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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 and internship program components. Most graduates of the Master’s Program find employment as community counselors and counselors in colleges and universities. Several students choose to pursue a doctoral degree in counseling psychology.

DEPARTMENT FACULTY
The faculty currently consists of four Full Professors (Gloria, Hoyt, Quintana, Uttal), two Associate Professors (Budge, Thompson), three Assistant Professors (Frost, Goldberg, Wright), one Clinical Associate Professor (Graham), one Visiting
Clinical Associate Professor (Tamkin), and one Faculty Associate (Lotta) as well as a number of adjunct clinical faculty and lecturers. Specific information about research interests, teaching, and service activities of each faculty member can be found on the department website at http://counselingpsych.education.wisc.edu/.

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 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-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, age, gender identity and expression, sexual orientation, (dis)ability, socioeconomic class, immigration, language). 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.


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 based on 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 their 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 Harassment/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 60 graduate credits. Coursework beyond the 60-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.

Students are expected to maintain continuous enrollment until they graduate, otherwise they will be considered as having withdrawn from the Program and therefore their 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
The curriculum has been revised in accordance with changes in Wisconsin State licensing requirements with courses only offered once each year. The Master’s Program is a 2-year plan that students should follow. The offering of courses is designed for students following the course sequence. In cases where there may be departures from the recommended course sequence, students who depart from the course sequence may be delayed in completing the program and need to consult with their advisors to determine the best course sequence. Students are expected to complete any program deficiencies before they begin the program or during the first semester, at the latest. The following is an outline of the required courses:

Prerequisites
It is important for students to plan their coursework accordingly. Please note the following list of prerequisites:
- CP 800 and CP 805 must be successfully completed before enrolling in CP 802 or CP 806.
- CP 806: Practicum must be successfully completed before CP 808: Internship
- CP 620: Completion of 40 direct practicum hours must be successfully completed before CP 808: Internship.
- A course in statistics must be successfully completed before enrolling in RPSE 540 or 700.
- CP 740: Abnormal Behavior and Psychopathology is a prerequisite for CP 745: Diagnosis and Treatment Planning.

Specifics on the 60-Credit Requirement
Coursework taken as part of a student’s undergraduate program of study will not be counted towards the 60-credit requirement. Students may achieve the 60-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 count a maximum of 9 credits toward the 60-credit total with faculty approval in a faculty meeting. These credits must 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.
- Graduate courses from other institutions will not appear on students’ UW
graduate transcript. AODA courses from MATC or UW Extension cannot be converted to graduate credits.

**Minimum Course Grade Requirement**
Students are required to attain a minimum course grade of B for all coursework that fulfills the 60-credit requirement. In the case that a student does not receive a B or higher in a course that is part of the 60 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 required to formulate a developmental plan to address the reasons for not earning appropriate grades, or, in rare cases, be dismissed from the program.

**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.

**Self-care**
The faculty recognize that a counseling program can be an intense and perhaps stressful process. As part of the professional demeanor and conduct process, students are encouraged to monitor their academic and clinical performance as well as seek the appropriate and necessary support along the way. As a community of learners, students are encouraged to talk, as appropriate, with peer colleagues, faculty advisor and mentors, and supervisors to seek consultation and guidance regarding self-care, an anticipated and common part of the training process. The faculty also support students to engage in personal therapy as an important adjunct to training in counseling. Personal therapy is recommended as a general means of self-care as well as a central component of building and enhancing therapeutic skills. For example, understanding one’s personal/interpersonal processes and patterns or concerns that arise as a function of managing academic requirements and/or clinical-related experiences is recommended.

The ability to initiate the needed preventative self-care and/or counseling or intervention when concerns are associated with one’s personal or professional
functioning is viewed as a positive element of development. Importantly, the learning process is one of change and growth — a process with which all individuals struggle and manage as part of professional demeanor. A list of support resources, which include sliding scale services, are readily available to students from individual faculty, advisors, Training Director(s), department Chair, and/or department office staff.

**Professional Responsibility**

Study at the graduate level typically differs from the students' previous undergraduate experiences. We therefore expect that students will carry out their responsibilities in the program (including academic, research, clinical, and employment obligations) as they would attend to duties in an employment setting. Indeed, we regard students' performance in each of these settings as an indicator of their likely performance in other professional settings, and evaluate their growing competence as a counselor with this in mind.

A few examples of expectations for professionalism include:

- Consistent and timely class attendance, preparation and engagement;
- Seriousness about deadlines, management of multiple commitments, and continuous assessment of being able to complete responsibilities relative to number of commitments;
- Clear and timely communication with affected parties if and when students realize that they will miss a meeting, deadline, or academic, clinical, or supervision responsibility.
- Conscientious attention to other departmental obligations, such as research teams (e.g., task management, protocol compliance) or committees;
- Attendance and involvement in departmental events (e.g., socials, brown bags).
- Respectful demeanor and management of professional relationships with peers, staff, faculty, supervisors, and others who are involved in academic and clinical training;
- Respectful self-presentation via social media postings and in attire in the academic, clinical, and supervision settings;
- Consistent engagement and monitoring of one's self-care relative to emotional, physical, and cultural wellness and subsequent influence on academic and clinical performance.

**Students Admitted with Course Deficiencies**

Students may be admitted to the Master’s Program with course deficiencies, which should be satisfied before or during the first semester of the program. Deficiencies satisfied with previous or concomitant coursework require a minimum letter grade of B.
**Time Considerations**
Given the experiential and practice-based aspects of the courses CP 802, CP 806, CP 860, CP 808, time outside of the classroom 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 Academic Services Coordinator 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 AND INTERNSHIP
Overview
The Master’s Program provides a close integration of coursework and practical experience in counseling. The Program stipulates that students must satisfy a supervised practicum (40 direct service hours and 100 total direct and indirect service hours) and two-semester supervised internship (CP 808).

- Students earn practicum hours through their first year through a variety of services provided in collaboration with program courses (e.g., applied activities in several courses) and/or outreach services (e.g., dialogue and group facilitation, outreach to UW residence halls to promote social, emotional, academic, and psychological development). The 40 direct service practicum hours are gained as follows:

  - **CP225**: twenty 45-minute interviews in the Fall semester and thirteen 45-minute interviews in the Spring semester.
  - **CP860**: one or more interview(s) in the Fall semester.
  - **CP806**: 13 hours in the Spring semester (one 3-session and two 5-session volunteer clients)
  - **Additional experiences**: Based on student interest and availability of experiences, students may also complete additional practicum hours with Dr. Lotta (Veterinary School) or Dr. Wright (BASES).

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<tr>
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<tr>
<td>CP225</td>
<td>15</td>
<td>9.75</td>
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<tr>
<td>CP806</td>
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<td>13</td>
</tr>
<tr>
<td>CP860</td>
<td>1</td>
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<tr>
<td>Additional experiences</td>
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<tr>
<td>Subtotal</td>
<td>16</td>
<td>22.75</td>
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- During Fall I and Spring I students must enroll in CP 620 for 1 credit to provide the supervision and oversight of practicum experiences.
- It is anticipated that students will gain the majority of their direct practicum hours via CP 225 and CP 806; however, if they secure an alternate way to gain the required hours for CP 225 per semester they can work with their advisor to submit a variance to the Masters Training Committee.
- In Spring I, all students must complete the CP806 hours. CP 806 emphasizes the acquisition of counseling skills through 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.

- Note that doctoral students who are enrolled in a supervision course and preparing for a supervision preliminary examination in the spring semester will supervise CP 806 students. CP 806 students will be asked for permission to be a part of their supervisor’s supervision case study for their preliminary examination, including use of audio and video recordings and other supporting materials. The supervision competence and professional functioning will be reviewed by and presented to a faculty examining committee. Individual supervisors will address the preliminary exam process in their first individual supervision session.
- Students should be proactive in finding additional Practicum Hours opportunities, as needed, and with approval of their advisor and CP 620 instructor.
- If applicable, students needing to secure additional practicum hours after Spring I should complete them over the summer before starting internship in Fall II.
- Internship (CP 808 Internship)—is comprised of two semesters of fieldwork taken primarily at a single site selected by students, in consultation with advisors and internship coordinator, to match career interests. To earn the necessary direct and indirect service hours required for licensure, students may need to continue internship into Summer II.
- CP 808 cannot be taken until CP 805 and CP 806, are successfully completed with a grade of B or above.

Assessment of Readiness for Internship
All students will be evaluated throughout their time in the program based on coursework, clinical skills, professional demeanor, and interpersonal interactions to assess readiness for practicum and internship.

- Evaluation of coursework: Students must earn satisfactory grades in all required courses to be eligible for practicum and internship placements.
- 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 Internship takes place in two phases:

- **Phase I: Readiness for Internship Application** will occur late in the Fall semester I during one of the regularly scheduled faculty meetings. At this time, student progress will be discussed at a faculty meeting and students will be given a status of “Approved,” “Provisional,” or “Not Approved.”
  - Students receiving an Approved status will continue with the internship application process.
  - Students receiving Provisional status may be allowed to continue to apply for internship placement but 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 Internship ready.
  - Students receiving a Not Approved status cannot proceed with the internship 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 Internship Placement** will occur spring semester in the first year just prior to mid-semester in one of the regularly scheduled faculty meetings. At this time, student will be determined to have 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.

**Internship Placement Process**
The process for securing an internship placement is facilitated by the department Internship Coordinator. Preparations for securing a placement for Year II begin fall of Year I. The Internship 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 internship placement process include:
Fall I
- Meet with student’s advisor to discuss professional development.
- Select several (5 to 7) sites to which the student would like to apply (see MS Internship Application Form, Appendix C). Students are encouraged to gather information about sites from the Internship Coordinator, students currently on internship, and student’s own investigation (but without directly contacting the sites, as below) into sites with experiences and training relevant to student’s professional development.
- Develop cover letters and resumes/vitae for each site to which the student is applying and submit to the Internship Coordinator. The materials are then forwarded to sites by the Internship Coordinator.
- Do not contact sites directly about internship placement arrangements. Contact between the department and the sites should be through the Internship Coordinator only. This is to ensure consistency and clarity of information for both students and potential sites. Please let the Internship Coordinator know if the student is interested in a specific site that is not described within the internship 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 internship placement.
- Participate in on-site interviews.
- Choose an internship placement based upon offer(s) from internship site(s).

Requirements and Expectations for Internship Placement
Internship students are required to gain a minimum of 600 hours, including a minimum of 240 direct face-to-face service hours. Indirect hours can include supervision, planning, agency meetings and trainings, and case notes.

Internship students are expected to:
- keep up-to-date client files;
- participate in required trainings;
- abide by the Code of Ethics of the American Counseling Association;
- seek advice/consult with the department supervisor as needed;
- abide by the rules and regulations of the organization as well as of the University; and
- demonstrate appropriate professional demeanor, including openness to supervision and timeliness.
Further guidance concerning internship placement and requirements are provided later in the program.

Practicum and Internship Evaluations
Students will be expected to complete a signed set of evaluations at mid-semester and at the end of each semester during CP 806 and 808 (see Appendix C). These forms must be turned in to the course 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 receiving 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.

Grievance Procedures Regarding On-Site Supervision or Site Difficulties
If students experience difficulties at their respective internship sites they should follow protocol to resolve the difficulties/concerns.
1. Consult with the site supervisor to attempt to resolve issues. If unresolved...
2. Consult with practicum or internship faculty supervisor to attempt to resolve issues. If unresolved...
3. Consult with Practicum/Internship Coordinators to attempt to resolve issues. If unresolved...
4. Consult with Department Chair for a satisfactory resolution.

Grading of Practica and Internship
As with all courses, students must earn a grade of B or higher for CP 806, and CP 808. Students should note that grading of CP 808 includes both the on-site and in-class performance.
- CP 808: Students who are terminated from their practicum and/or internship sites have in effect “failed” the CP 808 class and will receive a grade of “F.” 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 Internship
In rare cases, students are approved to complete a secondary internship. The following guidelines should be followed to ensure a standard, formal, and accountable process for students seeking a secondary practicum/internship.

Preparation prior to beginning a Secondary Internship
1. Students must meet with their advisor, CP 808 Instructor(s), and Internship Coordinator (group meeting if possible) to discuss their interest and
feasibility of completing a Secondary Internship or additional practicum activities within the context of coursework, foundational practicum, foundational internship, and other academic and work responsibilities.

2. Advisor, CP 808 Instructor, and Internship Coordinator sign the “Secondary Practicum/Internship Agreement Form” (See Appendix C).

3. Student and/or advisor forward a copy to Internship Coordinator and original to the Academic Services Administrator to be put in their student file.

Coordination of Secondary Internship
1. Student contacts the site and coordinates the placement after approval/sign off of the Secondary Practicum/Internship Agreement Form (See Appendix C).

2. Student completes and provides copies of the “Secondary Practicum/Internship Site Information Form” for the Internship Coordinator and CP 808 Instructor in the first two weeks of beginning the internship.

Expectations of Secondary Internship
1. Students will conduct themselves with the same professional demeanor and ethical behavior as expected of Primary Practicum/Internship.

2. Students must complete all paperwork and evaluations similar to that of Primary Practicum/Internship (i.e., mid and end of the semester evaluations, accountability forms; See Appendix C).

3. Students will attend all trainings and programming activities required of the Secondary Practicum/Internship site.

4. Students will receive individual or group supervision from an appropriate supervisor at their Secondary Practicum/Internship site.

5. Students who are terminated for cause from a Secondary Practicum/Internship site will receive a grade of “F” for their CP 808 grade, prompting a remediation plan.

6. Successful completion of the Secondary Internship is contingent on passing CP 808 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, students develop a sense of their areas of strength 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-5 diagnoses
   - 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 of the PIE, students will begin by briefly “introducing” themselves as professionals (no longer than 5 minutes), concisely delineating their theoretical orientations (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 the clinical work and formulations. 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, 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 internship placement.
Program Approval Form (PAF)

Students should consult regularly with their advisors regarding class schedules and coursework, as well as meet with the Academic Services Administrator on an annual basis to begin their respective Program Approval Forms (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 satisfied.

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 their 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](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. Students 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 their 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 so that they can focus on meeting the requirements of their plans.

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 wellbeing 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.

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 or inappropriate behaviors and/or interactions.

The student will be notified of the concern by their advisor or one of the Training Directors. 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” to remediate the concern. If the concern persists after following the Developmental Plan or if the concern is either deemed irremediable or very serious, the full faculty may decide to dismiss the student 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 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 within the state of Wisconsin are contained within the Wisconsin Department of Regulation and
Licensing (DRL) at the following link: 

**Steps to PC Licensure in Wisconsin:**

1. Complete counseling master’s courses and receive master’s degree in counseling.
2. Secure post-master’s professional placement – the counselor 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 the student’s 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 WI Department of Regulation and Licensing, found at the following link: http://dsps.wi.gov. It is recommended the counselor complete this process as soon as possible as each student’s 3000 hours do not begin to accrue until after they 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 taking and passing the Professional Counselor Exam. Information and a link to the exam can be found at: https://dsps.wi.gov/Pages/Professions/LPC/Exams.aspx.
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 the applicant’s full application, the state will provide the applicant 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 the applicant’s 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. Information about the NCE can be found at http://www.nbcc.org/Exams/NCE.
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. The student’s 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. Note: These requirements may change and students should consult the State of Wisconsin for the most current requirements.

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);
- Internship Experience Application Form;
- Practicum/Internship Accountability of Hours Forms;
- Student Practicum/Internship Evaluation Forms;
- Phase I and Phase II Evaluation Letters; and
- Master’s 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 must 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.

COUNSELING PSYCHOLOGY STUDENT ASSOCIATION (CoPSA)
Student communication with the department is facilitated through the Counseling Psychology Student Association (CoPSA) and the CoPSA Department Committee Leads. Students are encouraged to share concerns, suggestions, celebrations, and any other business relevant to student education and training with the CoPSA Department Committee Leads who will then communicate as relevant with CoPSA leaders, the chair, and/or full faculty at the open portion of faculty meetings.

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.

**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. 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.

**Advanced Opportunity Fellowship (AOF):** Also known as Education Graduate Research Scholars (ED-GRS), 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/](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/](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/](http://www.finaid.wisc.edu/)).

**Grants Information Collection:** The Grants Information Collection (GIC) is a central database of available funding that is located in the 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 (e.g., course substitution, waiver, activities for practicum hours) must initiate the petition with their advisor, who then submits it to the Masters Training Committee for review. 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

Grievance and Sexual Harassment Advisor
The Grievance and Sexual Harassment Advisor is responsible for facilitating any complaints or issues of students. The advisor first attempts to help students informally address the grievance prior to any formal complaint. Specific procedures are outlined in Part VI of this Handbook. 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 is online at: http://www.oed.wisc.edu/sexualharassment/.

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.

These procedures include:

- The student should attempt to speak first with the person at whom the grievance is directed. In most cases, grievances can be resolved at this level. There may be occasions (e.g., situations involving violent or harassing behavior, or coercive use of institutional power) when initial attempts to resolve the issue with the person toward whom the grievance is directed would potentially put the complainant at risk. In such situations, it is
appropriate to consult immediately with the GSH Advisor, with the advisor, with the Associate Dean who oversees the School of Education Equity and Diversity Committee, and/or with the Training Director or Department Chair about how best to address the grievance.

- 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. Students may consult the department website or the Academic Services Coordinator to find 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.oed.wisc.edu/sexualharassment/resource.html.

- 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 toward 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 report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed 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 toward 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 either party exercises this option, 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 will be stored indefinitely.

The Graduate School has established policies governing student conduct, academic dishonesty, and sexual and racial harassment. The Graduate School also has procedures for students wishing to appeal a grievance decision made at the college level. These policies are described in the Academic Guidelines, available at: https://grad.wisc.edu/documents/grievances-and-appeals/

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 second or third Friday of each month during the academic year and in the fourth week 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 administration offices are on the 3rd floor of the Education Building, 335 Education Building, 1000 Bascom Mall. Faculty meetings are held in Room 327.

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

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 AND STAFF

The research interests of the faculty cover widely divergent areas. The CP website has individual pages describing each faculty member’s background and research interests. Historically, CP faculty have served as state and national officers and representatives to a wide range of professional organizations associated with counseling psychology, guidance, counselor education, and educational research. Faculty have served and serve as editors and editorial review board members of many nationally known professional journals, including The Journal of Counseling Psychology; The Counseling Psychologist; Child Development; Career Development Quarterly; Counseling and Values; Counselor Education and Supervision; Journal of College Student Personnel;

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Professor  
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Dr. Vivian Tamkin  
Visiting Clinical Professor  
vtamkim@wisc.edu  

Dr. Mindi Thompson  
Associate Professor  
mnthompson@wisc.edu  

Dr. Lynet Uttal  
Professor  
lynet.uttal@wisc.edu  

Dr. Carmen R. Valdez  
Associate Professor  
cvaldez@wisc.edu  
(on leave in 2018-2019)  

Dr. Travis Wright  
Assistant Professor  
travis.wright@wisc.edu  

**Emeritus Faculty**

Dr. Hardin Coleman  

Dr. Gail Farwell  

Dr. Jim Lee  

Dr. Phil Perrone  

Dr. Chuck Pulvino  

Dr. Bruce Wampold  

Dr. Patricia Wolleat
Current Support Staff

Andrea Guptill  Student Services Coordinator  262-4807  ampalm@wisc.edu
Al Schultz  Department Administrator  263-9503  acschultz5@wisc.edu

Faculty and staff biographies, as well as current interests and roles in the department, may be found on the department website.
# 2018-2019 Counseling Psychology Departmental Committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>Quintana</td>
<td>Quintana</td>
</tr>
<tr>
<td>Master’s Committee, MTD</td>
<td>Gloria (TD)</td>
<td>Gloria (TD)</td>
</tr>
<tr>
<td></td>
<td>Wright (Admissions)</td>
<td>Wright (Admissions)</td>
</tr>
<tr>
<td></td>
<td>Lotta</td>
<td>Lotta</td>
</tr>
<tr>
<td></td>
<td>Goldberg</td>
<td>Goldberg</td>
</tr>
<tr>
<td>Doctoral Committee, DTD</td>
<td>Thompson (TD)</td>
<td>Thompson (TD)</td>
</tr>
<tr>
<td></td>
<td>Budge (Admissions)</td>
<td>Budge (Admissions)</td>
</tr>
<tr>
<td></td>
<td>Graham</td>
<td>Graham</td>
</tr>
<tr>
<td>Undergraduate Curriculum Committee</td>
<td>Uttal (Chair)</td>
<td>Uttal (Chair)</td>
</tr>
<tr>
<td></td>
<td>Gloria</td>
<td>Gloria</td>
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<tr>
<td></td>
<td>Guptill</td>
<td>Guptill</td>
</tr>
<tr>
<td></td>
<td>Lotta (Athletics Liaison only)</td>
<td>Lotta (Athletics Liaison only)</td>
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<tr>
<td>Masters/Doctoral Field Placement</td>
<td>Guptill</td>
<td>Guptill</td>
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<tr>
<td>Salary &amp; Promotion</td>
<td>Hoyt</td>
<td>Hoyt</td>
</tr>
<tr>
<td></td>
<td>Budge</td>
<td>Budge</td>
</tr>
<tr>
<td>Mentors (Frost)</td>
<td>Thompson, Hoyt</td>
<td>Thompson, Hoyt</td>
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<tr>
<td>Mentors (Goldberg)</td>
<td>Hoyt, Budge</td>
<td>Hoyt, Budge</td>
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<tr>
<td>Mentors (Wright)</td>
<td>Hoyt, Gloria</td>
<td>Hoyt,</td>
</tr>
<tr>
<td>Fellowships</td>
<td>Gloria</td>
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<td>Alumni Relations</td>
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<tr>
<td>Diversity/SJ Committee</td>
<td>Budge</td>
<td>Budge</td>
</tr>
<tr>
<td>Harassment/AARC</td>
<td>Hoyt</td>
<td>Hoyt</td>
</tr>
<tr>
<td>Senator</td>
<td>Goldberg (alt: Budge)</td>
<td>Goldberg (alt: Budge)</td>
</tr>
<tr>
<td>Faculty Advisor to CP Student Organization</td>
<td>Graham</td>
<td>Graham</td>
</tr>
<tr>
<td>CPTC Steering Committee</td>
<td>Quintana</td>
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<td>Thompson</td>
<td>Thompson</td>
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<td></td>
<td>Gloria</td>
<td>Gloria</td>
</tr>
<tr>
<td></td>
<td>Graham</td>
<td>Graham</td>
</tr>
<tr>
<td>Faculty search committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John R. Martins workshop planning committee</td>
<td>Graham</td>
<td>Graham</td>
</tr>
<tr>
<td></td>
<td>Thompson</td>
<td>Thompson</td>
</tr>
</tbody>
</table>

(revised 5-3-2018)
APPENDICES

A: Student Handbook and Ethics Code Verification Form
B: M.S. Program Approval Form
C: Practicum Forms
D: List of Important Forms
E: Professor/Instructor Evaluation of Student Form
F: Course Sequencing for Cohort 2018
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 Coordinator within four weeks of the first day of classes in the Program

Student (please print) ________________________________ Date ______________

Signature ____________________________________________
Appendix B: Program Approval Form
MS Program in Counseling

Student Name ___________________________ ID# _______________________

Advisor Name _______________________________________________________

Deficiencies _________________________________________________________

Deficiencies Completed ______________________________________________

Advisor Signature __________________________ Date __________

MS Course Requirements:

CP 620: Practicum (Section 001) 1cr (Fall), 1cr (Sp) _____________
CP 723: Developmental Processes Across the Life Span 3cr ___________
CP 730: Professional Counseling Orientation 3cr __________
CP 740: Abnormal Behavior and Psychopathology 3cr ___________
CP 745: Clinical Mental Health Coun: Dx and Tx Plan 3cr ___________
CP 777: Crisis and Trauma Counseling 3cr __________
CP 791: Foundations of Clinical Mental Health Coun 3cr ___________
CP 800: Theories of Counseling 3cr __________
CP 802: Group Dynamics Processing and Counseling 3cr ___________
CP 805: Helping Relationships and Techniques 3cr __________
CP 806: Supervised Practicum – Counseling I 3cr __________
CP 808: Supervised Internship (Fall) 2-5cr __________
CP 808: Supervised Internship (Spring) 2-5cr __________
CP 825: Coun Tech w/ Families, Partners, and Couples 3cr __________
CP 860: Social and Cultural Foundations of Coun 3cr ___________
CP 865: Lifestyle and Career Development 3cr __________
RPSE 660: Assessment and Testing in Mental Health Coun 3cr __________
RPSE 700: Research and Evaluation 3cr __________
RPSE 721: Addictions Counseling 3cr __________

Total Credits: __________________ (60 required)

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 ____________________________________________ Date __________

Professional Integration Exercise: ___________________________________________

Advisor Signature __________________________ Date __________

All Program Requirements for Master’s Degree Completed

_____________________________ Master’s Training Director Signature ____________ Date __________
Appendix C: Practicum and Internship Forms

1. M.S. Department Sanctioned Practicum Experience
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/Internship Site
5. M.S. Statement of Clinical Accountability
Program Sanctioned Practicum Experience Application Plan
Counseling MS Program

Name: ___________________________________________ Date: __________________

Name and address of proposed practicum site:

Name of Supervisor, License number, and contact information (email and phone):

Timeframe and Hours per week of Experience:

Nature of Direct Services, including population served and services provided:

Description of your main clinical training goals for this experience as they relate to your plans, clinical interests, and/or preparedness for internship:

To be approved for a program sanctioned practicum experience, a student must be in good academic standing, making acceptable progress toward degree, and be enrolled in CP 620, RPSE 540, CP 802, CP 806, CP 808, or CP 860.

In which course will you be enrolled during this proposed practicum experience? __________

If there is additional information the Training Director should take into account in making this determination, please include that here:

Student signature: ______________________________ Date: ______________

Supervisor’s signature: __________________________ Date: ______________

Training Director: ____________________________ Date: ______________
Student Evaluation by Supervisor

Student: ___________________________________________ Date: ______________

Course Number 808 Semester _____________ Year _____________

Site Supervisor (include title and licensure): ___________________________________________

Practicum/Internship 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.

<table>
<thead>
<tr>
<th>Professional Skills</th>
<th>Emerging</th>
<th>Adequate</th>
<th>Outstanding</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes a working relationship with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Facilitates clients’ expressions of concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Able to assess clients’ needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Able to appropriately respond to clients’ needs and facilitate clients’ resolution of concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Provides clients with appropriate information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Multicultural Issues</th>
<th>Emerging</th>
<th>Adequate</th>
<th>Outstanding</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of self as a cultural being and potential impact on work with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Understands influence of one’s own cultural values, attitudes, and assumptions related to application of theory and intervention with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Able to discuss cultural similarities and differences within supervisor-supervisee relationship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Able to discuss cultural similarities and differences within counselor-client relationship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Considers and integrates clients’ cultural values and context as part of clinical conceptualizations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Knowledgeable of the values and cultural influences inherent in different theories, interventions, and applications with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Willing to openly and nondefensively examine and challenge one’s attitudes, assumptions, and stereotypes of different clients and client contexts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

Comments:
### Personal and Professional Growth

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Emerging</th>
<th>Adequate</th>
<th>Outstanding</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Receptive to supervisor’s feedback.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Able to form a working relationship in supervision.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responsible for meeting with supervisor as scheduled.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Assumes responsibility.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Established a facilitative working relationship with the staff.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Behaves ethically in accordance with their role.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
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</tbody>
</table>

**Comments:**

### Case Management Skills

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Emerging</th>
<th>Adequate</th>
<th>Outstanding</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge of institutional resources.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Knowledge of community resources.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Appropriate use of referral within the setting.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Appropriate use of outside referral.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Keeps appointments with clients.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Consulates with other staff regarding clients’ needs.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Fulfills overall administrative responsibilities.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
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</table>

**Comments:**

### Professional Involvement

<table>
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<tr>
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<th></th>
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<th>Adequate</th>
<th>Outstanding</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation in staff in-service training.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Follow through on professional commitments.</td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
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**Comments:**

### Overall Evaluation

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<th></th>
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<th>Outstanding</th>
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</tr>
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<tr>
<td>1</td>
<td></td>
<td>1 2 3</td>
<td>4 5 6</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**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/Internship 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.*
This questionnaire assesses your perceptions of the supervision you received during this semester’s practicum/internship. 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

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

**Comments on Environment/Climate:**

### Multicultural Issues

<table>
<thead>
<tr>
<th>Task</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor addresses cultural differences in Supervisor-Supervisee relationship.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Supervisor demonstrates respect for individual differences between supervisor and supervisee.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Supervisor processes cultural differences (e.g., worldview) in Supervisor-Supervisee relationship that affect case conceptualization or approach with clients.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Supervisor discusses differences in conceptualization of clients relative to Supervisor-Supervisee cultural differences.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Supervisor integrates multicultural theory and practice in supervision of Supervisee’s work with clients.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Supervisor offers conceptualizations of client that are culturally relevant.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Comments on Multicultural Issues:**
Information/Teaching
Supervisor uses appropriate references, handouts, and books.  
Always  Sometimes  Never  N/A
Supervisor aids in fitting theory into practice.  
Always  Sometimes  Never  N/A
Supervisor demonstrates or role plays techniques or response alternatives.  
Always  Sometimes  Never  N/A
Supervisor discusses institution policies and practice.  
Always  Sometimes  Never  N/A
Supervisor provides feedback on case notes or intake summaries.  
Always  Sometimes  Never  N/A
Supervisor discusses ethical issues.  
Always  Sometimes  Never  N/A
Supervisor discusses how to make referrals or terminate counseling with clients.  
Always  Sometimes  Never  N/A
Supervisor discusses professional development issues.  
Always  Sometimes  Never  N/A
Supervisor serves as a professional role model.  
Always  Sometimes  Never  N/A

Comments on Information/Teaching:

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

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-recording  Live observation  Role-play  Reading
Video-recording  Co-therapy  Discussion  Other

My overall rating of this supervisor is:

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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.
M.S. Student Evaluation of Practicum/Internship Site

Student’s Name _______________________________________________________________

Practicum/Internship Setting _______________________________ Semester/Year ______________

Practicum/Internship Supervisor’s Name (including title and degree) ___________________________

University Supervisor’ Name ________________________________________________________

This questionnaire assesses your perceptions of the practicum/internship site that you worked at this semester. Circle your assessment of the practicum/internship 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: ______________

Supervision

<table>
<thead>
<tr>
<th>Usually</th>
<th>Often</th>
<th>Seldom</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Supervision creates a climate conducive to open communication and productive use of supervision time.

Supervisor provides appropriate information and teaching to clinical work and professional development.

Supervisor is knowledgeable about and open to discussions on multicultural issues.

Comments/Recommendations:

Environment/Climate

<table>
<thead>
<tr>
<th>Usually</th>
<th>Often</th>
<th>Seldom</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The site has a professional atmosphere.

The trainee is treated with respect by fellow workers.

The trainee is treated with respect by the population served.

Comments/Recommendations:

Multicultural Issues

<table>
<thead>
<tr>
<th>Usually</th>
<th>Often</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Supervisor addresses cultural differences in Supervisor-Supervisee (S-S) relationship.

Supervisor demonstrates respect for individual differences between supervisor and supervisee.

Supervisor processes cultural differences (e.g. worldview) in S-S relationship that affect case conceptualization or approach with clients.

Supervisor discusses differences in conceptualization of clients relative to S-S cultural differences.

Supervisor integrates multicultural theory and practice in supervision of Supervisee’s work with clients.

Supervisor offers conceptualizations that are culturally relevant.

Comments/Recommendations:
**Information/Teaching**

<table>
<thead>
<tr>
<th>Usually</th>
<th>Often</th>
<th>Seldom</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Site provides appropriate resource and reference materials.

Site has a consistent philosophy and plan to guide its programming.

Site provides an adequate forum for discussing intervention issues.

Site gives trainee adequate guidance on ethical issues.

**Comments/Recommendations:**

**Communication**

<table>
<thead>
<tr>
<th>Usually</th>
<th>Often</th>
<th>Seldom</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Site staff provides opportunity for relevant feedback in a positive manner.

Site staff attempt to enhance trainee's professional growth.

Site staff shows sensitivity to where the trainee is emotionally, experientially and professionally.

Staff disagreements are discussed in an open, non-threatening manner.

**Comments/Recommendations:**

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

1. Describe the experiences you had at this practicum/internship 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/internship assignment? ___Yes ___No

   b. Specify the university courses that were especially beneficial and/or those that were not adequate in preparing you for practicum/internship.

<table>
<thead>
<tr>
<th>Beneficial</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   |            |            |

**Comments:**

Rate the Practicum/Internship Site overall by circling the appropriate number.

<table>
<thead>
<tr>
<th>Beneficial</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

Rate your Practicum/Internship Supervisor overall by circling the appropriate number.

<table>
<thead>
<tr>
<th>Beneficial</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

It is the RESPONSIBILITY OF STUDENTS to have this form completed EACH INSTRUCTIONAL TERM. Return completed form to the Practicum/Internship 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 / Internship (Circle One):

<table>
<thead>
<tr>
<th>CP-806</th>
<th>CP-808</th>
<th>CP-860</th>
<th>CP-225</th>
<th>Div Dialog</th>
<th>Vet School</th>
<th>Other (specify):</th>
</tr>
</thead>
</table>

MS Student

Practicum/Internship Setting ________________________________  Inclusive dates __________________

Site Supervisor ________________________________________________

<table>
<thead>
<tr>
<th>DIRECT SERVICE</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>Couples</td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td></td>
</tr>
<tr>
<td>Consultation</td>
<td></td>
</tr>
<tr>
<td>Outreach</td>
<td></td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SUPERVISION</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual (face to face)</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Practicum Student: ____________________________  Date: _____________

Signature of Site Supervisor: ____________________________  Date: _____________

Supervisor’s Professional license if applicable: ____________________________

Signature of Training Director: ____________________________  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/Internship Instructor who will file it in the student’s departmental file. Students should also retain copies of all forms for their files.
Appendix D: 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 Coordinator in Room 335B. Get current and new advisor signatures (can place in their mailbox) and return to Room 335B.

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

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

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

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

Course:  
Student:  
Professor:  
Date:  

<table>
<thead>
<tr>
<th>Improvement needed – Concern warrants plan/remediation</th>
<th>Focus for growth – Does not merit plan/remediation</th>
<th>Developmentally appropriate</th>
<th>Advanced for developmental stage</th>
<th>Unable to assess / No information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
</tr>
</tbody>
</table>

**KNOWLEDGE AND ACADEMIC SKILLS**

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

**PROFESSIONAL SKILLS**

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

**PROFESSIONAL DEMEANOR**

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

Use back of form for additional comments:  
(Form adapted from Texas A&M Counseling Psychology Program and Marquette University)
<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 791: Found. of Clinical Mental Health</td>
<td>CP 740: Abnormal Behavior and Psychopathology</td>
<td>CP/EdPsy 723 Development Across Life Span</td>
<td>CP 825: Family, Partnership, and Couples Counseling</td>
<td>CP 745: Diagnosis and Treatment Planning</td>
<td>CP 810: Additional Internship Hours (if needed)</td>
</tr>
<tr>
<td>CP 800: Counseling Theories</td>
<td>CP 865: Lifestyle and Career Development</td>
<td>CP 777: Crisis and Trauma Counseling</td>
<td>CP 730: Prof. Counseling Orientation</td>
<td>CP 808: Internship</td>
<td></td>
</tr>
<tr>
<td>CP 805: Helping Relationships and Techniques</td>
<td>CP 806: Practicum (3 undergrad. clients for 5 sessions or 2 clients for 7 sessions)</td>
<td>(if needed: CP 810: Additional Practicum Hours)</td>
<td></td>
<td></td>
<td>RPSE 721: Addictions Counseling</td>
</tr>
<tr>
<td>CP 620: Practicum Activities (1 credit)</td>
<td>CP 620: Practicum Activities (1 credit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Practicum Requirement:
- 100 total hours with 40 direct contact hours (face to face work providing counseling and developmental services)
  - 40 hours* = direct interview activities
  - 60 hours of indirect activities: planning time, training and supervision
New Internship Requirement (CP 808)
- 600 total hours including 240 direct service hours + 360 indirect activities
  - Field Placement in counseling centers, community clinics and agencies, hospitals, and other counseling agencies