



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

MASTER'S PROGRAM IN COUNSELING HANDBOOK

2012-2013

Department of Counseling Psychology
School of Education
335 Education Building, 1000 Bascom Mall
University of Wisconsin—Madison 53706
Tel.: 608.262.4807
Fax: 608.265.3347
<http://www.education.wisc.edu/cp>
email: counpsych@education.wisc.edu

MASTER'S PROGRAM HANDBOOK 2012-2013

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MASTER'S PROGRAM IN COUNSELING HANDBOOK

2012-2013

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

OVERVIEW

The *Master's Program in Counseling Handbook* provides a brief description of the Department of Counseling Psychology and its faculty, a general overview of the policies governing the Master's Program, and a summary of requirements for the Master's Degree in Counseling. 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.

This handbook is designed to provide critical information to students matriculated in the Master's Program regarding expectations, degree requirements, administrative procedures, staff members, and student organizations. Students are encouraged to read from start to finish and to meet with any staff member for assistance with issues or questions as they arise.

THE DEPARTMENT

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 as reflected in the practica/internship program components. Most graduates of the Master's Program find employment as community counselors and counselors in colleges and universities. A few of the students pursue a doctoral degree after graduation.

DEPARTMENT FACULTY

The faculty currently consists of four Full Professors, one Associate Professor,

three Assistant Professors, and two Academic Staff 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 39.

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 Counseling Psychology* and *The Counseling Psychologist*. The Counseling Psychology faculty also performs professional accreditation duties nationally and serves on accreditation boards for the American Psychological Association (APA) and the American Counseling Association (ACA), among others.

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 Master's 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/or 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; and
- ◆ 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 but not limited to race/ethnicity, gender, sexual orientation, disability, class status). In doing so, the complexity of diversities and influence of oppressions and salencies 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. doi:10.1177/0011000093212010

Byars-Winston, A. M., & Fouad, N. A. (2006). Metacognition and multicultural competence: Expanding the culturally appropriate career counseling model. *The Career Development Quarterly, 54*(3), 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. doi:10.1002/j.1556-6676.1991.tb01580.x

Vera, E. M., & Speight, S. L. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *Counseling Psychologist, 31*, 253-272. doi:10.1177/0011000003031003001

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 which documents counseling competencies (see below and Appendix D). Coursework beyond the 48-credit minimum may be required of students with course deficiencies, as enumerated in their letters of admission. Students seeking licensure or certification out of state should check with those states' particular requirements.

MINIMUM ENROLLMENT REQUIREMENT

The graduate school requires that all students maintain continuous enrollment in order to maintain graduate student status. This means that all students, until graduation, must be enrolled for at minimum 1 credit every semester (excluding summer semester). If a student does not maintain continuous enrollment, the graduate school considers the student to have withdrawn from the Master's Program, and therefore, students will not be able to enroll for any classes in subsequent semesters unless permission is granted from the department.

The department also considers a student that has not maintained continuous enrollment to have withdrawn from the Program and therefore your student status in the department will be automatically terminated. The department will not automatically grant permission to reenroll in classes to students who have not maintained continuous enrollment. The requirement for continuous enrollment excludes cases in which students have been granted formal leaves of absences (including medical and other leaves) prior to their actual discontinuation of enrollment.

If a student has not enrolled for one semester (either fall or spring) and wishes to reenroll, the student must formally request reenrollment in writing. The faculty will vote in a case-by-cases in the next regular faculty meeting after the request is made. If a student has not enrolled for two or more semesters consecutively, the student must formally request readmission to the Program.

CURRICULUM

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	791 Pro-Seminar	804 Research
	801 Assessment	802 Groups	850 Consultation
	805 Techniques	806 Practicum I	958 Psychopathology
	860 Multicultural	865 Careers	

	FALL II	SPRING II	SUMMER II
YEAR II	807 Practicum II	808 Practicum III	730 Ethics
	825 Families	990 Thesis	
	Elective(s)*	Elective(s)*	

*Minimum of 3 credits at the graduate level (i.e., 300 or above)

48-Credit Requirement

Coursework taken as part of a student’s undergraduate program of study will not be counted towards the 48-credit requirement. 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 to review course selections and credits to degree during the first year of your Program.

- Substitutions for required (core) courses are made only with the approval of the faculty in an official faculty meeting. 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 in an official faculty meeting. Students must earn a minimum B on all courses for a full semester of departmental coursework before making such requests.

Minimum Course Grade Requirement

Students are required to attain a minimum course grade of B for all required and elective coursework that fulfill the 48-credit requirement. In the case that a student does not receive a B or higher in a course that is part of the 48 credits, the student’s academic progress will be evaluated by the Master’s Training Committee as a formal non-routine review. As a result of the non-routine review, the student may be put on a developmental or

remediation plan.

Practica

As part of the coursework, students complete 3 semesters of practica (Spring I, Fall II, and Spring II). The first practicum, CP 806 Practicum I, occurs within the department with volunteer clients. The experience and placement process for CP 807 Practicum II and CP 808 Practicum III are described fully below on pages 12 through 18.

Electives

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

- Independent Reading (CP 999) does not count toward the three-credit elective requirement.
- 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 competency requirement for AODA is met by taking CP 958 Psychopathology. However, those who would like further training in this area are encouraged to take the AODA workshops provided by 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>). 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 their 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 October. The Training Director will coordinate through the library for 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 October of the date and time of the library training that was completed.

Self-Reflection

Implementing the tripartite model of cultural competence, (i.e., Awareness, Knowledge, and Skills; See Mission Statement, pages 5 to 6), 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 letter grade of B. Further, courses taken to fulfill the deficiencies must receive a letter grade of B or higher.

Time Considerations

Given the experiential and practice-based aspects of some the Program's courses (e.g., CP 802, CP 806, CP 860), time outside of the classroom (i.e., beyond what is stated in the University timetable) may be required. Students are strongly encouraged to consider the additional time commitments for the classes when creating semester schedules.

ADDITIONAL REQUIREMENTS

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 American Counseling Association Code of Ethics (available at <http://www.counseling.org/resources/codeofethics/TP/home/ct2.aspx>). 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 Training Director and the Practicum Coordinator in the department 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 Program stipulates that students must satisfy a three-semester supervised practicum requirement.

- The first practicum course (CP 806 Practicum I—a pre-practicum course taken in 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 Practicum II and CP 808 Practicum III—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 Readiness for Practicum

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

- Evaluation of coursework: Students must earn satisfactory grades at minimum in CP 805 and CP 806 (demonstrating skills in counseling techniques and in the use of spoken English) and their professional seminar (i.e., CP 791) 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 a status of “Approved,” “Provisional,” or “Not Approved.”
 - 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.
 - Students receiving a Not Approved status will not proceed with the practicum application process, and will 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 significant improvement.
- **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 Master’s Training Committee) that addresses areas identified by the faculty as needing significant improvement. Students with a Not Approved status may be required to retake CP 805 and/or CP 806.

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 Code of Ethics of the American Counseling Association;
- seek advice/consult with the on-site supervisor as needed;
- abide by the rules and regulations of the site institution/agency; and
- 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 = average of approximately 5 hours (i.e., 5 x 16= 80).** 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 to practice as required by law.
- **Related Professional Activities = 10 hours.** Professional activities can include in-service training, staff meetings, case conferences, writing case notes, training/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 and CP 808 courses.
- **Individual Supervision = 1 hour** (or as deemed appropriate).

Individual supervision with the CP 807 and CP 808 instructor or supervisor. Additionally, departmental supervisors (CP 807 and CP 808 course instructors) have contact with your site supervisors during the year (phone consults and site visits). These contacts provide CP 807 and CP 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 set of evaluations at mid-semester and at the end of each semester during CP 807 and CP 808 (see Appendix C). These forms must be turned in to the CP 807 and CP 808 instructor(s) 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. 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.
- 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 the Practicum Coordinator, students currently on practicum, and your own investigation (but without contacting them, as below) 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 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

As with all courses, students must earn a grade of B or higher for CP 807 and CP 808. Students should note that grading of CP 807 and CP 808 includes both the on-site and in-class performance.

- **CP 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 CP 807 has not demonstrated evidence of satisfactory practicum performance and will not be allowed to enroll in CP 808 without prior remediation and evidence of readiness.
- **CP 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 CP 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. 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. Master's students must meet with her/his advisor, CP 807 and/or CP 808 Instructor(s), and Practicum Coordinator (group meeting if possible) to discuss their interest and feasibility of conducting a Secondary Practicum within the context of coursework, foundational practicum, portfolio, thesis, and other academic and work responsibilities.
2. Advisor, CP 807 and/or CP 808 Instructor, and Practicum Coordinator signs the "Secondary Practicum Agreement Form" (See Appendix C).
3. Student and/or Advisor forward a copy to Practicum Coordinator and original to the Academic Services Administrator to be put in your student file.

Coordination of Secondary Practicum

1. Student contacts the site 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 CP 807 and/or CP 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 CP 807 or CP 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 CP 807 and/or CP 808 grade, prompting a remediation plan.
7. Successful completion of the Secondary Practicum is contingent on passing both CP 807 and CP 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 Training 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; and
- 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; and
- 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 Administrator 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 Administrator, 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 Administrator 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. Specifically, this means that a student who has a break in enrollment for even one semester of fall or spring term will be considered to have withdrawn from the Program and the University. 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 Academic Services Administrator and the Graduate School Admissions Office for detailed information regarding this process (<http://www.grad.wisc.edu/education/admissions/reentry.html>). 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 or higher in all courses.

- 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 Counseling Association

<http://www.counseling.org/resources/codeofethics/TP/home/ct2.aspx>).

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 attain a minimum of B on all courses in their 48-credit Program of study to graduate.

Supervision

Students are evaluated during practicum 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; and
- 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 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; and
- 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.

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); and
- 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 for individuals who are historically underrepresented, including 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-racial/ethnic-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 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 yourself.

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 duplicating equipment for printing or copying their own work or publications of any kind. Although there currently are no copy machines available for student use in the Department or School, 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 and Chair
(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 after receiving his doctorate in Counseling Psychology from the department

(2004). He completed 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 Chair of the Section for Lesbian, Gay, Bisexual, and Transgender Issues of Division 17 (Society of Counseling Psychology).

STEPHEN M. QUINTANA, Ph.D., Professor (quintana@ecuacion.wisc.edu)
Dr. Quintana received his Ph.D. degree in Counseling Psychology from the University of Notre Dame. He taught at the University of Texas-Austin for seven years before joining the faculty at UW-Madison. He received a Ford Foundation Postdoctoral Fellowship 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 and Society for the Psychological Study of Ethnic Minority Issues 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. He was chair of an APA Presidential Task Force on Educational Disparities.

Dr. Quintana's research is in developing and evaluating a model of children's understanding of social status, which includes ethnicity, race, gender, religion, and social class. He leads research teams on development of Social Justice Perspectives and identity narratives of immigrants. 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 and Lead Editor for a special issue of *Child Development* on Race, Ethnicity, and Culture in Child Development (September/October issue 2006) and an Associate Editor of *Journal of Counseling Psychology* and lead editor for the book, *Race, Racism and the Developing Child*.

FRANCISCO J. SÁNCHEZ, Ph.D., Assistant Professor (fsanchez3@wisc.edu)
Bio forthcoming!!

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 master's 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 completed a postdoctoral fellowship in prevention and intervention research at the Johns Hopkins Bloomberg School of Public Health, where she co-developed an intervention for underserved families dealing with parental depression. She joined the Department of Counseling Psychology at UW-Madison in 2006.

Dr. Valdez's primary area of interest is in reducing mental health disparities for minority populations and in community-based interventions and advocacy with underserved families. She is an investigator in Children, Families and Schools (CFS), an NICHD-funded 5-year 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. This study is being conducted with over 3,000 Latino families in Texas and Arizona. She is currently involved in following those families from the CFS study that have been impacted by anti-immigration climate in 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. She recently refined and adapted KFS to Latino families. Under her leadership, the new program, "Fortalezas Familiares" (FF) underwent a linguistic and cultural adaptation by her research team. With CTSA funds, Dr. Valdez evaluated 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

Child Psychiatry and Human Development, The Counseling Psychologist, 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), the Society for Research on Child Development, and the American Public Health Association, and has presented her work at APA, SRCD, and other conferences.

BRUCE E. WAMPOLD, Ph.D., Professor (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 and D.M. Kivlighan, Jr.).

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
(thideman@wisc.edu)

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
(nicolaiheckm@wisc.edu)

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.

2012 – 2013 COUNSELING PSYCHOLOGY DEPARTMENTAL COMMITTEES

Committee	Semester I	Semester II
Department Chair	Gloria	Gloria
Master's Training Committee	Lotta, Minami, Paul, Valdez	Lotta, Minami, Paul, Valdez
Director of Training	Minami	Minami
Doctoral Committee	Hoyt, Quintana, Thompson	Hoyt, Quintana, Thompson
Director of Training	Hoyt	Hoyt
Master's and Doctoral Practicum Coordinator	Waller	Waller
Salary & Promotion	Quintana (Chair), Minami, Thompson	Quintana (Chair), Minami, Thompson
Fellowships	Gloria	Gloria
Alumni Relations	Gloria	Gloria
Diversity Committee	Thompson	Thompson
EPTC Committee	Paul	Paul
Harassment/ AARC	Thompson	Thompson
Senator	Valdez	Valdez
Cohort Faculty Liaison	Gloria	Gloria

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 and Award Opportunities
- G: Professor/Instructor Evaluation of Student Form

Student Handbook and Ethics Code Verification Form

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

- 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 by the American Counseling Association (available at <http://www.counseling.org/resources/codeofethics/TP/home/ct2.aspx>)

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;
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;
5. familiarized myself with the Codes and/or Standards; and
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 Academic Services Administrator within four weeks of the first day of classes in the Program

Student (please print) _____ Date _____

Signature _____

PROGRAM APPROVAL FORM

MS Program in Counseling

Student Name _____ ID _____

Advisor Name _____

Deficiencies _____

Deficiencies Completed _____

Advisor Signature _____ Date _____

Handbook/Ethics Verification Form _____

Master's Training Director 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: Practicum Coun I 3cr _____
 270-865: Careers 3cr _____
 270-791: Proseminar 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 Coun II 2-5cr _____
 270-825: Families 3cr _____
 Elective: 3cr _____

Year II, Spring II:

270-808: Practicum Coun III 2-5cr _____
 270-990: Thesis 1-4cr _____
 Elective (Optional) 3cr _____

Summer II:

270-730: Ethics 3cr _____

Total Credits: _____ (48 required)

Library Training: _____
 Master's Training Director Signature _____ Date _____

Writing Competency: _____
 Master's Training Director 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 Administrator _____ Date _____

Master's Thesis/project completed:

 Advisor Signature _____ Date _____ Title: Submit Thesis Cover Page

Portfolio Reviewed and Approved:

 Advisor Signature _____ Date _____ 2nd Faculty Evaluator Signature _____ Date _____

ALL REQUIREMENTS FOR MASTER'S DEGREE COMPLETED _____
 Master's Training Director 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 Community and College Population M.S. Student by Supervisor
3. M.S. Student Evaluation of Supervision
4. M.S. Student Evaluation of Practicum Site
5. M.S. Statement of Clinical Accountability

**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 ____

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	Street Number/Address	City	State/Zip	Phone
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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 Community & College Population M.S. Student by Supervisor**

Student: _____ **Date:** _____

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

Site Supervisor (include title and 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.**

Professional Skills		Deficient			Adequate	Outstanding			N/A
1. Establishes a working relationship with clients.	1	2	3	4	5	6	7		
2. Facilitates clients' expressions 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		Deficient			Adequate	Outstanding			N/A
1. Aware of self as a cultural being and potential impact on work with clients.	1	2	3	4	5	6	7		
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	7		
3. Able to discuss cultural similarities and differences within supervisor-supervisee relationship.	1	2	3	4	5	6	7		
4. Able to discuss cultural similarities and differences within counselor-client relationship.	1	2	3	4	5	6	7		
5. Considers and integrates clients cultural values and context as part of clinical conceptualizations.	1	2	3	4	5	6	7		
6. Knowledgeable of the values and cultural influences inherent in different theories, interventions, and applications with clients.	1	2	3	4	5	6	7		
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	7		

Comments:

Personal and Professional Growth

	Deficient			Adequate		Outstanding		N/A
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**

	Deficient			Adequate		Outstanding		N/A
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**

	Deficient			Adequate		Outstanding		N/A
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:

	Deficient			Adequate		Outstanding		N/A
Overall Evaluation	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: _____ **Date:** _____

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

Site Supervisor (include title and licensure): _____

Practicum setting: _____

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	N/A
Supervisor addresses cultural differences in Supervisor-Supervisee relationship.	3	2	1	0
Supervisor demonstrates respect for individual differences between supervisor and supervisee.	3	2	1	0
Supervisor processes cultural differences (e.g., worldview) in Supervisor-Supervisee relationship that affect case conceptualization or approach with clients.	3	2	1	0
Supervisor discusses differences in conceptualization of clients relative to Supervisor-Supervisee cultural differences.	3	2	1	0
Supervisor integrates multicultural theory and practice in supervision of Supervisee’s work with clients.	3	2	1	0
Supervisor offers conceptualizations of client that are culturally relevant.	3	2	1	0

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.				

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:

	Usually	Often	Seldom	NA
	3	2	1	0
Information/Teaching				
Site provides appropriate resource and reference materials.	3	2	1	0
Site has a consistent philosophy and plan to guide its programming.	3	2	1	0
Site provides an adequate forum for discussing intervention issues.	3	2	1	0
Site gives trainee adequate guidance on ethical issues.	3	2	1	0

Comments/Recommendations:

	Usually	Often	Seldom	NA
	3	2	1	0
Communication				
Site staff provides opportunity for relevant feedback in a positive manner.	3	2	1	0
Site staff attempt to enhance trainee's professional growth.	3	2	1	0
Site staff shows sensitivity to where the trainee is emotionally, experientially and professionally.	3	2	1	0
Staff disagreements are discussed in an open, non-threatening manner.	3	2	1	0

Comments/Recommendations:

Summary of Practicum Experience (if needed, please add additional sheet for comments)

1. Describe the experiences you had at this practicum site that contributed most to your professional growth.

2. Describe any factors at this site that may have hampered your professional growth.

3. a. Was your (trainee's) training, to this point, adequate for the practicum assignment? ___Yes ___No
 - b. Specify the university courses that were especially beneficial and/or those that were not adequate in preparing you for practicum.

Beneficial

Inadequate

Comments:

Rate the **Practicum Site** overall by circling the appropriate number.

Beneficial 5 4 3 2 1 Inadequate

Rate your **Practicum Supervisor** overall by circling the appropriate number.

Beneficial 5 4 3 2 1 Inadequate

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
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.

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.

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.

LIST OF IMPORTANT FORMS

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

Change of Advisor Form: Available online or from the Academic Services Administrator 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. Graduate school usually approves a maximum of 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 Academic Services 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 (CP 807 and CP 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.

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

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

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)