Department of Educational Psychology
University of Wisconsin-Milwaukee

M.S. in Educational Psychology:
Community Counseling & School Counseling Concentrations

School Counseling Post-Master’s Certification Program
Community Counseling Post-Master’s Certification Program

Application Process, Admissions, and Program Handbook for Students beginning in the 2017-2018 Academic Year *

Department of Educational Psychology
P.O. Box 413
University of Wisconsin-Milwaukee
Milwaukee, WI 53201

*Includes students beginning in the summer of 2017. Requirements change periodically. Please check with your advisor.

Revised 5/2017
Dear Applicant:

Thank you for your interest in the University of Wisconsin-Milwaukee (UWM) Counseling Program. A thorough description of the program and the application process is included in this packet. Please read the entire document, as it is designed to provide answers regarding admissions, course work, and other program requirements. While you may submit your materials any time prior to the application deadlines, please note that the deadline is February 15th for starting in the fall. If that date falls on a weekend, materials will be due the following Monday. Decisions will not be made until after March 1.

If you need assistance or have further questions, please contact the UWM counseling area chair:

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Application Procedures

Applicants are encouraged to apply online at https://graduateschool-apply.uwm.edu/. Click School of Education and follow instructions. The entire application can be completed online.

All application materials must be submitted through the online application by February 15 for consideration for the following fall semester. Incomplete applications will not be considered for admissions. Please note that these dates are different from the Graduate School deadline dates. All completed applications received on or before the due date will be held by the Counseling Area for the Admissions Committee meetings shortly after March 1.

The Counseling Area follows the Admissions requirements of the Graduate School and the Department of Educational Psychology.

- Applications for the M.S. Educational Psychology/Counseling degree must have a minimum of 18 credits of work in the social sciences or related areas and meet undergraduate grade point average (GPA) requirements of 3.0.
- Applicants who do not have the required GPA shall be required to submit additional information; e.g., the Graduate Record Examination (GRE) or Miller’s Analogies Test (MAT) scores.
- Depending on the applicant pool, some applicants may be admitted who do not meet the required GPA.

Applicants for the M.S. Degree—Community or School Counseling

Graduate School Requirements:
Applicants must submit the following items through the online application as part of the admissions process:

1. Submit Application for Admission to Degree Programs form to the Graduate School online (https://graduateschool-apply.uwm.edu/)
2. Note that unofficial transcripts of all undergraduate (and graduate work, if any) must be uploaded directly into the online application. If admitted, students will be prompted to send official transcripts to the Graduate School by the second week of their first term.
3. A completed “Reasons for Graduate Study” form through the application.

Program-specific Requirements:
In addition, applicants must submit the following items as part of the admissions process:

1. Three letters of reference, which must address the applicant’s academic and interpersonal skills. These can be submitted through the online application.
Admission Procedures

1. **The department must receive all materials by February 15.** To ensure department receipt of materials on time, be sure to complete the entire online application by these dates.

2. Shortly after the March 1, the Counseling Area Admissions Committee will meet and review the applications. Applicants will be notified of the Committee’s decision generally within four weeks after the deadline.

3. The Counseling Admissions Committee carefully reviews the following information as part of the decision making process for admitting students to graduate school: GPA, letters of recommendation, and the applicant’s statement on the “Reasons for Graduate Study” form. Applicants are urged to take special care in describing long range goals, how they see themselves fitting into UWM’s program, which has an urban and multicultural emphasis, and relating experiences which influenced their decision to pursue counseling.

**NOTE:** Admission to the M.S. Counseling Program is competitive. Admission decisions are based on the applicant’s academic records, breadth of experience, recommendations, and career goals. Typically, about 50-60% of all applicants are admitted. Admission decisions are also governed by the number of qualified applicants and course offerings and/or availability. Thus, it may be necessary to deny an applicant admission because of space limitations.

Applicants who do not meet the Department undergraduate grade point average of 3.0 must provide additional proof of admissibility. As specified by the Graduate School, applicants considered for admission must have the following:

1. Undergraduate GPA between 2.75-2.99
   May be admitted on department recommendation.

2. Undergraduate GPA between 2.50-2.74
   Must submit evidence of one of the following in order to be considered for admission:
   a. GPA of at least 3.0 during the last two years of the baccalaureate program (calculated on a minimum of 48 credits). OR
   b. Evidence of an advanced degree (GPA 3.0 or better). OR
   c. Submission of Graduate Record Examination (GRE) or Miller Analogies Test (MAT) test scores, which indicate high probability of success in Graduate School. OR
   d. Completion of 6 credits of coursework with a grade of B or better (B- grades are not acceptable).*

Undergraduate GPA below 2.50
   a. Normally not admitted but to be considered, two or more of the items listed under section 2 above are required. However, nine (9) credits of coursework with a grade of B or better (B- grades are not acceptable) are required.*
List of courses for applicants requiring additional evidence of ability to do graduate work:

- ED PSY 624 Educational Statistical Methods 1
- ED PSY 640 Human Development: Theory & Research
- COUNS 600 Introduction to Counseling

All other counseling courses (those courses with the COUNS prefix) cannot be taken as coursework to show evidence of ability to do graduate work. Individuals must be admitted to the counseling masters’ program, the school counseling certification program, or a recognized graduate program to take advanced counseling classes.
M.S. in Educational Psychology
Counseling Concentrations: Community & School Counseling

Community and School Counseling Program Descriptions

The counseling program in the Department of Educational Psychology offers two distinct concentration areas: Community Counseling & School Counseling. In addition, students may elect to complete a combined community/school concentration. Given UWM’s location in the largest urban area in Wisconsin, the counseling faculty is committed to training multiculturally competent community and school counselors to serve clients in urban environments. Both concentrations share a core preparation in the areas of counseling and educational psychology. As students make progress in their program of studies, their focus will take on a more specialized training with content specific courses and field placements where they will refine their counseling skills.

The Community Counseling concentration prepares students for work in a variety of community settings such as mental health clinics, community agencies, counseling centers, colleges and universities, and business/industry. The community counseling concentration prepares students to meet eligibility for the Professional Counselor license in the state of Wisconsin. Students arrange their program of studies in consultation with their advisers so that the 60* credits earned toward a master's degree will make them eligible for (1) Professional Counselor Training Certificate in Wisconsin and (2) taking the National Counselor Examination that leads towards licensure as a Professional Counselor in Wisconsin. For more information on the Professional Counselor Training Certificate and licensure as a Professional Counselor in the state of Wisconsin, or the National Counselor Examination, please see the “Applicant Services” section of the Wisconsin Department of Regulation and Licensing web page (www.drl.state.wi.us).

*Once again: A recent change in Wisconsin state law has mandated that anyone applying for an LPC (Licensed Professional Counselor) license in September of 2018 must be a graduate from a 60-credit Counseling Program. Therefore, anyone who graduates from a counseling program after December 2017 must graduate from a 60-credit program.

Please note: If you are interested in community counseling positions outside of Wisconsin, then you should be aware that other states have different licensing standards. If you are interested in pursuing a position in a different state you are strongly encouraged to contact that state’s regulation and licensing department to ascertain whether additional requirements are necessary.

The School Counseling concentration prepares students to work as school counselors and all students will receive PK-12 certification. The school counseling program is approved by and meets the certification standards outlined by the Wisconsin Department of Public Instruction (WDPI). Students are trained to apply the principles of learning, human development, counseling, and research and measurement within the schools. Preparation is designed to enable students to deliver school counseling programs and services to schools and the community. Students arrange their program of studies in consultation with their advisors so that the 48 credits earned toward a master's degree also will satisfy Wisconsin State Certification requirements. Certification is available as a K-12 School Counselor. For more information on the School Counseling: Initial Educator: PK-12, five-year license, please see the Wisconsin Department of Public Instruction web site (www.dpi.state.wi.us).
In order to be eligible to receive an initial educator license as a school counselor, students will need to:

1. Pass the national PRAXIS SUBJECT examination, called Professional School Counselor (5421), and
2. Pass a portfolio assessment.

These activities are above and beyond completing the school counseling coursework and practicum. Passing the PRAXIS SUBJECT does count as your capstone experience, so is also a requirement for those receiving their first masters degree. In Wisconsin the passing score is 156. While, finishing the portfolio is above and beyond completing your coursework, instructions for completing the portfolio are given within your coursework, particularly in COUN 602 and COUN 810.

**Please note:** If you are interested in school counseling positions outside of Wisconsin, then you should be aware that other states have different licensing standards. If you are interested in pursuing a position in a different state you are strongly encouraged to contact that state’s Department of Public Instruction to ascertain whether additional requirements are necessary.

The dual/combined concentration of **Community Counseling** and **School Counseling** are available for students who seek both licensure as a Professional Counselor and a School Counselor. Because of licensing requirements, more credits are required of students. Students who complete a combined program will meet preparation requirements for both licenses. The additional coursework for the second concentration may be completed as a non-degree candidate (NDC), post-master’s student. Students are encouraged to meet with their advisor to ensure successful completion of both sets of requirements.
Program of Studies
For the Community Counseling, School Counseling and Combined Concentration

The two concentrations and combined concentration prepare counselors to work with a diverse group of clients in urban settings. Likewise, students are trained to deliver services as counselors in an ethical manner, as outlined by professional codes of conduct. The components of the community and school concentrations are listed below – all courses are slated to be offered only twice a year. Both share in common courses comprising an Educational Psychology core of studies, a general Counseling core of studies, and a Concentration core. The Educational Psychology core provides knowledge for understanding research and professional scholarship, techniques of educational and psychological measurement, and typical human growth and development across the life-span. The Counseling core courses provide training in basic helping processes and relationships, career development, social and diversity issues in counseling, group work, appraisal of client issues, counseling theory, and the role of family systems. The Concentration core provides training in advanced strategies for helping clients change and opportunities for increasing competency with specific populations through field placement (practicum). A COMBINED CONCENTRATION REQUIRES AN ADDITIONAL 12-24 CREDITS beyond the credits required for the single concentration.

New student orientation meeting: Newly admitted students are required to attend the orientation meeting – typically held in May. All aspects of the program, including registration and course enrollment, are discussed in this meeting.

Personal information disclosure: A number of courses include experiential components, in which students are expected to disclose personal information to some extent. Many courses also require personal exploration in papers and class exercises as part of the educational process. Although rare, students may also be encouraged to seek psychotherapy when their personal problems are judged to be preventing them from performing their training-related activities in a competent manner or posing a threat to the students or others.

Minimum Passing Grade Requirement: All student must receive a grade of B or higher in all Counseling courses (indicated by the COUNS prefix before the course number). A grade of B-minus (B-) does not count as a grade of B. A grade lower than a B on the ED PSY prefix courses or any elective is permissible; however the student must maintain a cumulative 3.0 GPA to remain in good standing.

Community Counseling Concentration (60 credits)

Educational Psychology Core (9 credits)
ED PSY 624 Educational Statistical Methods
ED PSY 640 Human Development: Theory and Research
ED PSY 720 Techniques of Educational Psychological Measurement

Counseling Core (21 credits)
COUNS 710 Counseling: Theories and Issues
COUNS 711 Foundations of Career Development
COUNS 714 Essentials of Counseling Practice
COUNS 715 Multicultural Counseling
COUNS 774 Trauma Counseling 1: Theory and Research
COUNS 800  Group Counseling Theory
COUNS 904  Family Systems Theory, Research, and Practice

Community Core (30 credits)
COUNS 600  Introduction to Community Counseling
COUNS 702  Neuroscience and Medical Aspects of Counseling
COUNS 751  Lifespan Psychopathology
COUNS 755  Counseling Pre-Practicum
COUNS 765  Supervised Practicum I in Community Counseling
COUNS 812  Clinical Studies in Counseling
COUNS 820  Counseling Appraisal and Clinical Decision Making
COUNS 970  Supervised Practicum II in Community Counseling
SOCWRK 791: Alcohol and Other Drug Abuse (Note: Sign up for 3-credits)
1 Elective (3 credits)

SOCWRK 791: Alcohol and Other Drug Abuse is offered each semester (Fall, Spring, Summer) through the Social Work program. Sign up for 3-credits

School Counseling Concentration (K-12 only) (48 credits)

Educational Psychology Core (9 credits)
ED PSY 624  Educational Statistical Methods
ED PSY 640  Human Development: Theory and Research
ED PSY 720  Techniques of Educational Psychological Measurement

Counseling Core (21 credits)
COUNS 710  Counseling: Theories and Issues
COUNS 711  Foundations of Career Development
COUNS 714  Essentials of Counseling Practice
COUNS 715  Multicultural Counseling
COUNS 774  Trauma Counseling I: Theory and Research
COUNS 800  Group Counseling Theory
COUNS 904  Family Systems Theory, Research, and Practice

School Core (18 credits)
COUNS 602  Introduction to School Counseling
COUNS 764  Supervised Practicum I in School Counseling
COUNS 810  Counseling in the Schools
COUNS 816  Counseling Children and Adolescents
COUNS 968  Supervised Practicum II in School Counseling
1 Elective (3 credits)

Please note: a course in Exceptional Education is required for non-teachers (which will take the place of the elective). Any Exceptional Education course (designated as EXCEDUC at UWM) at the 600 level (or higher) and taken as graduate credit is acceptable.

Please note: To obtain a license, all students in the School Counseling program are required to complete a portfolio requirement. To clarify, this is not a requirement to graduate, but is a requirement to being licensed.
Requirements for a Dual Concentration

1) Students in the 48 credit Master’s Degree in Educational Psychology: School Counseling Concentration who are interested in a second concentration in Community Counseling must take the following additional credits in the Community Counseling Core:

- COUNS 600 Introduction to Community Counseling
- COUNS 702 Neuroscience and Medical Aspects of Counseling
- COUNS 751 Lifespan Psychopathology
- COUNS 755 Counseling Pre-Practicum
- COUNS 765 Supervised Practicum I in Community Counseling
- COUNS 812 Clinical Studies in Counseling
- COUNS 820 Counseling Appraisal and Clinical Decision Making
- COUNS 970 Supervised Practicum II in Community Counseling
- SOCWRK 791: Alcohol and Other Drug Abuse *(Note: Sign up for 3-credits)*

2) Students in the 60 credit Master’s Degree in Educational Psychology: Community Counseling Concentration who are interested in a second concentration in School Counseling must take the following additional credits in the School Counseling Core:

- COUNS 602 Introduction to School Counseling
- COUNS 764 Supervised Practicum I in School Counseling*
- COUNS 810 Counseling in the Schools
- COUNS 816 Counseling Children and Adolescents
- COUNS 968 Supervised Practicum II in School Counseling*
- **Additional** courses may include EXC EDUC 600 Survey of Exceptional Education as well as electronic portfolio requirements.

*All students must complete 600 hours of Practicum experiences distributed across elementary, middle, and secondary school levels. Students are required to spend 300 hours at a school site that is their primary interest (e.g., high school) and spend 150 hours in both school sites of secondary interest (e.g., 150 hours in an elementary school and 150 hours in a middle school).
Course Rotation* for the Master’s Counseling Program
from Fall 2017 to Summer 2020

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*Note: This course rotation is subject to change depending on staffing patterns and budget considerations. Please make a point of checking schedules carefully.
Competency-Based Courses for the Development of Counseling Skills

Students develop competent counseling skills for helping clients change through the following sequence of skill-building courses:

**Community Counseling**
COUNS 714  Essentials of Counseling Practice
COUNS 765  Supervised Practicum I in Community Counseling
COUNS 970  Supervised Practicum II in Community Counseling

**School Counseling**
Please note: Students enrolled in the School Counseling program will be assessed at the mid-point of their training, and will also complete an exit survey upon their completion of their training so as to further assess school counseling competencies.
COUNS 714  Essentials of Counseling Practice
COUNS 764  Supervised Practicum I in School Counseling
COUNS 968  Supervised Practicum II in School Counseling

*Essentials of Counseling Practice* is the initial skill building course in the sequence. Students acquire the basic listening and relationship building counseling skills that are necessary for effective intervention work with clients. Students practice these skills with one another in class and outside of class in role-play and actual counseling sessions. Successful completion of the course as indicated by completing a requisite number of counseling experiences, acquisition of a prescribed set of skills, and a display of ethical behavior consistent with standards of the counseling professions are required before a student is permitted to take *Supervised Practicum I in Counseling*.

*Supervised Practicum I* and *Supervised Practicum II* involve the refinement of more advanced and sophisticated counseling skills in placements in actual counseling settings. Students in school counseling and community counseling are required to spend 20 hours each week during the 15-week semester (a total of 300 hours) at their placement site(s) for *Supervised Practicum I*, and they are required to spend 20 hours each week during the 15-week semester (a total of 300 hours) at their placement site(s) for *Supervised Practicum II*. Therefore, students in school and community counseling will spend a total of 600 hours at their placement sites across *Supervised Practicum I* and *Supervised Practicum II* experiences. Time spent in the actual Practicum class at UWM does NOT count towards these hours.

All of the 300 hours for each Practicum course (a total of 600 hours) **must be accumulated during the 15 week semester** that the student is enrolled in Practicum 1 and Practicum 2. Therefore, any hours accumulated before the first day of the semester and after the last day of final exam week **DO NOT COUNT** towards the 300 hours.

A minimum of 40% of the students’ time should be spent in actual counseling situations with clients. For both *Supervised Practicum 1 and 2*, this 40% (8 hours each week) should include individual counseling hours and counseling hours with families, groups, couples etc. The remaining 60% of the students’ time at their sites can be spent in a variety of counseling related activities. Additional counseling in the form of individual, small group, classroom guidance (for school counselors), consultation, treatment team meetings, test administration, community outreach, and workshops are typical experiences. The students and their site supervisors decide these other
activities. One hour of supervision by the site supervisor (who is a master’s level counselor or equivalent) is required each week during the semester.

**One hour of supervision by the site supervisor (who is a master’s level counselor or equivalent – such as a licensed social worker) is required each week during the semester.** Students must be guaranteed that they will be provided with enough client contact to satisfy course requirements. If the site allows audio taping of sessions, students should plan on recording some sessions to present in class and evaluation by the instructor. **Students must be seeing the required number of clients by the fourth week of the semester or risk being removed from the site and dropped from the class.**

**School counselor certification is PK-12.** Therefore, all students must complete 600 hours of Practicum experiences distributed across elementary, middle, and secondary school levels. Wisconsin Department of Public Instruction (WDPI) requires 600 clock hours on-site. In order to meet the 600-hour requirement, **students will spend 20 hours each week** during the 15-week semester for Practicum I and II courses. WDPI requires that students obtain substantial experience at the elementary, middle and high school levels in order that they acquire the requisite knowledge, skills, and dispositions needed for successful work at each level. Therefore, students are required to spend 300 hours at a school site that is their primary interest (e.g., high school) and spend 150 hours in both school sites of secondary interest (e.g., 150 hours in an elementary school and 150 hours in a middle school). For example, if a student is more interested in a secondary school setting, he/she will spend 20 hours a week for an entire semester for a total of 300 hours at a high school (for either Practicum I or II). Then, for the other course, he/she will spend 10 hours a week at an elementary school and 10 hours a week at a middle school location for a total of 300 hours. Students who are teachers may complete their practicum courses in the district in which they are employed. However, teachers must be aware that they will need to complete practicum experiences across ALL grade levels. Teachers will need to make special arrangements in order to satisfy this requirement. While completing practicum requirements at one’s place of employment is permitted, the Counseling faculty strongly discourages this practice. Teachers may find it difficult to switch roles and responsibilities in counseling children who happen to be their students.

Students in **community** counseling may complete Supervised Practicum I and Supervised Practicum II in the same or different settings. **Please note, however, that some placement settings require that students stay at their site for two semesters as a condition for being accepted at that site. Additionally, some sites require student to remain three semesters. In such cases students will take Advanced Practicum for their third semester and this type of placement is optional and NOT required by the Department.**

**Finding Practicum Site Placements**

Students are required to find their own practicum site placements, with assistance provided by the department. All information about this process is available on the Counseling Program D2L website. Also, a meeting with the Practicum Coordinator is held twice a year to help with this process. Typically, the meeting in preparation for taking either of these courses in the spring semester is held sometime during the first two weeks of October. The meeting in preparation for taking either of these classes in the fall semester is held sometime during the first two weeks of March. Students do not necessarily have to be placed at sites where past students have completed their practicum. Students have the option to find their own site, but the site must meet some very specific
requirements. First, there must be a Masters’ level counselor at the site who will be providing the weekly supervision. Second, students must be guaranteed that they will be provided with enough client contact to satisfy training requirements (as mentioned above). Third, students are required to audiotape some sessions and present several tapes for class presentations and evaluation by the instructor.

**Background and criminal history check.** A background and criminal history check is not required by the program, but some practicum sites may be required by the Wisconsin Caregiver Law to have such checks on file. If a student’s records contain certain types of investigations, convictions, or arrests that demonstrate harm to a vulnerable population, their background check records will be sent to the placement site and it is possible they will not be able to participate in clinical placements.

### Legal and Ethical Procedures for Practicum Students

Students enrolled in the Counseling Practicum I and II courses are governed by the laws of the State of Wisconsin, as well as by the Ethical Guidelines and Code of Conduct (e.g., APA, 2002). The purpose of this section is to clarify those areas in which, while working with clients, students may find themselves interacting with these systems, as well as to articulate procedures that must be followed if those situations occur. Our goal is to be clear as to the policies that should be followed, as well as to ensure that students who encounter these situations are professionally and personally supported by the University, the Department, and faculty.

#### Duty to Warn

A formal “duty to warn” exists when a client has expressed an intention to harm someone else—such as his/her domestic partner, child, or a coworker. More specifically known as the “duty to protect” these situations require the breaking of confidentiality (WIS Chapter 51.15) in order to warn (protect) the threatened individual. Essentially, if a student, in working with a client, has conducted a risk assessment in response to the client’s disclosure and concluded that it is a credible threat (e.g., there is a plan, a method, and access to the method—often with a history of such behavior) with an identifiable target (e.g., a specific person, place, or thing). This constitutes a duty to warn.

The first step is to contact the site supervisor, ideally before the client leaves, in order to seek supervision, as well as to ensure compliance with site regulations. The second step involves contacting law enforcement, which under the above-mentioned statute satisfies the duty to warn expectation. Law enforcement will than work with involved parties to resolve the issue. Thirdly, the student should contact his or her Practicum class group supervisor, the Practicum Coordinator, and the Training Director in order to seek supervision, ensure compliance with both Departmental and University regulations, and potentially avail themselves of university counsel.

#### Abuse/Neglect

Similar to duty to warn, students in their practicum placements are considered under WI State Statute Chapter 48.98(1) as mandated reports of abuse and neglect, including abuse or neglect of children and/or other vulnerable individuals (e.g., the elderly). The ethics of this mandated reporting are more specific than typically duty to warn, however. For example, if an adult client discloses experiencing abuse (either as an adult or as a child), you are not allowed to disclose without the clients’ permission (as it would violate confidentiality) unless the abuser in question remains in a
position to abuse other children. If this is the case, then you must waive confidentiality under WI 48.98(1). If this is not the case, then you cannot disclose the abuse without the clients’ permission.

In the case of either child abuse or elder abuse, your mandates are clearer. If you encounter this situation in your professional capacity you must waive confidentiality and disclose that abuse. The first step is to contact the site supervisor in order to seek supervision as well as ensure compliance with site regulations and access the appropriate reporting agency. The second step involves contacting the group supervisor, the Practicum Coordinator, and the Training Director in order to seek supervision, ensure compliance with both Departmental and University regulations, and potentially avail themselves of university counsel.

**Suicide of Client**

There are two aspects to suicide that students in the program have encountered. The first is an extension of the duty to warn situation, in that the client has expressed a desire to harm himself/herself. In response, the student conducts a risk assessment, and determines it to be a credible threat (e.g., there is a plan, a method, and access to the method – often with a history of such behavior). This is a situation in which the law (WI State Statute Chapter 51.15) mandates a waiver of confidentiality in order to ensure the client’s safety. The first step is to contact the site supervisor, typically while the client is still in the office, in order to seek supervision, ensure compliance with site regulations, and arrange for client safety. Secondly, the student should contact his or her Practicum class group supervisor, the Training Director, and the Practicum Coordinator, in order to seek supervision, ensure compliance with both Departmental and University regulations, and potentially avail themselves of university counsel.

The second aspect of suicide that students may encounter occurs when a client (or past client) completes a suicide. As before, students should contact the site supervisor, followed closely by contacting the Practicum class group supervisor, the Training Director, the Practicum Coordinator, and their advisor. These are needed to seek supervision, ensure compliance with both Departmental and University regulations, and potentially avail themselves of University counsel as well as personal and professional support.

**Subpoena**

A subpoena is a command from a court, to require the person named in the subpoena to appear at a stated time and place to provide either testimony or evidence. There are two main types of subpoenas that students are most likely to encounter: “duces tecum” (requires the production of documents, papers, records etc.) and “ad testificandum” (requires a person to testify is a particular court proceeding). Past students have encountered these documents resulting from custody hearings, duty to warn situations, suicide threats, and the legal proceedings of their clients.

One of the challenges in dealing with subpoenas is that any disclosure of client information, even including acknowledging that someone was or is a client, can constitute a violation of confidentiality. As such, upon receipt of a subpoena the first step is to contact the site supervisor, the group supervisor, the Practicum Coordinator, and the Training Director. These individuals will, in turn, consult with respective legal departments and determine the best response. Under no circumstances are students to contact the parties who issued the subpoena, the client in question, or the court officer in question unless directed by University counsel.

**Informed Consent**

All of the aforementioned topics must be disclosed in advance when working with clients. The process of availing clients of informed consent to treatment is mandatory in your position as a
counselor trainee. You may refer to your site, your Practicum class group supervisor, your advisor, the Practicum Coordinator, and/or the Department Training Director for additional guidance on the parameters of Informed Consent.

**Injury**

Students sustaining a bodily injury while completing practicum duties must, in addition to potentially seeking medical treatment, report that injury to the appropriate officer on site as well as to the Practicum Coordinator and the Training Director. Furthermore, the student should complete the Accident/Injury form found online at the Risk Management Program website:  
www.uwm.edu/dept/ehsr/risk/index.htm/

**Risk Management**

Students should understand that the liability covering their practicum activities is held by their site supervisor, their group supervisor, the Training Director, and the University, respectively. As such, it is critical to check with the Risk Management site to see a master Affiliation Agreement is on file. If not, students must complete and submit a Program Memorandum Form to the Practicum Coordinator. This form is located on the D2L.
Completing the M.S. Program

In addition to successfully completing all required credits of the program – and a grade of B or higher is required for designated COUNS courses, students must successfully complete a capstone experience which will vary depending on whether they are in the Community Counseling Concentration or the School Counseling Concentration.

Completing the School Counseling Program:

**School Counseling** students must complete the following:

1. Take and pass the national Praxis II exam in school counseling

**School Counseling National Praxis II Exam:**

The Professional School Counselor test is intended primarily for persons who are completing master’s-level programs for counselors and intend to become counselors in the public schools. It measures knowledge and skills required of the professional school counselor in relation to those areas that constitute most of the work of the counselor. The test is designed to measure counselor functions and skills related to the primary and secondary school levels. A number of questions are applicable across school levels; other questions are especially applicable to the elementary school level, the middle or junior high school level, or the high school level. The content of the test is focused on questions that relate to the following four major categories: counseling and guidance, consulting, coordinating, and professional issues.

In addition, **School Counseling** students are strongly encouraged to *complete a portfolio* because the portfolio is required in order to be licensed in Wisconsin

**School Counseling Portfolio:**

For licensure, all school counseling students must submit a portfolio of work that demonstrates proficient performance in the following twelve competency areas:

1. Psychological and Sociological Foundations of Human Development, Learning, and Behavior
2. Comprehensive Developmental School-Counseling Program
3. School Teams to Promote a Safe and Healthy School Climate
4. Role of Diversity, Inclusion, Gender and Equity
5. Individual and Group Counseling Skills
6. PK-16 Career Development Theories, Practices and Programs
7. Assisting all Students and Parents of Educational Transitions
8. Laws, Institutional Rules, Regulations and Ethical Standards
(9) Research, Student Data and Institutional Assessments

(10) Technology in Education and School Counseling

(11) Ongoing Professional Development and Reflection

(12) Role, Function and Responsibilities of a School Counselor through Supervised Practicum

Please note: Students enrolled in the School Counseling concentration will be evaluated as to their emerging competency as a school counselor at both the mid—point of their program and the end of their training.

Completing the Community Counseling Program:

Community Counseling students must complete either of the following:
1. Take and Pass the Counselor Preparation Comprehensive Examination (CPCE)
2. Successfully complete and defend a Master’s Thesis

The Counselor Preparation Comprehensive Examination is offered three times a year (September, March, July).

The CPCE is developed by the Center for Credentialing and Education and is a multiple choice exam. The CPCE is similar in format to the National Counselor Exam (NCE) and serves as a practice exam for the NCE. The exam is scored by the Center for Credentialing and Education and results are quickly available to students. Since the CPCE and the NCE are based on the same knowledge areas, any study materials developed for the NCE will be useful for preparing for the CPCE. Further information on the NCE exam is covered below and on the Master’s Program D2L site for current students.

Please note: Students will be charged an exam fee during the final semester when they take the exam.

The Masters’ Thesis typically involves the completion of a research project under the direction of a faculty member. A masters’ thesis is strongly encouraged if students are interested in pursuing a Ph.D. in the future. The completion of a thesis is a lengthy endeavor, often taking a year or more to complete. Students are not required to complete the thesis with their assigned advisor. Typically, students team up with a faculty member whose research interests are similar to their own. Students defend their thesis before a Thesis Committee that is comprised of three faculty members, one of which is the faculty member who supervised the work.

Please note: Students completing a thesis typically also take the NCE exam for licensing purposes.

Completing the Dual Concentration in Both School and Community Counseling:

If students are seeking Dual Certification, they only need to successfully complete the capstone experience for one of the concentrations (i.e., school counseling or community counseling), not both.
A Final Comment on Student Evaluation. Students in counseling training programs should know at the outset of training that faculty, training staff, and supervisors have a professional and legal obligation to: (1) evaluate the interpersonal competence of students who provide services to clients and consumers, and (b) ensure – insofar as possible – that students who complete their programs are competent to manage future professional relationships in an effective and appropriate manner. Because of this commitment, UWM faculty, training staff, and supervisors will evaluate student competence in areas beyond the traditional forms of coursework, seminars, comprehensive examinations, or related program requirements. These evaluative areas include: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, and individuals from diverse backgrounds or histories): (b) self-awareness (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, and individuals from diverse backgrounds and histories): (c) openness to the process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development); and (d) resolution of problems or issues that interfere with professional development (e.g., responding constructively to feedback from supervisors or program faculty; participating in constructive processes in order to resolve problems/issues).

The National Counselor Exam (NCE)

The National Counselor Exam (NCE): Passing the NCE is one requirement for national certification, and Wisconsin is counted among the states that require passing the NCE as one requirement for state licensure. NBCC (National Board for Certified Counselors) acts as the testing agency. This national exam is given at UW-Milwaukee twice a year. More information is available on the Master’s Program D2L site for current students.
School Counseling Post-Master’s Certification Program

The School Counseling Certification program is for students who already possess a Master’s degree. Certification students are admitted to the school counseling certification and enroll as non-degree candidates (NDC). They need to meet the requirements for school counselor certification, which are generally fewer than the credits required for the M.S. Final selection of courses is determined by consultation with an advisor. Certification is available as a K-12 School Counselor and as a Bilingual Counselor. The requirements for this certification program meet the certification standards of the Wisconsin Department of Public Instruction. For more information on the School Counseling: Initial Educator: K-12, five-year license, please see the Wisconsin Department of Public Instruction web site (www.dpi.state.wi.us).

In order to be eligible to receive an initial educator license as a school counselor, students will need to complete a portfolio assessment and pass the national PRAXIS II exam. These activities are above and beyond completing the school counseling coursework and practica. Instructions for completing the portfolio are available and you should become familiar with them during the first semester of study.

Please note: Other states have different licensing standards and if you are interested in being eligible for a different state you are strongly encouraged to contact that state’s Department of Public Instruction to ascertain whether additional requirements are necessary.

Applicants for the Post-Master’s Certification Sequence

Graduates of the UWM Master’s degree program in counseling need only submit a Non-Degree Candidate (NDC) application form. Students apply to the Graduate School as non-degree candidates and are recommended for admission by the Counseling Area Chair. All other applicants who possess a Masters’ degree may be considered for admission to the Post-Master's School Counseling Certification sequence. In order to successfully complete the certification sequence, a student must be accepted into the Post-Masters’ Certification Program. To be considered, applicants must have a graduate GPA of 3.0 or better.

Applicants must submit the following to the Graduate School as part of the admissions process:

1. For Community Counseling Post-Master’s Certification, complete online application for Educational Psychology Non-Degree. For School Counseling Post-Master’s Certification, complete online application for the Certificate in School Counseling. The application can be found here: https://graduateschool-apply.uwm.edu

2. Official Transcripts from all degrees earned, if not already on file. Please also remember to upload an unofficial copy of your transcripts directly into the online application.

Applicants must submit the following to the Counseling Admissions Committee in the Department of Educational Psychology as part of the admissions process for the certification program:

1. Three letters of reference, which must address the applicant’s academic and interpersonal skills. These must be uploaded directly into the online application.

The Counseling Admissions Committee carefully reviews the following information as part of the decision making process for admitting students to graduate school: GPA, letters of recommendation, and the applicant’s statement on the “Career Statement” form. Applicants are
urged to take special care in describing long range goals, how they see themselves fitting into UWM’s program, which has an urban and multicultural emphasis, and relating experiences which influenced their decision to pursue counseling.

**Program of Studies for School Counseling Certification Program**

This program is for students who already possess a Master’s degree. Students are admitted as non-degree candidates (NDC). They need to meet the requirements for school counselor certification, which are two classes fewer than the credits required for the M.S. Although final selection of courses is determined by consultation with an advisor, most certification students will need to complete the following sequence of courses.

*Educational Psychology Core (3 credits)*
- ED PSY 640 Human Development: Theory and Research

*Counseling Core (21 credits)*
- COUNS 710 Counseling: Theories and Issues
- COUNS 711 Foundations of Career Development
- COUNS 714 Essentials of Counseling Practice
- COUNS 715 Multicultural Counseling
- COUNS 774 Trauma Counseling 1: Theory and Research
- COUNS 800 Group Counseling Theory
- COUNS 904 Family Systems Theory, Research, and Practice

*School Core (18 credits)*
- COUNS 602 Introduction to School Counseling
- COUNS 764 Supervised Practicum I in School Counseling
- COUNS 810 Counseling in the Schools
- COUNS 816 Counseling Children and Adolescents
- COUNS 968 Supervised Practicum II in School Counseling

1 Elective (3 credits)

**Please note:** a course in *Exceptional Education* is required for non-teachers (which will take the place of the elective). Any Exceptional Education course (designated as EXCEDUC at UWM) at the 600 level (or higher) and taken as graduate credit is acceptable.

**Please note:** To obtain a license, all students in the School Counseling program are required to complete a portfolio requirement. To clarify, this is not a requirement to graduate, but is a requirement to being licensed.

**Community Counseling Post-Master’s Certification Program**

The Community Counseling Certification program is for students who already possess a Master’s degree. Certification students are admitted to the community counseling certification and enroll as non-degree candidates (NDC). They need to meet the requirements for community counselor certification, which are generally fewer than the credits required for the M.S. Final selection of courses is determined by consultation with the Counseling Area Chair.

Upon completion of the program, students will be eligible to begin the process of becoming licensed in the State of Wisconsin as a Professional Counselor. This involves obtaining a Professional Counselor Training License from the state of Wisconsin, **AND** engaging in the
equivalent of at least 3,000 hours of professional counseling practice, including at least 1,000 hours of face-to-face client contact, in no less than 2 years, supervised by a Professional Counselor, a licensed psychiatrist or a psychologist, or an individual who is approved by the professional counselor section or satisfies requirements for supervision, AND pass an examination approved by the professional counselor section to determine minimum competence to practice professional counseling, AND pass the Wisconsin statutes exam.

Please note that the State of Wisconsin Department of Regulation and Licensing is the final arbiter as to the awarding of a training license. Their decision typically hinges on not only the coursework completed here at UWM, but on the degree to which the original Master’s degree fulfills requirements to be considered as equivalent to a counseling related field. While we make every effort to work with students interesting in this certification to determine if the meet the State requirements for equivalency there have been cases where the Board has disagreed with our conclusions. This usually requires additional effort on the part of the applicant and the program in order to obtain the training license.

Please note: Other states have different licensing standards and if you are interested in being eligible for a different state you are strongly encouraged to contact that state’s licensing and regulation department to ascertain whether additional requirements are necessary.

**Applicants for the Post-Master’s Certification Sequence**

Graduates of the UWM Master’s degree program in counseling need only submit a Non-Degree Candidate (NDC) application form. Students apply to the Graduate School as non-degree candidates and are recommended for admission by the Counseling Area Chair. All other applicants who possess a Masters’ degree may be considered for admission to the Community Counseling Post-Master's Certification sequence. Applicants must have a graduate GPA of 3.0 or better.

Applicants must submit the following to the through the online application as part of the admissions process for the certification program:

1. **Three letters of reference, which must address the applicant’s academic and interpersonal skills**
2. Official Transcripts from all degrees earned, if not already on file

The Counseling Admissions Committee carefully reviews the following information as part of the decision making process for admitting students to graduate school: GPA, letters of recommendation, and the applicant’s statement on the “Career Statement” form. Applicants are urged to take special care in describing long range goals, how they see themselves fitting into UWM’s program, which has an urban and multicultural emphasis, and relating experiences which influenced their decision to pursue counseling.

**The address of the Counseling Area Chair:** Counseling Area Chair, Department of Educational Psychology, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201.

Applicants will be notified of the Chair’s decision generally within four weeks. The Counseling Area Chair carefully reviews the provided information as part of the decision making process. Applicants are urged to take special care in describing long range goals, how they see themselves
fitting into UWM’s program, which has an urban and multicultural emphasis, and relating experiences which influenced their decision to pursue counseling.

**Program of Studies for Community Counseling Certification Program**

This program is for students who already possess a Master’s degree. Students are admitted as non-degree candidates (NDC). They need to meet the requirements for community counselor certification, which are generally fewer than the credits required for the M.S. Although final selection of courses is determined by consultation with the Counseling Area Chair, most certification students will need to complete some or all of the following course sequence from the Counseling core.

*Educational Psychology Core, Counseling Core and Community Counseling Core*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDPSY 640</td>
<td>Human Development: Theory and Research</td>
</tr>
<tr>
<td>COUNS 600</td>
<td>Introduction to Community Counseling</td>
</tr>
<tr>
<td>COUNS 702</td>
<td>Neuroscience and Medical Aspects of Counseling</td>
</tr>
<tr>
<td>COUNS 710</td>
<td>Counseling: Theories and Issues</td>
</tr>
<tr>
<td>COUNS 711</td>
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<tr>
<td>COUNS 715</td>
<td>Multicultural Counseling</td>
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<tr>
<td>COUNS 751</td>
<td>Lifespan Psychopathology</td>
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<tr>
<td>COUNS 755</td>
<td>Counseling Pre-Practicum</td>
</tr>
<tr>
<td>COUNS 765</td>
<td>Supervised Practicum I in Community Counseling</td>
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<tr>
<td>COUNS 774</td>
<td>Trauma Counseling 1: Theory and Research</td>
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<tr>
<td>COUNS 800</td>
<td>Group Counseling Theory</td>
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<tr>
<td>COUNS 812</td>
<td>Clinical Studies in Counseling</td>
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<tr>
<td>COUNS 820</td>
<td>Counseling Appraisal and Clinical Decision</td>
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<tr>
<td>COUNS 904</td>
<td>Family Systems Theory, Research, and Practice</td>
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<tr>
<td>COUNS 970</td>
<td>Supervised Practicum II in Community Counseling</td>
</tr>
<tr>
<td>SOCWRK 791</td>
<td>Alcohol and Other Drug Abuse (Note: Sign up for 3-credits)</td>
</tr>
</tbody>
</table>

Regardless of the content of their previous Master’s degree, students admitted to the Community Counseling Post-Master’s Certification program must complete both COUNS 765 (Community Counseling Practicum I) and COUNS 970 (Community Counseling Practicum II) as well as COUNS 715 (Multicultural Counseling) in order for the Counseling Area Chair to confirm with the state that the student completed the program.

**Licensing-Professional Counselor in Wisconsin**

The information below is a general overview of the licensure process for Professional Counselors in the State of Wisconsin. Each state, province, and region has its own licensure regulations and requirements. It is strongly recommended that you become familiar with the licensing body in the region within which you anticipate practicing PRIOR to your graduation. This will help you ensure that you are meeting all of that region’s requirements.

**STEP 1: Obtain the Training License**

The Professional Counselor Training License allows a person to use the title “professional counselor” while acquiring the supervised experience required for licensure. The Wisconsin Statutes provide that the Professional Counselor Section will grant a Professional Counselor
Training License to any applicant who submits an application, pays the required fee, satisfies the educational requirement, and submits evidence satisfactory to the Professional Counselor Section that he or she is in a position, or has an offer for a position as a Professional Counselor in a supervised professional counseling practice, or in a position which the applicant will, in the opinion of the Professional Counselor Section, receive training and supervision equivalent to the training and supervision received in a supervised professional counseling practice. To satisfy this requirement, an employer must complete the affidavit to verify that the applicant will be receiving acceptable supervision by a qualified supervisor as specified in the Wisconsin Administrative Code. A Professional Counselor Training License is valid for 48 months and may be renewed at the discretion of the Professional Counselor Section. The holder of a Professional Counselor Training License may use the title “Professional Counselor” and may practice professional counseling within the scope of his or her training or supervision during the period in which the license is valid.


Supervision form: http://drl.wi.gov/dept/forms/fm2456.pdf

General forms: http://drl.wi.gov/prof/coun/app.htm

State Code Link:

STEP 2: Obtaining the License as a Professional Counselor (LPC)
An individual qualifies to apply for the LPC after receiving a Master's degree in professional counseling or its equivalent, AND engaging in the equivalent of at least 3,000 hours of professional counseling practice, including at least 1,000 hours of face-to-face client contact, in no less than 2 years, supervised by one of the following:

1. An individual licensed as a Professional Counselor who has received a doctorate degree in professional counseling.

2. An individual licensed as a Professional Counselor who has engaged in the equivalent of 5 years of full-time professional counseling practice.

3. A licensed psychiatrist or a psychologist.

4. An individual who is approved by the professional counselor section or satisfies requirements for supervision that are specified in rules promulgated by the examining board upon the advice of the professional counselor section.

Supervision form: http://drl.wi.gov/dept/forms/fm2464.pdf

AND- Passes an examination approved by the professional counselor section to determine minimum competence to practice professional counseling.

Link: NBCC http://www.nbcc.org/

Note: The UWM Counseling Program offers the exam twice each year: in October and April.
AND- Passes the Wisconsin statutes exam  
Request for Wisconsin statutes exam: http://drl.wi.gov/dept/forms/insert/hp/fm2636coun.pdf

Code link:  

General forms: http://drl.wi.gov/prof/coun/app.htm

General licensing link: http://drl.wi.gov/prof/coun/cred.htm

**Credentialing for School Counselors**

Individuals who choose to work as School Counselors for public school systems generally are required to enter into a regulating relationship with the regional body overseeing educators and pupil services personnel. Those graduating from UWM and seeking licensure from the State of Wisconsin, should apply for "Initial Licensure" using form PI-1602-IS from the Department of Public Instruction. This license application, application fee, and all required documentation can be submitted to the Department of Educational Psychology, 7th floor Enderis, for the proper UWM signatures, upon which it will be forwarded to DPI automatically. Make checks payable to the Department of Public Instruction. Complete instructions are included on the application form.


UW-Milwaukee is certified for granting degrees in school counseling:  
http://dpi.wi.gov/tepdl/xls/indexed.xls

Department of Public Instruction-General link  
http://dpi.wi.gov/tepdl/fqlcouns.html
Counseling Values Statement

The counseling program at the University of Wisconsin-Milwaukee is a multicultural community of
diverse racial, ethnic, and class backgrounds as well as representative of many religious, spiritual,
political, beliefs, physical abilities, ages, national origins and sexual orientations. The program expects
that students will be respectful and supportive of all individuals, including but not limited to clients,
staff, faculty, and peers who are different from themselves in terms of age, gender, gender identity, race,
ethnicity, culture, national origin, political orientation, religion, spirituality, sexual orientation, ability,
language, and socioeconomic status. It is also expected that students and faculty will work to create a
climate of safety and trust for all concerned.

The program recognizes that no individuals, whether they are faculty, students, staff, or clients, are
completely free from all forms of prejudice. Furthermore, it is understood that there will be a range of
attitudes and values concerning controversial issues. Nonetheless, enrollment in the program constitutes
acceptance of the social value of respect for diversity as well as to the process of self-examination, so
that such attitudes and values can grow and develop in regard to both available scientific data as well as
standards of the profession. Indeed, both the American Psychological Association’s (2003) Guidelines
on Multicultural Education, Training, Research and Practice, and Organizational Change for
Psychologists as well as the American Counseling Association’s Multicultural Counseling
Competencies, specifically mandate psychologists to be multiculturally competent. This means that they
develop the ability to work with diverse clients of many backgrounds. In addition, the American
Counseling Association’s Code of Ethics (2005) specifically states that counselors (including students in
training) must both examine and try to eliminate the effects of bias from their work. Successful
completion of the program requires a genuine commitment to the examination of one’s worldview in
order to develop skills needed to work with individual differences.

Students are required to honor the American Counseling Association’s (ACA) Code of Ethics (2005),
and also be familiar with and abide by the various guidelines published by ACA (www.counseling.org)
which address issues of working with diversity.

The practice of counseling requires significant self-disclosure and personal introspection for the person
receiving counseling. As such, counseling students must become familiar and comfortable working with
the process of an individual’s self-disclosure and introspection. Therefore, it is an essential aspect of our
training program here at the University of Wisconsin-Milwaukee to provide assignments and classroom
experiences that call for our students, as counselors-in-training, to self-disclose and personally introspect
about personal life experiences to an extent not expected in other academic disciplines. Accordingly, the
faculty are committed to and expect an atmosphere of acceptance and respect among our students.

ACA says the following about the ethics of requiring self-disclosure in an academic program:
“…programs delineate requirements for self-disclosure or self-growth experiences in the ir admission
and program materials … students and supervisees are made aware of the ramifications their self-
disclosures may have when counselors whose primary role as teacher, trainer, or supervisor requires
acting on ethical obligations to their profession”’ (ACA, 2005, F.7.b). As such, we often require self-
disclosure and introspection of our students as they matriculate through the program.


Remedial Definitions
Identification and Verification of Problems Requiring Remediation and/or Dismissal
Impairment, incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways.

Informal Identification of Problems
In addition to problems identified during the annual evaluation, any faculty member, supervisor, or student may raise an issue at any time. Practicum supervisors should initially discuss their concerns with the Practicum Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems
When a possible impairment or problematic behavior has been identified, the faculty meet with the student to review the evaluation, and to determine whether a problem actually exists. This discussion can take place in the context of the annual review process, or during the semester at a Counseling Area meeting. In addition the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties. Areas to be reviewed and discussed include the nature, severity, and consequences of the reported impairment or problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student’s ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more serious impairment rather than a problematic behavior that is easier to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
• The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
• The quality of service delivered by the person suffers.
• The problematic behavior is not restricted to one area of professional functioning.
• The behavior has the potential for ethical or legal ramifications if not addressed.
• A disproportionate amount of attention by training personnel is required.
• Behavior that does change as a function of feedback.
• Behavior negatively affects the public image of the agency or the university or the training site.

After the initial meeting with the student, the faculty will meet to determine whether problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan with the student within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student’s recommendations in developing their own recommendations. The student’s advisor or mentor will document the plan.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty’s decision, he or she may follow the appeal procedures outlined in the UWM Student Handbook.

Regardless of the outcome of the feedback meeting, the student’s advisor or mentor will schedule a follow-up meeting to evaluate the student’s adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

**Remediation Procedures**

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, and/or a leave of absence. Progress must be reviewed at least once every semester for the fall and spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan including student comments and faculty signatures must be filed in the student’s portfolio. If faculty view progress against targets as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

**Procedures for Student Difficulties**

There are a number of methods that are in place to assist students who are experiencing difficulties. These include:

a) Students who experience trouble in their clinical placements (e.g., practicum or internship) receive an opportunity to improve their skills and to develop a plan of action in order to improve.
b) When students meet with their advisor to review their annual progress in the program, they develop goals for the coming year. If students are struggling, the goals will specifically address ways to improve.

c) Students who earn less than a B (B- or less) in major course work must retake these courses to ensure that the content is mastered.

**Unacceptable Performance in Clinical Training**

While rare, there are occasions when a student’s performance in the clinical training component of the program is unacceptable or inadequate even though the student’s academic course work may be acceptable or even exemplary. The following policy is intended to cover all instances of unsatisfactory progress in the development, acquisition, and application of clinical counseling skills.

In response to unsatisfactory evaluations, the following steps will be followed:

1. **STEP 1:** The faculty course instructor or site supervisor will notify the Program Director.
2. **STEP 2:** The Program Director will notify the student in writing that a review is being conducted.
3. **STEP 3:** The student will be offered the opportunity to submit a written response to the unsatisfactory evaluation.
4. **STEP 4:** The Faculty will meet to discuss the problem and review written assessments.
5. **STEP 5:** One of the following actions is available:
   a. Formal acknowledgment and awareness of the problem; no further action required.
   b. Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.
   c. Student is suspended from all clinical activities for a specified period of time. Written notification provided to student and faculty meets to review the situation. Remedial library research, course work, and reflection pieces may be required.
   d. If no improvement by student is demonstrated, he/she may be continued on probation or suspension and/or removed from the program by a unanimous vote of the Counseling Psychology faculty and after a careful review of the student’s materials and other relevant evidence.

Because probation or suspension are academic matters, students have the right to appeal the decisions of the faculty at any point by utilizing the Graduate Student Appeal/Grievance Procedure.

**Ethical Violations**

The program sets high standards for ethical behavior. Students are given direct instruction on ethical behavior, as well as guiding ethical research and practice. Ethical behavior is expected and evaluated in practicum experiences. During case presentations, ethical issues are discussed, and ethical decision-making is modeled and learned by students. Any student found in violation of ethical standards is subject to the following policy. The policy is intended to cover all instances of ethical violations.

In response to a complaint of violation of ethical standards or professionally inappropriate behavior of a student, the following steps will be followed:

1. **STEP 1:** The faculty member who has become aware of an ethical violation will meet with the student to discuss the matter. The faculty member will suggest changes in behavior, and will document the meeting.
2. STEP 2: If following the meeting, in the faculty member’s judgment the student’s behavior constitutes a violation of ACA ethical guidelines or standards, the faculty member will notify the student’s advisor, the Program Director and the student, in writing. The letter will consist of the specific incident and the ethical standard(s) that have been violated. The Program Director will notify the student in writing that a review is being conducted.

3. STEP 3: The student will be offered the opportunity to submit a written response to the alleged violation and the outcome of the initial meeting.

4. STEP 4: The Faculty will meet to discuss the problem and review the allegation.

5. STEP 5: One of the following actions is available:
   a. Formal acknowledgment and awareness of the problem; no further action required.
   b. Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.
   c. Student is suspended from all activities for a specified period of time. Written notification provided to student and CP faculty meets to review the situation.
   d. If no improvement by the student is demonstrated, he/she may be continued on probation or suspension and/or remove from the program by a unanimous vote of the faculty and a review of the student’s materials as well as other relevant evidence.

Definitions
In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Students are expected to be familiar with the Program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

Insufficient Competence is defined as an interference in professional functioning that is reflected in one or more of the following ways:
   (1) Inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
   (2) Inability to acquire professional skills and reach an accepted level of competency; or
   (3) Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct is when the Code of Ethics produced by the American Counseling Association (ACA, 2005) are not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by counselors in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counselors work. It is the individual responsibility of each counselor to aspire to the highest possible standards of conduct. Counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and impairment are overlapping concepts that all unethical behaviors are reflective of
impairment, whereas problematic behaviors may involve other aspects of professional behavior that may or may not result in unethical behavior.

**Academic Misconduct:** Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in these acts. Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

**Problematic Behaviors** refer to a student’s behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client’s diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status [Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice, 22, 291-296].

**Remedial Procedures**

**Identification and Verification of Problems Requiring Remediation and/or Dismissal**

Impairment, incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways.

**Informal Identification of Problems**

In addition to problems identified during matriculation through the program, any faculty member, supervisor, or student may raise an issue at any time. Practicum supervisors should initially discuss their concerns with the Practicum Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

**Review Procedures for Possible Problems**

When a possible impairment or problematic behavior has been identified, the faculty of the Program meet with the student to review the evaluation, and to determine whether a problem actually exists. This discussion can take place in the context of the annual review process, or during the semester at an Counseling Area meeting. In addition the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources,
Areas to be reviewed and discussed include the nature, severity, and consequences of the reported impairment or problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student’s ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more serious impairment rather than a problematic behavior that is easier to remediate:

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- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does change as a function of feedback.
- Behavior negatively affects the public image of the agency or the university or the training site.

After the initial meeting with the student, the faculty will meet to determine whether problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan with the student within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will
consider the student’s recommendations in developing their own recommendations. The student’s advisor or mentor will document the plan.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the plan indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty’s decision, he or she may follow the appeal procedures outlined in the UWM Student Handbook.

Regardless of the outcome of the feedback meeting, the student’s advisor or mentor will schedule a follow-up meeting to evaluate the student’s adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

Remediation Procedures
The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, and/or a leave of absence. Progress must be reviewed at least once every semester for the fall and spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan including student comments and faculty signatures must be filed in the student’s portfolio. If faculty view progress against targets as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Procedures for Student Difficulties
There are a number of methods that are in place to assist students who are experiencing difficulties. These include:

a) Students who experience trouble in their clinical placements (e.g., practicum) receive an opportunity to improve their skills and to develop a plan of action in order to improve.

b) When students meet with their advisor to review their annual progress in the program, they develop goals for the coming year. If students are struggling, the goals will specifically address ways to improve.

c) Students who earn less than a B (B- or less) in major course work must retake these courses to ensure that the content is mastered.

Unacceptable Performance in Clinical Training
While rare, there are occasions when a student’s performance in the clinical training component of the counseling program is unacceptable or inadequate even though the student’s academic course work may be acceptable or even exemplary. The following policy is intended to cover all instances of unsatisfactory progress in the development, acquisition, and application of clinical counseling skills.

In response to unsatisfactory evaluations, the following steps will be followed:

1. **STEP 1**: The faculty course instructor or site supervisor will notify the Counseling Psychology Program Director.

2. **STEP 2**: The Counseling Psychology Program Director will notify the student in writing that a review is being conducted.
3. **STEP 3**: The student will be offered the opportunity to submit a written response to the unsatisfactory evaluation.

4. **STEP 4**: The Counseling Psychology Faculty will meet to discuss the problem and review written assessments.

5. **STEP 5**: One of the following actions is available:

   a. Formal acknowledgment and awareness of the problem; no further action required.
   b. Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.
   c. Student is suspended from all clinical activities for a specified period of time. Written notification provided to student and Counseling Psychology faculty meets to review the situation. Remedial library research, course work, and reflection pieces may be required.
   d. If no improvement by student is demonstrated, he/she may be continued on probation or suspension and/or removed from the program by a unanimous vote of the Counseling Psychology faculty and after a careful review of the student’s materials and other relevant evidence.

Because probation or suspension are academic matters, students have the right to appeal the decisions of the Counseling Psychology faculty at any point by utilizing the **Graduate Student Appeal/Grievance Procedure**.

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**Ethical Violations**

The Counseling Psychology program sets high standards for ethical behavior. Students are given direct instruction on ethical behavior, as well as guiding ethical research and practice.

The Counseling Psychology program at the University of Wisconsin-Milwaukee teaches students the value of scientific and ethical responsibility in the Proseminar in Counseling Psychology. This block area instructs and evaluates students in ethical standards of psychologists, standards for providers of psychological services, standards for educational and psychological tests, and ethical principles in the conduct of research with human participants. Students must demonstrate competency in knowledge of professional codes of ethics and their role in professional practice, ethical decision-making skills, and legal issues.

Ethical conduct in psychological research is also included as a component of the Proseminar, and in research teams. Ethical behavior is expected and evaluated in practicum and internship experiences. During case presentations, ethical issues are discussed, and ethical decision-making is modeled and learned by students.

Any student found in violation of ethical standards is subject to the following policy. The policy is intended to cover all instances of ethical violations.

In response to a complaint of violation of ethical standards or professionally inappropriate behavior of a student, the following steps will be followed:

1. **STEP 1**: The faculty member who has become aware of an ethical violation will meet with the student to discuss the matter. The faculty member will suggest changes in behavior, and will document the meeting.
2. **STEP 2:** If following the meeting, in the faculty member’s judgment the student’s behavior constitutes a violation of APA ethical guidelines or standards, the faculty member will notify the student’s advisor, the Counseling Psychology Training Director and the student, in writing. The letter will consist of the specific incident and the ethical standard(s) that have been violated. The Training Director will notify the student in writing that a review is being conducted.

3. **STEP 3:** The student will be offered the opportunity to submit a written response to the alleged violation and the outcome of the initial meeting.

4. **STEP 4:** The CP Faculty will meet to discuss the problem and review the allegation.

5. **STEP 5:** One of the following actions is available:
   a. Formal acknowledgment and awareness of the problem; no further action required.
   b. Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.
   c. Student is suspended from all activities for a specified period of time. Written notification provided to student and CP faculty meets to review the situation.
   d. If no improvement by the student is demonstrated, he/she may be continued on probation or suspension and/or remove from the program by a unanimous vote of the CP faculty and a review of the student’s materials as well as other relevant evidence.
Counseling Area Faculty

*Thomas W. Baskin, Ph.D.* (University of Wisconsin-Madison). Dr. Baskin’s research interests include the psychological importance of belongingness, the understanding of multicultural school environments, common factors in counseling, and the therapeutic use of forgiveness.

*Nadya A. Fouad, Ph.D.* (University of Minnesota). Dr. Fouad’s research interests include cross-cultural vocational assessment, career development, interest measurement, role of race and social class in development, and cross-cultural counseling.

*Anthony A. Hains, Ph.D.* (University of Notre Dame). Dr. Hains’ research interests include cognitive behavioral interventions for youths with chronic illness and interventions to improve adherence in adolescents with complex medical regimens.

*Marty Sapp, Ed.D.* (University of Cincinnati). Dr. Sapp’s research interests include psychological applications of hypnosis, test anxiety, and cognitive-behavioral applications for academically at-risk students.

*Stephen R. Wester, Ph.D.* (University of Florida). Dr. Wester’s research interests include male gender role conflict, gender and emotion, the role of gender in a person’s choice to seek psychological help, the interaction of developmental and counseling psychology, as well as counseling training and supervision.