use of APA. Students will complete this training as part of the CP 800 (Theories) course. In addition to the required training, students are encouraged to make use of the UW Writing Center (<http://writing.wisc.edu/>) to hone writing

skills and implementation of APA style. Students must fully understand citation of materials to avoid plagiarism, which is considered academic misconduct and cause for non-routine review of student development with a potential of dismissal from the program. Students are encouraged to see the American Psychological Association’s website on “The Basics of APA Style” for an online tutorial and other helpful writing-style information at <http://www.apastyle.org/>

Library Training

Students are required to complete library training in Fall I by the end of September. The Training Director of the Master’s Training Committee will coordinate through the library specific times for training. Students will be informed of the available training times.

- It is each student’s responsibility to inform the Training Director in writing (via email or printed letter) by the end of September of the date and time of the library training that was completed.

Ethics Infusion and Specific Ethics Class

A critical component of one’s education and subsequent practice as a counselor is knowledge of the ethical standards of the profession and of the state laws that govern one’s work. The department implements an infused model for teaching the ethical and legal issues of the professional. That is, students will learn about general ethical principles and ethical decision-making models early in their training, and then each course will cover the ethical and legal issues specific to the course topic. The table included below details the ethical and legal topics covered in the program. It indicates the courses through which one will first gain the requisite ethical and legal knowledge and then experience the application of this knowledge to practice.

| Topic | Knowledge | Application |
|--|---------------------|------------------------|
| General ethical principles (codes) | 800, 860, 620 | 806, 807, 808, 620 |
| Legal issues | 791, 803 | 807, 808 |
| Ethical decision making models | 791, 803 | All subsequent courses |
| Dual relationships | 791, 803, 860 | 806, 807, 808 |
| Ethical—diversity (including guidelines) | 860 | 807, 808 |
| Groups and Systems | 803, 791, 802, 825, | 807, 808 |
| Research | 804, 860 | 990 |

| | | |
|---|-------------------------|---------------|
| Assessment | 801, 803 | 806, 807, 808 |
| Vocational | 865 | 806, 807, 808 |
| Confidentiality/privileged communication/informed consent | 791, 803, 804, 805, 806 | 806, 807, 808 |
| HIPAA/FERPA | 791, 803 | 807, 808 |

We recognize that becoming knowledgeable of and skilled in the application of ethical decision-making is a developmental process—one that takes time and practice. Nonetheless, it is expected that at all points in their training students will conscientiously attempt to be as knowledgeable as possible of the ethical and legal issues in counseling, and that they will both conform to the legal requirements of the profession and conduct themselves ethically in and out of class.

In addition to the infusion of ethics throughout courses, beginning for the 2011-2012 master's cohort, a master's level ethics course will be required as part of the sequence of classes. The ethic class is currently slated for Summer II; however, students are encouraged to talk with their advisors about planning their schedule of courses.

Self-Reflection

Implementing the tripartite model of cultural competence, (i.e., Awareness, Knowledge, and Skills; See Mission Statement, pages 6 to 7), the program expects students to engage in intensive and critical self-reflection as a means to understand oneself in relation to others. Such reflection often involves difficult interpersonal interactions, feedback, and willingness to engage in being “uncomfortable” to learn about one’s values, attitudes, and worldviews as a central element of counselor preparation. Each course of the master’s sequence requires students to engage in the self-reflective process and is assessed as part of the course requirements and more broadly by the faculty in determining practicum-readiness.

Students Admitted with Course Deficiencies

Students may be admitted to the master’s program with course deficiencies, which should be satisfied in a timely manner and preferably before Practicum placement. Deficiencies satisfied with previous coursework require a minimum grade of C.

Time Considerations

Given the experiential and practice-based aspects of some the program’s

courses (e.g., 802, 806, 860), time outside of the classroom (i.e., beyond what is stated in the University timetable) will be required. Students are strongly encouraged to consider the additional time commitments for the classes when creating semester schedules.

ADDITIONAL REQUIREMENTS

Praxis II Content Exam for School Counselors

All school counseling students graduating after August 21, 2010 are required to take and pass the School Guidance and Counseling Praxis II exam offered through the Educational Testing Service (ETS). Information about the Praxis II exams can be found on the UW-Madison Education Academic Services website (<http://www.education.wisc.edu/eas/Contentexams.asp>) and at the ETS website: <http://www.ets.org/praxis/prxwi.html#prxii>. An exam description for school counselors is available at <http://www.ets.org/Media/Tests/PRAXIS/pdf/0420.pdf>.

- Students in the school counseling track take the exam during Fall II of their program
- Students must request that an official report of their Praxis II Content Exam results be sent to the University.
- Any student failing to complete this requirement will not be certified as license-eligible in the state of Wisconsin.

Handbook and Code of Ethics Verification

All students are expected to familiarize themselves with content, expectations, and requirements of the program as outlined by the Student Handbook. Central to the familiarization of the handbook is the adherence to the current Code of Ethics/Ethical Standards. Students are expected to ask their advisors and/or other program faculty about any issues that are unclear to them.

- All students are required to sign and return the Student Handbook and Ethics Code Verification Form to the Training Director within four weeks of Fall of the first day of classes in the Program. See Appendix A or down the form at: <http://www.education.wisc.edu/cp/CurrentStudents/resources/forms.asp>

Criminal Background Check

Criminal background checks are mandated by Wisconsin State Law to be conducted on all students prior to placement in a practicum or internship

site. The School of Education monitors this process, which is done early in Fall I. The results of the student disclosure and background check will be reviewed by the program Chair and practicum coordinator in the Department of Counseling Psychology in conjunction with the Dean's Office in The School of Education.

- Students are obligated to notify the practicum coordinator of any changes in the status of their criminal record (e.g., arrest, citation, or conviction of criminal offense) after completing the initial criminal background check while they are in the Master's program.

PRACTICUM

Overview

The master's program provides a close integration of coursework and practical experience in counseling. The Master's degree stipulates that students must satisfy a three-semester supervised practicum requirement.

- The first practicum course (CP 806 – a pre-practicum course taken Spring I) emphasizes the acquisition of counseling skills through role-play with volunteer UW undergraduates serving as clients. All sessions for this course take place at the Counseling Psychology Training Clinic (CPTC) housed within the Educational & Psychological Training Center (EPTC) located at 1025 W. Johnson Street where audio/video equipment is available.
- The second and third practicum courses (CP 807 & CP 808 – two field practicum courses taken Fall II and Spring II) take place primarily at a single site selected by students (in consultation with their advisors) to match career interests. Students receive supervision both from department faculty and from on-site licensed professionals. For each practicum course, students meet with their cohort and faculty supervisor for a weekly class, as well as participating in weekly supervision.

Practicum students will have an opportunity to assume responsibilities of professional counselors and to practice counseling techniques under the close supervision of both on-site professionals and department faculty.

Assessment of Practicum Readiness

All students will be evaluated throughout Year I via coursework, clinical skills, and professional demeanor and interactions to assess practicum readiness.

- Evaluation of coursework: Students must earn satisfactory grades in CP 805 and 806 (demonstrating skills in counseling techniques and in the use of spoken English) and their professional seminar (i.e., CP 791/803) to be eligible for practicum placement.
- Evaluation of Clinical Skills includes (but is not limited to) assessing the students' intentional and culturally appropriate use of a variety of counseling skills, understanding of therapeutic process, and developmentally appropriate case conceptualization and utilization of theory.
- Evaluation of Professional Demeanor includes (but is not limited to) assessing the students' willingness to self-reflect, openness and responsiveness to feedback from instructors/peers/supervisors, demonstration of appropriate interpersonal skills and boundaries,

awareness of how personal style and implicit cultural assumptions impact and influence interpersonal interactions and professional identity, and understanding/compliance with ethical principles.

The evaluation of practicum readiness takes place in two phases:

- **Phase I:** Readiness for Practicum Application will occur fall semester at mid-semester. At this time, student progress will be evaluated in faculty meeting and students will be given either a status of "Approved" or "Provisional."
 - Students receiving an Approved status will continue with the practicum application process.
 - Students receiving Provisional status may be allowed to continue to apply for practicum placement, and will also be required to generate a developmental plan (in conjunction with their advisors and approved by the Master's Training Committee) which addresses areas identified by the faculty as needing improvement to be deemed practicum ready.
- **Phase II:** Readiness for Practicum Placement will occur spring semester just prior to mid-semester. At this time, student progress will be evaluated in faculty meeting and students will be given either a status of "Approved" or "Not Approved."
 - Students receiving an Approved status will continue with the practicum placement process.
 - Students receiving a Not Approved status will withdraw their practicum applications and generate a developmental plan (in conjunction with their advisors and approved by the Masters Committee), which addresses areas identified by the faculty as needing improvement in order to be deemed practicum ready. Students with a Not Approved status may be required to retake 805 and/or 806.

Areas of Specialization and Practicum Placement

Practicum placement necessitates that students select an area of emphasis and complete the appropriate pro-seminar (demonstrating conceptual competence) during Spring I. The pro-seminars are described below. Department advisors and the Practicum Coordinator, TBA, will provide information to assist students in making specialty selections. Additionally, many students interview professionals in various settings as a means of making more informed choices.

- **Schools: Elementary, Middle, and High Schools:** CP 803
The school track is for students who plan to become elementary, middle, or high school counselors. Recent changes in school counseling licensing laws require all students to gain K-12 experience prior to graduation. Thus, school counselors in this program will be required to complete a primary placement at one of the three levels (elementary, middle, or high) and then will complete 60 hours of practica experience at each of the other two levels. Most school placements are in the city of Madison or in surrounding communities. Sites vary in student diversity, school culture, and programs offered—all of which students take into account as they make their final placement decision.
- **Community & College Counseling:** CP 791
Community agencies and college counseling settings provide services to targeted populations through one-on-one and group counseling, outreach programs, case management, crisis intervention, and/or in-home intervention programs. Students wanting a practicum placement in a community or college counseling setting must have an idea of the age group and the client population with whom they want to work when deciding on placements (e.g., children, adolescents, families, adults, college students).

Requirements and Expectations for Practicum Placement

Practicum students are required to spend **20 hours a week** engaging in practicum-related activities, including 16 hours “on-site” and 4 hours “within-department” (described below). These hours add up to 300 practicum hours per semester.

A minimum of 75 face-to-face direct hours per semester is required, with a total minimum of 150 face-to-face direct hours for the practicum year.

Ideal practicum placements provide opportunities for on-going individual and group counseling, consultation, appraisal/assessment, program development, and career counseling. Practicum students are expected to:

- Keep up-to-date client files.
- Participate in required staff in-service training.
- Abide by the Ethical Standards of the APA, ACA, or ASCA (depending on your specialization).
- Seek advice/consult with the on-site supervisor as needed.
- Abide by the rules and regulations of the site institution/agency.

- Demonstrate appropriate professional demeanor, including openness to supervision and timeliness.

Weekly breakdown of practicum hours on-site and within-department:

16 hours per week On-Site

- **Direct Contact = approximately 5 hours.** Direct service hours can include: individual, couples, families or group counseling; intake assessments; consultation; outreach; standardized assessments; professional experiences that are setting-specific (e.g., shadowing, co-therapy, co-intake).
- **Supervision = 1 hour.** Practicum students meet individually with on-site supervisors one hour per week for advice, consultation, processing of activities, and feedback. On-site supervisors evaluate student performance at the middle and end of each term on pre-set criteria (see Appendix C). On-site supervisors have a Master's Degree in Counseling, a doctorate in Counseling Psychology, or an M.S./Ph.D. in a related field such as Social Work, and they have relevant licensure as required by law.
- **Related Professional Activities = 10 hours.** Professional activities can include in-service training, staff meetings, case conferences, writing case notes, classroom instruction, report-writing, preparation/reading, and program development.

4 hours per week Within-Department

- **Group Supervision = minimum of 2 hours.** Each practicum student will register for and attend the CP 807/808 course.
- **Individual Supervision = 1 hour** (or as deemed appropriate). Individual supervision with an 807/808 instructor/supervisor. Additionally, departmental supervisors (807/808 course instructors) have contact with your site supervisors during the year (phone consults and site visits). These contacts provide 807/808 instructors an opportunity both to evaluate students' progress and to assess the adequacy of on-site experiences and supervision.
- **Related Professional Activities = 1 hour.** Activities/preparations relevant to professional practice activities, or engaging in other activities related directly to professional practice work.

Practicum Evaluations

Students will be expected to complete a signed a set of evaluations at mid-semester and at the end of each semester during 807/808 practicum (see Appendix C). These forms must be turned in to the 807/808 instructor for review, and will then be placed in the student's file.

- Failure to turn in the any or all of the required forms at the semester may result in receive a grade of "I" (incomplete).
- Students are expected to make copies of the forms for their own records.

Practicum Placement Process

The process for securing a practicum placement is facilitated by the department Practicum Coordinator, TBA. Preparations for securing a placement for Year II begin early in Year I. The Practicum Coordinator will keep students informed of the necessary information, steps, paperwork, and deadlines required.

- Failure to turn in the necessary paperwork or meet deadlines may result in not having a practicum placement the following year.

Some of the steps involved in the practicum placement process include:

Fall I

- Meet with your advisor to discuss your professional development and area of specialization (School Counseling or Community & College Counseling)
- Select a specialization area (School Counseling or Community & College Counseling)
- Select several (4 to 5) sites to which you would like to apply (see MS Practicum Application Form, Appendix C). You are encouraged to gather information about sites from your advisor, the Practicum Coordinator, students currently on practicum, and your own investigation into sites with experiences and training relevant to your professional development.
- Develop cover letters and resumes/vitae for each site to which you are applying and submit to the Practicum Coordinator. The materials are then forwarded to sites by the Practicum Coordinator.
- Do not contact sites directly about practicum placement arrangements. Contact between the department and the sites should be through the Practicum Coordinator only. This is to ensure consistency and clarity of information for both students and potential sites. Please let the Practicum Coordinator know if you are interested in a specific site that is not described within the practicum notebooks.

Spring I

- Sites receive and review applications and determine to whom they will offer interviews. Students should note that application to a site does not guarantee an offer for interview or practicum placement.
- Participate in on-site interviews.
- Chooses a practicum placement based upon offer(s) from practicum site(s).

Grievance Procedures Regarding On-Site Supervision or Site Difficulties

If students experience difficulties at their respective practicum sites they should follow the following protocol to resolve the difficulties/concerns:

1. Consult with site supervisor to attempt to resolve issues. If unresolved...
2. Consult with practicum faculty supervisor to attempt to resolve issues. If unresolved...
3. Consult with practicum coordinator to attempt to resolve issues. If unresolved...
4. Consult with Department Chair for a satisfactory resolution.

Grading of Practica

Students must earn a grade of B or higher for 807 and 808. Students should note that grading of 807 and 808 includes both the on-site and in-class performance.

- **807:** Students who are terminated from their practicum sites have in effect “failed” the class and will receive a grade of “C” or below. A grade of C (or below) at the graduate level is considered a failing grade and must be retaken. Also, any student who does not successfully pass 807 has not demonstrated evidence of satisfactory practicum performance and will not be allowed to enroll in 808 without prior remediation and evidence of readiness.
- **808:** Students who are terminated from their practicum sites have in effect “failed” the class and will receive a grade of “C” or below. A grade of C (or below) at the graduate level is considered a failing grade and must be retaken. Also, any student who does not successfully pass 808 has not demonstrated evidence of professional readiness and will not be allowed to graduate without prior remediation and evidence of readiness.

Secondary Practicum

With rare exception, students are approved to complete a secondary practicum.

- It should be noted that school counseling practicum can occur across different sites, however, the multiple sites (if applicable) do not equate to secondary practicum.

The following guidelines should be followed to ensure a standard, formal, and accountable process for students seeking a secondary practicum.

Preparation prior to beginning a Secondary Practicum

1. Masters students must meet with her/his Advisor, 807/808 Instructor, and Practicum Coordinator (group meeting if possible) to discuss their interest and feasibility of conducting a Supplemental Practicum within the context of coursework, foundational practicum, portfolio, thesis, and other academic and work responsibilities.
2. Advisor, 807/808 Instructor, and Practicum Coordinator signs the “Secondary Practicum Agreement Form” (See Appendix C)

3. Student and/or Advisor forwards a copy to Practicum Coordinator and original to student file.

Coordination of Secondary Practicum

1. Student develops the site contact and coordinates the placement after approval/sign off of the Secondary Practicum Agreement Form. (See Appendix C)
2. Student completes and provides copies of the "Secondary Practicum Site Information Form" for the Practicum Coordinator and 807/808 Instructor in the first two weeks of beginning the practicum.

Expectations of Secondary Practicum

1. Students who conduct a Secondary Practicum do not register for additional credits for 807 or 808.
2. Students will conduct themselves with the same professional demeanor and ethical behavior as expected of Primary Practicum.
3. Students must complete all paperwork and evaluations similar to that of primary practicum (i.e., mid and end of the semester evaluations, accountability forms). (See Appendix C)
4. Students will attend all trainings and programming activities required of the Secondary Practicum site.
5. Students will receive individual supervision from an appropriate supervisor at their Secondary Practicum site.
6. Students who are terminated for cause from a Secondary Practicum site will receive a maximum grade of C for his/her entire 807/808 grade, prompting a remediation plan.
7. Successful completion of the Secondary Practicum is contingent on passing both 807 and 808 practicum placements.

ROUTINE REVIEW OF STUDENTS

After each semester, each master's student will be evaluated in each class by their faculty regarding their knowledge and academic skills, professional skills, and professional demeanor. Based on these evaluations, students will be routinely reviewed at the end of semester. See Appendix H.

NON-ROUTINE REVIEW OF STUDENTS

Each master's student is reviewed by the master's committee and the entire faculty when determining readiness for practicum placement; however, from time to time concerns arise about a student's performance which warrants a non-routine review. Concerns that would prompt a non-routine review would include:

- academic proficiency
- clinical competence or termination from a practicum placement
- interpersonal functioning
- unethical behaviors and interactions

The student will be notified of the concern by the Training Director. The Master's Training Committee will discuss the matter to determine whether the concern will be taken to the full faculty for consultation and/or decision. The Training Director will work with the student and student's advisor to create a "Development Plan" to address the concern. Should the implemented plan not address the concern, the Master's Training Committee will determine whether a "Remediation Plan" is needed. If the concern persists after the Remediation Plan, the committee will determine whether or not the student is overall proficient as a professional-in-training and may recommend dismissal from the program.

ADVISING

Upon admission to the master's program, students will be assigned a faculty advisor to facilitate their entry to the program. The faculty advisor has several responsibilities, which include

- assisting students with course selection
- guiding students clinical and professional development
- guiding students' research
- helping develop and giving final approval for master's research projects and portfolios

The advisor is also available to answer other questions and concerns that may arise regarding departmental procedures, licensure issues, and practicum placement.

Program Approval Form (PAF)

Students should consult regularly with their advisor regarding class schedules and coursework, as well as meet with the Academic Services Coordinator on an annual basis and to begin their respective Program Approval Form (See Appendix B) for their individual files.

- **Students admitted with deficiencies:** After completing deficiency coursework, students must secure their advisor's signature on a Program Approval Form (PAF), documenting that deficiencies have been removed.

Prior to graduation, students must again check with their advisors to be certain that all required signatures appear on the Program Approval Form. Completed forms are given to the Academic Services Coordinator, documenting that all program requirements have been satisfied. Forms are then forwarded to the Training Director for her/his signature after which the Academic Services Coordinator informs the Graduate School that candidates are eligible to receive their degrees.

Changing Advisors

Students may change advisors to work with faculty members who share their clinical or research interests. If a student decides to change advisors the change must be done in writing, with the approval signature of both the outgoing and the new faculty advisor. Students should set an appointment with the outgoing advisor to discuss the change of advisor decision and to secure faculty signature (approval). The Change of Advisor Form is available from the Department Office or from the department's webpage at: <http://www.education.wisc.edu/cp/CurrentStudents/resources/forms.asp>.

CONTINUAL ENROLLMENT AND PROGRESS

Once students are admitted, they are expected to maintain continuous enrollment and to make satisfactory progress toward their degrees. Student who have not maintained continuous enrollment must officially re-enter the University.

- Students must register for a minimum of two graduate-level credits each semester (not including summers unless it is the student's final semester) until graduation to maintain student status.

Re-entry

Students not registered continuously for a minimum of two credits must contact the Department's Graduate Admissions Coordinator and the

Graduate School Admissions Office for detailed information regarding this process. A re-entry request may be denied altogether or granted conditionally, stipulating that a student must repeat some or all of her/his previous coursework.

Program Time Limits

Master's students who do not enroll for a period of five or more years are required to retake some or all program coursework after they petition successfully for re-entry. All coursework must be completed within eight years of admission to the program.

Satisfactory Academic Progress

Satisfactory progress is demonstrated by maintaining a "B" average in all courses and by earning grades of "B" or higher in Practica and Internships.

- An academic record containing numerous incompletes (indicated with an "I" on the official transcript) may be cause for concern and considered unsatisfactory progress toward a degree and may prompt a non-routine review of the student.
- Students who have been deemed "not practicum ready" as a result of routine reviews (Phase I or Phase II evaluations) or are on a Development or Remediation Plan as a second year student will not be assigned as a mentor for an incoming Master's student.

Code of Ethics

Program students are expected to conform to all ethical codes of the American Psychological Association and the American Counseling Association. Failure to conform to these standards may result in remedial or disciplinary action.

EVALUATION PROCESS

Comprehensive Evaluation of Student Competence

Students in counselor training programs should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to effectively and appropriately manage future relationships, including those with clients, trainers, supervisors, colleagues, other professionals, and the public. Because of this commitment to the public welfare, counselor trainers strive not to “pass along” students with concerns, issues, or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence in the profession, with employers, or with the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, examinations, or other related program requirements. These evaluative areas include, but are not limited to, (a) demonstration of sufficient interpersonal competence with others, including individuals from diverse backgrounds and histories; (b) self-awareness, self-reflection, and self-evaluation (knowledge of the content and impact of one’s own beliefs, behaviors, and values on others); (c) understanding and demonstration of counseling skills and techniques; (d) openness and responsiveness to feedback and the processes of supervision (e.g., the willingness to explore issues that either interfere with the appropriate provision of care or impeded professional development and functioning); (e) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty and/or by participating in personal therapy to resolve problems or issues); (f) writing proficiency; and (g) proficient use of library technology. Students will be reviewed and evaluated in each of these areas by the full faculty prior to being deemed ready for practicum placement and prior to approval for graduation.

Course Grades

Students are evaluated within courses on a number of criteria that are unique to each faculty member and which appear in writing on each

course syllabus. Faculty assess students' levels of knowledge acquisition, skill development, and professional demeanor through course-specific projects, papers, and presentations. Students must maintain a "B" average in their 48-credit program of study to graduate.

Supervision

Students are evaluated during practica on the basis of counseling and interpersonal skills that are enumerated in Appendix C. Reports from both department and on-site supervisors are taken into consideration in determining final grades, which incorporate not only the acquisition of counseling skills but also the development of professional attributes. Students must earn a *minimum grade of "B"* in each practicum course to continue in the Master's program and to graduate.

Portfolio

Each student prepares a portfolio, documenting the development of competencies related to counseling in eight specific skill areas (see Appendix D). The student's advisor and another member of the faculty evaluate the portfolio to determine whether the Masters candidate exhibits sufficient knowledge, skill, and awareness in each domain. Faculty signatures on the *Program Approval Form* document satisfaction of this degree requirement. Competencies include:

- Case Conceptualization
- Presentation Skills
- Counseling Skills
- Multicultural Skills
- Consultation Skills
- Professional Identity
- Scholarship
- Specialization

Students are required to meet regularly with their advisors to review their acquisition of these competencies, to discuss evidence that qualifies as "documentation" for the portfolio, and to examine overall progress toward their degrees. Students are required to submit portfolios to their advisors for review no less than five weeks before the end of classes of the semester in which they intend to graduate to be assured that faculty have time to provide feedback and that students have time for revisions.

Thesis or Thesis Project

Students are required to complete a thesis or thesis project (i.e., independent project) under the direction of their faculty advisor. Advisors and students work together to:

- agree on a subject of interest or a research question to explore
- determine the exact nature of this product (i.e., length, kinds and

numbers of references, and research design, etc.). Students, for example, may collect and analyze data using an experimental design, create and implement a program, write a substantive literature review, or conduct a survey.

Students are encouraged to begin thinking about their thesis or thesis project as soon as they begin the Master's program and to speak with their advisors periodically about their progress. While preparing the project/thesis, students register for CP 270-990 with their advisor. APA style is mandatory in preparing/completing the thesis/thesis project. An oral defense of the thesis/thesis project is not required.

- The advisor's signature on the Program Approval Form (PAF) with a photocopy of the thesis/thesis project title page satisfactorily documents this degree requirement, a requisite for graduation.

Ideally, the project/thesis minimally should demonstrate acquisition of the following knowledge and skills to evidence the ability to:

- summarize, integrate, and interpret research
- design new research that extends previous knowledge
- evaluate data or to interpret research outcomes
- write a clear, coherent, and potentially-publishable manuscript
- implement APA-style and format stipulations

For those thesis/thesis projects that involve research with human subjects, all students must apply for Institutional Review Board (IRB) approval through the School of Education.

- Students are required to complete online training and to have gained protocol approval prior to beginning the study. Online training and forms for the online protocol submission can be found on the School of Education IRB website at <http://www.grad.wisc.edu/research/hrpp/edirb/index.html>.

An IRB protocol must be renewed annually for it to remain active.

CREDENTIALING AND LICENSURE

Graduates from our program may be eligible for licensure as either a licensed professional counselor or a licensed school counselor. A brief summary of the issues and steps involved in pursuing one or both of these licenses in the State of Wisconsin is provided here. Licensure is always within the province of the state, however, and regulations may be subject to change. Ultimately the decision to grant a license is up to the state. Students should check with the Department of Regulation and Licensing to determine license eligibility. **Students planning to pursue licensure in a different state should check with that state's licensing body regarding requirements as soon as possible in their training.

LICENSED PROFESSIONAL COUNSELOR (LPC)

A Wisconsin counseling license requires 3000 hours of supervised clinical work after completion of the Master's degree. Wisconsin also requires specialization licensure for those practitioners who plan to work, for example, as AODA counselors or marriage/family counselors. Recent changes with third-party payment eligibility, in response to the proliferation of HMO's, govern many of these sub-specialties. Students are advised to check these stipulations before beginning their programs of study.

The licensure requirements of the Licensed Professional Counselor (LPC) are contained within the Wisconsin Department of Regulation and Licensing (DRL) at the following link:

<http://drl.wi.gov/profdetail.asp?pdetailid=2230&profid=43&locid=0>. *Look to Chapter MPSW 10-13 and Chapter 457*

Steps to LPC Licensure:

1. Complete counseling master's courses and receive master's degree in counseling.
2. Secure post-master's professional placement – you must be employed "full-time" (32 hours/week or more) in order to complete the training certificate application and before beginning to accrue the 3000 supervised hours (including 1000 direct client clinical hours) required by the state of WI. Also, be sure that your job duties conform to the state's counseling practice definition (Chapter. MPSW 10 and chapter 457). The websites are:
<http://www.legis.state.wi.us/statutes/Stat0457.pdf> and
<http://www.legis.state.wi.us/rsb/code/mpsw/mpsw010.pdf>.
3. Once a post-masters graduate has secured a professional position, an application for a Training License in Counseling is completed and

submitted to the Department of Regulation and Licensing, found at the following link:

http://drl.wi.gov/prof_docs_list.asp?profid=43&locid=0. It is recommended you complete this process as soon as possible as your 3000 hours do not begin to accrue until after you have received this certificate.

4. While accruing the 3000 clinical practice hours the counselor must be supervised by an appropriately credentialed supervisor. Please see Chapter MPSW 12 for state supervision requirements at the following link: <http://www.legis.state.wi.us/rsb/code/mpsw/mpsw012.pdf>.
5. The LPC applicant then begins to submit the full application for LPC. This includes a form requesting the jurisprudence examination (take-home exam mailed directly to you). The application can be found at: http://drl.wi.gov/prof_docs_list.asp?profid=43&locid=0.
6. Once the applicant receives and completes the jurisprudence exam, it is mailed back to the Department of Regulation and Licensing for scoring.
7. Upon receipt of your full application, the state will provide you with the National Board of Certified Counselors (NBCC) application. Eligibility to sit for the National Counselor's Exam (NCE) will be determined by WI and NBCC. Submissions of the application and fee by the registration deadlines, along with an unofficial copy of your Graduate transcripts are required. The NCE may be taken prior to the completion of the required period of supervision, provided the state has authorized each completed step. The following link is to the list of examination dates and places: <http://drl.wi.gov/prof/coun/exams.htm>.
8. It is required by the state of Wisconsin that the applicant complete the 3000 hours of supervised practice in not less than 2 years.
9. Your eligibility for a professional counselor's license is determined by the Professional Counselor's section upon receipt of the completed application, fees, and supporting documents.

Contacts:

- Jeff Scanlan: DRL licensing questions- Jeff.Scanlan@wisconsin.gov
- Gail Pizarro: DRL Jurisprudence exam questions- gail.pizarro@drl.state.wi.us
- Mark Hale DHFS questions- halemd@dhfs.state.wi.us

INITIAL EDUCATOR LICENSE FOR SCHOOL COUNSELORS

Currently, all fifty states require school counselors to be licensed. Students are advised to contact Departments of Regulation & Licensing in states

other than Wisconsin for licensing stipulations. Wisconsin stipulates that school counselors must complete a Master's Degree in Counseling with a school emphasis.

School counselors in Wisconsin are licensed by the Wisconsin Department of Public Instruction (DPI) following the provisions detailed in PI34 and can be found by following this link: <http://dpi.wi.gov/tepd/PI34.html>

Steps to DPI Licensure:

1. Take and received a passing score on the Praxis II Content Exam for School Counselors offered through the Educational Testing Service (ETS).
2. Complete school counseling masters courses and receive master's degree in counseling.
3. Obtain an on-line application from the Wisconsin Department of Public Instruction (DPI) via the web at <http://dpi.wi.gov/tepd/applications.html>. For a first-time license, download the PI-1602-IS application form. For more information, please visit <http://www.education.wisc.edu/eas/more/Licenseapplication.asp>.
4. Complete all parts of the license application and submit your application directly to Education Academic Services. If mailing rather than delivering in person, address your application to License Processing - EAS, 139 Education Building, 1000 Bascom Mall, Madison Wisconsin 53706. DO NOT send your application to the Department of Public Instruction; this may significantly delay the licensing process. Do not attempt to email a completed application to EAS; electronic submissions cannot be processed.
5. Once a school counselor receives an Initial Educator License, s/he will have a minimum of 3 years, maximum of 5 years to complete the professional development required to move on to the next stage of licensure.
 - PI 34 specifies that each school-based professional will create a Professional Development Plan (PDP). The school at which a school counselor is employed will assist him/her in establishing a Professional Development Team. This team will consist of an administrator, a peer, and a representative of an institution of higher education (IHE).
 - The Professional Development Team (PDT) will help the school counselor set up his/her Professional Development Plan (PDP). The

current DPI current draft of the PDP can be found at
<http://dpi.wi.gov/tepd/pdp.html>.

GENERAL INFORMATION

STUDENT RECORDS

Students' academic files include the following information and forms:

- Admission application materials
- End-of-semester grade reports
- Advisor Change Form (if applicable)
- Practicum Experience Application Form
- Practicum Accountability of Hours Forms
- Student Practicum Evaluation Forms
- Phase I and Phase II Evaluation Letters
- School Counselor Requirements Form
- Masters Program Approval Form (coursework, portfolio, and thesis approved)
- Thesis title page signed and dated by the student's advisor

All students should set an appointment with the Academic Services Administrator to determine if their files contain the required documentation. For master's students seeking certification and licensure, such documentation is critical as license applications will not be signed if the above listed forms are not present in one's academic file.

- Students are strongly encouraged to keep copies of all of the records listed above. All records will be kept on file in the department for 5 years. After 5 years only transcript records will be available.

COHORT REPRESENTATION

Each year master's and doctoral cohorts elect representatives to meet monthly with the department chair. These monthly meetings provide a forum to discuss student needs, issues, and/or concerns, to facilitate communication between and among students, faculty, and staff, and to do any needed planning for department activities and functions. Students interested in learning more about cohort representation are encouraged to contact the department chair.

FUNDING OPPORTUNITIES

Funding one's education is often a concern for graduate students. Potential sources of funding include assistantships, scholarships, fellowships, awards and honors, and guaranteed student loans. Assistantship, fellowship, and loan options offered through UW-Madison are described below. Please see

Appendix F for additional funding opportunities.

Research and Travel Funds: Each year the Department makes available funds for student research and travel. Priority is given to dissertation research and for presentations with multicultural and social justice emphasis. Information about these funding opportunities is circulated on the department listserv.

Assistantships: The Department of Counseling Psychology offers a very limited number of assistantships to Master's students (see job postings on bulletin board). Students interested in graduate assistantships are encouraged to also explore opportunities within other departments.

Fellowships: Students who wish to be nominated for a fellowship are encouraged to check the University of Wisconsin Office of Fellowships and Funding Resources web site at: <http://uwoffr.wordpress.com/>.

Advanced Opportunity Fellowship (AOF): The AOF is a need-based fellowship designed for individuals who are African American or Black; American Indian or Native; Alaskan Native, Aleut, or Eskimo; Cambodian, Vietnamese, Laotian, or Hmong; Native Hawaiian or other Pacific Islander; Chicano, Puerto Rican, or others of Hispanic origin; or non-minority individuals from economically disadvantaged backgrounds. The AOF provides tuition remission, monthly stipends, and health insurance benefits for one year. The Master's program is typically able to make one AOF offer each year to an incoming master's student.

UW Job Center: The UW Job Center lists available part-time, limited-term employment (LTE) and summer job openings at UW-Madison and off-campus in the private and public sectors. Position listings can be viewed at <http://jobcenter.wisc.edu/>.

Guaranteed Student Loans: Many graduate students qualify for Guaranteed Student Loans (GSL) from banks, credit unions, and savings and loans institutions as determined by the Office of Student Financial Services.

Grants Information Collection: The Grants Information Collection (GIC) is a central database of available funding that is located in Memorial Library at the University of Wisconsin-Madison. Open to the public, the GIC is a collection of print and electronic materials. Available grants and funding

can be viewed at <http://grants.library.wisc.edu/>.

Students are also encouraged to consult with the Graduate School or see <http://www.grad.wisc.edu/> for further information about potential graduate student funding. Calls for Graduate School and School of Education awards and funding opportunities are also forwarded to department students via the master's email listserv.

PETITION PROCEDURES

Students who wish to petition for a program variance (i.e., course substitution, waiver, etc.) must initiate the petition with their advisors. A written petition secures a place on the closed portion of the next faculty meeting. Results of the faculty action are recorded in the faculty meeting minutes, given to petitioning students, and placed in the petitioning student's file.

GRIEVANCE PROCEDURES

Students who believe that they have been treated unfairly have the right to a prompt hearing of their grievance. Such complaints may involve course grades, classroom treatment, harassment, or other issues. The following steps have been instituted within the School of Education. Any student or potential student may use these procedures with the exception of graduate assistants whose complaints are covered by campus policies. The procedure includes the following steps and in this order:

1. First attempt to resolve the grievance directly with the individual at whom the grievance is directed. If unresolved...
2. Contact the department's grievance advisor *in person*. This faculty member will attempt to resolve the problem informally. If unresolved...
3. Submit the grievance *in writing* to the grievance advisor within 60 calendar days of the alleged unfair treatment. On receipt of a written complaint, the grievance advisor will refer the matter to a departmental committee(s), which in turn will request a written response from the person at whom the complaint is directed. This response will be shared with the person filing the grievance. The grievance advisor will provide a written decision to the student on the action taken by the committee within 15 working days from the date the complaint is received. Either party has 10 working days to file a written appeal to the Dean regarding the outcome of this decision. If still unresolved...
4. Contact the Associate Dean in charge of, The School of Education's Equity and Diversity Committee. The Associate Dean will attempt to resolve the issue informally. If unsuccessful, the Associate Dean will, on a receipt of a written complaint, convene a subcommittee of the School's Equity Action Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing. (The Equity Action Committee has established separate procedures for the resolution of sexual harassment issues from those concerning course grades.) The subcommittee will make a written recommendation to the Dean of the School of Education who will

render a decision. The Dean's decision is binding and must be made within 20 working days from the date when the written complaint was filed with the Associate Dean.

Additional information pertaining to policies within the School of Education for grievance procedures is included in the *School of Education Bulletin*. Students should check related postings on the department bulletin board for updated information.

MISCONDUCT

The University has also established separate policies governing student conduct, academic dishonesty (e.g., plagiarism), and sexual and racial harassment. The *Graduate School Bulletin* should be consulted for a description of these policies and procedures.

DEPARTMENT MEETINGS & FACILITIES

Faculty Meetings

Wisconsin law requires notification of scheduled faculty meetings. Notices for open faculty meetings are distributed to all students via email at least two days before faculty meetings. Meetings are scheduled for the third Friday of each month during the academic year and on the fourth Friday of the eight-week summer session. Each faculty meeting consists of an "open" and a "closed" session. Departmental policy allows enrolled graduate students to attend the open session and to speak, provided that the Department Chair has been notified of the intention to speak in advance. Students are granted permission to attend closed sessions under rare circumstances and only when an issue pertains specifically to an individual student.

Education Building

In August 2010, the department returned to the newly-renovated Education Building. Department faculty and secretarial offices are on the 3rd floor of the Education Building, 335 Education Building, 1000 Bascom Mall. Faculty meetings and oral exams are held in Room 327.

Student Use of Facilities

The Education Building has a shared student lounge (with kitchen facilities, lockers, and study tables) and office space for students with assistantships or fellowships through the department. The building is equipped with wireless internet access. Departmental policy prohibits students from using the primary department duplicating equipment for printing or copying their work or publications of any kind. Although there currently are no copy machines available for student use, such machines are available at nearby locations in Memorial Library, the Law School Library, and the Business School.

Teacher Education Building and Educational Sciences Building

Teacher Education (Teacher Ed) houses the assessment laboratory which is located in the MERIT (Media, Educational Resources Instructional Technology) Library, formally known as the CIMC. Educational Sciences (Ed Sciences) houses the Educational and Psychological Training Clinic as well as the department's Counseling Psychology Training Clinic (CPTC), where supervised counselor training takes place. The CPTC is located in Room 316 Ed Sciences.

CURRENT FACULTY

ALBERTA M. GLORIA, Ph.D., Professor (agloria@education.wisc.edu)

Dr. Alberta M. Gloria received her doctorate in Counseling Psychology from Arizona State University. She interned at the University of California-Irvine and began her academic career at the University of Utah. Dr. Gloria joined the Department of Counseling Psychology at UW-Madison in 1996. She received tenure in 2000 and was promoted to full professor in 2004. From 2006 to 2008 she was half-time in the department and half-time in the Chican@ Latin@ Studies Program, for which she was the Program Director. For the 2008-2009 academic year, she was awarded a research fellowship at Marquette University, serving as the AMUW Women's Chair of Humanistic Studies. She has served as the Chair of the Master's Program since Spring 2010. She is currently an affiliate faculty member with both the Chican@ Latin@ Studies Program and the Asian American Studies Program at UW-Madison.

Dr. Gloria's research explores the educational processes and influencing factors of academic adjustment, wellness, and persistence for racial and ethnic minority students in higher education. Studies are conceptualized using the Psychosociocultural approach (Gloria & Rodriguez, 2000; Castellanos & Gloria, 2007) in which the "whole student" is considered within the context of the university environment. Central to her work is the concept of creation and maintenance of "academic families" and "educational compadrazgo" in which students find cultural congruity; personal and professional reflection, validation, and mattering; and dimensionalized connections to persist within their educational contexts (Castellanos & Gloria, 2007; Gloria, 1997; Gloria & Segura-Herrera, 2004). Her work has appeared in journals such as *Cultural Diversity and Ethnic Minority Psychology*, *Hispanic Journal of Behavioral Sciences*, *Journal of College Student Development*, *Journal of Multicultural Counseling*, *Journal of Counseling and Development*, *NASPA Journal*, and *The Counseling Psychologist*. Dr. Gloria currently has two research teams, the Hmong Research Team, and ANDALE (Advancing, Nurturing, and Developing Academic Leaders in Education) who are both actively working to advance knowledge about Hmong and Latin@ students in higher education, respectively. The teams include undergraduate, masters, and doctoral students.

Dr. Gloria is an active member of APA, holding membership and having served held executive boards positions in Divisions 17 (Society for Counseling Psychology), 35 (Psychology of Women), and 45 (Society for the

Psychological Study of Racial and Ethnic Issues) of the American Psychological Association. She is a Fellow of Divisions 17 and 45. She was awarded the Women of Color Psychologies Award from Division 35 in 1999 for her work entitled "The cultural construction of Latinas: Practice implications of multiple realities and identities" and the Emerging Professional Award in 2003 from Division 45. She was also awarded the 2003 Kenneth and Mamie Clark Award by the American Psychological Association of Graduate Students for her contributions to the professional development of ethnic minority graduate students. Dr. Gloria co-edited a book entitled, *Pathway to the Latina/o Ph.D.: Abriendo Caminos*, which was featured at the first Annual Conference of the American Association of Hispanic Higher Education. In 2007 she was named the 2007 Women of Color of the Year in Education from the University of Wisconsin-Madison. Most recently she was awarded the 2008 Outstanding Latina/o Faculty Member (Research Institutions) by the American Association of Hispanics in Higher Education. While on research fellowship at Marquette University, she was recognized for her support of and work with the Latin American Student Organization.

WILLIAM T. HOYT, Ph.D., Professor (wthoyt@education.wisc.edu)

Dr. William Hoyt joined our faculty in the fall of 1999. He received his Ph.D. in Psychology from Virginia Commonwealth University in 1995, and was Assistant Professor of Psychology at Iowa State University from 1995-1999.

Dr. Hoyt's research and teaching interests include a focus on improving research methodology in counseling psychology and beyond. He is enthusiastic about alternatives to self-report measures and has helped to develop methods to make these approaches (e.g., observer ratings) more user-friendly. He has written extensively about measurement and about issues of data analysis and interpretation. Other current interests include development of alternatives to self-report measures of multicultural competence and use of mindfulness techniques to facilitate effectiveness among counselors and psychologists in training. He is interested in applications of social psychological theories to understanding both counseling process and mental health, and also in the utility of quantitative research methodologies, such as generalizability theory and meta-analysis, for addressing problems of interest to counseling psychologists. His publications on these topics have appeared in *Journal of Counseling Psychology*, *Psychological Methods*, *Journal of Personality and Social Psychology*, and *Professional Psychology: Research and Practice*, among others.

Dr. Hoyt teaches courses on research methods, ethics, history and systems of psychology, and group counseling. He is an enthusiastic proponent of work in groups to facilitate interpersonal awareness and understanding of relational dynamics, and supervises basic and advanced group practica at the doctoral level. Beginning in Fall 2006, he has served as Training Director for the PhD Program, and taught the first semester doctoral seminar (CP 925).

Dr. Hoyt has served as an ad hoc reviewer for many journals in various areas of psychology. He has served on the editorial boards of *Journal of Counseling Psychology*, *Psychological Methods*, and *Journal of Personality and Social Psychology*. He is currently serving as Associate Editor for *Journal of Counseling Psychology*.

Dr. Hoyt has served as an ad hoc reviewer for many journals in various areas of psychology. He has served on the editorial boards of *Journal of Counseling Psychology*, *Psychological Methods*, and *Journal of Personality and Social Psychology*. He is currently serving as Associate Editor for *Journal of Counseling Psychology*.

CORISSA C. LOTTA, Ph.D., Faculty Associate (cclotta@wisc.edu)

Dr. Corissa C. Lotta received her undergraduate degree (1990) and Masters in Counseling (1994) from the University of Wisconsin-Madison, and received her Ph.D. in Counseling Psychology from Arizona State University (2001). She completed her APA predoctoral internship at Iowa State University.

Clinically, she has worked in a variety of settings, including psychiatric hospitals, community mental health agencies, private practices, and university counseling centers. Within the Counseling Psychology department at UW-Madison, Dr. Lotta is part-time and teaches classes and supervises students. In addition, she teaches communications classes and also provides counseling to students in the School of Veterinary Medicine. While not currently involved in specific research projects, areas of primary interest include gifted and talented/creativity and clinical/communications training. Dr. Lotta has co-authored chapters and articles in the *Handbook of School Counseling*, the *Encyclopedia of Creativity*, *Journal of Creativity*, and the *Handbook of Counseling Talented, At-Risk Girls*, and the *Journal of Veterinary Medical Education*.

TAKUYA MINAMI, Ph.D., Associate Professor (tminami@wisc.edu)

Tak returned to University of Wisconsin—Madison as faculty in 2010. His doctorate in Counseling Psychology from the Department was in 2004, after completing his M.A. in Counseling from Michigan State University (1999) and his B.E. in Mechanical Engineering from Waseda University (1996). He completed his predoctoral internship at the University Counseling Center at University of Utah (2003-2004), and subsequently assumed a position at Utah as faculty in their Counseling Psychology Program until 2008. He was at Northeastern University as faculty in their Counseling Psychology Ph.D. Program between 2008 and 2010.

Tak's research interests started with the question of "how effective is psychotherapy in the real world?" and has since both narrowed and broadened. On the narrower end, he has been exploring different ways to statistically model psychotherapy data. On the broader end, he has been exploring different models that explain psychotherapy's role in society and culture.

Tak has taught a wide range of courses including research methods, statistics, social psychology, theories, and clinical practice. He is licensed as a Psychologist in states of Utah (since 2006) and Massachusetts (since 2009). He is expected to be licensed in Wisconsin sometime soon.

PARRISH L. PAUL, Ph.D., Clinical Assistant Professor (plpaul@wisc.edu)
Dr. Parrish L. Paul received his Master's (2003) in Human Development Counseling from Vanderbilt University and his Ph.D. (2008) in Counseling Psychology from The Pennsylvania State University. His pre-doctoral internship at the Vanderbilt/VA Consortium in Professional Psychology included placements at the Vanderbilt Psychological and Counseling Center, the Department of Veterans Affairs, and Nashville/Davidson County Juvenile Justice. Dr. Paul completed a Post-Doctoral Residency at the Vanderbilt Psychological and Counseling Center, where he later became a staff psychologist. In 2010, Dr. Paul opened an independent practice in Nashville, TN. In addition to private practice, he began teaching at Vanderbilt University as an adjunct professor, provided psychological assessment services for the Tennessee Professional Assistance Program and Volunteer State Community College, provided supervision and training as faculty of the Vanderbilt/VA Consortium, and held various board and committee positions with the Tennessee Psychological Association and the Nashville Psychotherapy Institute.

Dr. Paul joined the Department of Counseling Psychology at UW-Madison in

2011, as Director of the Counseling Psychology Training Clinic (CPTC). His primary responsibilities include directing and developing the CPTC, clinical supervision and training, teaching courses to masters and doctoral students, and participation in advising and departmental committees. Dr. Paul's primary areas of interest include: training and supervision; constructive development; issues related to sexuality and gender; and multicultural and diversity concerns. His theoretical orientation to psychotherapy is best described as a focus on interpersonal process that integrates primarily from psychodynamic and humanistic/existential conceptualizations.

Dr. Paul serves on the APA Committee for Lesbian, Gay, Bisexual, and Transgender Concerns. He is also currently co-chair of the Division 17 (Society of Counseling Psychology) Hospitality Space Committee and chair of the Section for Lesbian, Gay, Bisexual, and Transgender Issues of Division 17 (Society of Counseling Psychology), where he previously served as Secretary and Student Representative.

STEPHEN M. QUINTANA, Ph.D., Professor (quintana@ecuacion.wisc.edu)
Dr. Quintana received his Ph.D. degree in Counseling Psychology in 1989 from the University of Notre Dame. He taught at the University of Texas-Austin for seven years before joining the faculty at UW-Madison in January, 1996. He received a Ford Foundation Postdoctoral Fellowship in 1992-93 for research investigating Mexican-American children's understanding of ethnicity. He received a Gimbel Child and Family Scholar Award for promoting Racial, Ethnic, and Religious Understanding in America. He is a Fellow for the Society of Counseling Psychology of APA. He was chair of the Department of Counseling Psychology from 2000-2003. He holds an appointment with the Department of Educational Psychology for his work with the School Psychology Program. He received a Distinguished Faculty Achievement Award from the School of Education.

Dr. Quintana's current research is in developing and evaluating a model of children's understanding of social status, which includes ethnicity, race, gender, religion, and social class. His other multicultural research has focused on racial and ethnic identity, students' adjustment to higher education, children's understanding of ethnic prejudice, and multicultural training in professional organizations. In addition, he has published research on termination and internalization of therapeutic relationships, time-limited psychotherapy, and late adolescent development. His publications have appeared in the *Journal of Counseling Psychology*, *Hispanic Journal of Behavioral Sciences*, *Child Development*, *The Counseling Psychologist*,

International Journal of Intercultural Relations, Developmental Psychology, and Journal of Education Statistics. He has served on the editorial boards of *Journal of Counseling Psychology* and *Journal of Counseling and Development*. He was Associate Editor of *Child Development* (2001 – 2006) and Lead Editor for a special issue of *Child Development* on *Race, Ethnicity, and Culture in Child Development* (September/October issue 2006). Currently, he is Associate Editor of *Journal of Counseling Psychology* and lead editor for the book, *Race, Racism and the Developing Child*.

MINDI N. THOMPSON, Ph.D., Assistant Professor (mnthompson@wisc.edu) Mindi N. Thompson received her MA and PhD in Counseling Psychology from The University of Akron in 2008 and her BA from Kalamazoo College. She completed her predoctoral internship at The University of California, San Diego and joined the faculty at The University of Wisconsin in August, 2008. She was awarded the Anna Julia Cooper Postdoctoral Fellowship, a one-year research fellowship in which she also completed her postdoctoral clinical hours at UW's Counseling and Consultation Services, during the 2008-2009 academic year. Dr. Thompson has served as co-chair of the Department of Counseling Psychology's Diversity and Social Justice Committee since 2008 and is a licensed psychologist in the state of Wisconsin.

Dr. Thompson's programmatic research agenda focuses on understanding the experience of social class and perceived social status identity from a psychological, as opposed to a sociological, perspective. She explores the relations of the unique (but interrelated) constructs of social class, SES, social status, and classism to vocational development, educational persistence, and psychotherapy. Dr. Thompson emphasizes the role of social context in individuals' lives and believes that scholars must move beyond the study of a single identity (i.e., gender) and instead embrace a research agenda that attempts to integrate intersections of identities (i.e., gender, race/ethnicity, and social class) as related to behaviors and attitudes within specific social contexts. Dr. Thompson is an affiliate of the UW's Institute for Research on Poverty and her work has appeared in *Journal of Vocational Behavior, Career Development Quarterly, Journal of Diversity in Higher Education, Journal of Mental Health Counseling, and Journal of Career Assessment*, and the *Handbook of Counseling Psychology*. She has also coauthored a series of grants and served as a consultant to the Ohio Department of Health for projects focused on the needs of persons living with HIV/AIDS in Ohio.

Dr. Thompson presents her work at a variety of regional and national conferences, is a member of several professional organizations (i.e., APA, SVP, and the Association for Women in Psychology), and contributes to the scientific community by serving as an ad hoc reviewer for several journals (i.e., *Journal of Counseling Psychology*, *Journal of Vocational Behavior*, *The Counseling Psychologist*, and *Psychology of Women Quarterly*).

CARMEN R. VALDEZ, Ph.D., Assistant Professor (cvaldez@wisc.edu)

Dr. Carmen R. Valdez received her masters' degree in Clinical Psychology at Loyola College in Maryland and her doctorate in School Psychology from the University of Texas at Austin. She completed a predoctoral internship at the Children's Hospital Boston/Harvard Medical Center, where she received training and supervision with a variety of ethnic/racial populations and with children, adults, and families. She was also involved in the Latino development and adaptation of a well-established prevention program for families facing depression. Her clinical and research training in the area of depression and underserved families has been further strengthened through the completion of a postdoctoral fellowship in prevention and intervention research at the Johns Hopkins Bloomberg School of Public Health. She joins the Department of Counseling Psychology at UW-Madison in 2006.

Dr. Valdez's primary area of interest is in community-based interventions with underserved families. She is currently involved in Children, Families and Schools, an NICHD-funded study designed to evaluate the effects of social capital on Latino children's cognitive and social development through the school-based family intervention, Families and Schools Together (FAST). This study is being conducted with over 3,000 Latino families in Texas and Arizona. She has also been actively involved in Keeping Families Strong (KFS), a NIMH-funded prevention program designed to reduce the impact of parental depression on children and to build resilience in the family. Prior to her appointment at the UW-Madison, Dr. Valdez was the clinical director of KFS and the lead developer of the parent protocol of the intervention. She has also evaluated the feasibility and acceptability of KFS as a sustainable adjunct service to individual counseling in mental health clinics. She is currently refining and adapting KFS to Latino families. The new program, "Fortalezas Familiares" (FF) is undergoing a linguistic and cultural adaptation by her research team of graduate students from different departments under her leadership. Dr. Valdez has submitted grants and plans to evaluate the feasibility, acceptability, and outcomes of the FF program with Latino families in Madison. In addition to working with families, Dr. Valdez is interested in assessing mental health and health providers' level of

understanding and multicultural competence with their Latino clients/patients with depression. Other projects include family stress and depression among college students, and the evaluation of a school-based depression prevention program. Her work has appeared in journals such as *Journal of Family Therapy*, *School Psychology Quarterly*, *Clinical Child and Family Psychology Review*, *Cognitive Therapy and Research*, *Journal of Education for Students Placed at Risk*, and *The Family Psychologist*. She has co-authored chapters on childhood depression and intervention. Dr. Valdez is an active member of the American Psychological Association (APA) and has presented her work at APA and other conferences.

BRUCE E. WAMPOLD, Ph.D., Professor and Chair
(wampold@education.wisc.edu)

Dr. Bruce Wampold received his Ph.D. degree from the Counseling Psychology Program at the University of California, Santa Barbara in 1981 and joined the University of Wisconsin Madison faculty in 1991. He has been a faculty member in the counseling psychology programs at the University of California, Santa Barbara, University of Utah, and the University of Oregon. Prior to his doctoral studies, he was a junior and senior high school mathematics teacher, counselor, and coach.

Currently, Dr. Wampold's area of interest is in the efficacy of counseling and psychotherapy. He has published various meta-analyses and analyses of data from naturalistic settings that demonstrate that the efficacy of psychotherapy emanates from the contextual features and not the specific ingredients. This work has culminated in the book entitled *The Great Psychotherapy Debate: Models, Methods, and Findings*. Recently, he has conceptualized psychotherapy as a healing practice imbedded in historical and cultural contexts. His work has influenced the practice of psychotherapy through consultations with managed care companies and health care accrediting organizations as well as presentations to scientists and practitioners around the world. He served on the APA Presidential Task Force on Evidence-Based Practice in Psychology and the Performance Improvement Advisory Group. His research on these topics is published in *Psychological Bulletin*, *Journal of Consulting and Clinical Psychology*, *Journal of Counseling Psychology*, *Journal of Clinical Psychology*, and *Journal of Affective Disorders*, among others.

Another area of interest centers on social interactions. Dr. Wampold has developed methods to analyze discourse and has applied these methods to understand marital, counseling, supervision, family, work, classroom

interactions, and scientific laboratories. Dr. Wampold has developed research and statistical methods that have applications in many areas of psychology and education. As well, he has published several articles, book chapters, and books describing research methods for educators, counselors, and applied psychologists, including *Theory and Application of Statistics* (with C.J. Drew), *Research Design in Counseling* (with P.P. Heppner).

Dr. Wampold is a licensed Psychologist and a Diplomate in Counseling Psychology of the American Board of Professional Psychology. He is the 2007 recipient of the American Psychological Association's Award for Distinguished Professional Contributions to Applied Research and the 2008 Lifetime Achievement Award, Section on the Promotion of Psychotherapy Science, Society of Counseling Psychology. He is a Fellow of the American Psychological Association (Divisions 12, 17, 29, & 45), was Vice-President of the Society of Counseling Psychology for Scientific Affairs and is past Associate Editor of the *Journal of Counseling Psychology* and of *Behavioral Assessment*.

EMERITUS FACULTY

The Department of Counseling Psychology recognizes Dr. Josiah Dilley, Dr. Gail Farwell, Dr. Lim Lee, Dr. Phil Perrone, Dr. Chuck Pulvino, and Dr. Patricia Wolleat as Emeritus faculty

CLASSIFIED STAFF

SUSAN THIDEMAN, Admissions and Academic Services Administrator
Sue joined the department in Summer 2010. She is responsible for all aspects of students' academic careers from meeting with prospective students through graduation. Duties include admissions, graduation, fellowship nominations, preliminary exam administration, maintenance of student files/records (forms), timetable and other student-related matters including registration assistance. She may be reached at 262-4807 or via email at: thideman@wisc.edu.

JEANNINE M. NICOLAI-HECKMANN, Department and Financial Administrator
Jeannine joined the department in Fall 2008. Duties include department coordinator, accounting, financial administrator, faculty/staff records and appointments, other personnel appointments (e.g., TA, PA, Work-Study), budget administration, insurance, space, registration, fellowship and assistantship monies, and department computer liaison. She may be

reached at 263-9503 or via email at: nicolaiheckm@wisc.edu.

ADJUNCT FACULTY (CLINICAL APPOINTMENTS)

DENNIS CHRISTOFFERSEN, Senior Psychologist, Clinical Associate Professor

CAROL FAYNIK, Senior Preceptor

VINCENT FISH, Psychologist

JEFFREY HIRD, Senior Psychologist, Clinical Professor

JO ANN HOESE, Senior Psychologist

ROBERT MCGRATH, Senior Psychologist

FELIX SAVINO, Training Director, Staff Psychologist

LECTURERS/ASSOCIATE LECTURERS

| | | |
|--------------------|------------------------------|---|
| Arbisi-Kelm, Heidi | Associate Lecturer | 125: A Wisconsin Experience Seminar |
| Benton, Ian | Associate Lecturer | 125: A Wisconsin Experience Seminar |
| Bleier, Katie | Associate Lecturer | 125: A Wisconsin Experience Seminar |
| Ettinger, Judith M | Lecturer | 620: Facilitating Career Dev I & II |
| Guran, Andrianna | Associate Lecturer | 125: A Wisconsin Experience Seminar |
| Gurstelle, Joanna | Associate Lecturer | 125: A Wisconsin Experience Seminar |
| Hoese, Jo | Clinical Assistant Professor | 110: Career Strategies |
| McDaniel, Annette | Associate Lecturer | 125: A Wisconsin Experience Seminar |
| McGrath, Robert | Clinical Professor | 115: Health & Academic Success |
| Nellis, Margaret | Lecturer | 105: Health, Community, & Action |
| Pastor, Susan | Lecturer | 105: Emphasis on Health and Popular Culture |
| Pope, Carol | Associate Lecturer | 125: A Wisconsin Experience Seminar |
| Richards, Kelli Jo | Associate Lecturer | 110: Career Strategies & Athletics 115: UW Athletics Life Skills |
| Schaefer, Jan | Associate Lecturer | 105: Emphasis on Gender Awareness 115: Health & Academic Success |
| Seltzer, Rob | Lecturer | 125: A Wisconsin Experience Seminar |
| Sepich, Robert | Associate Lecturer | 105: Stress Reduction/Relaxation |
| Solberg, Scott | Adjunct Associate Professor | |
| Stoeckel, Sheila | Associate Lecturer | 125: A Wisconsin Experience Seminar |
| Trekell, Eric | Associate Lecturer | 125: A Wisconsin Experience Seminar |
| Wade, "Argyle" J. | Lecturer | 125: A Wisconsin Experience Seminar |
| Westphal- | Lecturer | 125: A Wisconsin Experience |

| | | |
|------------------|--------------------|-------------------------------------|
| Johnson N. | | Seminar |
| Wielgus, Wren S. | Lecturer | 125: A Wisconsin Experience Seminar |
| Zogg, Julie | Associate Lecturer | 125: A Wisconsin Experience Seminar |

2011 – 2012 COUNSELING PSYCHOLOGY DEPARTMENTAL COMMITTEES

| Committee | Semester I | Semester II |
|--|-----------------------------------|-----------------------------------|
| Department Chair | Wampold | Gloria |
| Master's Committee Director of Training | Lotta Minami Paul Valdez | Lotta Minami Paul Valdez |
| Practicum Placement | Waller | Waller |

APPENDICES

- A: Student Handbook and Ethics Code Verification Form
- B: M.S. Program Approval Form
- C: Practicum Forms
- D: Creating a Portfolio of Professional Counselor Competence
- E: List of Required Forms
- F: Funding & Award Opportunities
- G: DPI Pupil Services Standards
- H: Professor/Instructor Evaluation of Student Form

APPENDIX A: Student Handbook and Ethics Code Verification Form

Masters students in the Department of Counseling Psychology are expected to familiarize themselves and follow/adhere with the

- contents of their program handbook and to ask their advisors and/or other program faculty about any issues that are unclear to them.
- current Code of Ethics and Ethical Standards for counselors and school counselors, respectively provided on the department website at:
<http://www.education.wisc.edu/cp/CurrentStudents/resources/forms.asp> (See Program Forms and Information for downloadable pdf files)

My signature below indicates that I have:

1. received the appropriate student handbook,
2. familiarized myself with the handbook and with the program and policies it covers, and
3. been advised and encouraged to consult with my advisor and/or other program faculty for clarification on program policies and related issues as they may arise.
4. received a link to the current American Counseling Association's Code of Ethics and Association of School Counselors' Ethical Standards,
5. familiarized myself with the Codes and/or Standards,
6. been advised and encouraged to consult with my program advisor, faculty, and supervisors on issues of ethical and professional concern.

This form must be signed and returned to the program coordinator or Master's Chair within four weeks of the first day of classes in the Program

Student (please print) _____

Date _____

Signature _____

APPENDIX B: M.S. PROGRAM IN COUNSELING: PROGRAM APPROVAL FORM

Student Name _____ ID# _____

Advisor Name _____ Area of Specialization _____

Deficiencies _____

Deficiencies Completed _____

Advisor Signature _____ Date _____

Handbook/Ethics Verification Form: _____

MS Chair Signature _____ Date _____

MS COURSE REQUIREMENTS (Indicate semester completed. For electives, write in title, number and semester)

Year I, Fall I:

270-800: Theories 3cr _____
 270-801: Assessment 3cr _____
 270-805: Techniques 3cr _____
 270-860: Multicultural 3cr _____

Year I, Spring I:

270-802: Groups 3cr _____
 270-806: Pre-Practicum 3cr _____
 270-865: Careers 3cr _____
 270-791/803: Pro-Seminar 3cr _____

Summer I:

270-958 Psychopathology Diagnostic & Intervention 3cr _____ 270-804: Research 3cr _____ 270-850: Consultation 3cr _____
 (AODA Competency)

Year II, Fall II:

270-807: Practicum II 3-5cr _____
 270-825: Families 3cr _____
 Elective(s) 3cr _____

Year II, Spring II:

270-808: Practicum III 3-5cr _____
 270-990: Thesis 1-4cr _____
 Elective (Optional) 3cr _____

Summer II:

270-XXX Ethics 3cr _____

Total Credits: _____ (48 required)

Library Training: _____

MS Chair Signature _____ Date _____

Writing Competency: _____

MS Chair Signature _____ Date _____

Approved Program Variances: (Advisor initials required)

 (Appropriate documentation of variances requiring Faculty approval should be included in student's file.)

All coursework completed as above _____

Academic Services Coordinator _____ Date _____

Master's Thesis/project completed:

_____ Title _____

Advisor Signature _____ Date _____

Portfolio Reviewed and Approved:

_____ Date _____ 2nd Faculty Evaluator _____ Date _____

Advisor Signature

ALL PROGRAM REQUIREMENTS FOR MASTER'S DEGREE COMPLETED _____

MS Chair Signature _____ Date _____

NOTE: Students who request transfer of credits and waiver of course requirements must seek approval of advisor/faculty and provide written approval on this form and/or evidence in their student record (file).

APPENDIX C: PRACTICUM FORMS

1. M.S. Practicum Experience Application Form
2. Evaluation of School Counseling M.S. Student by Supervisor
3. Evaluation of Community and College Population M.S. Student by Supervisor
4. M.S. Student Evaluation of Supervision
5. M.S. Student Evaluation of Practicum Site
6. M.S. Statement of Clinical Accountability
7. Secondary Practicum Agreement Form
8. Secondary Practicum Site Information Form

**University of Wisconsin-Madison
Department of Counseling Psychology
M.S. Practicum Experience Application Form**

| | | | |
|---------------------------------|------------|---------------|---------------|
| Last Name | First Name | Middle Name | Date of Birth |
| Present Street Number/Address | City | State/Zip | Phone |
| Permanent Street Number/Address | City | State/Zip | Phone |
| Student ID # _____ | | Advisor _____ | |

Practicum for which you are applying (please check)

Practicum 270-807 ___ 270-808 ___

Preferred area of specialization

___ Community & College Population
___ School Counseling (specify ___ Elementary ___ Middle School ___ High School)

Please indicate specific sites of interest to you.

1. _____ 2. _____
3. _____ 4. _____

Please indicate any specific type of experience that you would like to be part of during your practicum.

Will you accept a practicum outside of the Madison area? ___ Yes ___ No

In case of accident or injury, please notify

| | | | |
|------|-------------------|----------------|-------|
| Name | Number and Street | City/State/Zip | Phone |
|------|-------------------|----------------|-------|

Are there any specific medical problems that we should be aware of in case of emergency?

I have health and accident insurance ___ Yes ___ No Company _____

Signature _____ **Date** _____

Return completed form to the *Practicum Coordinator*. Students should also *retain copies of all forms* for their files.

**University of Wisconsin-Madison
Department of Counseling Psychology
Evaluation of School Counseling M.S. Student by Supervisor**

Practicum Student's Name _____

Practicum Supervisor's Name _____

Practicum Setting _____ **Date** _____

Description of Practicum and Student's Activities

A. Professional Behavior – Behavioral

Readiness and ability to assume and discharge assigned duties; initiates opportunities to gain and share skills.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

B. Professional Behavior – Cognitive

Self-understanding; recognizes own values, attitudes and biases; respectful, sensitive, empathetic to other's values; recognizes own psychological strengths and unresolved areas; mature.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

C. Relationship Skills With Clients

Establishes rapport with counselees; listens actively; is sensitive to clients' feelings; shows respect for clients; empowers rather than rescues client.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

D. Assessment Skills

Sensitive to client's needs identifies clients concerns; helps clients establish goals.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

E. Individual Counseling Skills

Utilizes a variety of strategies appropriately to help clients work toward goals in individual counseling.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

F. Small Group Intervention Skills

Utilizes a variety of strategies appropriately to help clients work toward goals in group settings; understands group dynamics and uses the small group setting effectively.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

G. Classroom Intervention Skills

Utilizes a variety of strategies appropriately to teach classroom guidance at various grade levels.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

H. Program Development Skills

Readiness and ability to assume and discharge assigned duties; initiates new programs or improvements in programs; initiates opportunities to gain and share skills.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

I. Consultation Skills

Works with significant others (parents, teachers, etc) to help meet client needs.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

J. Supervisory Involvement

Accepts suggestions for improvement from supervisor; seeks out supervision when necessary; shares problems, concerns and ideas with supervisor.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

K. Institutional Involvement

Attends and participates in staff meetings and conferences; fulfills managerial obligations, such as finishing reports, keeping progress notes, keeping appointments.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

L. Diversity Skills – Awareness/Sensitivity

Understands and is sensitive to the effects cultural factors (e.g. ethnicity, class, gender) and other factors (e.g. sexual orientation, disability) have on clients, teachers and parents.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

M. Diversity Skills – Active Awareness

Integrates a multicultural perspective into work with clients, teacher and parents, as well as in classroom guidance activities; works well with culturally diverse clients.

| | | | | | | |
|--------------|------|------------|------|-----------|-------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Unacceptable | Weak | Acceptable | Good | Very Good | Outstanding | NA |

Comments:

On Site Practicum Supervisor Signature _____

Date _____

Student Signature _____

Date _____

It is the **RESPONSIBILITY OF STUDENTS** to have this form completed **EACH INSTRUCTIONAL TERM**. Return completed form to the *Practicum Instructor*. Students should also *retain copies of all forms* for their files.

University of Wisconsin-Madison
Department of Counseling Psychology

Evaluation of Community & College Population M.S. Student by Supervisor

Student: _____ **Date:** _____

Course Number (circle one): 807 808 Semester _____ Year _____

Site Supervisor (include title & licensure): _____

Practicum setting: _____

Please indicate your evaluation of the student trainee on each of the items listed below. Circle the number to the right of each item that best describes your perceptions of the trainee's skills **compared to all other trainees you have trained and what you expect of trainees at this level of professional development.**

| | Deficient | Adequate | | | | Outstanding | | N/A |
|--|-----------|----------|----------|----------|----------|-------------|----------|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Professional Skills | | | | | | | | |
| 1. Establishes a working relationship with clients. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 2. Facilitates clients' expression of concerns. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 3. Able to assess clients' needs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 4. Able to appropriately respond to clients' needs and facilitate clients' resolution of concerns. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 5. Provides clients with appropriate information. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

Comments:

Multicultural Issues

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Aware of self as a cultural being and potential impact on work with clients. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Understands influence of one's own cultural values, attitudes, and assumptions related to application of theory and intervention with clients. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Able to discuss cultural similarities and differences within supervisor-supervisee relationship. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Able to discuss cultural similarities and differences within counselor-client relationship. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Considers and integrates clients cultural values and context as part of clinical conceptualizations. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Knowledgeable of the values and cultural influences inherent in different theories, interventions, and applications with clients. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Willing to openly and nondefensively examine and challenge one's attitudes, assumptions, and stereotypes of different clients and client contexts. | 1 | 2 | 3 | 4 | 5 | 6 |

Comments:

Personal and Professional Growth

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. Receptive to supervisor’s feedback. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Able to form a working relationship in supervision. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Responsible for meeting with supervisor as scheduled. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Assumes responsibility. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Established a facilitative working relationship with the staff. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Behaves ethically in accordance with his/her role. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Comments:

Case Management Skills

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. Knowledge of institutional resources. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Knowledge of community resources. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Appropriate use of referral within the setting. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Appropriate use of outside referral. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Keeps appointments with clients. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Consults with other staff regarding clients’ needs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Fulfills overall administrative responsibilities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Comments:

Professional Involvement

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. Participation in staff in-service training. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Follow through on professional commitments. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Comments:

Overall Evaluation

| | | | | | | | |
|---------------------------------------|---|---|---|---|---|---|---|
| 1. The trainee’s overall performance. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------------------------|---|---|---|---|---|---|---|

Overall Strengths (if needed, please add additional sheet for comments)

Areas for Growth (if needed, please add additional sheet for comments)

Site Supervisor Signature _____ **Date** _____

Practicum Student Signature _____ **Date** _____

It is the **RESPONSIBILITY OF STUDENTS** to have this form completed **EACH INSTRUCTIONAL TERM**. Return completed form to the *Practicum Instructor*. Students should also *retain copies of all forms* for their files.

**University of Wisconsin-Madison
Department of Counseling Psychology**

M.S. Student Evaluation of Supervision

Student: _____

Course Number (circle One): 807 808 Semester _____ Year _____

Supervisor (include title and licensure): _____

Practicum setting: _____ **Date:** _____

This questionnaire assesses your perceptions of the supervision you received during this semester's practicum. The supervisor you are assessing will not see your assessment until after officially recording your grade unless you choose to discuss this form with your supervisor as part of your supervisory relationship.

Please indicate whether your Supervisor was never, sometimes, or always responsive in terms of the following if the item is applicable to you. If not, indicate it was not applicable.

| Environment / Climate | Always | Sometimes | Never | N/A |
|--|--------|-----------|-------|-----|
| Supervisor values supervisory hours, as demonstrated by promptness, uninterrupted supervisory time, and advanced notice when unable to meet for supervision. | 3 | 2 | 1 | 0 |
| Supervisor is available for crisis consultation. | 3 | 2 | 1 | 0 |
| Supervisor attends to supervisee concerns. | 3 | 2 | 1 | 0 |
| Supervisor serves as an advocate (when appropriate) in the department or agency. | 3 | 2 | 1 | 0 |
| Supervisor is appropriately self-disclosing. | 3 | 2 | 1 | 0 |
| Supervisor works to establish a climate of trust: to maximize an honest and candid exchange of feelings and ideas. | 3 | 2 | 1 | 0 |
| Supervisor is willing to examine Supervisor-Supervisee relationship. | 3 | 2 | 1 | 0 |
| Supervisor works toward conflict resolution between self and supervisee in constructive ways. | 3 | 2 | 1 | 0 |

Comments on Environment/Climate:

| Multicultural Issues | Always | Sometimes | Never |
|--|--------|-----------|-------|
| Supervisor addresses cultural differences in Supervisor-Supervisee relationship. | 3 | 2 | 1 |
| Supervisor demonstrates respect for individual differences between supervisor and supervisee. | 3 | 2 | 1 |
| Supervisor processes cultural differences (e.g., worldview) in Supervisor-Supervisee relationship that affect case conceptualization or approach with clients. | 3 | 2 | 1 |
| Supervisor discusses differences in conceptualization of clients relative to Supervisor-Supervisee cultural differences. | 3 | 2 | 1 |
| Supervisor integrates multicultural theory and practice in supervision of Supervisee's work with clients. | 3 | 2 | 1 |
| Supervisor offers conceptualizations of client that are culturally relevant. | 3 | 2 | 1 |

Comments on Multicultural Issues:

| Information / Teaching | Always | Sometimes | Never | N/A |
|--|--------|-----------|-------|-----|
| Supervisor uses appropriate references, handouts, and books. | 3 | 2 | 1 | 0 |
| Supervisor aids in fitting theory into practice. | 3 | 2 | 1 | 0 |

| | | | | |
|--|---|---|---|---|
| Supervisor demonstrates or role plays techniques or response alternatives. | 3 | 2 | 1 | 0 |
| Supervisor discusses institution policies and practice. | 3 | 2 | 1 | 0 |
| Supervisor provides feedback on case notes or intake summaries. | 3 | 2 | 1 | 0 |
| Supervisor discusses ethical issues. | 3 | 2 | 1 | 0 |
| Supervisor discusses how to make referrals or terminate counseling with clients. | 3 | 2 | 1 | 0 |
| Supervisor discusses professional development issues. | 3 | 2 | 1 | 0 |
| Supervisor serves as a professional role model. | 3 | 2 | 1 | 0 |

Comments on information/teaching:

| Communication | Always | Sometimes | Never | N/A |
|--|---------------|------------------|--------------|------------|
| Supervisor provides needed and relevant feedback in a positive way. | 3 | 2 | 1 | 0 |
| Supervisor listens to and encourages my ideas and suggestions. | 3 | 2 | 1 | 0 |
| Supervisor provides ongoing and consistent feedback in order for supervisee to assess professional progress. | 3 | 2 | 1 | 0 |
| Supervisor enhances Supervisee's professional growth. | 3 | 2 | 1 | 0 |
| Supervisor attends to Supervisee's emotional, experiential, and professional needs. | 3 | 2 | 1 | 0 |

Comments on communication:

Other comments and recommendations (If needed, please attach additional sheet):

Identify the methods of supervision used by your Supervisor (check all that apply).

| | | | | | | | |
|------------|--|------------------|--|------------|--|---------|--|
| Audio-tape | | Live observation | | Role-play | | Reading | |
| Video-tape | | Co-therapy | | Discussion | | Other | |

My overall rating of this supervisor is:

| Very poor | Poor | Average | Good | Very Good |
|------------------|-------------|----------------|-------------|------------------|
| 1 | 2 | 3 | 4 | 5 |

It is the **RESPONSIBILITY OF STUDENTS** to have this form completed **EACH INSTRUCTIONAL TERM**. Return completed form to the *Practicum Instructor*. Students should also *retain copies of all forms* for their files.

**University of Wisconsin-Madison
Department of Counseling Psychology**

M.S. Student Evaluation of Practicum Site

Student's Name _____

Practicum Setting _____ **Semester/Year** _____

Practicum Supervisor's Name (including title and degree) _____

University Supervisor' Name _____

This questionnaire assesses your perceptions of the practicum site that you worked at this semester. Circle your assessment of the practicum site as Usually True, Often True, or Seldom True. If you judge that the dimension is not appropriate to this site, circle "Not Applicable" (NA).

I release this form for review by other students in a public Practicum Notebook.

Signature _____ *Date:* _____

| | Usually | Often | Seldom | NA |
|---|----------------|--------------|---------------|-----------|
| | 3 | 2 | 1 | 0 |
| Supervision | | | | |
| Supervision creates a climate conducive to open communication and productive use of supervision time. | 3 | 2 | 1 | 0 |
| Supervisor provides appropriate information and teaching to clinical work and professional development. | 3 | 2 | 1 | 0 |
| Supervisor is knowledgeable about and open to discussions on multicultural issues. | 3 | 2 | 1 | 0 |

Comments/Recommendations:

| | Usually | Often | Seldom | NA |
|---|----------------|--------------|---------------|-----------|
| | 3 | 2 | 1 | 0 |
| Environment/Climate | | | | |
| The site has a professional atmosphere. | 3 | 2 | 1 | 0 |
| The trainee is treated with respect by fellow workers. | 3 | 2 | 1 | 0 |
| The trainee is treated with respect by the population served. | 3 | 2 | 1 | 0 |

Comments/Recommendations:

| | Usually | Often | Seldom |
|---|----------------|--------------|---------------|
| | 3 | 2 | 1 |
| Multicultural Issues | | | |
| Supervisor addresses cultural differences in Supervisor-Supervisee (S-S) relationship. | 3 | 2 | 1 |
| Supervisor demonstrates respect for individual differences between supervisor and supervisee. | 3 | 2 | 1 |
| Supervisor processes cultural differences (e.g. worldview) in S-S relationship that affect case conceptualization or approach with clients. | 3 | 2 | 1 |
| Supervisor discusses differences in conceptualization of clients relative to S-S cultural differences. | 3 | 2 | 1 |
| Supervisor integrates multicultural theory and practice in supervision of Supervisee's work with clients. | 3 | 2 | 1 |
| Supervisor offers conceptualizations that are culturally relevant. | 3 | 2 | 1 |

Comments/Recommendations:

**University of Wisconsin--Madison
The Department of Counseling Psychology**

M.S Statement of Clinical Accountability

Type of Practicum (Circle One): 270-807 270-808 270-810 Track _____

Practicum Student _____

Site Supervisor (including title and degree) _____

University Supervisor _____

Practicum Setting _____ Inclusive dates _____

If school setting, indicate level(s): ___K-12 ___Elementary ___Middle ___High

| DIRECT SERVICE | Hours |
|-------------------------|--------------|
| Individual | |
| Group | |
| Couples | |
| Families | |
| Consultation | |
| Outreach | |
| Other (please specify): | |
| TOTAL HOURS | |

| INDIRECT SERVICE | Hours |
|--|--------------|
| Writing case notes | |
| Reviewing charts | |
| Classroom instruction | |
| Student advising | |
| Review of audio/videotape | |
| Assessment interpretation and report writing | |
| Attending in-service training/seminars | |
| Consulting with other professionals about cases | |
| Attending case conferences | |
| Reading/Research (in preparation for cases, outreach, etc) | |
| Other (please specify): | |
| TOTAL HOURS | |

| SUPERVISION | Hours |
|---------------------------|--------------|
| Individual (face to face) | |
| Group | |

TOTAL PRACTICUM HOURS _____

Signature of Practicum Student: _____ Date: _____

Signature of Site Supervisor: _____ Type of Licensure: _____ Date: _____

Signature of Site Supervisor: _____ Type of Licensure: _____ Date: _____

It is the **RESPONSIBILITY OF EACH GRADUATE STUDENT** to have this form completed **EACH INSTRUCTIONAL TERM** and to give this form to the *Practicum Instructor* who will file it in the student's departmental file. Students should also *retain copies of all forms* for their files.

The Department of Counseling Psychology

Secondary Practicum Agreement Form

Secondary practica can provide opportunities to supplement students in their training and development, and should be taken on only after serious consideration and consultation. Secondary practica require the same professional commitment as do primary practica. You should explore with your advisor how your interests and goals in pursuing a secondary practicum fit with your academic and training needs, and the feasibility of effectively conducting such an experience within your schedule and other responsibilities. You will also need to discuss the process of pursuing and conducting a secondary practicum with the Practicum Coordinator and the Practicum Instructor.

Student Name: _____

Advisor: _____

Practicum Coordinator: _____

Practicum Instructor: _____

The above student has met with me, discussed their program progress, and has developed a plan for pursuing and completing a secondary practicum.

Advisor Signature: _____ Date: _____

Practicum Coordinator Signature: _____ Date: _____

Practicum Instructor Signature: _____ Date: _____

**University of Wisconsin--Madison
The Department of Counseling Psychology**

Secondary Practicum Site Information Form

Students engaging in a Secondary Practicum must submit site information to the 807/808 Course Instructor and Practicum Coordinator in the first two weeks of beginning the practicum.

| Practicum Student Name: | | | | | | | | | | | | | | | | | | | |
|--|---|--------------------|-------|--------------------|---------|--|--|----------|--|--|------------|--|--|-----------|--|--|---------|--|--|
| Practicum Site Name: | | | | | | | | | | | | | | | | | | | |
| Supervisor Name and Title: | | | | | | | | | | | | | | | | | | | |
| Address: (Mailing and Physical Address) | | | | | | | | | | | | | | | | | | | |
| Site Phone Number: | | | | | | | | | | | | | | | | | | | |
| Supervisor Phone Number: (if different than site number) | | | | | | | | | | | | | | | | | | | |
| Supervisor Email: | | | | | | | | | | | | | | | | | | | |
| Days/Times that you are at your site, Indicate days and times that you overlap with your supervisor: (for scheduling site visits) | <table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">Times</th> <th style="width: 35%; text-align: center;">Supervisor Overlap</th> </tr> </thead> <tbody> <tr> <td>Monday:</td> <td></td> <td></td> </tr> <tr> <td>Tuesday:</td> <td></td> <td></td> </tr> <tr> <td>Wednesday:</td> <td></td> <td></td> </tr> <tr> <td>Thursday:</td> <td></td> <td></td> </tr> <tr> <td>Friday:</td> <td></td> <td></td> </tr> </tbody> </table> | | Times | Supervisor Overlap | Monday: | | | Tuesday: | | | Wednesday: | | | Thursday: | | | Friday: | | |
| | Times | Supervisor Overlap | | | | | | | | | | | | | | | | | |
| Monday: | | | | | | | | | | | | | | | | | | | |
| Tuesday: | | | | | | | | | | | | | | | | | | | |
| Wednesday: | | | | | | | | | | | | | | | | | | | |
| Thursday: | | | | | | | | | | | | | | | | | | | |
| Friday: | | | | | | | | | | | | | | | | | | | |
| Driving Directions from UW: | | | | | | | | | | | | | | | | | | | |

APPENDIX D: CREATING A PORTFOLIO OF PROFESSIONAL COUNSELOR COMPETENCE

The following instructions outline the process for creating the portfolio. Decisions regarding contents are influenced by: (1) the purpose of the portfolio; (2) the awareness, knowledge, and skills of the counselor; and (3) the context in which the counselor is working. Each portfolio, therefore, will be unique.

Step I: *Purpose of the Portfolio*

One of the most important aspects of your portfolio is that it will demonstrate how you have reflected upon your development of a professional identity. As you go through the program, you will learn about the importance of self-reflection at a number of levels. In your portfolio we expect you to demonstrate that you have done so. How did you define the counseling role when you began the program? How have you developed and changed? In what directions do you need to develop as you complete the program? These are some of the questions that the portfolio is intended to address.

The first step in developing a portfolio is to clarify its purpose. There are at least three functions to consider.

- First, students use it to document current levels of competence and to identify those areas where improvement is needed.
- Second, advisors review portfolios to determine whether performance is sufficient for graduation.
- Finally, students may decide to use their portfolios as marketing tools with potential employers.

Minimally, the portfolio is a degree requirement that must demonstrate a counselor's competence and readiness for graduation. Conversations with one's faculty advisor will clarify both the purpose and the process.

Step II: *Get organized*

Note that there are eight competencies to satisfy. For each competency, you are asked to select artifacts that will demonstrate growth and development. Thus, you may select artifacts from earlier in the program and then products from later on that evidence how you have developed in a particular competency. You are asked to discuss this progress in your introduction sections for the competencies, identifying how your selected artifacts illustrate your growth. Begin collecting evidence from each course completed and from each practicum experience that fits those categories. Note categories that are lacking and determine how to gain the experiences needed. Give yourself a timeline for each separate competency, a date when that portion is to be completed. Your advisor will help you in this process as will your departmental practicum supervisor. Students find it helpful to identify competencies that need development and then to create opportunities where those competencies can be practiced. The areas of competence that are expected to be

addressed in portfolios are:

- Case Conceptualization - Individual and Organizational - the ability to acquire case information, to develop a formulation (diagnosis), to determine a treatment plan, and then to implement and evaluate that plan within a coherent theoretical framework.
- Presentation Skills - the ability to present information to or to train a group in a particular topic or skill(s).
- Counseling Skills - the ability to use counseling skills with individuals, groups and families to produce change.
- Multicultural Skills - the ability as a scientist practitioner, to address cultural factors (e.g., class, gender or ethnicity) in one's professional activities.
- Consultation Skills - the ability to work with individuals or groups to resolve problems.
- Professional Identity - the development of an identity as a member of the counseling profession.
- Scholarship - the ability to inform the practice of- or to generate knowledge related to counseling.
- Specialization - identify skills, knowledge, and actions that are unique to one's area of specialization.

All students in the MS program are expected to address the competencies listed above, however, Wisconsin licensing laws for school-based professionals (PI 34) dictate additional areas of competence that must be addressed by students in the school counseling track. The *Wisconsin Standards for Pupil Services Development and Licensure* describes these seven areas of competence (see <http://www.dpi.state.wi.us/dpi/dlsis/tel/standps.html>). They are as follows:

1. The pupil services professional understands the Ten Teacher Standards.
2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
4. The pupil services professional understands and represents professional

ethics and social behaviors appropriate for school and community.

5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

Students in the school counseling track will be responsible for weaving these **7 Pupil Services Standards** into their portfolios. This does not require one to organize the portfolio differently (that is, it will still be organized by the **8 Competencies** listed above), but that one makes clear which standards are met by each artifact that is included in the portfolio. Please see DPI Pupil Services Standards table in Appendix G for suggestions of ways to integrate the seven Pupil Services Standards into the portfolio as well as classes that may help you to meet these seven standards.

Step III: Choose Evidence

Choose the evidence that best demonstrates competence in the area. Portfolios, for example, often contain an essay related to the area of specialization that outlines one's personal theory of counseling. Once evidence is chosen, prepare a brief competence statement describing:

- (1) what the evidence is
- (2) how it demonstrates the counselor's competence
- (3) why it was selected.

Be mindful of issues related to confidentiality, taking steps to be certain that clients referred to cannot be identified. In some instances, students may wish to obtain clients' informed consent. In these cases, client's written permission must be included. Additionally, evidence should focus on the level of competency achieved *at the end* of the training program.

Step IV: Produce

Once evidence is collected and described, the portfolio should be organized in a manner that will allow a third person unfamiliar with your work to understand and evaluate the material.

Step V: Reflect

As evidence of self-reflection, students should prepare statements describing their strengths and weaknesses. These statements (1 page each in length, approximately) will appear at the beginning of each chapter as a means of introducing the reader to the chapter.

Step VI: Submit for Evaluation

The faculty advisor and another faculty member will evaluate the portfolio to determine whether a student has satisfied the portfolio requirement. Feedback may simply be a signature on the PAF or a formal written response.

Summary

Creating a portfolio can be time-consuming and anxiety-producing. The end result should be satisfying for both the student and readers. It is an opportunity to integrate all learning, both classroom and clinical, and then to feel truly competent to enter the counseling profession.

APPENDIX E: LIST OF IMPORTANT FORMS

All Department forms are available online at www.education.wisc.edu/cp

Change of Advisor Form: Available online or from Graduate Coordinator in Room 335B. Get current and new advisor signatures (can place in their mailbox) and return to Room 335B.

Change of Grade Forms: Available from Room 335B. It is the student's responsibility to see that grade changes are sent through by their instructors. Must be returned to Room 335B for processing.

Credit Overload Request Form: Available online at <http://www.grad.wisc.edu/education/forms/overload.html>. Advisor must sign. Return to 217 Bascom Hall. Graduate School must approve load greater than 12 credits per semester. Maximum Graduate school usually approves 14 credits/semester or 10 credits in summer.

Drop/Add Forms: Available online through the enrollment section of <http://my.wisc.edu>.

Human Subject Protocol: Available on-line at <http://info.gradsch.wisc.edu/research/compliance/humansubjects/tutorial/>

Petition to Graduate Form: See Graduate Coordinator in Room 335B. Students should complete and return to Room 335B in the semester they intend to graduate. Deadlines for Spring, Summer, and Fall are in early March, July, and October respectively.

Practicum Accountability Form & Evaluations: Available from the Faculty Practicum Coordinator or in Room 335B and in Practicum Placement Manual. Must be completed during/after EACH semester of Practicum (807 & 808) and signed by both site and UW supervisors. Forms should be returned to Practicum Coordinator, then to Room 335B to be filed in student file.

Practicum Placement Application: Available from M.S. Program faculty Practicum Coordinator or Room 335B after Dec. 1st for the following Fall practicum.

Program Approval Form (PAF): Available from Room 335B. Also see Appendix B of this handbook. Advisor completes and should be in each student file.

School Counseling Internship and other School Counselor License Applications:

Available in Room 335B. For those students required to do post-masters school counseling internship. Also See Master Chair for recommendation for internship license.

APPENDIX F: Funding & Award Opportunities Scholarships/Fellowships

| | Purpose/Focus | Award | Eligibility | Deadline | Contact |
|--|--|-----------------------------------|--------------------|-----------------|--|
| American Counseling Association Ross Trust Graduate Student Scholarship | Acad achievement & volunteerism; k-12 focus | \$1000 + ACA conv. (15 awards) | M.S. Ph.D. | November | ACA Member Services www.counseling.org |
| APA Minority Fellowship Program | Commitment to mental health research with racial/ethnic minority populations | 3 years funding, travel support | Ph.D. | January | APA Minority Fellowship Program http://www.apa.org/mfp/ |
| National Hispanic Scholarship College Scholarship Fund | Tuition assistance | \$1,000 to \$3,000 | M.S. Ph.D. | October | www.hsf.net |
| Mike Troy Graduate Student Scholarship Wisconsin School Counselor Association | Support school counseling masters students in their professional development | \$1000 – 2 offered/year | M.S. | December | Wisconsin School Counselor Association www.wscaweb.com |

Awards/Honors: National

| | Purpose/Focus | Award | Eligibility | Deadline | Contact |
|---|---|---------------|---------------|----------|---|
| American Counseling Association Foundation Counseling Graduate Student Essay Contest (entrants need not be an ACA member) | Topics promoting relevance of counseling; focus changes annually | \$500 | M.S. Ph.D. | April | ACA Member Services www.counseling.org |
| American Counseling Association Graduate Student Ethics Case Study Competition | Critical analysis of and response to ethical case | various | M.S. Ph.D. | February | ACA Member Services www.counseling.org |
| APA Division 17 Barbara A. Kirk Award | Student-initiated research-any topic | | Ph.D. | February | APA Division 17 website www.div17.org |
| APA Division 17 Donald E. Super Award | Student-initiated research-career focus | | Ph.D. | February | APA Division 17 website www.div17.org |
| Division 17 Section on Ethnic and Racial Diversity (SERD Awards) | (1) Student Award; (2) Outstanding Contribution to Race/Ethnicity Scholarship | N/A | M.S. Ph.D. | March | SERD website http://www.div17.org/sections_erd.html |
| Association for Women in Psychology/Society for the Psychology of Women Student Research Award | Basic or applied | \$200 | M.S. Ph.D. | April | APA Division 35 www.div35.org |
| Council of Counseling Psychology Training Programs Outstanding Graduate Student Award | Exemplary scholarly and professional development | | Ph.D. | March | By Faculty Nomination Only; contact your advisor |
| National Career Development Association/ACT Graduate Student Research Grant Award | Dissertation or thesis research with career focus | \$500 | M.S. Ph.D. | April | NCDA website www.ncda.org |
| Society for Psychological Study of Social Issues—Social Issues Dissertation Award | Socially relevant research-focused on social problems | \$500 - \$750 | Ph.D. | May | APA Division 9 www.spssi.org/awards.html |

**APPENDIX G: Department of Public Instruction Pupil Services Standards
School Counseling Track**

| Pupil Services Standard | CP Portfolio Competency | Courses |
|--|---|--|
| 1. The pupil services professional understands the Ten Teacher Standards | Professional Identity Specialization | 803 |
| 2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development | Case Conceptualization Specialization | 803 807 808 865 Reading Requirement |
| 3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms | Scholarship, Specialization | 803 804 865 |
| 4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community | Professional Identity Specialization | 803 805 806 807 808 825 860 |
| 5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings | Consultation, Professional Identity, Specialization | 802 803 807 808 850 |
| 6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies | Case Conceptualization, Counseling, Multicultural, Consultation, Specialization | 800 801 802 803 805 806 807 808 825 860 865 620 Abnormal Special Ed Requirement |
| 7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education | Consultation, Multicultural, Presentation, Specialization | 803 807 808 825 850 860 |

APPENDIX H. Professor/Instructor Evaluation of Student Form

Professor/Instructor Evaluation of Student Form

Course:

Student:

Professor:

Date:

| Improvement needed – Concern warrants plan/remediation | Focus for growth – Does not merit plan/remediation | Developmentally appropriate | Advanced for developmental stage | Unable to assess / No information |
|--|--|-----------------------------|----------------------------------|-----------------------------------|
| 1 | 2 | 3 | 4 | X |

KNOWLEDGE AND ACADEMIC SKILLS

- | | | | | | |
|--|---|---|---|---|---|
| 1. Acquire knowledge of course content. | 1 | 2 | 3 | 4 | X |
| 2. Quality of contributions in class. | 1 | 2 | 3 | 4 | X |
| 3. Writing ability. | 1 | 2 | 3 | 4 | X |
| 4. Critical thinking skills. | 1 | 2 | 3 | 4 | X |
| 5. Research skills. | 1 | 2 | 3 | 4 | X |
| 6. Ability to analyze/synthesize material. | 1 | 2 | 3 | 4 | X |
| 7. Ability to apply professional and personal experience to the evaluation of theory and research. | 1 | 2 | 3 | 4 | X |

PROFESSIONAL SKILLS

- | | | | | | |
|--|---|---|---|---|---|
| 1. Understanding of therapist roles and functions. | 1 | 2 | 3 | 4 | X |
| 2. Ability to apply research findings to counseling practice. | 1 | 2 | 3 | 4 | X |
| 3. Awareness and knowledge of diverse populations. | 1 | 2 | 3 | 4 | X |
| 4. Ability to establish rapport with diverse populations. | 1 | 2 | 3 | 4 | X |
| 5. Ability to develop appropriate case conceptualizations. | 1 | 2 | 3 | 4 | X |
| 6. Effective implementation of a variety of therapeutic interventions. | 1 | 2 | 3 | 4 | X |

PROFESSIONAL DEMEANOR

- | | | | | | |
|--|---|---|---|---|---|
| 1. Treats others (e.g., colleagues, clients, staff, faculty) respectfully. | 1 | 2 | 3 | 4 | X |
| 2. Completes assigned responsibilities (incl. class attendance promptly). | 1 | 2 | 3 | 4 | X |
| 3. Completes assigned responsibilities well. | 1 | 2 | 3 | 4 | X |
| 4. Responsive to supervision and feedback. | 1 | 2 | 3 | 4 | X |
| 5. Acts in an appropriately professional manner (incl. consultation). | 1 | 2 | 3 | 4 | X |
| 6. Exhibits ethical standards and decision-making. | 1 | 2 | 3 | 4 | X |
| 7. Willing to engage in self-assessment. | 1 | 2 | 3 | 4 | X |
| 8. Engages cultural competence as on-going learning process. | 1 | 2 | 3 | 4 | X |

Use back of form for additional comments:

(Form adapted from Texas A&M Counseling Psychology Program and Marquette University)