



UNIVERSITY OF WISCONSIN
WHITEWATER

Department of
Counselor Education

**Student Handbook
2017-2018**



University of Wisconsin-Whitewater
College of Education and Professional Studies
Department of Counselor Education
6035 Winther Hall
Whitewater, WI 53190
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Program Information

History and Development

The Counselor Education Program, leading to the Master of Science in Counseling, prepares its graduates to work in a variety of settings. The Board of Regents of the State Universities System authorized the development of the degree program in 1969. The Wisconsin Department of Public Instruction has approved the program for school counseling licensure. The Counselor Education Department has also received full Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation for its Clinical Mental Health and School Counseling Programs through 2021. The University of Wisconsin Board of Regents awarded UW-Whitewater program with its 2016 Teaching Excellence Award for academic programs and departments. The honor recognizes programs that demonstrate an exceptional commitment to teaching and learning.

As of May 2013, more than 1,600 graduate students have been granted the Master of Science degree in Counseling. Currently, seven faculty members work with approximately 160 enrolled students; of those, about 40 students graduate each year.

The ratio of full-time to part-time students has fluctuated over the years. While a number of today's students are enrolled in full-time graduate study, the staff recognizes that economic and other conditions make it necessary for many students to remain employed while pursuing graduate studies. The program's commitment to serve part-time students is reflected in its full schedule of evening classes, its summer school offerings, and in the individualized design of internship.

The program has evolved and changed in response to trends and developments in counseling and the human services. Projections for the 21st century indicate there will be a continuing need for professional counselors in the schools at both the elementary and secondary levels, in community and agency settings, and in higher education. Additionally, there is a need for counselors who wish to work in settings such as corrections, rehabilitation centers, drug and alcohol treatment centers, industries, and hospitals. We anticipate that the program will continue to evolve and change in response to the trends and developments in the field while maintaining its tradition of quality and professionalism.

Vision, Mission, Purpose and Philosophy

The vision of the department:

We strive to educate leaders and advocates who will transform the profession of counseling and the schools and communities we serve.

The central mission of the UW-Whitewater Department of Counselor Education is:

To prepare Professional Counselors who advocate for social justice and apply their knowledge and skills to develop effective counseling relationships that serve to improve the human condition.

The professional focus of counseling is the establishment of helping relationships with clients. The UW-Whitewater program is designed to help students achieve competencies required by

licensure regulations, employing agencies, and professional organizations. The primary function of the program is to help the student become an effective professional counselor. The development of such professionalism requires a personal investment of time and effort, serious self-examination, and the ability to meet the challenges of graduate education.

The counselor education staff endorses the philosophy that counseling is both an art and a science. Principles of human learning, development and assessment, and counseling approaches have scientific bases, but the application of these principles remains to a considerable extent an art. The counselor-in-training needs to develop not only as a behavioral scientist, but also as a person concerned with applying knowledge for the improvement of the human condition. No single approach to counseling enjoys widespread acceptance among professionals; there exists a diversity of philosophies, theories, and approaches. Students acquire a basic understanding of these diverse approaches and then develop their own unique counseling styles that are effective for them in working with their clients.

The counselor education program is based upon the philosophy that students need to experience three types of learning:

- Academic or didactic learning,
- Laboratory or experiential learning,
- Self-exploration/learning about self.

Core courses and elective course work help students gain knowledge, understanding, and skills upon which to base counseling practice. Laboratory or experiential learning is provided early in the student's program, further developed during the on-campus practicum, and culminates in the internship. These opportunities to observe counseling activities, interact with clients in appropriate settings, and consult with supervisors help students develop their personal counseling styles. The counselor education staff believes that personal development and professional development occur concurrently in the progression towards becoming effective counselors. The process of self-development and self-understanding is facilitated through interaction with and feedback from staff members and fellow students, and assists students in assessing the impact of their behavior and interpersonal style upon the clients they serve.

CACREP Standards

The University of Wisconsin Whitewater counselor education program has been accredited by CACREP since October 17, 2000. As such, the program objectives are based on the eight core counseling standards and program specific standards (e.g., School, Clinical Mental Health Counseling) found in the *2016 CACREP Standards*. The CACREP core standards and the program specific standards serve as the foundation for what is taught within the program. Furthermore, students are evaluated on each of these standards throughout the course of the program. This evaluation process is outlined in the student assessment policies section of this handbook. A PDF of the specific standards can be found here: [CACREP 2016](#).

Eight Core Counseling Standards:

Professional Identity and Ethical Practice - studies that provide an understanding of all of the aspects of professional functioning.

Social and Cultural Diversity - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Human Growth and Development - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

Career Development - studies that provide an understanding of career development and related life factors.

Helping Relationships - studies that provide an understanding of the counseling process in a multicultural society.

Group Work - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Assessment - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

Research and Program Evaluation - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Program Faculty

For faculty information, please visit: www.edu/coeps/departments/counselored/facandstaff

Program Objectives

While there are two different emphases within the program, there are shared program objectives. The objectives, which follow, are relevant to all students in the program; the objectives are met through students' involvement with course work, related experiences, practicum, and internship. By the end of the program, students will:

1. Develop and demonstrate identity as a professional counselor;
2. Develop an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants;
3. Develop the ability to reflect on the self of the counselor within all aspects of therapeutic work;
4. Develop an understanding of personal values as well as knowledge of and compliance with codes of ethics of the counseling profession;
5. Develop ability to use technology;
6. Develop an understanding of and skills to work with and advocate for diverse client/student populations in a complex global society;
7. Develop an understanding of theories of career, human development, and individual, family and group counseling in the case conceptualization process;
8. Develop an understanding of approaches to research and program evaluation and use of data to meet the needs of clients, students, families, and/or communities;

9. Develop the skills needed to facilitate growth, development, success, and health with clients/students in individual, family and group settings;
10. Develop the ability to critically analyze multiple sources of client information throughout the counseling process;
11. Develop the professional, academic and dispositional skills needed to succeed in the counseling profession.

Our program also meets the outcomes put forth by the UWW School of Graduate Studies:

| Learning Outcomes for Master's-Level Education |
|---|
| 1. Advanced abilities in gathering, investigating, documenting, analyzing, interpreting, evaluating, and synthesizing complex information from the discipline and its practice. |
| 2. Ability to apply discipline-specific skills (e.g., procedures, techniques, craft, technology and tool use) and knowledge (e.g., ideas, problems, concepts, vocabulary, history and theory of the discipline) to real-world contexts. |
| 3. Highly developed functional skills and behaviors necessary for maturing professionals including self-direction, problem-solving, decision-making, collaboration, and the capacity for networking and leadership. |
| 4. Writing skills that reflect advanced practice in professional contexts. |
| 5. Effective oral communication and interpersonal skills that support successful interaction with colleagues and professionally relevant constituents. |
| 6. A capacity to recognize ethical challenges relevant to disciplinary practice and the ability to articulate and justify a professional response. |
| 7. The ability to understand and respond effectively to the diverse interests and needs of domestic and global colleagues and constituents served by the discipline and its practice. |
| 8. Recognition of the need for continuous professional development through self-directed learning and on-going engagement with colleagues and other professionals. |

Admission to Counselor Education Program

Admission Criteria

- Baccalaureate degree from an accredited institution
- Overall undergraduate grade point average of 2.75* on a four-point scale
- Sufficient background in the behavioral sciences including coursework in the following:
 1. Human Development
 2. Abnormal Psychology
 3. Statistics

Students may be admitted to the program with these “deficiencies” (prerequisites not yet completed). Identified deficiencies must be removed prior to enrollment in course work beyond the first nine (9) credits. Courses taken to remove deficiencies may be at the undergraduate or

graduate level. Credits earned to remove deficiencies will not count toward the degree requirements for the Master of Science in Counseling.

***Students seeking an exception** (based on an undergraduate GPA of less than 2.75) to the admissions standards should do the following:

- a) Follow the Admission Procedures (Steps 1 and 2) listed below.
- b) Submit a letter requesting an exception clearly identifying reasons that justify this exception.
- c) Provide information supportive of this exception (e.g., additional references, Graduate Record Exam scores, life experiences, etc.).

On receipt of these materials, the regular admission procedures will be followed. Academic background (including specific deficiencies) will be examined and discussed in the admission interview.

Admission Procedures (Steps to apply to the Counselor Education Program)

Step 1 Apply to the School of Graduate Studies by either Feb. 1 or Oct. 1.

To apply, you must have a baccalaureate degree from an accredited institution and have an overall undergraduate grade point average of *2.75 on a four-point scale.

Apply by going to: apply.wisconsin.edu. **The application is online and needs to be completed and received by Feb. 1 or Oct. 1 along with a \$56.00 application fee.**

Request a hard copy of transcripts from your undergraduate school to be sent to the School of Graduate Studies (UW-Whitewater) by **Feb. 1 or Oct. 1.**

*School of Graduate Studies
Roseman 2013, UW-Whitewater
Whitewater, WI 53190*

The School of Graduate Studies will forward the application and transcripts to the Counselor Education Department. For more information you can call or write to the School of Graduate Studies at 262-472-1006, gradschl@uww.edu.

Once this application is complete, a link will be provided for reference letters. It is the applicant's responsibility to provide their references with this link.

Step 2 Submit application materials to Counselor Education Department by Feb. 1 or Oct. 1. Electronic documents will be accepted.

- a) Cover letter
- b) Resume
- c) Brief Autobiography
- d) Two- to three-page essay pertaining to career goals and plans
- e) Reference letters from two persons knowledgeable about student's potential to do graduate work and function successfully as a counselor. All reference letters need to be completed online through a link provided by the School of Graduate Studies.

- f) By making application to the Counselor Education Program, the applicant affirms that they have read the current online version of the Student Handbook and will abide by the standards and requirements as listed in the handbook, including being able to pass a background check prior to commencing clinical work.

Send the above materials via email to schoenbl@uww.edu. All electronic documents must be received by the admission due date or the applicant will not be considered for the current admission process. When the due date falls on the weekend, the next business day becomes the effective due date.

Step 3 Departmental Review

1. Individuals meeting application requirements will have applications reviewed.
2. Applicants chosen for further consideration will be invited for interviews.
3. Admissions is a competitive process based on the following criteria:
 - Academic preparation
 - Ability to communicate effectively
 - Disposition
 - Potential to work with diverse populations
 - Experience in counseling or related positions
 - Demonstrated commitment to the counseling field

There are two admissions cycles, fall and winter. The deadline for submitting application materials for a fall review is Oct. 1. The deadline for submitting application materials for a winter review is Feb. 1. Applicants should consult the counselor education webpage (<http://www.uww.edu/coeps/departments/counselored/apply/admissions>) for updates on admission start decisions. Start dates are routinely summer or fall.

Definition of Full-time/Part-time Student Loads

Full-time student loads are defined as 9 credit hours fall and spring semesters, and 6 credit hours during summer session.

Part-time student loads are defined as fewer than 9 credit hours fall and spring semesters, and fewer than 6 credit hours during summer session.

Orientation

New students are strongly encouraged to participate in a department orientation program (generally offered in the summer) and a graduate school program (usually held in the fall). These orientation programs are designed to acquaint new students with the department, college, and university. Orientation to the department includes introductions of faculty, staff, current students and graduates of the program, and a review of relevant policies and procedures. Current students and graduates of the program offer some perspectives on their academic experiences and current work experiences. There is opportunity for questions and discussion.

Similarly, the reception held by the graduate school in the fall affords students the opportunity to ask a number of questions and explore issues most important at that time in the program. Other

programs are offered periodically throughout the semester (practicum, internship meetings, etc.) to address immediate questions and concerns of students.

Program Emphases

There are two emphases within the counselor education program: school counseling and clinical mental health counseling. All students complete required core courses, a 3-credit practicum, and a 6-credit internship. Students complete additional required courses and electives appropriate to their selected emphasis. Students may choose to write a thesis research paper for up to 6 elective credits.

School Counseling Emphasis

The school counseling emphasis (51 credit hours) has been designed for graduate students planning to become school counselors. Upon completion of the program and the school counseling emphasis requirements, including successful completion of the Praxis II exam and an ePortfolio, students are granted the master's degree and are eligible for endorsement by the Wisconsin Department of Public Instruction for the K-12 school counselor license.

School counselors work as educational leaders in elementary, middle, and secondary schools. Their major functions include individual and small group counseling, consultation with parents and teachers, and coordination of a wide variety of developmental services and programs. School counselors are expected to provide leadership and direction in the implementation of a comprehensive school counseling program for the school in which they are employed. School counselors need to understand student development and determine when individuals or a group of students have specific developmental needs. Awareness of school and community resources is important in establishing collaborative relationships. An understanding of the organization and operations of the school is necessary to function effectively as a member of the educational team. Additionally, knowledge of effective interventions and data within the Multi-tiered systems of support (MTSS) is essential as school counselors provide prevention and intervention programming to meet the diverse needs of students in schools.

Students enrolled in the school counseling emphasis must complete the core courses required of all counselor education students. In addition to these core courses, elective courses related to perspectives of school counseling, elementary and middle school counseling, and secondary school counseling are required. Along with the specialized courses, students in the school counseling emphasis are required to take three 1-credit online courses in systems, trauma and AODA.

Specific Requirements

- Students in the school counseling emphasis will also be required to create an electronic portfolio. Please refer to School Emphasis ePortfolio Requirements under the Assessment and Feedback section of the Handbook. Additional information is handed out in the first school counseling class.
- Students must also complete a yearlong (September-May) internship in a school setting.
- Students in the school counseling emphasis will also be required to pass the PRAXIS II Exam required by the Wisconsin Department of Public Instruction. Information about the

Praxis II Exam (School Guidance and Counseling, code # 0421) can be found at ets.org/praxis/prepare/materials/0421. For information about Wisconsin standards, go to ets.org/praxis/wi/requirements > “Pupil Services” section.

Non-Teachers

Students who are not current teachers are invited to consider the school counseling emphasis. There are 2 additional courses (Human Abilities and Learning; Introduction to Special Education) required for licensure. These will be included on the POS.

Clinical Mental Health Counseling Emphasis

The clinical mental health counseling degree is a 60-credit program that meets the curriculum requirements for Licensed Professional Counselor in training (LPC-IT) in the state of Wisconsin and for the National Board of Counselor Certification. The clinical mental health counseling emphasis encompasses a broad range of interests and foci. Students who select this emphasis plan to work in such diverse settings as community mental health centers, inpatient facilities, vocational or employment counseling agencies, higher education settings, family service agencies, correctional institutions, business and industry, or social service agencies. The clinical mental health counseling emphasis provides a specific knowledge base for mental health counseling as well as elective training options. Students in the clinical mental health counseling emphases must select a combination of elective courses totally 6 credits, upon admission to the program. Students may, in consultation with their advisor, change their elective courses if their career goals change. Please note that the option to do a thesis can be considered as an elective option within the CMHC program. Additional information about the electives is below.

Alcohol and Other Drug Counseling

Students with an interest in counseling clients with alcohol and/or other drugs related issues may receive training in the chemical dependency process and its impact on individual, family, and society. Course work focuses on developing effective counseling strategies and techniques for working with chemically dependent clients and their families. The courses in the clinical mental health counseling plus COUNSED 734, Families: Assessment and Treatment of Abusive Behaviors and COUNSED 749, Chemical Dependency: Evidence-Based and Integrated Treatment have been approved by the Wisconsin Department of Safety and Professional Services as the knowledge base for substance abuse counselor licensure (e.g., eligibility for SAC-IT). You can talk more with your advisor on the steps toward SAC-IT licensure

Students seeking state substance abuse counselor licensure will be required to complete a period of work experience in the alcohol and drug field prior to receiving licensure. Internship may qualify as part of that work experience.

Marriage, Couples and Family Counseling

Students interested in marriage, couples and family therapy will receive specific training and experience in this elective field. The need and demand for trained professionals in marriage and family therapy has been steadily increasing. The marriage, couples and family elective area employs a systems approach to treatment, and offers courses designed to help students understand the methods, practices, and theories of marriage and family therapy. The program

adheres to professional and ethical standards outlined by the American Association for Marriage and Family Therapy (AAMFT).

Students seeking licensure as a marriage and family therapist (LMFT) in the state of Wisconsin must meet academic and supervisory requirements as outlined in the Wisconsin Statutes and Administrative Code relating to the practice of marriage and family therapy. Web addresses below guide prospective students to definitions of marriage and family therapy practice, requirements, and relevant statutes.

In addition to the course offerings within the 60-hour CMHC, other coursework is required to meet the Wisconsin state statutes for the LMFT designation. It is recommended that students take COUNSED 732 and COUNSED 734 as these two courses reflect the advanced MFT courses in the curriculum. Also note those seeking skills in marriage and family therapy must accumulate 300 direct client hours during their practicum and internship experiences. Clinical membership in AAMFT is available to individuals after they have successfully met state MFT licensure requirements, which includes passing the AAMFTRB exam; information on this exam can be found at amftrb.org/exam.cfm.

School Counseling

Students with specific interest in working with children, adolescents and/or in school settings or within clinical practice can integrate the core school counseling courses (COUNSED 738, COUNSED 743, and COUNSED 745) within the CMHC emphasis. Individuals interested in counseling in schools need to understand student development and determine when individuals or a group of students have specific learning or social/emotional needs. Awareness of school and community resources is important in establishing collaborative relationships. An understanding of the organization and operations of the school is necessary to function effectively as a member of the educational team. Licensure options can include a DPI approved school counseling licensure or a License in Professional Counseling (LPC).

Trauma Counseling

Students interested in trauma can choose to specific electives in this area. By completing the coursework for the trauma electives, students will gain a better understanding of the neurobiological aspects of trauma as well as the impacts of trauma and abuse on individuals and families. Students will also gain skills for working with those who are in crisis or have experienced trauma. The courses in the clinical mental health counseling emphasis plus COUNSED 734, Families: Assessment and Treatment of Abusive Behaviors and COUNSED 739, Trauma Treatment.

Higher Education Counseling

The higher education elective courses are geared to individuals who plan to seek employment in post-secondary settings such as community colleges, technical colleges, public and private colleges, and universities. In addition to the core courses within the program, there is an opportunity to explore the history and structure of student services, student developmental theories, specific offices and positions within the field, and competencies and skills necessary to work as a student development professional including required courses offered through the

Higher Education Leadership program, HELEAD 700: Introduction to Higher Education & Student Affairs and HELEAD 710: College Student Development.

While there are numerous and diverse opportunities in the field of student development, entry-level positions are most often found in residence life, admissions, financial aid, career services, academic advising, and special programs (e.g., offices providing services for international students, orientation) on college and university campuses. Beyond the entry-level positions, there are many opportunities to specialize or remain a generalist in student affairs work. These career moves, when built on a solid academic preparation, frequently lead to high-level administrative positions in divisions of student affairs including but not limited to Director, Dean of Students, or Assistant Chancellor (Vice President) for Student Affairs Administration.

Overview of the Counselor Education Program

Core Courses

| Course No. | Title | Credits |
|-------------------|--|----------------|
| 715 | Research in Counselor Education | 3 |
| 718 | Principles of Counseling | 3 |
| 719 | Appraisal Procedures in Counseling | 3 |
| 720 | Career Development & Information Services | 3 |
| 721 | Groups: Theory & Practice | 3 |
| 722 | Theories of Counseling | 3 |
| 728 | Clinical Studies in Counseling | 3 |
| 736 | Counseling Across the Lifespan | 3 |
| 741 | Social & Cultural Foundations of Counseling | 3 |
| 751 | Professional Practices in Counseling: Ethics and Consultation | 3 |
| 793 | Supervised Practicum | 3 |
| 795 | Supervised Internship (2 semesters) | 3 (per term) |
| | Total | 39 |

School Emphasis

| Course No. | Title | Credits |
|-------------------|--|----------------|
| 738 | Perspectives in School Counseling | 3 |
| 743 | Counseling in Elementary & Middle Schools | 3 |
| 745 | Counseling in Secondary Schools | 3 |
| 754 | Addiction Concerns when working with Children, Adolescents & Adults | 1 |
| 755 | Understanding and Addressing Crisis and Trauma | 1 |
| 756 | A Systems Primer for School and Higher Education Counseling | 1 |
| | Total | 51 |

Clinical Mental Health Emphasis

| Course No. | Title | Credits |
|-------------------|--------------|----------------|
|-------------------|--------------|----------------|

| | | |
|-----|---|-----------|
| 712 | Foundations of Clinical Mental Health | 3 |
| 716 | Crisis Intervention and Trauma Counseling | 3 |
| 731 | Introduction to Marriage, Couples & Family Counseling | 3 |
| 746 | Counseling & the Chemical Dependency Process | 3 |
| 753 | Psychopharmacology for Counselors | 3 |
| | Elective courses (two 3-credit courses) | 6 |
| | Total | 60 |

Additional Elective Courses

| Course No. | Title | Credits |
|---------------|--|---------|
| HELEAD 700 | Introduction to Higher Education & Student Affairs | 3 |
| HELEAD 710 | College Student Development | 3 |
| 724 | Career Counseling of Adolescent & Adult | 3 |
| 732 | Advanced practices of Marriage, Couples & Family Counseling | 3 |
| 739 | Trauma Treatment | 3 |
| 749 | Chemical Dependency: Evidence-Based and Integrated Treatment | 3 |
| 797* | Post-Masters Counseling Internship | 1.5-3 |
| 799 | Thesis credits | 3-6 |

Note, courses taken from another emphasis list of core courses will count as an elective

Program of Study (POS)

During the initial interview, the student and advisor together develop the student's planned program of study. As students progress through the program, they may wish to make changes in their program of study. However, too many changes to student programs may compromise the student's ability to graduate within his/her time frame. Therefore, changes must be limited in number and considered carefully. All changes in this program of study must have prior approval of the advisor. Any changes made without prior advisor approval may result in the student being dropped from the program or other action at the discretion of the counselor education staff. Students who fail to follow their plan of study as scheduled may be required to repeat initial courses before enrolling in internship or may not meet the requirements for graduation.

It is the responsibility of the student to maintain close contact with their advisors as they progress through the program. The advisors stand ready to assist the students to plan and schedule a sequence of course work, including appropriate electives, which will provide the best possible preparation to meet students' professional goals. Note that no more than three 1-credit courses and/or workshops may be counted toward elective credits in the program.

The Graduate School policy is that a student has seven years to complete the degree, measured from the beginning of the term in which the first course to be included in the degree was completed. Programs of study will be designed in consultation with the advisor taking into

consideration the chosen emphasis, the individual life circumstances, and academic preparation of the student.

Course Descriptions

For current course descriptions, go to:

www-public.courseleaf.com/graduate/education/counseling-degree/#courseinventory. The program is currently undergoing curricular modifications and thus, courses that are listed on this site may not be offered until the Fall 2018. Students should consult with our advisor with any questions as courses listed here may not correspond with those listed on the POS.

Clinical Experience: Practicum and Internship

EMS

Education Management Solutions' (EMS) Total Counseling application allows students a unique opportunity to use comprehensive, state-of-the art recording and case management technologies in Winther Counseling Lab within their counseling training. Students use the EMS system during clinical coursework, most specifically during the practicum semester when supervised counselors-in-training provide counseling to persons on the campus and in the community. Students are introduced to the EMS technologies early in the program (during Principles of Counseling and Group Counseling), and the technology will be invaluable to learning in the Practicum semester. The UW-Whitewater Counselor Education Program is one of few in the country using this exceptional and comprehensive system.

Practicum

Practicum students staff the Winther Counseling Lab providing individual, group, and couples/partnership/family counseling services to students and other community members. The Winther Counseling Lab, located in 3004 Winther Hall, is a suite of rooms consisting of two classrooms, four interview rooms, a reception area, and an office/observation room. Classrooms and interview rooms have cameras and microphones to allow for recording and observing all sessions (see information on EMS). The counseling lab is used in a number of classes, but most especially in the practicum experience.

Objectives

The objectives of the practicum semester include:

1. A tentative articulation of a theoretical orientation.
2. The practice of various counseling approaches.
3. The development of a case conceptualization and treatment plan.
4. The development of a theoretically congruent set of intervention strategies.
5. Experience leading to a greater confidence as a counselor.
6. Experience with various clientele demographics.
7. Greater awareness of personal counseling strengths and challenges.
8. Awareness of ethical dilemmas, obtaining consultation and developing a process of working through ethical dilemmas.

9. Increase self-awareness of values, biases, attitudes, and belief systems when working with clients from different backgrounds and addressing these in supervision.
10. Students establish and maintain ethical and effective working relationships with staff and clients.

Prerequisites for participating in practicum include Principles, Theories, Group, and Professional Practices courses. It is recommended that this class be taken after completing Counseling Across the Lifespan, Social and Cultural Foundations of Counseling, and Career Development and Information Services. Consultation with your advisor is required to determine the best semester for you to take this class per your program of studies.

Practicum students participate with individual and group supervision each week. This is a time to develop and refine counseling skills while providing a service to the community. Policies and procedures specific to the lab will be discussed with students participating in the practicum experience.

Prior to the semester in which practicum begins, there is a required orientation workshop that explains the requirements and expectations of the practicum experience. During the semester in which students take COUNSED 793: Supervised Practicum, students can register for no more than 9 credits. This course is a satisfactory/no credit course. Students must pass this course to move on in the program

The overall expectations of the practicum semester include 100 hours of time in direct and indirect service. These hours must meet the following definitions:

1. 40 hours of direct service, defined as 30 hours of individual counseling and 10 hours of group counseling.
2. 60 hours of indirect service, such as research into client issues, consultation with experts, maintenance of files and records, and supervision, including group supervision and individual supervision.

Practicum students are expected to provide regularly scheduled coverage for the lab hours of operation (Monday – Thursday). During the fall and spring semesters, students are scheduled weekly for 8 hours of lab coverage. When not seeing clients, students can use this time to complete progress notes, research client-related concerns, observe recordings, and complete practicum assignments/paperwork.

These counseling sessions will be recorded for supervision purposes. In addition, there are other academic requirements that each student must fulfill, as outlined on the syllabus. In addition, students are required to purchase professional liability insurance before enrolling for the practicum semester.

Practicum conduct

Faculty will model professional and ethical behavior (e.g., confidentiality and limits to confidentiality, recognition of qualifications and limitations, record keeping, dual relationships, self-awareness and monitoring, etc.). Practicum counselors need to be aware of and behave in accordance with the American Counseling Association Code of Ethics (and other relevant codes)

and discuss with their supervisor any ethical guidelines/codes specific to their work. Students are expected to exhibit professional behavior in the lab and in any settings connected to practicum (e.g., groups in the schools). Practicum counselors are part of the Winther Counseling Lab staff and at the beginning of the practicum semester will sign a document accepting the responsibilities of this position. Unethical or inappropriate behavior demonstrated by practicum counselors or other lab staff may result in suspension or termination of client work in Winther Counseling Lab, and may result in dismissal from the program. Due process will be implemented in any decision rendered.

Internship

The Supervised Internship in Counseling is an opportunity for students to apply concepts and skills in field counseling settings. Students are placed in field settings that are compatible with the individual student's experiences, competencies, and career goals. Students work with clients under the supervision of a qualified field staff member in the setting and the university counselor education staff.

Objectives

Although specific objectives vary among settings, the primary objectives of the Supervised Internship in Counseling are:

1. Students know and understand the services or programs provided to clients.
2. Students know and understand the counseling needs of the client population.
3. Students design, develop, and implement appropriate services or programs.
4. Students establish and maintain ethical and effective working relationships with staff and clients.
5. Students implement effective individual and small group counseling strategies and processes.
6. Students effectively utilize counseling tools or resources such as information systems, appraisal data and referral sources.
7. Students consult with persons in the setting, community or client's immediate environment.
8. Students implement research strategies to assess programs or services.
9. Students identify their professional competencies and plan appropriate educational or career goals.
10. Increase self-awareness of values, biases, attitudes, and belief systems when working with clients from different backgrounds and addressing these in supervision.

General Requirements

General requirements that apply to all students enrolled in internship are outlined below. Because of differences in client populations, or counseling objectives and procedures used among settings, specific objectives consistent with all settings cannot be identified in these guidelines. The specific activities in which a student participates will be determined by the nature of the setting, activities initiated by the student, and assignments by field or university supervisors.

The supervised internship is an academic yearlong (fall-spring) experience. Students earn three graduate credits on a pass-fail basis for each semester satisfactorily completed. Thus, students

must earn a minimum total of six credits in internship in order to be granted the Master of Science in Counseling. Students seeking a post-master's certificate can complete a one-semester 20-hour-per-week internship (3 credit hours) or a two semester 10-hour-per-week internship (1.5 credit hours/semester).

The counselor education staff concludes that internship should encompass two major areas of learning. First, it should provide students an opportunity to work directly with individuals and small groups of clients. Second, it should enable students to participate in significant activities related to the total counseling function of the field setting. Therefore, although the counselor education staff believes that working with clients is the foundation of internship, students are expected to participate in other appropriate activities as well. These activities will be defined collaboratively by students and supervisors.

The counselor education staff places students in actual field settings upon the approval of appropriate professional personnel within the specific setting. Students are to spend 20 hours per week in the setting for the duration of the academic year for 30 weeks (at minimum, a total of 600 hours). Students are required to work directly with clients providing individual and small group counseling. The time spent in such activities is called contact hours. Students are required to gain experience in a minimum of 240 contact hours during the year. Students should complete a minimum of 100 hours during the first semester. Students are required to make audio and/or video recordings of counseling sessions for supervisory purposes. These recordings will be made in a manner that is legally and ethically appropriate and agreed upon by the field supervisor.

Students are also expected to participate in other counseling related activities (e.g., staff meetings, research, progress notes). The time spent in such activities is not to be regarded as contact hours in terms of the 240-hour requirement.

While all students will participate with direct and indirect service totaling 600 hours during the academic year, specific requirements should also be noted for several groups.

- a. Students seeking Licensed Marriage and Family Therapy (LMFT) status are required to have a minimum of 300 contact hours, to include practicum and internship, working with individuals, couples, groups, families, and partnerships.
- b. Students seeking licensure as a school counselor have a primary placement at one level and are required to have *substantial* experience at other level(s). The primary placement and substantial experience are determined collaboratively by the faculty supervisor and student.

The internship should enable the student to obtain an overall perspective and understanding of the role and functions of the counselor in the specific settings. Therefore, students are expected to participate in activities related to informational services, appraisal programs, research procedures, conferences or staff meetings, and other appropriate activities. These activities combined with the time spent in either consultative activities or counseling contacts would comprise the 20 hours per week. Internship is an academic year experience, beginning in September and ending in May for all students in the program. Post-master's students have the option of a one-semester or an academic-year internship as mentioned above.

Supervision: On Campus and Field Supervision

The counselor education staff members serve as on-campus supervisors. These staff members organize and conduct weekly on-campus classes, which students must attend. Students may be requested to participate in individual on-campus conferences with their university supervisor. University supervisors make periodic visits to the setting in order to consult with the student and field supervisor. Additional conferences within the field setting may be arranged at the request of the student or field supervisor.

Field supervisors are able to perform significant educational and supervisory functions. Therefore, each student will work with a supervisor in the setting who has earned a master's degree in counseling or a related field and is able to provide effective assistance. Field supervisors must be employed in the setting and must perform duties enabling them to provide effective supervision. Therefore, if an approved supervisor is not available, the setting will not be approved.

Application and Admission

The number of students enrolled for a given year is limited; therefore, any change regarding enrollment must be approved by the internship committee. Students should follow these procedures for admission:

1. Students will need to complete the internship application by the specified date during the fall semester one year prior to the internship. The completed form will be returned to the department chairperson.
1. A typed resume must accompany the application.
2. Students must have satisfactorily completed all courses as outlined in their program of study prior to the internship. A 3.0 grade point average is required at the end of the semester preceding internship. If this is in doubt, the placement will not be finalized until the 3.0 is verified.
3. Students employed fulltime (more than 21 hours per week) may not take additional course work concurrently with internship.
4. Full-time students that are not employed fulltime (20 hours or less/week) may be scheduled for one additional 3-credit course per internship semester.

A committee composed of counselor education faculty reviews and approves the applications. This committee determines admission to internship and the nature of the actual placement. The committee will give priority to those students who have not implemented a program change. Students may request to meet with the committee for review of committee actions. If the conclusions of the committee are found to be unsatisfactory, the student will be informed of possible additional appeal procedures.

Placement

The internship committee is responsible for the placement of students in appropriate settings. Students are encouraged to consult with staff to explore possible future employment and possible settings. Students are not to make their own commitments regarding settings. The only exception to this policy is for students employed in the setting in which they plan to take internship.

Placement will take into account available sites, availability of qualified supervisors, existing programs in specific settings, and competencies of the individual student. Students are to be

aware that admission to the counselor education program does not guarantee a specific internship placement in terms of type of setting or location of the setting. Internship placements must meet the location requirements that align with the placement policies outlined by the COEPS Field Experiences Office (see map in Appendix). Students must be prepared to make travel arrangements if necessary. Students who wish to pursue a placement outside of the map placement area must apply for an out of area placement exception.

The setting must provide opportunities for students to participate in an established program. In order for a setting to be considered, an on-going or structured program must be in existence at the time of placement in that setting. The setting must be served by a qualified counselor, i.e., one who has earned a master's degree in counseling or a related field, assigned at least one-half time to counseling.

Internship Conduct

Interns are to model professional and ethical behavior (e.g., confidentiality and limits to confidentiality, recognition of qualifications and limitations, record keeping, dual relationships, self-awareness and monitoring, etc.). Interns need to be aware and behave in accordance with the American Counseling Association Code of Ethics (and other relevant codes) and discuss with their supervisor(s) (site and academic) any ethical guidelines/codes specific to their work. Interns are expected to exhibit professional behavior at their site. Unethical or inappropriate behavior demonstrated by internship counselors may result in suspension or termination of client work, and may result in dismissal from the program. Due process will be implemented in any decision rendered.

Eligibility for Clinical Experience (Practicum and Internship)

Practicum and Internship Background Checks and TB test

All students must have a TB test and submit a criminal background check via The Office of Field Experiences in the College of Education prior to the practicum. All verification needs to be given to the Clinical Coordinator before the student will be able to provide any counseling. As suggested above, students are required to purchase individual liability coverage prior to their practicum semester.

On the first day of internship class, students will need to sign an affidavit that their TB test is still current (TB tests are usually valid for 1 year though some school districts may request annual tests), that they have personal liability coverage for the duration of internship and that no criminal behavior has occurred since the previous background check. If criminal behavior has occurred, another background check will be required. (Note: schools and/or agencies may require a background check despite no change in legal status).

If background checks indicate any concern, department faculty will consult and determine the appropriate intervention (see requirements below). The individual's advisor will meet with the student and discuss the concerns and eligibility for the clinical experience.

State Law and Implications of Background Checks

As of October 1, 1998, the law requires criminal and regulatory background checks of all persons responsible for the care and safety of children and vulnerable adults working in or having access to clients being served under programs regulated by the state. Individuals wishing to provide counseling services in the school or in state-certified mental health agencies must submit to a background check.

Since there has been an increased concern regarding the potential for physical and emotional abuse of vulnerable citizens by persons who have been convicted of serious crimes or have a history of other improper behavior, Wisconsin has identified specific crimes and offenses that will permanently disqualify individuals from being licensed or employed in caregiving settings. For less serious crimes and acts, the law allows persons to demonstrate rehabilitation by submitting clear and convincing evidence of rehabilitation. The Counselor Education Department requires a background check prior to involvement with practicum. If a student has committed crimes and offenses that would permanently disqualify him/her from licensure, the student would not be able to participate in practicum and would not be able to complete their master's degree. If less serious crimes/acts have been committed, the clinical director will meet with the student to develop a rehabilitation plan. This plan will need to be approved by the department faculty.

Student Malpractice Insurance Coverage

All practicum and internship students are required to obtain professional liability/malpractice insurance.

Proof of insurance is required on or before your first day of internship class. You may forward an electronic copy of proof of confirmation to your faculty supervisor or send a photocopy of your proof of insurance via regular mail, or bring a photocopy on the first day of class.

There are several insurance companies that offer insurance to student trainees at discounted rates. The American Counseling Association (ACA) Insurance Trust offers student rates through HSPO. See the ACA site for more information, or go to hpsso.com/support/faq/student. You can also obtain professional liability insurance free as part of your student ACA membership which is a cost-effective way to get all ACA membership benefits. Students who are pursuing a school counseling emphasis can obtain professional liability insurance free as part of their student ASCA membership. Additional information about liability/malpractice insurance options will be made available at the information sessions required for enrollment in practicum and internship.

It is important to note that if you have licensure (e.g., SAC, SAC-IT, LPC) you cannot acquire liability insurance at the student rate and you must obtain liability/malpractice insurance at the professional rate related to your highest level of licensure. If you carry a license and obtain only a student rate you will not be fully covered and will be out of compliance with Wisconsin state statutes.

Assessment and Feedback

Professional and personal development of students throughout the program depends on feedback from faculty and fellow students, as well as on-going self-reflection by each student. Many forms of assessment will be used by faculty and staff to facilitate learning. Every effort will be made to attend to different learning styles, and accommodate individual learning needs. Note that it is important for students to articulate these needs to be sure faculty are aware of them, and in circumstances that warrant consultation with the Center for Students with Disabilities, that the student initiate that contact with the center to arrange for accommodations.

Because faculty are interested in providing multiple assessments of learning within specific courses, there will be written exams, integrative papers and projects, oral presentations, recorded reviews and presentations, and group projects. These specific assessments are chosen to reflect the learning objectives and outcomes in the course. Faculty will provide positive and constructive feedback to enhance and build on students' learning. While much of the work is individually focused, several courses require a focus on group projects to help students develop those skills to work collaboratively with others, skills that are needed by all professional counselors. Expectations will be stated clearly by faculty at the beginning of the semester, and students should seek clarifications regarding assignments or structures as needed.

In addition to in-class assessments, there are several major self-assessments that will be a part of the learning. For all students, the Review of Progress (a written self-assessment then reviewed by faculty members of the department) is an opportunity to reflect overall on the learning students have done; more specific description will be sent via email, and it is important to note that it occurs in the semester after students complete 12 credits in the program.

The Counselor Education Faculty believe that counselors' personal awareness, knowledge base, and skills evolve throughout their professional careers. As students progress through the Counseling Program, faculty members provide an ongoing review of students' progress within the program while encouraging students to monitor their own development as well. To facilitate this review, skills assessments are conducted as a part of COUNSED 718, COUNSED 721, COUNSED 793, and COUNSED 795. These assessments enable faculty members to provide formative and summative feedback to students.

Program Progress, Retention, and Dismissal Policies

Counselor Education Faculty members take seriously the responsibility to admit into professional preparation programs only those individuals who are appropriately qualified for the profession. Faculty members also take seriously the responsibility of mentoring such students once they are admitted, providing support and encouragement toward completion of the desired degree. In addition to being committed to the personal and professional growth of students, the counseling faculty has an ethical responsibility of gatekeeping for the counseling profession. The retention and dismissal policies are designed to provide students with information related to their progress in acquiring skills and competencies essential to professional practice and to provide faculty with the necessary information to evaluate student progress toward achieving those skills and competencies. There are a number of reviews that are a part of this developmental process.

Grading Standards and Academic Probation

Students should consult the Bulletin of the School of Graduate Studies (<http://uww-public.courseleaf.com/graduate/graduate-school-policies-procedures-university-information/academic-information/>) to be aware of policies regarding academic probation. A student who fails to maintain a 3.0 overall grade point average for all graduate work completed at UW-Whitewater is placed on academic probation. Students placed on probation must attain a 3.0 overall grade point average within the next 12 graduate level credits in order to be returned to good standing status. This includes graduate courses that are repeated. Courses may be repeated only once. Although the original course and grade remain on the transcript, the last grade earned replaces the old grade and is the only grade that will count in computing the grade point average.

Students must earn at least a B in COUNSED 718 Principles of Counseling and COUNSED 721 Groups: Theory and Practice and must earn a “satisfactory” in COUNSED 793 Practicum and COUNSED 795 Internship. Students must earn at least a B- in all other courses applied toward the degree. No more than two courses in which a B- is earned may be applied toward the degree. Students must meet graduate school requirements of a minimum of 3.0 cumulative GPA in order to be admitted to internship and to graduate. Courses may be repeated to meet these requirements.

Review of Progress

A formal procedure for a review of progress will take place in the semester immediately following the students’ completion of their first 12 credits in the counselor education program. This review will assess student development academically, professionally, and personally as identified in specific program objectives. Those objectives are listed earlier in this handbook. Students need to complete a review of progress form (self-assessment) by the due date established within the semester following completion of 12 credits in the counselor education program. **Due to the importance given to this process, completion of the self-assessment is required to continue in the counseling program. Failure to meet this requirement will result in an administrative hold on the student's registration.**

Faculty will meet to discuss the review of progress of all students, identify concerns, and provide feedback to the students. This individually written feedback will include comments on progress in academic, professional, and personal development, as well as an overall assessment of progress. The review will conclude with one of the following:

1. A commendation related to present development with encouragement for future progress.
2. An identification of concerns which need to be addressed with the student's advisor and plans for further review.
3. An assessment that professional direction needs to be reexamined because progress toward the degree is unsatisfactory; a consultation with the student's advisor will be scheduled.

As part of the application process for practicum and internship, faculty will again review the progress of each student. Applicants' progress toward meeting the program objectives will be discussed prior to determining eligibility for the clinical experiences.

Satisfactory Progress

The following criteria are used as evidence of satisfactory progress toward a Master of Science in Counseling:

1. Meeting all of the UW-Whitewater Graduate School requirements including grade point average.
2. Maintaining progress toward degree completion as agreed upon in the student's Program of Study (POS).
3. Maintaining an overall minimum 3.00 GPA (on a 4.00 scale) as noted in the Academic Review above.
4. Achievement of "B" or better in 718 (Principles of Counseling) and 721 (Groups: Research and Practice) and a "Satisfactory" in COUNSED 793 Practicum and COUNSED 795 Internship.
5. Exhibiting adherence to professional ethical standards as defined by the American Counseling Association (ACA), the American School Counseling Association (ASCA) and other professional accreditation and licensing bodies.
6. Demonstrating personal and professional behaviors that indicate appropriateness for the counseling profession and the ability to develop the skills necessary to become a competent counselor.

Unsatisfactory Progress

1. Any faculty member or professional field supervisor, at any time (together or separate from the review of progress process outlined above), can request faculty review of a student's progress toward meeting degree requirements and acquiring and exhibiting competencies necessary for professional practice. Such requests will be forwarded through the department chair and will be reviewed by the faculty in a formal department meeting. Students will be notified in writing by the chair if progress toward completion of their program is unsatisfactory.
2. Students receiving notice of unsatisfactory progress will consult with their advisor regarding their deficiencies and establish specific written and/or behavioral objectives to remediate such deficiencies (Remediation Plan). The written objectives become a personal record in the student's file. Failure to remediate deficiencies by the agreed upon time frame, will result in consideration for dismissal from the program.
3. If during the review of progress, remediation plan, or by other faculty request, the faculty deems that the student's progress is unsatisfactory or his or her conduct constitutes a serious violation of professional practice or ethics, as determined by the faculty, the chair will appoint a faculty committee consisting of three department faculty members to investigate. The committee's findings are presented in a timely fashion to the faculty in closed session for recommended action.
4. Any action by the faculty is conveyed to the student in writing by the chair (with copy to advisor) with specific recommendations for remediation or notice of dismissal.
5. The program faculty reserves the right to suspend or terminate a degree candidate's enrollment in a program at any time for academic or performance-related reasons as determined by the faculty in the program. If a student's enrollment is suspended or terminated, he/she may request a review of the decision by the Dean of the College of Education and Professional Studies or his/her designee. The purposes of a review are to permit a master's degree student or degree candidate to challenge (1) the factual information

that formed the basis of the decision and/or (2) to challenge the sanction: suspension or termination. Such a request must be made in writing to the Dean, College of Education and Professional Studies, or his/her designee within 14 working days of notification of suspension or termination and must identify the basis or bases for the review or challenge to the factual basis and/or sanction. A review is not an adversarial proceeding. The student may appear before the Dean or designee personally. A review shall be held within 10 working days of the date the Dean or designee receives the request, except that it may be held at a later date upon mutual agreement or upon order of the Dean or designee. Following the conclusion of the review, the Dean or designee shall advise the student and the Graduate School of his/her decision, in writing, within five working days (with copy to department chair and advisor). Students wishing to appeal the decision of the Dean may follow the procedures established at the university level. In the meantime, the student is considered dismissed from the program.

These policies are explicated to give students a clear understanding of the expectations of Counselor Education faculty as they work with students to become professional counselors.

School Emphasis ePortfolio Requirement

Students in the School Counseling Emphasis will also complete a developmental ePortfolio. This ePortfolio is intended to help integrate learning over time, with the final culmination of that learning in the internship year.

What is the purpose of a Portfolio?

The first purpose is to serve students and their learning as they move through the program. During the process, students are active participants in their learning as they collect, select, reflect, and assess the work in their portfolios. Students learn to assess their growth in the field of school counseling during this process. Second, the portfolio is an evaluation tool. Supervisors and instructors use portfolios as a tool to provide feedback to students on progress and performance standards. Finally, portfolios can serve as a marketing tool upon graduation. Specifically, portfolios provide students with a visual representation of their competencies as a school counselor when seeking employment as well as create a written record of a student's achievement in the Counselor Education Program. At the minimum, the portfolio is a degree requirement that must demonstrate a counselor's competence and readiness for graduation.

Philosophy Statements

What are Philosophy Statements?

Philosophy statements help you to articulate what you believe about counseling, education, and school counseling, and your (or others') role(s) in these processes. These statements necessarily reflect your "self," your life experiences, your biases, attitudes and values. It is important to begin to be explicit about those beliefs. In addition, your philosophy statements will be supported by the work of others (theorists, researchers, etc.). Philosophy statements will be completed, peer reviewed, and graded within the context of the following courses:

- a. *Philosophy of Education* – COUNSED 738: Perspectives in School Counseling

- b. *Philosophy of School Counseling* – COUNSED 743: Counseling in Elementary and Middle School
- c. *Philosophy of Counseling* – COUNSED 793: Supervised Practicum

Collect artifacts that reflect learning across Themes/Standards**

There are six themes/standards to satisfy (see pages 4-5). These themes/standards are based on the Student Services competencies as outlined by the Department of Public Instruction and the school counseling CACREP standards. A timeline of the evidence to be collected is listed below.

| COURSE | ASSIGNMENT | ePORTFOLIO theme met |
|---------------|---|-----------------------------|
| 718 | Principles exam | 1 |
| 721 | Group proposal/assignment | 2 |
| 719 | Appraisals assessment assignment | 3 |
| 741 | Advocacy project/map project | 4 |
| 751 | Ethics project | 5 |
| 745 | Tier 3 intervention project or School Needs project | 6 |

Within each course, the assignment above has been chosen to demonstrate competency in a given area. In each of the courses, you will complete the assignment, be graded on the assignment and later reflect upon your learning (see ‘Reflect’ below). You may wish to note categories that are lacking substantial learning and determine whether you might wish to add an additional example of evidence within your portfolio. Be sure to electronically save all assignments and reflections listed during the semester in which you take the course.

Please note: the artifacts required for individuals in a Post-Master’s Certificate program may be altered. Plans for the portfolio will be made with the advisor.

Reflect

Reflection is an integral part in the process. As evidence of self-reflection, students should prepare statements describing their strengths and weaknesses specific to each artifact submitted (see table 1 above). These statements (approximately 1 page each in length) will include responding to questions, such as:

- What were my greatest areas of learning within this assignment?
- How does this artifact reflect the theme/standards?
- How might I use knowledge, skills and attitudes gained in my future role as a school counselor?
- How will I continue to grow in areas outlined in the theme?

These reflections will be due either in conjunction to handing in the assignment or once the assignment has been graded. Each course syllabus will indicate due dates for the reflections.

Additional guidelines and objectives will be provided at orientation and during the first school counseling course.

Student Involvement in Professional Organizations

Students are encouraged to participate in professional organizations that reflect their chosen area of interest. Such participation helps facilitate professional identity formation and development of a collegial network. Faculty members in the department are involved in a wide range of professional organizations. Each faculty member will be glad to introduce you to and assist you in joining an organization that best meets your professional goals. There are links to a number of counselor professional organizations and resources at the department's website at [www.edu/coeps/departments/counselored/resources-for-students/professional-organizations](http://www.uw.edu/coeps/departments/counselored/resources-for-students/professional-organizations).

- American Counseling Association (ACA)
- Wisconsin Counseling Association (WCA)
- American College Personnel Association (ACPA)
- Wisconsin College Personnel Association (WCPA)
- American School Counselor Association (ASCA)
- Wisconsin School Counselor Association (WSCA)
- American Association for Marriage and Family Therapy (AAMFT)
- Wisconsin Association for Marriage and Family Therapy (WAMFT)
- National Career Development Association (NCDA)
- Wisconsin Career Development Association (WCDA)
- American College Counseling Association (ACCA)

Graduate Student Counseling Association (GSCA)

GSCA is a professional student organization for UW-Whitewater Counselor Education Students. All counselor education students, regardless of credit accumulation or GPA, may become a member of GSCA, participating in GSCA events and receiving GSCA support and correspondence.

Other Program Information

Attendance Policy

It is the policy of the department that students engaged in excessive class non-attendance will be subject to a departmental review. The student may be discontinued in the program if there is not sufficient reason for absences, and a clear plan will be put forward to ensure class attendance going forward. The student has the right of appeal for any decision made by the department.

Assistantships

A limited number of graduate assistantships are available each semester within the counselor education department for students in the counselor education program. There are additional assistantships across the campus; for information and to make application for all assistantships contact the graduate school at www.uw.edu/gradstudies/financialasst/gradassist. The counselor education staff believes that an assistantship provides benefits not offered by grants or loans in that the student has the opportunity to work closely with a professional on projects of professional relevance.

Assistantships are generally available for either 20 hours of work per week or for 10 hours per week. Students are limited to 10 hour/week assistantships when enrolled in internship. Graduate Assistants must be full-time students (9 credits minimum per semester).

Duties, which do not include teaching, are varied. Graduate students are generally assigned to engage in administrative assistance required for the efficient functioning of the Winther Counseling Lab. Graduate assistants also provide support to department-wide initiatives and work collaboratively with department faculty.

Graduate assistantships are administered through the School of Graduate Studies. Applications may be obtained at the Graduate Office. For information on financial aid other than graduate assistantships, contact the Financial Aid Office.

Change of Emphasis

At the time of admission, students declare one of the two emphases (Clinical Mental Health and School). The program of studies (POS) is created to reflect the coursework that will lead to that emphasis. If a student desires to make a change of emphasis, that request must be put in writing (including reasons for the change) to the advisor who will then bring it to the department for consideration. The department will make a decision and the advisor will communicate that decision to the student. It is then the student's responsibility to contact the Graduate School regarding that change.

Some students may have interest in more than one emphasis and are encouraged to pursue additional coursework upon completion of the first degree. Electives from other emphases may be completed simultaneously with coursework in selected emphasis, but it is not possible to complete two emphases simultaneously. Certificate programs are available through the department and these options should be discussed with the advisor.

Correspondence

Students are expected to use their university email address regularly because program information is often distributed in this manner. Program announcements are also sent out most Monday mornings by the department chair and featured events are listed at www.edu/coeps/departments/counselored/featured-events. Students are encouraged to consult the department homepage regularly and to consider being part of the Counselor Education Facebook group, designed exclusively to connect alumni of the program and current students while focusing on professional development opportunities, job networking, etc.

If there is a change of address, it is important to notify the department office directly because information does not come to departments from the Registrar's Office.

Credit Loads

During the semester in which students take COUNSED 793: Supervised Practicum, students can register for no more than 9 credits.

During the semester in which students take COUNSED 795: Supervised Internship, students who are not employed full-time (20 hours/week or less) may be scheduled for one additional 3 credit course per internship semester. Those students who are employed full-time (more than 21 hours per week) may not take additional course work concurrently with internship.

D2L

Faculty members in the Counselor Education department use Desire to Learn technology (D2L). This program allows instructors to post course materials necessary for student success. All students are expected to use this program for course access and materials. The Turnitin software is often used as a supplement to D2L. As a condition of taking courses in the program, papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Financial Aid

Questions regarding financial aid should be addressed to www.uw.edu/financialaid or via phone at 262-472-1130.

To qualify for federal financial aid, graduate students must be enrolled at least half time, which at UW-Whitewater is 4.5 credits

Students must be making Satisfactory Academic Progress to qualify for aid. See the following website for more information: www.uw.edu/financialaid/policies/academic-progress.

Grade Appeal Policy

At the University of Wisconsin-Whitewater, it is expected that instructors will evaluate students regularly and consistently by criteria and guidelines presented to students at the beginning of each grading period. If a student has reason to believe the grade is incorrect, the student may take the following steps in chronological order beginning with the informal process. A complaint that is timely and filed under any other student complaint procedure and then referred for processing under these procedures shall be considered to have met the deadline for filing as a grade appeal.

1) Informal Process

- a) Consult the instructor whose grade is being appealed. This consultation must take place within seven calendar days of the start of classes after the grading period in question.
- b) If the student/instructor conference is unsatisfactory or if the instructor is unwilling or unable to participate within seven calendar days, the student may schedule a conference with the chair of the department in which the course was offered.
- c) After hearing the student's appeal, the chair will attempt to resolve the problem within seven calendar days.
- d) If this resolution is unsatisfactory, the student may then, within seven calendar days after receiving the chairperson's response, submit a written appeal to the Department's Grade Appeals Committee through the chairperson. This will initiate the Formal Appeal Process.

2) *Formal Process*

- a) The appeal must be in writing and signed by the student. The student must submit two complete copies of the appeal and any supporting materials to the department chair. The chair will deliver one copy to the instructor.
 - b) The Department Grade Appeals Committee will:
 - i) Convene to examine the appeal and the response. Following its review of the written appeal, the Department Grade Appeals Committee may ask for clarification and/or additional information from the student, the instructor, or both. At its discretion, the Counselor Education Grade Appeals Committee may request separate meetings with the student and the instructor. After considering the information, the Department Grade Appeals Committee will render its conclusion in writing to the chair, student, and instructor within 14 calendar days of receipt of the appeal.
 - ii) While the Grade Appeals Committee cannot require the instructor to change a student's grade, the Committee can recommend such a change to the instructor and to the Dean of the College in which the course is offered.
 - c) Should the student wish to appeal beyond the department, the student may submit the Committee findings and the basis for the further appeal to the Dean of the College in which the course is offered, within three calendar days of presentation of the Committee findings. The Dean will review the student's appeal and the findings of the Committee. Following the review, the Dean will render his/her conclusions in writing to the Chair, student, and instructor within 14 calendar days of the appeal.
 - d) If this action is unsatisfactory to the student, a final appeal may be made to the Provost, who will determine whether a change in grade is to be made within 14 days of the receipt of the appeal. The Provost is the only individual authorized to change a student's grade without the instructor's permission. However, the Provost may change a grade only when the faculty department committee and the Dean support such a change.
- 3) *Department Grade Appeals Committee:*
- a) The Department Chairperson will appoint a Department Grade Appeals Committee consisting of three tenured faculty members who are not subject to the appeal.
 - b) The Department Chairperson will designate one of the three tenured faculty members to chair the Department Grade Appeals Committee.

Individual Studies

Students who wish to gain knowledge toward a specific learning objective, (i.e., an expansion of knowledge presented in course work, or a content area other than those contained within course offerings) may approach a professor within the Counselor Education Department to guide this independent learning process. Individual study proposals should include the following:

- a. A brief abstract of course content
- b. Statement of objectives
- c. A listing of texts, professional resources and/or plan for research and literature review
- d. Expectations of student and professor
- e. Methods of evaluation

Students proposing an individual study project will have their proposal presented to department faculty in writing the semester prior to the planned start of individual study. The faculty member

directing the individual study will notify the student regarding feedback on their proposal and the faculty's decision relative to acceptance of the proposal.

Personal Counseling Experience

Students admitted to the program are strongly encouraged to participate in a personal counseling experience. The purpose is to provide students an important opportunity for personal exploration that is essential for their development as effective counselors. An additional benefit is that students experience counseling from the client perspective.

There are two options available on campus. The first is through the University Health and Counseling Center. The University Health and Counseling Services is located in the Ambrose Health Center and appointments can be made online (<https://www.uww.edu/uahcs/>) or by phone (472-1300). Alternatively, students may seek counseling through the department's Counseling Lab located at Winther 3004 by contacting the lab by telephone at 262-472-2842 or email at counselinglab@uww.edu; email communications should be limited to contact information only and should not contain confidential information. Counselors in the lab are practicum students supervised by department faculty. Counseling sessions are usually recorded with permission.

Plagiarism Policy (taken from the UW-Whitewater Handbook)

Commitment to Personal Integrity:

As members of the UW-Whitewater community, we are subject to the highest standards of personal integrity. Personal integrity is reflected by our respect of the dignity and privacy of others and our adherence to standards of intellectual integrity.

Members of the UW-Whitewater community have a responsibility to promote and a right to expect:

1. That all members will perform to the utmost of their abilities in an honest and sincere manner. Cheating, plagiarism, and the use of unauthorized materials is dishonest and a violation of our community's trust. The misrepresentation of our work in any manner threatens the spirit of community and cannot be tolerated. In giving credit for others' contributions and taking credit for our own when appropriate, we can celebrate each other's ideas.
2. That the privacy of personal records will be maintained in accordance with legal statutes and our ethical responsibilities.
3. That all members have access to a fair and timely hearing, and a resolution of grievances and complaints.

Additional information can be found in chapter 14 of the student handbook (<http://www.uww.edu/student-handbook/system-17intro>).

Procedures for Dealing with Complaints Filed Against Students

This set of procedures addresses complaints about students in the counselor education program. The procedures address alleged misconduct that may reflect on the student's ability to perform as a student or as a graduate in a manner consistent with the standards of the profession.

1. Complaints should be in writing and signed. Oral or unsigned complaints may be investigated at the discretion of the department. Complaints should be presented to the department chair. The chair, in consultation with the Dean and/or Provost, may investigate or appoint an investigator. The investigation will include gathering inputs from the individual bringing the complaint and the accused.
2. The accused will be informed in writing of the nature of the complaint and given an opportunity to respond in person at a hearing arranged by the investigator. The accused will be informed of the right to bring counsel to this meeting. While the actual complaint may be shared with the accused, this will be at the discretion of the chair. The name of the individual bringing the complaint will not be released without notice to the individual.
3. The investigator will present his/her findings to the Counselor Education Department for a decision.
4. Examples of possible decisions/actions available to the department include, but are not limited to:
 - a. A finding of no misconduct
 - b. A letter of reprimand to the student's file
 - c. Suspension from the program
 - d. Dismissal from the program
 - e. Denial of degree
5. Decisions/actions will be decided by a majority vote of the faculty of the department. That decision will be communicated to the accused in writing within five days of the action.
6. Appeals may be directed to the Dean of the College of Education. Appeals must be presented in writing within 10 days of his/her receipt of the department's decision.
7. When issues are unresolved at the time of commencement, degrees can be withheld or delayed.

Reactivation Policy and Process

Life occasionally will disrupt educational plans. It is extremely important to inform your advisor of any changes in your schedule, especially those changes that require you to withdraw temporarily from the program. If this occurs, students who have rearranged their schedules in consultation and with the approval of their advisor are allowed to continue in the program, as long as it has not been longer than a year since the last course was completed. Students who have discontinued coursework for more than a year will need to reapply to the program.

In order to reapply to the program, students need to inform the Office of Graduate Studies that they would like their student status reactivated. The student will also need to send a letter of application to the department chair indicating the semester in which the student wishes to begin. The student will be included in the next admissions process and can provide updated information to his/her file clarifying the reason for withdrawal from the program and supporting readmission. Following the interview process, the student will receive written notification of the admission committee's decision.

Thesis Research

The graduate thesis provides an opportunity for a student to explore a topic relevant to the field of counseling in more depth and intensity. This exploration is done in collaboration with the academic advisor and the three-member thesis committee. Because of the nature of that study, the thesis is designed as a two-semester, six-credit experience. In each semester, the student works with the thesis chair and thesis committee to create, conduct, and report his/her research. It is important that the student work intentionally and directly with the thesis chair and committee to design the research. Specifically, persons interested in completing a thesis should:

1. Discuss and make the decision to pursue the thesis option in consultation with his or her academic advisor. This decision should be made prior to the student's first internship semester; earlier decisions facilitate a better thesis experience.
2. Identify a thesis chair.
3. Contact the Graduate School for a thesis packet (paperwork that begins the process).
4. Contact thesis chair to discuss tentative plans before starting any writing or research.
5. In consultation with thesis chair, form a three-member faculty committee to work collaboratively with design and analysis.
6. Begin the writing process, seeking consultation with thesis chair and/or committee throughout the process. The student should meet with thesis chair and committee regularly.
7. Complete the writing process.
8. Present research findings in thesis defense meeting to be scheduled in cooperation with thesis chair and committee and posted so that interested persons might attend.

The thesis (end product) is evaluated on a pass/fail basis, and credits are counted as electives in the program. Evaluation of progress toward completion of thesis is made with a **P** (progress) or **I** (incomplete). The thesis chair determines appropriate grade (P or I) and informs committee members of the grade. All committee members are involved with final deliberations about the pass/fail for the final thesis. Graduate school policies apply related to the length of time to complete project (7 years in program unless exception is granted). A thesis is not required as part of the graduate program in counseling.

Transfer of Credits

- Consult the School of Graduate Studies at uww.edu/gradstudies.
- Nine (9) credits or fewer of relevant graduate credit completed at another institution or within another graduate program at UW-Whitewater may apply to the Counselor Ed Program.
- Students who have earned core credits in required courses at another institution may request credit and substitute transfer courses for required courses in this program.

Students wishing to transfer credits should complete the Request for Evaluation of Transfer Credits form, which is available at the Graduate Office. At the time of admission, the student's advisor evaluates and determines applicability of transfer credits. Clinical courses are generally

not accepted as transfer credits to the program and students who wish to transfer clinical courses from other programs will need to request an exception from the department.

Graduation and Beyond

Wisconsin Licensure Requirements

Professional counselors practicing in community and school settings in the state of Wisconsin are required to have licenses. For school counselors, the Department of Public Instruction (DPI) grants the license following an endorsement from the academic program. For clinical mental health counselors, the Department of Safety and Professional Services (DS & PS; drl.wi.gov) oversees this process, with the academic program providing confirmation of completion of the approved program. Additional information on the application processes can be found on the website (<https://www.uww.edu/coeps/departments/counselored/resources-for-students/useful-links#licensure>)

Program Endorsement

The Counselor Education Department will endorse a student for certification or licensure in only the emphasis area the student completes. If a student desires certification or licensure in additional areas, the student must complete course work and additional internship requirements in that specific area.

Post-Master's Certificate Programs

For persons interested in continuing professional development

Graduate counseling certificate programs are designed for individuals who have a master's degree in counseling from a CACREP-accredited institution (or equivalent) and are interested in acquiring additional knowledge and skills, and ultimately the necessary credentials, to function effectively in other settings. Course sequences are set up to create certificate programs in the areas of Addictions, CMHC, and School. Additional coursework may be required for persons who are not graduates of CACREP (Council for the Accreditation of Counseling and Related Education Programs) programs. A total of 9 to 18 credits will be required for each certificate program, depending on the background of the individual and the intended emphasis; at least a one-semester internship is required to complete a certificate program.

See specific descriptions for each certificate program on the department website at <https://www.uww.edu/coeps/departments/counselored/continuing-ed/post-masters-certificate> and contact the program coordinator listed on the website for more information. Detailed information about the application process (including paperwork, interviews, assignment of advisor, etc.) is included on the department website as well; admissions decisions are made by the department faculty. The certificate programs are designed as supplements to the original master's degree in counseling. The certificate programs are not CACREP accredited. When a person has an interest in a certificate program and does not fit neatly into that program, they will be encouraged to enroll as a special student if there is space available. Faculty approval will be required and provided on a case by case basis.

Counselor Education Timeline

This section outlines steps and procedures to assist students as they progress through the program. The sequence should remain the same for full and part-time students. The pace may differ significantly. Our intent is to provide an informative guide to use as a resource. First, we present an overview, and then more specifics to help you plan.

Pre-Admission

Application to the School of Graduate Studies

- Deadline of Feb. 1/Oct. 1 is recommended to allow time for processing and forwarding of application and transcripts to the Counselor Education Department.
- Apply online at uww.edu/gradstudies/admission.

Application to the Counselor Education Department

- Deadline is Feb. 1/Oct. 1.
- Email application materials to the Counselor Education Department, at schoenbl@uww.edu
- See uww.edu/coeps/departments/counselored/apply/admissions for additional requirements

Interview

An interview process will be completed during which time, an interview with at least one faculty member will be required before acceptance into the program

Admission Decisions

Notification in writing of admission status in mid-November and mid-March.

Application for Graduate Assistantships

Due to School of Graduate Studies by Feb. 15.

Post-Admission

Acceptance of Admission Decision

Sign the Program of Study and send it to the Counselor Education Department.

Academic Advising and Program of Studies (POS)

- Register for classes at your earliest possible opportunity based on your Program of Study.
- If any problems arise, consult with your advisor.

Registration

- Register for classes via the WINS system on the UW-Whitewater website. The current course catalog (Timetable) is available at courses.uww.edu/Graduate/COUNSED.
- Consult with your advisor before making any changes to the Program of Study.

Student ID

Obtain Student ID (HawkCard) from The Hawk Card Office located on the second floor of the University Center. The Hawk Card Office hours are 7:45am-4:30pm Monday through

Friday. The HawkCard is required to check out textbooks, use the library resources online, log on to WINS, etc.

Textbooks

- Purchase required textbooks at the University Bookstore.
- www.whitewaterbookstore.com will provide information on required textbooks for selected courses.

Parking Permits

- Obtain a parking permit at the Visitor Center.
- For detailed information regarding parking services refer to www.edu/adminaffairs/parking/students .

Counselor Education Department and School of Graduate Studies Orientations

- Attend the Counselor Education Department orientation program (generally offered early summer) and the School of Graduate Studies orientation program (generally offered late summer/early fall).
- Read student handbook and indicate as such via the website link.

Counselor Education Program Sequence

Review of Progress

Complete a review of progress form (self-assessment) by the due date established following the semester in which you complete twelve credits in the counselor education program.

Practicum Orientation Meeting

Prior to the semester in which practicum begins, students must attend an orientation meeting that will explain the requirements and expectations of the practicum experience.

Practicum Experience

- Participate in practicum after completing the Principles, Theories, Group, and Professional Practices courses .
- It is recommended that practicum occur after completing Counseling Across the Lifespan, Social and Cultural Foundations of Counseling, and Career Development and Information Services.
- 40 hours of direct service.
 - 30 hours of individual counseling
 - 10 hours of group counseling
- 60 hours of indirect service.
- 8-12 hours of Winther Lab scheduled coverage per week.

Internship Application

- Complete the internship application by the specified date, during the fall semester **one year** prior to the internship.
- Return the completed form to the department chairperson.
- Placement is made by department faculty.

Internship Field Placement

- Spend 20 hours per week in your internship field placement (fall and spring semesters).
- Work directly with clients doing individual and small group counseling (contact hours).
- A minimum of 240 contact hours during the year is required.
- Students seeking AAMFT certification are required to have a minimum of 300 contact hours between practicum and internship.
- A minimum of 100 contact hours should be completed during the first semester.
- Certificate students require a one-semester internship. This can be a one semester, 20 hours per week (3 credit hours) experience or the internship can be spread over two semesters, 10 hours per week (1.5 credit hours/semester).

Application for Graduation

Complete an application for graduation during the first month of the semester in which you expect to graduate. You can obtain the form at the Graduate Office or online at www.uw.edu/registrar/graduation/graduate-application. A fee will be charged to all graduates and will be billed to student account.

National Counselor Exam

Students may take the National Counselor Exam in April of the year in which you will be eligible for graduation. Information will be distributed in internship class. The exam is administered by the UW-Whitewater Testing Center.

Marriage and Family Therapy Exam

This exam is required for those selecting LMFT status in Wisconsin.

Praxis II Exam

This exam is required for school counselor licensure.

Graduation Exit Survey

Complete a Graduation Exit Survey on digitalmeasures.com/uww during the final semester of the program.

Appendix A: Approved Internship Placement Areas as Defined by the Field Experiences Office (light areas in quadrants 1-4 do not need approval)

