



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

MASTER'S PROGRAM IN COUNSELING HANDBOOK

2013-2014

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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 the Graduate School's regulations and policies is found in the Graduate School Catalog (<http://www.grad.wisc.edu/catalog/index.htm>). This handbook does not modify or supersede those regulations and policies.

This handbook is designed to provide critical information to students matriculated in the Master's Program regarding expectations, degree requirements, administrative procedures, faculty/staff members, and student organizations. Students are encouraged to read it in its entirety 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 program component. Most graduates of the Master's Program find employment as community counselors and counselors in colleges and universities. A few of the students go on to pursue a doctoral degree.

DEPARTMENT FACULTY

The faculty currently consists of four Full Professors, one Associate Professor, two 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 29-37.

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 (2002;

[http://www.apa.org/pi/oema/resources/policy/multicultural-](http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx)

[guidelines.aspx](http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx)). These guidelines are based on the premise that because the U.S. population is increasingly diverse, culturally (broadly defined; see below) appropriate services are necessary. In particular, counselors-in-training, counselors, psychologists-in-training, and psychologists must:

- ◆ recognize that, as cultural beings, they hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are culturally different from themselves;
- ◆ recognize the importance of multicultural sensitivity, responsiveness, knowledge, and understanding about culturally different individuals;
- ◆ employ the constructs of multiculturalism and diversity in psychological education;
- ◆ recognize the importance of approaching psychological research from an emic, rather than etic, framework;
- ◆ 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 culture and multiculturalism (i.e., a range of individual and/or cultural differences including but not limited to race/ethnicity, gender, age, sexual orientation, ability, socioeconomic class). In doing so, the complexity of diversities and influence of oppressions and saliencies of multiple cultures must 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 this 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. Further, 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

DEPARTMENT NON-DISCRIMINATION STATEMENT

In conformance with applicable federal and state laws and with university policy, the Department of Counseling Psychology does not discriminate on the basis of age, race, color, ethnicity, religion, creed, sex, national origin or ancestry, sexual orientation, gender identity expression, marital or parental status, pregnancy, handicap, political affiliation, or veteran's status with regard to treatment of students with regard to admissions decisions, student evaluations, or decisions about student access to departmental resources including funding. (Note however that an individual who is deemed ineligible to participate in required field or clinical experiences based on the results of his or her criminal background check may not be able to complete the requirements for the program.) Inquiries concerning this policy may be directed to any faculty member, including the department chair and the department Harrassment/AARC representative, to the School of Education

Equity and Diversity Committee, or to the university's Office for Equity and Diversity.

DESCRIPTION OF THE M.S. PROGRAM

OVERVIEW OF GENERAL REQUIREMENTS

The M.S. degree in counseling requires that students satisfactorily complete coursework, practica experiences, and a professional integration experience. Students earn a minimum of 48 graduate credits. Coursework beyond the 48-credit minimum may be required of students entering 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 a minimum of 2 credits 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 on a case-by-case basis 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, one- to two-summer plan that students should follow, unless the student enters the program with course deficiencies. (Please refer to *Graduate School Catalog* for course descriptions). In such cases, students must meet with their Advisors prior to the beginning of classes so as to determine the best course sequence. In addition, students must meet with their Advisors if they are planning to complete the Program on a part-time basis.

The following is an outline of the required course sequence (for full-time students):

	FALL I	SPRING I	SUMMER I
YEAR I	270-791 Counseling in Community Settings	896-453 (Social Work) Alcohol and Other Drug Abuse	270-804 Research in Guidance and Counseling
	270-800 Theories of Counseling	270-730 Ethical Issues in Counseling	270-865 Theory and Practice of Career Intervention
	270-805 Techniques and Microskills for Counselors	270-802 Theory and Practice of Group Work for Counselors	270-958 Psychopathology: Diagnosis and Intervention in Counseling
	270-860 Multicultural Counseling	270-806 Supervised Practicum in Counseling I	Psychology

	FALL II	SPRING II
YEAR II	270-801 Assessment Techniques for Counselors	270-808 Supervised Practicum in Counseling III: Advanced
	270-807 Supervised Practicum in Counseling II	270-850 Consultation Procedures for Counselors
	270-825 Counseling Psychology Techniques with Families	

Specifics on the 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 electives or

credits in other areas. Students are encouraged to meet with their advisor to review course selections and credits to degree during the first year of the 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 one of the regular faculty meetings.
- Students may transfer a maximum of 9 credits toward the 48-credit total with faculty approval in a faculty meeting. Transferred credits may have been taken at UW-Madison as a “Special Student” or as graduate coursework from other institutions. Students must earn a minimum of B on all courses in 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 coursework that fulfills 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 immediately by the Master’s Training Committee as a formal probationary non-routine review (see below). As a result of the non-routine review, the student will be put on a remediation plan, or, in rare cases, be dismissed from the program.

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 14 through 20.

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), 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 be “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 as part of the course requirements. Self-reflective ability will also be evaluated 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 of the Program’s courses (e.g., CP 802, CP 806, CP825, CP 860), time outside of the classroom (i.e., beyond what is stated in the University timetable) will be required. Students should 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 this 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/aca-code-of-ethics.pdf>). 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 from the first day of classes in the first Fall semester of the Program. See Appendix A or download the form at: <http://counselingpsych.education.wisc.edu/cp/masters-program/resources-for-current-ms-students>.

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 will be notified as to how to order a criminal background check and the fee involved during their first Fall semester.

- 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 plays and volunteer UW undergraduate 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 participate in weekly supervision. CP 807 and CP 808 cannot be taken unless CP 730 is successfully completed (i.e., B or above).

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 in all

- required courses 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 and ability 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 Assessment of Readiness for Practicum takes place in two phases:

- **Phase I:** Readiness for Practicum Application will occur Fall semester at mid or late semester during one of the regularly scheduled faculty meetings. At this time, student progress will be discussed by the 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 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 cannot proceed with the practicum application process, and will be required to generate a developmental plan (in conjunction with their advisor 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 in one of the regularly scheduled faculty meetings. At this time, student progress will be discussed among the faculty and students will be given either an "Approved" or "Not Approved" Status.
 - Students receiving an Approved status will continue with the practicum placement process.

- Students receiving a Not Approved status will withdraw their practicum applications, if submitted, and generate a developmental plan (in conjunction with their advisor 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 a minimum of 16 hours "on-site" and 4 hours "within-department" (described below). These hours must add up to a minimum of 300 practicum hours per semester.

Within the 300 hours, 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).
- **Clinical 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 any or all of the required forms at the semester may result in receive a grade of "I" (incomplete).
- Students are expected to keep copies of all forms for their own records, as the department will not retain them over 7 years.

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 (5 to 7) 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 directly 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.
- Choose 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 and CP 808:** Students who are terminated from their practicum sites have in effect “failed” the CP 807/CP 808 class and will receive a grade of “F.” 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. 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

In rare cases, 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, 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 grade of "F" 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.

PROFESSIONAL INTEGRATION EXPERIENCE

The Professional Integration Exercise (PIE) is a capstone experience for each master's student, where they have the opportunity to pull together their learning and skills and their overall professional identity. Through this oral clinical case conceptualization, they have the opportunity to demonstrate to the faculty their readiness as a master's level clinician. Through faculty support, guidance, and feedback, they develop a sense of their areas of strengths and areas for further refinement as they prepare to graduate and pursue the next steps in their career. The PIE is also intended to prepare students for employment interviews, which often entail the discussion of a clinical case.

The PIE will be conducted in late spring during students' second year of training, with the exact date to be determined in early spring. Students should expect the following procedure:

1. On the day of the PIE, students arrive at least 60 minutes prior to their scheduled time where they are provided with a case vignette. They have 60 minutes to prepare a case presentation, which would include:
 - Initial DSM-IV multiaxial diagnosis
 - Theoretical conceptualization of presenting concerns, including:
 - cultural and family considerations
 - ethical considerations

- Based on theoretical conceptualization:
 - role of therapist (and why)
 - treatment plan (and why)
 - potential interventions (and why)
 - consultation(s) that they would seek (from whom, about what)
2. During the oral portion, the student will begin by briefly “introducing” him or herself as a professional (no longer than 5 minutes), concisely delineating his or her theoretical orientation (as outlined above) and professional goals. The student should also be prepared to answer questions from the 2 person committee, and to provide empirical evidence for one’s work. There will be 30 minutes for the student’s presentation, 15 minutes for questions, and 15 minutes for faculty deliberation. As reflected in the PIE Evaluation form (see Appendix), students will be evaluated on case conceptualization, presentation skills, counseling skills, multicultural skills, and professional identity.

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, including master’s thesis (optional); and
- giving final approval for master's work.

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 advisors. 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://counselingpsych.education.wisc.edu/cp/masters-program/resources-for-current-ms-students>.

CONTINUAL ENROLLMENT AND PROGRESS

Once students are admitted, they are expected to maintain continuous enrollment (as described earlier) 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.

Readmission

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 readmission. All coursework, including deficiencies, 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/aca-code-of-ethics.pdf>). Failure to conform to these standards may result in remedial or disciplinary action, including dismissal from the program.

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 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 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, formal

examinations, or other related written or oral 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 impede 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) general oral and written proficiency of U.S. English; 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.

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.

Routine Review of Students

As a function of education and training, students are evaluated in each class by their faculty regarding their knowledge and academic skills, professional skills, and professional demeanor. Based on these evaluations, students are routinely reviewed by the Master's Training Committee and in faculty meetings at the end of semester, in addition to the assessment of readiness for practicum.

Non-Routine Review of Students

From time to time, concerns arise about a student's performance which warrants immediate attention. In such cases, a student's performance will be reviewed non-routinely. Concerns that would prompt a non-routine review include:

- academic proficiency (e.g., grade of BC or lower in a required course);
- clinical competence and/or termination from a practicum placement;

- interpersonal functioning; and/or
- unethical behaviors and/or interactions.

The student will be notified of the concern by his/her advisor or 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. An ad hoc committee comprising of the student's advisor and another faculty (of which at least one will be a member of the Master's Training Committee) will work with the student to create a "Development Plan" or a "Remediation Plan" (i.e., student is under probation), depending on the seriousness of the issue(s). If the concern persists after the Remediation Plan or the issue(s) are deemed irreparable, the committee may recommend dismissal from the Program to the full faculty. If the full faculty vote is in agreement with the recommendation for dismissal, the student will be dismissed from the Program.

CREDENTIALING AND LICENSURE

Graduates from our Program successfully completing all required courses will fulfill academic requirements for licensure as a Professional Counselor (PC) in the State of Wisconsin. A brief summary of the issues and steps involved in pursuing the license 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.

PROFESSIONAL COUNSELOR (PC)

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 Professional Counselor are contained within the Wisconsin Department of Regulation and Licensing (DRL) at the following link: <http://dsps.wi.gov/Default.aspx?Page=327ccb79-1373-4ce9-8a68-bfdd52ea3566>. *Look to Chapter MPSW 10-13 and Chapter 457*

Steps to PC 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://docs.legis.wisconsin.gov/statutes/statutes/457.pdf> and
http://docs.legis.wisconsin.gov/code/admin_code/mpsw/10.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://dsps.wi.gov/Default.aspx?Page=742bf5eb-3d51-4f0a-a446-eb1a41480422>. 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://docs.legis.wisconsin.gov/code/admin_code/mpsw/12.pdf.
5. The PC applicant then begins to submit the full application for PC. This includes a form requesting the jurisprudence examination (take-home exam mailed directly to you). The application can be found at: <http://dsps.wi.gov/Default.aspx?Page=742bf5eb-3d51-4f0a-a446-eb1a41480422>.
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 <http://dsps.wi.gov/Default.aspx?Page=6f8e489e-736f-4126-b65a-7d5b24677f43>.
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; and
- Masters Program Approval Form.

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 7 years. After 7 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 Alaskan Native; Hispanic/Latino; Cambodian, Vietnamese, Laotian, or Hmong; Native Hawaiian or Other Pacific Islander; or non-racial/ethnic-minority individuals from economically disadvantaged backgrounds (please see <http://uwmadisonoffr.wordpress.com/funding-overview/fellowships/advanced-opportunitygraduate-research-scholars-grs-funding/> for specific criteria). 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 Aid (<http://www.finaid.wisc.edu/>).

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 regularly scheduled 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 feel that they have been treated unfairly have the right to a prompt hearing of their grievance. Such complaints may involve course grades, classroom treatment, various forms of harassment, or other issues. The following steps have been instituted within the School of Education. Any student or potential student may use these procedures except those graduate assistants whose complaint is covered by campus policies for teaching assistants.

Procedures for proper accounting of student grievances:

- The student should speak first with the person at whom the grievance is directed. In most cases, grievances can be resolved at this level.
- Should a satisfactory resolution not be achieved, the student should contact the department's Grievance and Sexual Harassment Advisor (GSH Advisor; i.e., the School of Education Equity & Diversity Committee Member) to discuss the grievance. The Academic Services Coordinator can provide students with the name of this faculty member, who facilitates problem resolution through informal channels. The Grievance and Sexual Harassment Advisor is responsible for facilitating any complaints or issues of students. The GSH advisor first attempts to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with their faculty advisors or Training Director regarding concerns or difficulties if necessary. Information on university resources for sexual harassment concerns can be found at:

<http://www.wisc.edu/edrc/sexualharassment>.

- If the issue is not resolved to the student's satisfaction the student can submit the grievance to the GSH Advisor in writing, within 60 calendar days of the alleged unfair treatment. This letter should be placed into the folder entitled "PhD program Grievances-In Process" in the Academic Service Coordinator's office.
- On receipt of a written complaint, a faculty committee will be convened by the GSH Advisor to manage the grievance. The departmental faculty committee will obtain a written response from the person at whom the complaint is directed. This response will be shared with the person filing the grievance. This written response will be placed into the folder entitled "PhD program Grievances-In Process" in the Academic Service Coordinator's office.
- The Faculty committee will determine a decision regarding the grievance. The GSH Advisor will provide this decision on the action taken by the committee in writing to the student within 15 working days from the date the complaint was received. This letter should be placed into the folder entitled "PhD program Grievances-In Process" in the Academic Service Coordinator's office.
- At this point, if either party (the student or the person at whom the grievance is directed) is unsatisfied with the decision of the faculty committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the Associate Dean in charge of the School of Education's Equity & Diversity Committee. If applicable, the letter(s) should be placed into the folder, entitled "PhD program Grievances-In Process" in the Academic Service Coordinator's office.
- If an appeal is filed, it will be directed to the Associate Dean in charge of the School of Education Equity & Diversity Committee and will follow Grievance Procedures as outlined in this Committee. The Associate Dean will attempt to resolve the issue informally. Failing this resolution, the Associate Dean will, on a receipt of a written complaint, convene a subcommittee of the School's Equity and Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing. (The Equity and Diversity 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 at the college level and must be made within 20 working days from the date when the written complaint was filed with the Associate Dean. Documentation from these meetings and decisions must be placed in the folder entitled "PhD program Grievances-In Process" in the Academic Service Coordinator's office.

- Once the case is closed (either via a binding decision from the Dean or after 10 days have passed from the written decision from the Departmental Committee), the entire contents of the folder should be moved to the folder entitled "PhD program Grievances-Complete" in the filing cabinet in the Storage Room away from student files. Documentation of the Grievances will be stored in this folder for at least 7 years. Significant grievances that set a precedent should be placed will be stored indefinitely.

Information pertaining to policies within the School of Education grievance procedures is described on the School of Education website:
<http://www.education.wisc.edu/student/grievances.asp>.

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 typically 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 oneself.

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 and 345.

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

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.

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 and is currently the Chair of the Department. 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 College Counseling, 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 and in 2008 she was awarded the Outstanding Latina/o Faculty Member (Research Institutions) Award by the American Association of Hispanics in Higher Education. Most recently, she was selected for a second year as the National National Latino Psychological Association representative/mentor for the Leadership Development Institute (LDI) of the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI) and the Society of Counseling Psychology.

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 has also served 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.

STEPHEN M. QUINTANA, Ph.D., Professor (quintana@ecuaton.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)
Dr. Sánchez received his Ph.D. in Counseling Psychology from The University of Iowa (2005) and his B.S. in Psychology from Texas A&M University (1997). He completed his pre-doctoral internship at the University of Southern California's Student Counseling Services. He subsequently pursued basic science training in the Department of Human Genetics at the UCLA School of Medicine during which he was a Postdoctoral Trainee on an NICHD Training Grant ("Neural Regulation of Reproduction/Laboratory of Neuroendocrinology") and an Assistant Research Scientist in the Center for Gender-Based Biology. He received the UCLA Chancellor's Award for Postdoctoral Research—the highest honor bestowed on post-docs by UCLA—for his work on transgender people and twins discordant for sexual orientation. He joined the Wisconsin faculty in fall 2012, and he was awarded the Anna Julia Cooper Postdoctoral Fellowship.

Dr. Sánchez conducts interdisciplinary research on the development of gender identity and sexual orientation, disorders of sex development, and quality of life issues among LGBT people. His publications have appeared in both life science (e.g., *Clinical Genetics*, *Frontiers in Neuroendocrinology*, and *Nature Reviews Endocrinology*) and social science journals (e.g., *Archives of Sexual Behavior*, *Health Psychology*, and *Journal of Counseling Psychology*). He currently serves on the editorial boards for *The Counseling Psychologist* and *Psychology of Men & Masculinity*.

He is a Fellow of the American Psychological Association (APA), and he has been actively involved in APA Governance. He currently serves on the APA Board of Convention Affairs and represents Division 51 on the APA Council Representative. He previously served as the Chair of the APA Membership Board and as the Lead Coordinator for the 2011 APA National Multicultural Conference & Summit. Dr. Sánchez is also member of the American Association for the Advancement of Science (AAAS), the Association for Psychological Science (APS), the International Academy for Sex Research (IASR), the National Latina/o Psychological Association (NLPA), and 11 APA Divisions (1, 2, 5, 6, 12, 17, 29, 38, 44, 45, and 51).

MINDI N. THOMPSON, Ph.D., Assistant Professor (mnthompson@wisc.edu)
Mindi 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. Dr. Thompson is a licensed psychologist in the state of Wisconsin and a Registered Health Service Psychologist.

Dr. Thompson's 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, mental health, and psychotherapy. Dr. Thompson is an affiliate of the UW's Institute for Research on Poverty and her work has appeared in such outlets as: *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*. 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., Associate Professor and Director of Masters Training (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 was 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 was conducted with over 3,000 Latino families in Texas and Arizona. She is currently writing a grant to follow those families from the CFS study who 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. She and her research team are currently involved in piloting a new component of FF for young Latino children. Her work has appeared in journals such as Child Psychiatry and Human Development, Family Process, Cultural Diversity and Ethnic Minority Psychology, The Counseling Psychologist, Journal of Family Therapy, School Psychology Quarterly, Clinical Child and Family Psychology Review, Qualitative Health Research, and Journal of Hispanic Behavioral Sciences. 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.

In terms of service, Dr. Valdez is actively involved in programming for the Latino community in Madison. In addition, she is the Faculty Director for the Advancing Health Equity and Diversity (AHEAD) initiative at the UW Institute for Clinical and Translational Research, serves on the Campus Advisory Council for the Morgridge Center for Public Service, and is a member of the Committee for Children, Youth and Families with the American Psychological Association. She is a licensed professional psychologist. She is the 2013 recipient of the School of Education's "Engaged Scholarship" Award, and the University of Wisconsin System and Madison's campus "Outstanding Women of Color" Award.

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. Hardin L. K. Coleman, Dr. Josiah Dilley, Dr. Gail Farwell, Dr. Lim Lee, Dr. Phil Perrone, Dr. Chuck Pulvino, and Dr. Patricia Wolleat as Emeritus faculty

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.

KATHY HILLMER, Department and Financial Administrator
(hillmer@education.wisc.edu)

Kathy joined the department in August 2013. She is responsible for department coordination, accounting, finances, faculty/staff records and appointments, other personnel appointments (e.g., TA, PA, Work-study), budget administration, insurance, space, registration, fellowship and assistantship monies, and serves as department computer liaison. She may be reached at 263-9503 or via email at khillmer@education.wisc.edu.

2013-2014 COUNSELING PSYCHOLOGY DEPARTMENTAL COMMITTEES

Committee	Semester I	Semester II
Chair	Gloria	Gloria
Master's Committee, MTD	Valdez	Valdez
Master's Admissions	TBD	TBD
Coord -Community	TBD	TBD
Comp Exams	Lotta	Lotta Quintana
Doctoral Committee	Quintana (admissions)	Hoyt (admission)
Director of Training	Thompson	Thompson
Doctoral Admissions	Sanchez	Sanchez
Masters/Doctoral Field Placement	Lotta	Lotta
Salary & Promotion	Quintana Valdez	Quintana Hoyt Valdez
Mentors (Sanchez)	Hoyt	Hoyt
Mentors (Thompson)	Wampold, Hoyt	Wampold, Hoyt
Fellowships	Quintana	Hoyt
Alumni Relations	Gloria	Gloria
Diversity Committee	Thompson	Thompson
EPTC Committee	TBD	TBD
Harassment/AARC	Thompson	Thompson
Senator	Valdez	Valdez
Cohort Faculty Liaison	Gloria	Gloria
Search Committee	TBD	TBD

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

Appendix A. **Student Handbook and Ethics Code Verification Form**

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

- 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/aca-code-of-ethics.pdf>)

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)

Year I, Fall I:		Year I, Spring I:	
270-791: Coun-Comm	3cr _____	896-453: AODA	3cr _____
270-800: Theories	3cr _____	270-730: Ethics	3cr _____
270-805: Techniques	3cr _____	270-802: Groups	3cr _____
270-860: Multicultural	3cr _____	270-806: Prac.Coun I	3cr _____

Summer I:
270-958 Psychopathology 3cr _____ 270-804: Research 3cr _____ 270-865: Careers 3cr _____

Year II, Fall II:		Year II, Spring II:	
270-801: Assessment	3cr _____	270-808: Prac.Coun III	2-5cr _____
270-807: Prac.Coun II	2-5cr _____	270-850: Consultation	3cr _____
270-825: Families	3cr _____		

Total Credits: _____ (48 required)

Library Training: _____
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 Coordinator _____ Date _____

Professional Integration Exercise:

Advisor Signature _____ Date _____

All Program 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
------	-----------------------	------	-----------	-------

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
Student Evaluation 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's 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 3	Often 2	Seldom 1	NA 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 3	Often 2	Seldom 1	NA 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 3	Often 2	Seldom 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 <u>3</u>	Often <u>2</u>	Seldom <u>1</u>	NA <u>0</u>
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 <u>3</u>	Often <u>2</u>	Seldom <u>1</u>	NA <u>0</u>
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 _____

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 Department 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.

LIST OF IMPORTANT FORMS

All department forms are available online at <http://counselingpsych.education.wisc.edu/cp/masters-program/resources-for-current-ms-students>.

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 online at <http://www.grad.wisc.edu/research/hrpp/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.

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)