**MASTER’S STUDENT HANDBOOK**

**DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY**

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##

## **PURPOSE**

The purpose of this handbook is to provide students with basic information about department curricula, degree requirements, advising, and related professional concerns. While this information is intended to facilitate smooth and orderly progress toward degree completion, the information in this handbook is also subject to periodic revision and shall not be construed as a contractual or otherwise binding obligation of the department or university. Students are strongly advised to attend a department orientation session, and to consult regularly with their advisor in order to stay abreast of relevant changes in department and university policies.

## **INTRODUCTION**

Western Michigan University’s (WMU) Master of Arts (MA) counseling program began in 1947 in conjunction with the University of Michigan, and was developed specifically to train secondary school counselors. In 1952, the program attained independent status and six students graduated from Western at the end of the fall semester.

From this beginning, a large department of two master’s programs: Counselor Education and Counseling Psychology, and two doctoral programs with a large number of enrolled students has emerged. In addition to the doctoral program in Counselor Education (CACREP Accredited) there are five master’s degree program options in counselor education including Clinical Mental Health Counseling (CACREP Accredited), College Counseling (CACREP Accredited), Marriage, Couple and Family Counseling (CACREP Accredited) ; School Counseling (CACREP Accredited); and Rehabilitation Counseling and Rehabilitation Counseling/Teaching with a concentration in blindness (CACREP Accredited). In addition to the Ph.D. in Counseling Psychology the department offers an MA in Counseling Psychology.

The Department of Counselor Education and Counseling Psychology (CECP) offers the entire program of study for each degree option at the main campus and offers the entire program of study for certain specific degree options at the Grand Rapids Graduate Center (downtown), i.e. counseling psychology, counselor education: clinical mental health counseling; counselor education: marriage, couple and family counseling; counselor education: school counseling. All of the courses, except for CECP 6120, for the master’s degrees in counselor education: clinical mental health counseling and counselor education: school counseling are offered in Traverse City and a number of courses are offered at the Battle Creek branch campus. Every year, approximately 100 graduates join the ranks of counselors and limited licensed psychologists in public and private schools, colleges, universities, business, agencies and organized mental health settings throughout the country. While the MA program is considered the entry-level degree for the profession, doctoral programs in counselor education and counseling psychology are also offered by the department. Doctoral handbooks for both programs are available online at <http://www.wmich.edu/cecp/>. Students should also refer to the online Western Michigan University Graduate Catalog for guidance and direction during their academic career.

##

## CHI SIGMA IOTA

The Department of Counselor Education and Counseling Psychology also has a chapter

of Chi Sigma Iota Counseling Academic and Professional Honor Society International. The Mu

Beta Chapter was founded in November 2003 by members of the Counselor Education faculty

and two Counselor Education doctoral students. Chi Sigma Iota International has over 22,000

members and over 200 chapters. Currently the Mu Beta chapter at Western Michigan University has about 125 members and inducts classes of counselor education students annually. Students can be elected to serve as President, Secretary/Treasurer, Membership Chairperson, or Finance Chairperson of the Mu Beta Chapter. A Counselor Education faculty member serves as faculty advisor.

## MISSION OF THE DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

Consistent with a student centered research university and a College of Education and Human Development that promotes partnerships in the development and delivery of programs, the mission of the Department of Counselor Education and Counseling Psychology is to develop competent, ethical, and culturally sensitive counselor education and counseling psychology professionals through graduate education and scholarship. To accomplish this mission, the department offers doctoral training in counseling psychology and counselor education, and master’s level training in counselor education (clinical mental health counseling; college counseling; marriage, couple and family counseling; rehabilitation counseling; and school counseling) and counseling psychology. We strive to recruit and retain students of diverse racial/ethnic backgrounds from local, state, national, and international locations.

The department mission is supported by pursuit of the following specific program goals:

1. Students are expected to demonstrate a critical and scholarly approach to theory,

research and practice.

2. Students are expected to demonstrate competency in clinical/intervention skills.

3. Students are expected to demonstrate a thorough integration of science and practice.

4. Students shall demonstrate competence for work with multicultural and diverse

populations.

5. Students are expected to practice within a preventive, developmental and/or remedial

framework across a wide range of psychosocial functioning.

6. Students are expected to demonstrate a strong knowledge of, and commitment to, the

ethics of their profession.

7. Students demonstrate a working knowledge of a variety of activities within their

profession, including psychotherapy, assessment, supervision (doctoral only), teaching

(doctoral only), consultation, and program evaluation, and they are able to be employed

in a variety of settings.

8. Students are expected to identify, select and pursue life-long education opportunities.

## DEPARTMENT COMMITMENT TO DIVERSITY

The Department of Counselor Education and Counseling Psychology recognizes the

importance of addressing the needs of an increasingly diverse society. To that end, the

Department strives to increase the educational opportunities of diverse student populations and to create an atmosphere where the values and concerns of racial/ethnic minorities and diverse

populations receive attention and respect. These issues are integrated into courses throughout the curriculum, as well as developed more fully through selected courses.

##

## DEPARTMENT PROGRAMS AND OPTIONS

The CECP master’s degree programs are designed to prepare entry level professionals for a range of occupational settings including: public and private elementary and secondary schools; universities, four-year colleges and community colleges; community agencies, private practices, and other mental health settings; and business and industry. All programs require completion with a 3.0 or better average GPA with a minimum of 48 semester hours of course work.

All counseling programs are built on a core of seven courses (21 hours) that emphasize the

acquisition of knowledge and skills common to all programs. Following are the seven courses

that all students must take:

CECP 6010 Research Methods

CECP 6020 Group Dynamics and Procedures

CECP 6030 Tests and Measurements

CECP 6040 Counseling Techniques

CECP 6050 Professional Issues and Ethics

CECP 6070 Multicultural Counseling and Psychology

CECP 6080 Counseling and Life Span Development

In selecting courses from the core offerings, it is recommended that CECP 6010 be

successfully completed before taking CECP 6030. It is also recommended that CECP 6110,

Theories of Counseling should precede CECP 6040. Courses with higher numbers than those in the core start students through the Specialty tracks. Listed below are the options with general comments about each one; for more specific information, please consult with your assigned academic advisor.

**Counselor Education Program Options**

**Clinical Mental Health Counseling**

 The Clinical Mental Health Counseling program incorporates coursework in research methods, group dynamics, tests and measurement, counseling theory, counseling techniques, professional issues and ethics, multicultural counseling, lifespan development, career development, psychopathology, causes of substance abuse, recovery oriented systems of care and foundations of clinical mental health counseling. The program includes a 600-hour internship at a clinical mental health setting which offers opportunities to interact with professionals from multiple disciplines. Graduates of this program are prepared to work in a variety of professional counseling settings. The program meets the educational requirements for the licensed professional counselor credential (LPC) in Michigan and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**College Counseling**

The College Counseling program emphasizes counseling with college students and prepares students for careers as counselors in community colleges, four-year colleges and universities. The program meets the educational requirements for the Licensed Professional Counselor (LPC) in Michigan and is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

**Marriage, Couple and Family Counseling**

The Marriage, Couple and Family Counseling option is offered in collaboration with the Department of Family and Consumer Sciences. In addition to the core counseling courses, this 60-hour program emphasizes an understanding of the issues faced by contemporary couples and families and a family systems approach to the conceptualization and treatment of couples and families. The program includes a 600-hour internship at a community setting in which students have adequate exposure to couple and family cases. Graduates of this program are prepared to work with individuals, couples and families in a variety of professional counseling settings. The program meets the educational requirements for the licensed professional counselor credential (LPC) in Michigan and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).Working with an advisor, the option can also lead to licensure as a marriage and family therapist.

**School Counseling Program**

The school counseling program is designed to prepare individuals to function as school counselors at the K-12 level in public and private schools in accordance with the Endorsement Rules and Teacher Certification Code of the State of Michigan, and Public Act 288 r.e. School Counselors. See an academic advisor for specifics. The program also meets the educational requirements for the licensed professional counselor credential (LPC) in Michigan and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

K-12 School Counseling (grades K-12). Enables certified teachers to be endorsed as elementary

and secondary counselors.

School Counselor License (grades K-12). Enables individuals without teacher certification to be

licensed as school counselors.

**Rehabilitation Counseling**

The program promotes quality rehabilitation services for individuals with disabilities through the education of personnel who serve as rehabilitation counselors. The rehabilitation counseling program incorporates coursework in small ‘n’ research design and analysis, services for persons with disabilities, computer technology in rehabilitation, job development and placement, psychosocial aspects of disability, medical & functional aspects of disability, and foundations of rehabilitation counseling. The program includes a 600 hour supervised rehabilitation counseling internship in a vocational rehabilitation employment setting. This option leads to licensure as a professional counselor and eligibility for national rehabilitation counselor certification. The program meets the educational requirements for certification as a Rehabilitation Counselor and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The rehabilitation counseling program is also offered in conjunction with the Master of Arts in Rehabilitation Teaching as a dual Master of Arts degree program in rehabilitation counseling specializing in blindness and low vision. The Rehabilitation Counseling/Teaching (RCT) dual degree program is a seventy-six credit hour program.

**Counseling Psychology Program**

The counseling psychology program prepares students to be eligible to become limited licensed psychologists in Michigan delivering mental health services including psychological assessment, testing, diagnosis and therapy in public and private agencies in accordance with the licensure laws in the State of Michigan. In Michigan, a Limited Licensed Psychologist may practice under the supervision of a Licensed Psychologist.

**Elective Areas of Study**

The Department of Counselor Education and Counseling Psychology (CECP) provides graduate students with many elective options that may complement a chosen area of study. Students from any of the master’s degree programs (Counselor Education: College Counseling; Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; Rehabilitation Counseling; School Counseling; and Counseling Psychology) ) or doctoral programs (Counselor Education or Counseling Psychology) in CECP may supplement their degree program with an elective course or series of elective courses that may help fulfill career objectives. **Elective areas of study should be chosen carefully with the consent of one’s advisor.** Students may select, with advisor approval, limited elective coursework, concentrated elective study, or elective study to meet academic requirements for a specific professional credential [e.g., Holistic Health Care Certificate; Specialty Program in Alcohol and Drug Abuse (SPADA) Certificate/Certified Addictions Counselor; License as a Marriage and Family Therapist (LMFT)]. Consultation with an identified advisor in the particular area of interest is recommended to ensure compliance with current requirements. Programs in Holistic Health and SPADA are offered through the College of Health and Human Services. Students who desire the SPADA Certificate or Holistic Health Certificate must formally apply to the respective program and meet with an advisor from SPADA/Holistic Health.

## JOB OUTLOOK FOR GRADUATES

To assess the job outlook for your area of interest refer to the Occupational Outlook Handbook, and computerized guidance systems (i.e., Discover and Focus) found in the office of Career and Student Employment Services in Ellsworth Hall. Links to the US Department of Labor Occupational Outlook Handbook information pages for Counselors and Psychologists may be found on the CECP Student Resources webpage at [<http://www.wmich.edu/cecp/student-resources/careers>](http://www.wmich.edu/coe/cecp/academics/information.html)

## ADMISSION STATUS

In accord with Graduate College policies, students are admitted to the department on

regular or conditional status. Those individuals who are admitted with an undergraduate grade point average of less than 3.0 on a 4.0 scale may be admitted on conditional status. Students on conditional status must complete 9 semester hours of required courses in the program options with Bs or better and send a letter to the department chairperson requesting regular admission status in order to be removed from conditional status. A program of study cannot be approved by the advisor until the student is placed on regular admission.

##

## ORIENTATION PROGRAM

The orientation information is posted on the Department Website in the General Information section of the CECP Student Resources page <http://www.wmich.edu/cecp/student-resources/orientation> and listed in the acceptance letter to students.

## ACADEMIC ADVISEMENT

Students admitted to CECP master’s degree programs are assigned a full-time faculty

member as their academic advisor. The name of the academic advisor is contained in the

admission letter along with a strong recommendation that an appointment be arranged as soon as possible following the attendance at an orientation session. The role of academic advisor is to: (1) help develop a program of study; (2) assist in sequencing classes; (3) determine the appropriateness of certain courses; (4) guide students through their program; (5) assist in selection and approval of master’s field practica (CECP 6130); and (6) “trouble shoot” problems if and when they arise. Academic advisors also approve changes in the program of study and must be consulted when course changes or substitutions are anticipated. Students should note that courses of study may vary according to individual needs, the program selected and advisor preferences.

 Whenever possible, academic advisors are assigned to match students’ areas of interest. For example, students electing the school counseling option are matched with advisors whose professional interest is in school counseling. Students in the counseling psychology option are assigned advisors professionally active and committed to that field. Thus, admitted students receive current and relevant advice from professors active in their respective disciplines.

Appointments with academic advisors in Kalamazoo may be made by telephoning 269-387-5100. The telephone and electronic mail may especially be useful ways to address some advisement issues with your advisor after the Permanent Program of Study/Candidacy Application is approved. Each advisor may choose to make use of these technologies for his/her advisement in different ways. Check with your advisor on how to make best use of these resources.

Occasionally, students request a change of academic advisor, usually because a student’s career goals are divergent from an advisor’s area of interest or expertise. Request forms are available online at <http://www.wmich.edu/cecp/student-resources/forms> Obtain a form, secure the approval of the new advisor, and return it to the department chairperson who must authorize all changes of academic advisors.

##

## PERMANENT PROGRAM OF STUDY FORM

Program of Study forms are available on the department website: <http://www.wmich.edu/cecp/student-resources/forms> Students are strongly advised to use this site to insure that their program of study complies with the curriculum guide for their area of study. Students are responsible for the accuracy of their program of study and should regularly check with the department if they are uncertain about any program requirements. Failure to include all courses required for a particular area of study may result in delayed graduation, license/certification problems, etc.

Completing the permanent program of study form is an important step in seeking the

master’s degree. It is developed in consultation with an academic advisor. Full-time students

should complete the form during the first semester of enrollment and part-time students no later

than the second semester of enrollment. Programs of study shall be filed prior to completion of

12 credit hours of coursework. Students must be admitted to the department and off conditional status before a program can be approved. After the form is reviewed and signed by your academic advisor the form is submitted to the CECP office and a copy of the form is sent to the Registrar’s Office and is audited during the semester you apply for graduation. **A signed copy of the form is provided to students and is also uploaded in TK20 and located on the details page. The program of study can become a part of various licensure and certification applications. Therefore, students should keep their copy.** **Students are also advised to permanently keep copies of all course syllabi completed as part of their program of study. Licensing boards in different states may request copies of course syllabi when an individual submits a license application. Each student is responsible for retaining copies of each course syllabus and having copies available if requested by a state licensing board.** After the permanent program form is approved by an academic advisor, any changes must be approved by the advisor before enrollment in substitute classes. Course prerequisites are listed in the current graduate catalog. Course substitution forms may be obtained in the department office, 3521 Sangren Hall, or online at <http://www.wmich.edu/cecp/student-resources/forms> Application for graduation must be initiated by the student through Graduation Auditing; consult the current graduate catalog for deadlines.

## ENROLLING FOR COURSES

 The schedule of upcoming classes on campus and off campus at Extended University Program locations may be found on the WMU Course Offerings web page. A link to this page may found on the CECP Student Resources page at <http://www.wmich.edu/cecp/student-resources/course-planning> Once at this page enter the term of interest and under subject select Counselor Education/Counseling Psychology. A listing of all CECP courses across all locations for the term selected will then appear. Please refer to this Web site for course reference numbers (CRN), faculty names, and days and times of classes rather than telephoning the CECP office for this information.

###

### How to Register for Classes

Directions to register for classes. Registration usually begins within one or two weeks after a schedule has been posted on the web. Students may register for classes online by following the instructions on the Registrar’s Office webpage on registering for courses. The university will mail your tuition bill to you following the close of registration. Payment is due upon receipt. Payment plan options are available. Guest students need to call the department or the respective EUP campus to have that office complete the registration process.

### Waiting Lists for Classes

Students admitted to the program have the first opportunity to register for classes through the University Online Registration system. The department uses the University automated waitlist for most courses. If students try to register for a CECP class and the class is full students may then have the option of placing themselves on the automated waitlist for the class. If a student is on the automated wait list and a seat becomes available the student will receive an e-mail to their wmich.edu e-mail account letting them know that the section they waitlisted is now open and they can register through GoWMU. Please note: students will not be automatically registered for the class. After receiving the email students must register themselves through GoWMU within the next 24 hours. If the student does not add the course by the 24 hour deadline, they will automatically be removed from the waitlist and the course will be offered to the next student in the waitlist queue. If at any point a student wishes to be removed from the waitlist, they can do so through GoWMU by going into Add/Drop Course and changing the waitlist status to Drop Course. If students are on the waitlist and do not check their WMU email regularly they may miss out on the chance to enroll in the course if slots become available. Guest students need to call the department or the respective EUP campus to have that office complete the registration process. If a class is closed guest students may request to be placed on a waiting list for the class, again this is done through the respective campuses. The waiting list process for guest students may differ between campuses so it necessary to contact the appropriate office.

### Procedure for 6980 Readings in Counselor Education and Counseling Psychology

After making arrangements with a faculty member to undertake an independent reading

or project, the student must complete the appropriate form available on-line at the CECP forms webpage. This form requires a description of the proposed study and the signatures of the faculty member under whom the study is to be completed, the student, and the department chairperson. This form provides a description of the work the student will complete and the student should keep a copy. The student returns the form to the CECP office. .

###

### Procedure for 7100 Independent Research

After making arrangements with a faculty member to conduct independent research, the

student must complete the appropriate form available on-line at the CECP forms webpage. This form requires a description of the proposed study and the signatures of the faculty member under whom the study is to be completed, the student, and the department chairperson. This form provides a description of the research the student will complete and the student should keep a copy. The student returns the form to the CECP office; office staff will notify the student of the CRN number needed for registration.

### Department Class Rotation

As you plan your schedule of courses, consult the department's class rotation schedule.

Not every CECP course is offered every semester, but courses are usually offered one or more semesters on a regular, cyclical 12-month basis. Two courses, CECP 623 College Student Development and CECP 6350 Foundations of College Counseling, are planned to be offered every other year. These courses should be taken as early as possible in the program if included in the program of study. See the posting by the CECP Department office or review on line in the General Information section of the CECP Student Resources webpage at <http://www.wmich.edu/cecp/student-resources/course-planning> This class rotation list is always a more-or-less tentative listing of courses and there is no guarantee that this schedule will hold for every semester, as circumstances occasionally necessitate changes. However, it is the intent of the department to follow this schedule as closely as possible.

Whether or not a scheduled course will “go” during a particular semester will depend on

two conditions: (1) Advanced Registration data and (2) the College of Education and Human Development budget. Therefore, it is mandatory that every student participate in the Advanced Registration process. The number of students who register for a course may determine whether or not the course will be “kept” on that semester's schedule or “dropped.” If a course is dropped due to low enrollment students will be notified as soon as possible.

Enrichment seminars will depend on the interests of students and will be influenced by

student demand. Seminars on such topics as Eating Disorders, Minority Families, Counseling

Children and Adolescents, Psychology of Women, Therapeutic Applications of Developmental

Psychology, Advanced Group Work, and Psychopharmacology will appear in Course Offerings

under "CECP 5830 Workshops in Counselor Education and Counseling Psychology” and “CECP 686 Topical Seminars."

### “Hold” on Registration

If there is a hold on your registration, you cannot complete your registration until an

outstanding debt to the University is resolved (e.g., parking fines, library fines, outstanding

tuition fees, student housing rent). The debt or request must be paid and deferment received from the registrar in order for you to register for classes.

###

### Substituting Classes

Students who have questions regarding course substitutions and electives should consult

with their academic advisor. Substitution requests for department core courses are typically not

granted. Transfer credits are also subject to approval by the advisor and the Graduate College.

## Extended University Program (EUP) Campuses

WMU offers classes in a wide variety of academic areas in Grand Rapids, Lansing,

Muskegon, Battle Creek, Benton Harbor/St. Joseph, and Traverse City as well as Kalamazoo.

The Grand Rapids Graduate Center (downtown) offers the full CECP master’s program for select CECP master’s program options. The remaining EUP campuses offer a selection of required and elective courses. Register for EUP classes via the same online system as used when registering for on-campus classes. Current admission status is required. Registration issues for off-campus classes need to be addressed to the appropriate EUP campus.

## Guest (Non-Degree Admission) Status

While the Graduate College permits individuals to enroll as Guest students (non-degree) for up to nine hours prior to being admitted into a program, the Department considers requests for permission to take graduate classes on an individual basis. Students who have been admitted to CECP programs are given preference for admission to CECP classes.

## Student Evaluation of Faculty

Students are offered the opportunity to evaluate courses and instructors at the end of the semester or session. The evaluations are compiled, reviewed by the Department Chairperson and returned to faculty members. Evaluations are anonymous and instructors receive the compiled information on their courses and all student comments after the semester is complete and final grades have been submitted. Faculty members may use student evaluations and comments to modify course content and instructional methods. Summary student rating data may be used by the appropriate reviewing bodies in performance reviews such as tenure and promotion.

## Ethical Standards

Students are expected to abide by the ethical standards associated with their field of

Practice. Copies of ethical standards as developed by the American Counseling Association, the American Psychological Association, the American School Counselor Association, the American Association for Marriage and Family Therapy, and the unified rehabilitation counselor code (ARCA, NRCA, CRCC) are available on-line from the respective professional organization’s webpage. Links to these ethical codes may also be found on the CECP Student Resources webpageat <http://www.wmich.edu/cecp/student-resources/ethics> Students are also responsible for adhering to the University’s student conduct code and the “Student Rights and Responsibilities” section of The Graduate Catalog. A link to the Graduate Catalog may also be found on the CECP Student Resources webpage.

## RETENTION POLICY

Retention Policy for Graduate Students in the Department of

Counselor Education and Counseling Psychology

Recommended by Faculty April 6, 2006

Approved by Department Chair and University Counsel May 26, 2006

I. Scope: This policy applies to all students enrolled for academic credit in the Department of Counselor Education and Counseling Psychology.

II. The Department of Counselor Education and Counseling Psychology has responsibility to the public and the appropriate national and state professional associations to evaluate student ability and willingness to meet academic standards set forth by the university, as well as standards of personal and professional conduct set forth in the university Student Code and the ethical standards associated with their field of practice (i.e., standards developed by the American Counseling Association, the American Psychological Association, the American Association for Marriage and Family Therapy, the American School Counselor Association, the Council on Rehabilitation Education, the Commission on Rehabilitation Counselor Certification). Accordingly, students must abide by the standards set forth in the most recent versions of the ethical standards and professional codes of conduct associated with their field of practice. Students should be aware that portions of these standards require practitioners to prevent personal problems and conflicts from harming a client or interfering in effective treatment and stipulate that practitioners must practice within their bounds of competence.

 Formal evaluation of student adherence to these standards will be conducted at least annually at a department faculty or training committee meeting. Student adherence to these standards will also be continuously monitored by program faculty (through, for example, courses, advising, or other professionally-related interactions). Should faculty become concerned about a particular student’s conduct in the course of professional interactions, they should discuss their concern with the student, and complete a Professional Conduct Concerns form. Copies of this form will be given to the student, the student’s advisor, and placed in the student’s department file. Depending upon the outcome of this initial discussion with the student, faculty may also present the concern at the annual review meeting and/or request time to discuss their concern at the next faculty, training committee, or unit meeting. Following discussion of a student’s conduct during either the annual evaluation period, or as a result of continuous monitoring, the student will be provided an opportunity to present their perspective regarding the matter.

 Afterwards, the department faculty or training committee may make recommendations for further action, if any, to the department chair. Such recommendations may include, but are not limited to: taking no action, educational remediation within the department or formal referral through the department chair to the appropriate university conduct board or other university department, division, or process. The department chair will determine departmental remediation, if any, after considering faculty recommendations.

Educational remediation within the department may include, when appropriate, assisting the student in identifying a more appropriate alternative career choice. University sanctions may include, but are not limited to: written warnings, reprimands, behavior contracts, probation, suspension and/or dismissal from the university.

 This Policy does not operate to diminish or abridge a student’s right under other applicable university policies or procedures. This policy does not operate to diminish or abridge the university’s rights under other university policy, university procedure, or applicable law.

III. Students must abide by the most current academic standards set forth by the Western Michigan University Graduate College. Policies and procedures are made available in college catalogs as well as other university documents. Students may request copies of these policies and procedures at any time.

IV. Students must abide by the Western Michigan University Student Code and other applicable university policy.

V. The department reserves the right to evaluate any special or unique circumstances or to modify this retention policy as needed.

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### Professional Conduct Concerns Form

Student Program Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Documentation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Resolution

The Department of Counselor Education and Counseling Psychology has responsibility to the public and the appropriate national and state professional associations to monitor and respond to the professional conduct of students. As detailed in the department retention policy and documented in doctoral and master’s student handbooks, the faculty continuously monitor student adherence to standards of personal and professional conduct set forth in the ethical standards associated with their field of practice. This Professional Conduct Concerns form is designed to assist department faculty in communicating areas of concern to students.

|  |  |
| --- | --- |
| **check all areas of concern** | **PROFESSIONAL CONDUCT CONCERNS**  |
|  | Exhibiting professional attitude and behavior in interactions with others including fellow students, faculty, supervisors and clients.  |
|  | Exercising good judgment in sharing personal feelings, thoughts and experiences in the classroom or other professional settings. |
|  | Assuming appropriate level of professional responsibility for completion of assigned work and professional duties. |
|   | Demonstrating willingness and ability to use self-reflection to develop multicultural awareness, knowledge and skills. |
|  | Demonstrating willingness and ability to use self-reflection to promote professional growth. |
|  | Demonstrating openness to constructive feedback from instructors and supervisors. |
|  | Adhering to state regulations concerning their profession. Circle One: Counseling Psychology Counselor Education Marriage & Family Therapy Student Affairs |
|  | Adhering to ethical standards of their professiona. Circle One: Counseling Psychology (APA) Counselor Education (ACA, ACES, ASCA, AMHCA, CRCC, IAMFC) Marriage & Family Therapy (AAMFT) Student Affairs (ACPA, NASPA)  |
|  | Other: |

Describe problematic behavior including context (e.g., courses, advising, informal interaction):

 Faculty Signature Date

Summarize discussion with student:

 Faculty Signature Date

I have had opportunity to review and discuss these concerns.

 Student Signature Date

Summary of current level of concern:

\_\_\_\_\_ I am comfortable with the informal conversation I had with the student. No further action is needed at this time.

\_\_\_\_\_ I believe the concern should continue to be monitored, and would like to discuss this student during the annual review.

\_\_\_\_\_ I believe the concern is serious enough to warrant immediate faculty discussion and possible action.

Summarize faculty recommendations for continued monitoring or intervention. Specify action, actor and timeline.

Faculty Signature Date

Copies to: Student, Advisor, Chair, Student file

## CRIMINAL BACKGROUND CHECKSFor Students Admitted Prior to Spring 2015

The CECP department requires that a criminal background check be conducted on each student prior to entry into their first counseling practicum experience in the program (i.e. CECP 6120 or CECP 6930 or CECP 6950) in the department’s training clinic, i.e. the Center for Counseling and Psychological Services in Kalamazoo (CCPS-KZOO) or the Center for Counseling and Psychological Services in Grand Rapids (CCPS-GR). In the unique situation of a doctoral student completing their first program counseling practicum as a field practicum experience, i.e. CECP 6130 Field Practicum or CECP 7120 Professional Field Experience, prior to completing their first practicum in CCPS-KZOO or CCPS-GR, the background check will be completed prior to the first field practicum. If a CECP graduate student is selected for a department

graduate assistantship/associateship, with assignment to CCPS-KZOO or CCPS-GR, and a program background check has not been previously completed, the background check will be conducted prior to beginning the CCPS graduate assistantship/associateship assignment.

Since master’s students typically complete 30 credit hours or more of course work before being ready to begin their first counseling practicum, students may request that their criminal background check and review by faculty be conducted earlier in the program if they have a history related to conviction(s) that may prevent practicum placement. This option of completion of an earlier background check while in the program is intended to help avoid the possible situation in which a student with a conviction history completes a very large number of credit hours only to learn very late in the program that their conviction history prevents placement in practicum and, therefore, prevents program completion.

The criminal background check will be conducted by CastleBranch.com for all students. Students must go online to CastleBranch.com and order and pay the fee for their background check. Instructions on how to order the background check will be available from the main department office each semester/session. Students must complete their background check prior to January 15 for requested enrollment in their first counseling practicum during the summer session(s), prior to May 15 for requested enrollment in their first counseling practicum during the fall semester, and prior to September 15 for requested enrollment in their first counseling practicum during the spring semester.

If a student has a history of criminal conviction(s) a group of program faculty will review and assess the student’s status in the program after the program background check is completed. Students will be provided notice of any criminal conviction that appears on their record and be offered an opportunity to respond and address that conviction. The program, through its faculty, will then decide whether the student may continue in the program and enter their initial practicum. As part of the faculty review, students with a history of conviction(s) will have the opportunity to talk to faculty to discuss the conviction history and to provide any information or documentation the student may wish faculty to consider. Students will be requested to provide copies of the Judgment of Sentence or Register of Action or Case History obtained from the court where the student was convicted/fined.

Once the program background check is completed, students are required to immediately self-report any subsequent arrests or convictions immediately to the CECP department chair. Failure to do so may result in dismissal from the program.

In addition to the department required background check, external training and internship sites may require their own separate criminal background checks and procedures. Students also need to follow those procedures if applying /accepted for training at a site with additional background check requirements. Students with a history of conviction should understand that external training and internship sites may vary in their background check requirements, procedures, and standards for accepting candidates into their respective professional settings. Students with a history of conviction, who are continuing in the program and entering their initial practicum within the department, should understand that this decision does not guarantee subsequent external training placement sites will accept the student for training at their respective site.

Students admitted to or taking courses in the Department are expected to abide by the ethical standards of the professional association relevant to their program of study.

Eventual eligibility for professional licensure is determined by the professional licensing board in the relevant jurisdiction. Professional licensing laws and regulations vary from state to state; and questions concerning eventual eligibility for professional licensure should be directed to the appropriate professional licensing board in the relevant jurisdiction.

Students who are interested in additional information on the possible implications of a history of criminal convictions and employment, contracting, and clinical privileges in certain public health care, mental health care and educational settings in Michigan may review information included in the Public Health Code, Mental Health Code and information related to criminal convictions and certification by the Michigan Department of Education.

Links to relevant excerpts on information related to this topic are below:

An excerpt from section 20173a(1) of the Michigan Public Health Code may be found at:

<http://legislature.mi.gov/doc.aspx?mcl-333-20173a>

An excerpt from section 134a of the Michigan Mental Health Code may be found at:

<http://legislature.mi.gov/doc.aspx?mcl-330-1134a>

A Michigan Workforce Background Check Program Legal Guide developed by the Michigan Department of Community Health, Office of Legal Affairs, and the Department of Human Services may be found at:

<http://www.lssu.edu/nursing/documents/LegalGuideforCriminalBackgroundChecks.pdf>

Information related to Conviction and Certification by the Michigan Department of Education may be found at:

<http://www.wmich.edu/education/certification/convictions.htm>

## CRIMINAL BACKGROUND CHECKSFor Students Admitted For and After Spring 2015

Students admitted to CECP programs For and After spring 2015 will complete the background check procedures established by the CECP department after being accepted and prior to the conclusion of their first semester in the program. If the CECP department’s established background check procedures are not completed prior to completion of the first semester after admission the student may not continue to take courses until the background check is completed.

The criminal background check will be conducted by CastleBranch.com for all students. Students must go online to CastleBranch.com and order and pay the fee for their background check. Instructions on how to order the background check will be available from the main department office each semester/session.

To complete the background check process students accepted for admission and enrolling for the first time:

for a fall semester must request and start their background check by October 1.

for a spring semester must request and start their background check by February 1.

for a summer I session must request and start their background check by June 1.

for a Summer II session must request and start their background check by October 1.

A program registration hold will be placed on a student’s account if the appropriate deadline for starting the background check process is not met.

If a student has a history of criminal conviction(s) program faculty will review and assess the student’s status in the program after the program background check is completed. Students will be provided notice of any criminal conviction that appears on their record and be offered an opportunity to respond and address that conviction. As part of the review, students with a history of conviction(s) will have the opportunity to talk to faculty to discuss the conviction history and to provide any additional information the student may wish to be considered. Students will be requested to provide copies of the Judgment of Sentence or Register of Action or Case History obtained from the court where the student was convicted/fined.

If a student’s background check indicates that the student has not provided accurate information and/or has not disclosed a history of criminal conviction in their answers on their application the student may be dismissed from the program.

**Once admitted a student must self-report any subsequent arrests or convictions immediately to the CECP department chair. Failure to do so may result in dismissal from the program.**

External training and/or internship placement sites may vary in their background check requirements, procedures, and standards for accepting candidates into their respective professional settings. External sites may require their own separate criminal background checks and procedures.

**Students should understand that if they have a history of being convicted of a felony or misdemeanor, these incidents may make it difficult to obtain required external/internal agency training experiences (i.e., practicum, field practicum, internship), and if unable to obtain these required experiences a student will not be able to complete their program of study and graduate.**

**Students should be further aware that if they have been convicted of a felony or misdemeanor, they may not be eligible for licensure or certification by the State of Michigan or by other jurisdictions.** The Michigan Board of Counseling and the Michigan Board of Psychology have indicated on their web pages that applicants who have been convicted of a felony or misdemeanor will be “reviewed on an individual basis,” and that they "take into consideration the type of conviction, the age that you were when the incident occurred and the time that has elapsed since the conviction."

Retrieved June 11, 2014 from

[http://www.michigan.gov/lara/0,4601,7-154-35299\_63294\_27529\_27536-136661--,00.html](http://www.michigan.gov/lara/0%2C4601%2C7-154-35299_63294_27529_27536-136661--%2C00.html)

Eventual eligibility for professional licensure is determined by the professional licensing board in the relevant jurisdiction. Professional licensing laws and regulations vary from state to state; and questions concerning eventual eligibility for professional licensure should be directed to the appropriate professional licensing board in the relevant jurisdiction.

**Resources on Implications of History of Criminal Convictions and Employment in Health Care, Mental Health Care and Education Settings.**

Information on the possible implications of a history of criminal convictions and employment, contracting, and clinical privileges in certain public health care, mental health care and educational settings in Michigan is available in the Michigan Public Health Code, the Michigan Mental Health Code and information related to criminal convictions and certification by the Michigan Department of Education.

## STUDENT RIGHTS AND RESPONSIBILITIES

Important information concerning graduate student rights and responsibilities are specified in the Student Rights and Responsibilities section of the Western Michigan University Graduate Catalog which is available online. A link to the Graduate Catalog is available on the CECP Student Resources webpage at <http://www.wmich.edu/cecp/student-resources>

Once in the online Graduate Catalog students may link to the Student Rights and Responsibilities section of the catalog on the Academic Policies page. Basic information on University and Graduate College policies is provided concerning: Students’ Basic Rights; Academic Rights; Student Academic Conduct including Academic Honesty, Cheating, Fabrication, Falsification and Forgery, Multiple Submission, Plagiarism, Complicity, Computer Misuse; Conduct in Research; Research Board Requirements; Charges of Violations of Academic Honesty and Conduct in Research; Course Grade and Program Dismissal Appeals; Dissertation/Thesis/Project Appeals Procedure; The Family Educational Rights and Privacy Act; Policy on Sexual Harassment and Sexism; President's Statement on Racial and Ethnic Harmony; Discrimination: Complaints and Grievance Procedure; Western Michigan University Student Code; Western Michigan University Expectations for Good Practice in Graduate Education; and Western Michigan University Adjudication of Situations Involving Graduate Students' Rights and Responsibilities. All CECP graduate students are expected to read and be familiar with the Student Rights and Responsibilities section of the Graduate College Catalog.

**COUNSELING SERVICES FOR STUDENTS**

As students at Western Michigan University, you are also eligible for counseling services as part of your student fees. If at any time during the program you encounter personal concerns or difficulties for which you believe confidential, counseling services may be useful, you may contact the Sindecuse Health Center-Counseling Services to schedule an appointment at 269-387-1850 or visit http://www.wmich.edu/healthcenter/counseling.

## CURRICULUM GUIDES

Seven programs are available to students anticipating careers as professionals in the

fields of clinical mental health counseling, college counseling, marriage, couple and family counseling, school counseling, rehabilitation counseling/rehabilitation counseling & teaching, and counseling psychology. Applicants to the Department’s Master’s degree programs must select one of the program options as part of their admissions application.

 Requests for changes in program options following admission are subject to review by the respective program admission faculty and the Department Chairperson. Forms to request a change in program are available online at <http://www.wmich.edu/cecp/student-resources/forms>

Deadlines for submitting a change in master’s degree program option request are January 15, May 15 and September 15.









# Electives

In order to be recommended for a school counselor license (SCL) candidates must complete 3 credit hours from each of the following four categories with a grade of “B” or better.

A. School Culture

 ED 6700, Authority and Autonomy in Schooling – 3 hours

 ES 6030, Social and Philosophical Foundations – 3 hours

 ES 6340, Culture and Politics of Educational Institutions – 3 hours

 ES 6730, Class, Ethnicity and Gender in Education – 3 hours

1. Methods and Practice of Teaching

 LS 6180, Literacy Acquisition and Reading Instruction – 3 hours

 LS 6170, Reading in the Content Areas– 3 hours

 ED 6360, The Art and Science of Teaching – 3 hours

 ED 6760, Learning in Social Contexts – 3 hours

 CTE 6460, Leadership Development in Career and Technical Education – 3 hours

1. Curriculum Development

 ED 6020, School Curriculum – 3 hours

 ED 6060, Early Childhood Education Methods and Materials – 3 hours

 ED 6140, Parent Education for Teachers of Young Children – 3 hours

 ED 6280, Curriculum Theory – 3 hours

 EDT 6410, Instructional Technology for School Leaders – 3 hours

1. Psychological Development

 CECP 6860, Counseling Children & Adolescents – 3 hours

 ED 6110, Assessment in Early childhood Inclusive Educational– 3 hours

 ED 6150, Play and Young Children’s Learning – 3 hours

 ED 6160, Piaget and Young Children – 3 hours

 ED 6040,Psychological Foundations of Education – 3 hours

 ES 6330, Human Nature and Diversity – 3 hours

 PSY 5170, Psychology in the Schools – 3 hours

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\*\*\*c At the completion of the master’s degree, graduates may apply for a temporary limited license as a psychologist (TLLP) from the State of Michigan. This temporary license must be obtained prior to beginning post-master’s degree experience. A TLLP must complete at least 2,000 hours of supervised post-degree psychology experience in an organized healthcare setting under the supervision of a fully licensed psychologist. A permanent Limited License as a Psychologist may be granted by the state of Michigan after the 2,000 hours of experience under the supervision of a fully licensed psychologist is completed and after the applicant obtains a passing score on the Examination for the Professional Practice in Psychology (EPPP) of the Association of State and Provincial Psychology Boards (ASPPB). Information about the EPPP examination is located at <http://www.asppb.net/indexe9a3.html?page=EPPPContact> Students are advised not to apply for their temporary limited license until they have arranged for their supervised experience.

**The recommended approach to licensure for counseling psychology MA graduates is: 1) apply for the TLLP, 2) complete the required 2000 hours of supervised post-MA practice, and 3) take the EPPP ONLY AFTER completing the 2000 hours of supervised practice. Once the 2000 hours of supervised practice is completed and the EPPP is passed, students are eligible to apply for the LLP. Details concerning the rationale for this recommended approach follow**.

Effective 2017 a Temporary Limited License as a Psychologist (TLLP) in Michigan is valid for 18 months, cannot be renewed, and is null and void immediately upon a licensee taking the EPPP and failing to obtain a passing score. A person may only apply to receive a Limited License as a Psychologist (LLP) if he/she meets all requirements, including, but not limited to, passing the exam and having obtained the required supervised hours. If a TLLP fails the EPPP before completing their 2000 hours of supervised experience, their TLLP license will be revoked and may not be reissued by the Michigan Department of Licensing and Regulatory Affairs (LARA).  If the TLLP is revoked before the individual has their 2000 hours of supervised experience completed this would prevent a person from ever obtaining the LLP if the EPPP is failed prior to having completed their 2000 hours as a TLLP.

From the information currently published by LARA, it appears the best way to ensure being able to proceed in obtaining the LLP is for a TLLP to complete their 2000 hours of experience as a TLLP first, before initially taking the EPPP. If the TLLP then does not pass the EPPP on the first attempt, they at least have their 2000 hours of supervised experience completed.  If they then pass the EPPP on a subsequent attempt, they should be eligible for the LLP. This appears to be the current situation in Michigan based on the information published by LARA in 2017 on the psychology licensing application form.  The link to the Michigan Psychology Licensing Board with additional information and application forms for TLLP and LLPs is:

[http://www.michigan.gov/lara/0,4601,7-154-72600\_72603\_27529\_27552---,00.html](http://www.michigan.gov/lara/0%2C4601%2C7-154-72600_72603_27529_27552---%2C00.html)

Individuals with questions are encouraged to contact LARA directly. LARA is the authority within the state of Michigan that decides license questions according to the public health code and administrative rules. Contact information for LARA is: Bureau of Professional Licensing, PO Box 30670, Lansing, MI 48909 Telephone: (517) 335-0918, [www.michigan.gov/bpl](http://www.michigan.gov/bpl), BPLHelp@michigan.gov

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 ELECTIVE STUDY IN CECP

The Department of Counselor Education and Counseling Psychology (CECP) provides graduate students with many elective options that may complement a chosen area of study. Students from any of the master’s degree programs (Counselor Education: Clinical Mental Health Counseling; College Counseling; Marriage, Couple and Family Counseling; Rehabilitation Counseling; School Counseling or Counseling Psychology) or doctoral programs (Counselor Education or Counseling Psychology) in CECP may supplement their degree program with an elective course or series of elective courses that may help fulfill career objectives. **Elective areas of study should be chosen carefully with the consent of one’s advisor.**

Students may select, with advisor approval, among three options for elective study in an area of interest, including those elective areas below.

 a. Limited Elective Coursework. Students may take a course or two to explore an area.

b. Concentrated Elective Study. Students may take a collection of courses to gain more in-depth understanding and knowledge of a particular area.

c. Elective Study to meet Academic Requirements for a specific professional credential [e.g., Holistic Health Care Certificate; SPADA Certificate/Certified Addictions Counselor; License as a Marriage and Family Therapist (LMFT)]. Consultation with an identified advisor in the particular area of interest is recommended to ensure compliance with current requirements. Programs in Holistic Health and SPADA are offered through the College of Health and Human Services. Students who desire the SPADA Certificate or Holistic Health Certificate must formally apply to the respective program and meet with an advisor from SPADA/Holistic Health.

The following list of elective options, while not exhaustive, is an abbreviated list of courses in areas of potential interest to CECP students.

**Marriage and Family Therapy**

*Advisors: Dr. Alan Hovestadt*

ADA 5200 Family and Addiction or ADA 6410 Addiction in Family Systems
CECP 6610: Foundations of Systemic Family Therapy
CECP 6620: Couple Interaction & Therapy
CECP 6630: Family Interaction & Therapy
CECP 6650: Sex Therapy
FCS 5680: Gender, Culture and Families
FCS 6520: Family Life Education
FCS 6550: Adult/Child Relationships
FCS 6600: Studies in Family Relationships

 **Elective Study in CECP (continued)**

 **Holistic Health**

*Advisor: Sheena Bolton*

HOL 5310: Intro. to Holistic Health
HOL 6500: Seminar in Holistic Methods
HOL 5500: Intro. to Holism & Expressive Arts
HOL 5510: Holistic Approaches to Healing Through Visual Art
HOL 5530: Holistic Strategies for Illness and End of Life
HOL 5350: Holistic Approaches to Stress
HOL 5550: Successful Aging: Holistic Perspective
HOL 5300: Special Topics in Holistic Health
HOL 5370: Health and Humor
HOL 5340: Holistic Health and Spirituality

**SPADA/Addictions**

*Advisor: Dr. Dennis Simpson*

ADA 6060 or \*CECP 6340 or SWRK 6530: Causes of Substance Abuse
ADA 6110: Physical Aspects of Addictive Drugs
ADA 6115: Applied Neuropsychopharmacology of Addictive Drugs
ADA 6330: Special Populations in Addiction
ADA 6340 or \*CECP 6360 or SWRK 6550: Recovery Oriented Systems of Care
ADA 6700: Professional Field Practicum

\* Clinical Mental Health Counseling students in the Department of Counselor Education and Counseling Psychology admitted prior to Fall 2018 are required to complete these two courses.

In addition to the above courses, students must take one of the following courses:

ADA 6400: Co-Occurring Disorders and Addictions
ADA 6410: Addiction in Family Systems
ADA 6420: Clinical Supervision of Addiction Services

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## CECP 6120, 6500 and 6510 APPLICATIONS

CECP 6120, 6500 and 6510 require that students complete an application early in the

semester prior to the semester of enrollment. Applications may be obtained online from the CECP forms page at <http://www.wmich.edu/cecp/student-resources/forms>. If students meet the prerequisites, applications are ranked in order of the number of hours completed in their program. Applicants are typically notified of their standing one month after the application deadline. The submission schedule for applications for CECP 6120, 6500 and 6510 is published online under Course Planning at <http://www.wmich.edu/cecp/student-resources>

## EXPERIENTIAL EDUCATION AND PRACTICAL TRAINING

Educators realize that professional preparation requires an appropriate mix of classroom

work and “hands-on” experience. Thus, the curriculum has been developed to provide a balance

between theory and practice classes and practical training. Many courses offer opportunities to apply concepts in practical ways. For example, students studying measurement theory and descriptive statistics may complete, score, and interpret their own results on assessment instruments. The techniques of counseling course makes extensive use of simulation activities. Such activities as role-playing, coached clients and Interpersonal Process Recall (IPR) may be used in this and other courses. Toward the end of the program, students move from simulation exercises to contact with clients from the community or University by participating in the master’s practicum classes. Enrollment in these classes requires prerequisites and an application initiated by the student.

## CECP 6120 COUNSELING PRACTICUM

STEPS TO FOLLOW (IN ORDER) TO ENROLL IN THE COUNSELING PRACTICUM

Step 1. Students must have completed the following prerequisites by the end of the

semester that is prior to the semester for which they enroll in CECP 6120:

Courses.

CECP 6020 Group Dynamics and Procedures

CECP 6030 Tests and Measurements

CECP 6040 Counseling Techniques

CECP 6050 Professional Ethics/Issues

CECP 6110 Theories of Counseling

CECP 6100 Career Development

CECP 6070 Multicultural Counseling and Psychology \*

CECP 6290 Organization & Principles of ELEMENTARY School Guidance \*\*

CECP 6300 Organization & Principles of SECONDARY School Guidance \*\*
CECP 6370 Organization & Principles of Comprehensive School Counseling Program\*\*
 \* Required as prerequisite course for CECP 6120 for all students admitted **FOR** or **AFTER** Spring 2007. \*\* Required as prerequisite course for CECP 6120 for School Counseling students admitted **FOR** or **AFTER** Spring 2007, when included as part of the program of study. In addition, for students in School Counseling admitted **PRIOR TO** Fall 2014, required as prerequisite for CECP 6120 is completion of either CECP 6290 **or** CECP 6300 **or** CECP 6370. For School Counseling students admitted **FOR** or **AFTER** Fall 2014, CECP 6370 is required as a prerequisite for CECP 6120.

Permanent Program of Study. Students must see their advisors early in the course of their graduate studies to complete their Graduate Student Permanent Program of Study. Full-time students should complete the form during the first semester of enrollment and part-time students no later than the second semester of enrollment. Programs of study shall be filed prior to completion of 12 credit hours of coursework. The advisor will sign the completed form and the form should then be submitted to the CECP Department office for submission to the Registrar’s Office. The Permanent Program of Study must be completed prior to applying for CECP 6120 and a copy needs to be attached to the CECP 6120 application.

Group Membership Experience. CACREP students and RCT students (all except Counseling Psychology) must complete a minimum of 10 hours of group experience as a member of a group prior to enrolling in CECP 6120 Counseling Practicum. Discuss this requirement with your academic advisor. Students are responsible for securing an appropriate small group experience. Examples of this small-group experience include a counseling group, psychoeducational group, or personal growth and development group.

To be assured admission to CECP 6120, students are urged to begin their group membership any time prior to submitting their 6120 application. Students may be assisted in securing small group experiences through two regular offerings in the department: 1) during CECP 6020, Group Dynamics and Procedures, instructors often provide opportunity for students to be members of ongoing groups; and 2) during certain (but not all) semesters doctoral students enrolled in Group Practicum may invite master's students

to be members of their groups.

Students may also fulfill the small group experience through membership in personal growth, support, or counseling/therapy groups outside the department, provided those groups occur during their tenure as students and their participation is documented in writing by the group leader.

**Staple documentation of your group experience to your 6120 application; include**

**your name, location name, dates, and the leader's signature.**

Step 2. Obtain online at <http://www.wmich.edu/cecp/student-resources/forms> an “ Application for Permission to Elect CECP 6120, Counseling Practicum.”

Step 3. You must submit your application during the semester previous to the semester in

which you wish to be enrolled , according to the schedule listed on our website.

<http://www.wmich.edu/cecp/student-resources/applications>

Step 4. Notice of acceptance (or non-acceptance) for enrollment in CECP 6120 will be

mailed to all applicants. Students accepted for enrollment will be registered for the specific section to which the student is assigned by the CECP 6120 coordinator. These are closed sections limited to 5 to 6 students each.

###

### Requirements During the CECP 6120 Practicum Semester

Supervision.

Each student must participate in one additional hour of supervision outside of class time every

week the CECP 6120 practicum meets. These supervision hours are arranged with the CECP 6120 instructor at the beginning of the semester. The syllabus serves as the supervision contract and clearly delineates the roles and responsibilities of students and supervisors.

Bridging Experience.

Students who are in the clinical mental health; college; marriage, couple and family; rehabilitation, and school (CACREP) programs must complete a bridging experience during their enrollment in CECP 6120 Counseling Practicum. This consists of providing 25 hours of direct service to clients and is conducted in a field-based site consistent with the vocational goal of the students, e.g., school counselor candidates do their bridging experience in schools. To obtain a bridging experience site students should work closely with their assigned academic advisor (not the practicum instructor). **The academic advisor must approve the bridging experience site and the on-site supervisor. The practicum instructor will also provide supervision of the bridging experience during your regularly scheduled weekly supervision appointments.**

In obtaining the site, which is the responsibility of the student, attention should be paid to the

opportunity to lead or co-lead a small group experience. Students in CACREP and CORE

approved programs must document a minimum of 10 hours in small group leadership as well as

15 additional hours in direct client services appropriate to the setting.

The student will receive two evaluation forms that are required at the end of the experience.

First, the site supervisor must submit documentation of successful completion of 25 hours of

direct service to clients. Second, the student must evaluate the bridging experience and site.

Both completed forms must be submitted to the practicum instructor by the end of the semester.

Satisfactory completion of the bridging experience is required for credit for CECP 6120.

All students in CECP 6120 are evaluated along two dimensions: The number of completed hours and their overall skill or competence in several areas. A copy of the evaluation form for CECP 6120 Counseling Practicum is available in the forms link on the Department Website.

##

## CECP 6130 FIELD PRACTICUM

Kalamazoo and Grand Rapids students should complete the following steps at the Center

for Counseling and Psychological Services (CCPS) where they completed CECP 6120. Students in Traverse City should request assistance from the Traverse City on site faculty member.

**Note: Clinical Supervision is a critical aspect of successful completion of the field**

**practicum. Please pay careful attention to supervision requirements described in the Field**

**Practicum guidelines for your program area. CACREP students must participate in one**

**hour of individual supervision and 1 ½ hours of group supervision per week for the**

**duration of the practicum. These hours will count toward the 600 required clock hours.**

**The weekly group supervision for CACREP students is provided at one of three locations: CCPS-Kalamazoo, CCPS-Grand Rapids, or the University Center in Traverse City.**

**Students will receive information on meeting times and for reserving places in**

**these groups, along with other CECP 6130 materials.**

STEPS TO SECURING A CECP 6130 FIELD PRACTICUM (INTERNSHIP)

**Begin the process of securing a CECP 6130 site at least one semester prior to the semester in which you plan to begin your internship. This will avoid last minute anxiety over incomplete paperwork and late registration. NOTE: students in school counseling who wish to start their internships in the fall should have everything in place the previous spring semester, before school personnel are away for the summer.**

STEP 1: Discuss with your academic advisor the nature and requirements of the field practicum in your specific CECP degree program option. If you have elected a specialty area (e.g., SPADA, Holistic Health, Marriage and Family), discuss these matters with your specialty area advisor as well. See the Guide Sheets for program options in the Master’s Handbook, available online from the CECP website. You might also want to identify some potential internship sites to discuss with your advisor, but at this point DO NOT make formal application to any sites until you have consulted with your advisor. **Before electing internship (CECP 6130), you will need to have ALL other program coursework completed;** discuss with your advisor any questions you may have about this.

Be sure you also discuss with your advisor the number of credit hours for which you will need to register for 6130 (refer to your permanent program of study). Most students register for a total of 4 credit hours for a 600 hour internship experience. This is typically completed by full-time work (40-42 hours per week) in one semester and registered for 4 credit hours, or part-time (minimum of 20 hours per week) across two semesters and registered for 2 credit hours each semester. Discuss any need for exceptions with your academic advisor. You will identify the total number of credit hours of 6130 that you will be taking and total number of semesters of internship on the Site Information form that you will complete, and your advisor will need to sign.

STEP 2: After consulting with your advisor, construct a list of sites to which you will apply. A list of potential sites is available through CCPS in Kalamazoo (KZ, 3341 Sangren) or Grand Rapids (GR, Room 2100, The Graduate Center – Downtown).

STEP 3: Begin by calling or writing to site internship coordinators to determine if the sites are accepting interns for the semester(s) in which you plan to complete your internship. A recommended approach is to ask about their application procedures and requested information (e.g., cover letter, resume), as well as specific information about intern activities and site expectations. Site policies and requirements can vary extensively; inquire about them up front and be prepared to comply with them if you ultimately elect to go to a site. You might also want to share with the site coordinator specific requirements you have as part of your program; see the Guide Sheet for your degree program option.

Send application materials to your prospective sites. A letter to the site should be specific and brief, addressed to the site internship coordinator, and indicate your interest in a placement there. You might want to consult with your advisor about format and content when you meet with him or her. Follow up after a reasonable time (about a week or two) with a telephone contact to be sure your materials were received, much as you would in searching for new employment.

**NOTE**: It would be in your best interest to apply to multiple sites rather than one at a time in order to increase your chances, but be sure to alert all other application sites once you have settled on one site so that they can consider other interns; do not withdraw from a site once you have made a commitment.

STEP 4: When you have been accepted by a site/sites and have a verbal agreement from a site coordinator, complete a 6130 Site Information Form and submit to the CECP Internship Coordinator at the location, either KZ or GR, where you plan to attend your on campus group supervision. For KZ, Site Information Forms may be acquired, and completed forms dropped off, in Room 3341 Sangren. For GR, blank forms may be acquired, and completed forms dropped off, in Room 2100, The Graduate Center – Downtown. Blank forms may also be found on the CECP website at <http://www.wmich.edu/cecp/student-resources/forms> On the form, you will provide information about you, your internship site(s) (e.g., name, contact person, supervisor), and registration preferences. The main form includes a place for one internship site; for multiple sites, include the additional sites form, one for each site. **The Site Information Forms must be signed by your advisor,** and need to be completed fully, accurately, and legibly. Incomplete or incorrect information may delay the placement process and internship registration.

STEP 5: Once your Site Information Form is received, the CECP Internship Coordinator will complete the necessary paperwork on behalf of the department and send it to your site(s) to obtain written confirmation of your acceptance as an intern. Included in the paperwork will be a cover letter, copy of your program option Guide Sheet(s), and the Site Acceptance Form.

**NOTE**: for students in Counseling Psychology, the LP supervisor of record will be asked to complete a separate form verifying number of hours of supervision he or she will provide monthly. Eight hours of supervision per month by a Licensed Psychologist (LP) are required by the Michigan Board of Psychology for the LLP license in Michigan; at least one hour per week of individual supervision must be provided by the LP internship supervisor of record associated with the site. The remaining hour per week is acquired by attending the weekly supervision on campus.

NOTE: for students in counselor education program options (clinical mental health counseling; college counseling; marriage, couple, and family counseling; and school counseling), site supervisors must have a minimum of a master’s degree in counseling or related profession with equivalent qualifications, including appropriate licenses and certifications; have at least two years of pertinent professional experience in the program area; and have relevant training in supervision.

STEP 6: After all of your sites have returned a Site Acceptance Form (and in the case of counseling psychology students, the Supervision Verification Form(s) is/have been returned), you will be registered for 6130 by the CECP Internship Coordinator and contacted about the section of 1.5 hour weekly group supervision on campus to which you have been assigned. Group supervision time assignments for Grand Rapids and Kalamazoo are handled differently:

In **Kalamazoo**, the supervision time is typically Wednesdays 4:30-7:30 p.m. Your supervision section will be one of the 1.5 hour portions of that block of time (i.e., 4:30-6:00 p.m. or 6:00-7:30 p.m.). You may indicate a preference for a particular section, **however**, you need to reserve the entire block of time (4:30 – 7:30 p.m.) and be available for either supervision assignment.

In **Grand Rapids**, all 6130 students are required to attend an orientation session that typically meets at 5:00 p.m. on the first Monday of each semester, in The Graduate Center – Downtown. At that meeting, students will be assigned to their on-campus group supervision time. These sessions are commonly from 3:30-5:00 p.m. or 5:00 -6:30 p.m.

**NOTE:** Once you have made a commitment to an internship site and filed the necessary paperwork, the CECP Internship Coordinator has received a commitment from a site in the form of a Site Acceptance Form, and you have been registered for 6130 by the CECP Internship Coordinator, you **MUST** keep your commitment to an internship site. Under no circumstances should you discontinue your arrangement or leave a site without notifying your advisor and the CECP Faculty Internship Coordinator and discussing the situation with those individuals.

STEP 7: Attend weekly group supervision starting with the first Wednesday of the semester in Kalamazoo and the first Monday of the semester in Grand Rapids in which you begin internship and continue until you have completed ALL of your internship hours.

**NOTE**: If you are a student in counseling psychology and are receiving all 8 of your LP supervision hours monthly at your internship site (and you will not be attending the weekly group supervision on campus), you **must** still attend the first meeting of group supervision at the beginning of each semester in which you are enrolled in internship. This will give you and the group supervisor on campus, the Instructor of Record with whom you are registered, an opportunity to check-in and you to hear about the requirements, expectations, and paperwork associated with internship.

You can begin working at your internship site(s) starting with the first official day of the semester in which you are enrolled, but **NOT** before. If a site wants you to begin orientation (or other non-clientele contact activities) before the first official day of the semester in which you are enrolled (and you are available to do so), you must FIRST contact your academic advisor and CECP Faculty Internship Coordinator for approval before agreeing to such an arrangement.

STEP 8: Meet internship site expectations and complete internship paperwork as required.

Goals: At the outset of the internship, if not before if requested by the site, meet with your site supervisor(s) and establish written goals for the internship. Your group supervisor on campus (Instructor of Record with whom you are registered) will have information about how to complete the goals and an example form. By the 3rd week of the semester, provide your goals form (one per site) to the group supervisor on campus. Once completed, **keep a copy** of your goals for your own records.

The following four (4) documents will need to be completed and turned in at the conclusion of your internship in order to get credit for CECP 6130: Log Summary Form, Weekly Log Summary (weekly tracking of hours), Certificate of Completion Form, and Student Evaluation of Site Form. The contents of your Log Summary Form and Weekly Log Summary documents represent an accounting of your time spent on internship and the activities in which you are engaged. The Certificate of Completion is your site supervisor's evaluation of your work in the field placement; your supervisor may attach additional sheets including a site specific evaluation form that is used. The fourth form is your own evaluation of the field placement site. Your group supervisor on campus (Instructor of Record) will provide information on how to complete these forms.

Each of these four forms (Log Summary, Weekly Log Summary, Certificate of Completion and Student Evaluation) should be completed for each internship site. These forms will eventually become part of your experiential file kept in the department, but you should **keep a copy** of these forms for your own records. It is good practice and is strongly recommended that you keep copies of all of these types of important forms that document your work throughout your professional career (including after graduation) for reference as part of future licensing applications.

Return the completed forms to your Instructor of Record (group supervisor on campus with whom you are registered) for CECP 6130 at:

 For Kalamazoo: For Grand Rapids:

“Instructor name” “Instructor name”
 Western Michigan University WMU Graduate Center – Downtown
 CECP – 5226 200 Ionia Street, SW
 1903 W Michigan Ave. Grand Rapids, MI 49503
 Kalamazoo, MI 49008

**NOTE**: If you complete your internship over more than one semester AND you are registered with two different on campus supervisors, it is YOUR responsibility to stay in contact with the supervisors and arrange to get your final paperwork to them for review. Do not rely on the group supervisor you finish with to pass the paperwork on to another group supervisor.

CECP 6130 FIELD PRACTICUM GUIDELINES

Following are the field practicum guidelines for each program option.

Clinical Mental Health Counseling

CECP 6130 Field Practicum
Guidelines for Students and Supervisors

The field practicum site for Clinical Mental Health Counseling students must have an organized mental health care program. Examples of appropriate placement sites include the following: Community mental health centers, substance abuse treatment facilities, child counseling clinics, family counseling centers, pastoral counseling settings or other human service related settings approved by the student’s advisor. Student experiences during the field practicum should include the application of appropriate individual, couple, family, group and systems modalities for counseling. The field practicum should allow for experiences in crisis intervention and brief, intermediate and long-term counseling approaches. The field practicum should also include opportunities for students to demonstrate the appropriate use of diagnostic tools, including the current edition of the *DSM*, the ability to conceptualize an accurate multiaxial diagnosis of disorders and discuss the differential diagnosis with collaborating mental health professionals, and the capacity to differentiate between diagnosis and developmentally appropriate reactions to crises, disasters, and other trauma-causing events. It is recommended that students seek placements where there are opportunities for inter-disciplinary collaboration among other mental health professionals. This option leads to licensure as a professional counselor.

The on-site supervisor must hold at least a master's degree in counseling or related field, have at least two years of related experience, have appropriate licenses and certifications, and have relevant training in counseling supervision. In exceptional cases where a Licensed Professional Counselor may not be available, students must work closely with their faculty advisor to make alternative supervision arrangements.

A minimum of six hundred (600) clock hours are required to complete the field practicum. A minimum of 240 of the 600 clock hours must be in direct service to clients, consumers, families and others appropriate to the program and setting. A minimum of 1 hour of individual supervision per week is required for students throughout the duration of the field practicum and is performed by the site supervisor. In addition, a minimum of one and one-half hours of weekly group supervision are required for the duration of internship. Group supervision is provided at one of three locations: CCPS-Kalamazoo, CCPS-Grand Rapids, or the University Center in Traverse City. Time spent in supervision also counts toward the total 600 hours and is categorized as indirect hours. Students should contact the internship coordinator for group supervision assignment.

By the end of the third week of the semester or session when enrollment occurs, students are encouraged to file a list of approved goals and objectives with their group supervisor on campus. Goals and objectives for the field practicum are to be agreeable and signed by the student and the site supervisor. Students shall maintain a log of field practicum activities including time spent in each activity. A summary of activities and time spent in each activity signed by the field practicum supervisor must accompany the field practicum supervisor’s evaluation. Field practicum supervisors are required to evaluate students on the form provided by the Department. The evaluation forms are specific to the student’s program area and will be provided to the site supervisor at the beginning of the semester. At a minimum, site supervisors should submit at least a final evaluation on each intern. The CECP Department encourages site supervisors to also complete a midterm evaluation using the same form. For a copy of the log and evaluation forms for your program area, please refer to the public document room in Tk20. Students are required to evaluate their field practicum upon completion in Tk20. The evaluations are to occur upon completion of 600 clock hours.

If students or supervisors have questions regarding any aspect of the field practicum during the time of assignment, please contact the CECP 6130 coordinator in Kalamazoo at (269) 387-5105, in Grand Rapids at (616) 771-4171, or in Traverse City at (231) 995-1846.

College Counseling
CECP 6130 Field Practicum
Guidelines for Students and Supervisors

 The site for the practicum can be a community college, a college or a university. The site must have an organized counseling program in order to provide students supervised experience in a variety of activities that a regularly employed staff member in the setting would be expected to perform.

 The on-site supervisor must hold at least a master's degree in counseling or related field, have at least two years of related experience, have appropriate licenses and certifications, and have relevant training in counseling supervision. In exceptional cases where a Licensed Professional Counselor may not be available, students must work closely with their faculty advisor to make alternative supervision arrangements.

A minimum of six hundred (600) clock hours are required to complete the field

practicum. A minimum of 240 of 600 clock hours must be in direct services to students, parents, instructors and others appropriate to the program and the setting.

A minimum of 1 hour of individual supervision per week is required for students throughout the field practicum and is provided by the site supervisor. In addition, a minimum of one and one-half hours of weekly group supervision are also required for the duration of your internship. Group supervision is provided at one of three locations; CCPS-Kalamazoo, CCPS-Grand Rapids, or the University Center in Traverse City. Time spent in supervision also counts toward the total 600 hours and is categorized as indirect hours. Contact the CCPS secretary to sign up for group supervision. By the end of the third week of the semester or session when enrollment occurs, students are encouraged to file a list of approved goals and objectives with their group supervisor on campus. Goals and objectives for the field practicum are to be agreeable and signed by the student and the site supervisor. Students shall maintain a log of field practicum activities including time spent in each activity. A summary of activities and time spent in each activity signed by the field practicum supervisor must accompany the field practicum supervisor’s evaluation. Field practicum supervisors are required to evaluate students on the form provided by the Department. The evaluation forms are specific to the student’s program area and will be provided to the site supervisor at the beginning of the semester. At a minimum, site supervisors should submit at least a final evaluation on each intern. The CECP Department encourages site supervisors to also complete a midterm evaluation using the same form. For a copy of the log and evaluation forms for your program area, please refer to the public document room in Tk20. Students are required to evaluate their field practicum upon completion in Tk20. The evaluations are to occur upon completion of 600 clock hours.

If students or supervisors have questions regarding any aspect of the field practicum during the time of assignment, please contact the CECP 6130 coordinator in Kalamazoo at (269) 387-5105, in Grand Rapids at (616) 771-4171, or in Traverse City at (231) 995-1846.

Marriage, Couple & Family Counseling
CECP 6130 Field Practicum
Guidelines for Students and Supervisors

The field practicum site for Marriage, Couple & Family Counseling students must have an organized mental health care program. Examples of appropriate placement sites include the following: community mental health centers, substance abuse treatment facilities, child counseling clinics, family counseling centers, pastoral counseling settings or other human service related settings approved by the student’s advisor. Student experiences during the field practicum should include the application of appropriate individual, couple, family, group and systems modalities for counseling. The field practicum should allow for experiences in crisis intervention and brief, intermediate and long-term counseling approaches.

The field practicum should also include opportunities for students to demonstrate the ability to apply family systems theory, assessment and therapy to a range of presenting issues and to modify counseling systems, theories, techniques, interventions, and preventive practices to make them culturally appropriate for diverse couples and families.

It is recommended that students seek placements where there are opportunities for inter-disciplinary collaboration among other mental health professionals. This program leads to licensure as a professional counselor and students may also choose to pursue licensure as a marriage and family therapist by meeting specific 6130 requirements listed below.

 The on-site supervisor must hold at least a master's degree in counseling or related field, have at least two years of related experience, have appropriate licenses and certifications, and have relevant training in counseling supervision. In exceptional cases where a Licensed Professional Counselor may not be available, students must work closely with their faculty advisor to make alternative supervision arrangements.

 A minimum of six hundred (600) clock hours are required to complete the field practicum. A minimum of 240 of the 600 clock hours must be in direct service to clients, consumers, families and others appropriate to the program and setting, and a minimum of 100 hours of the 240 direct hours should be couple, family or relational counseling. A minimum of 1 hour of individual supervision per week is required for students throughout the duration of the field practicum and is provided by the site supervisor. In addition, a minimum of one and one-half hours of weekly group supervision are required for the duration of internship. Group supervision is provided at one of three locations: CCPS-Kalamazoo, CCPS-Grand Rapids, or the University Center in Traverse City. Time spent in supervision also counts toward the total 600 hours and is categorized as indirect hours. Students who are planning to seek licensure as a marriage and family therapist in Michigan must do the internship over at least 8 consecutive months, accrue at least 300 direct client contact hours, of which half (150 hours) must be with couples or families, or subsystems of families and receive a minimum of one hour of supervision (on-site) plus weekly group supervision provided by WMU, for every five hours of direct client contact. The supervisor(s) must hold a full license as either an LMFT, LPC, LP or LMSW.

By the end of the third week of the semester or session when enrollment occurs, students are encouraged to file a list of approved goals and objectives with their group supervisor on campus. Goals and objectives for the field practicum are to be agreeable and signed by the student and the site supervisor. Students shall maintain a log of field practicum activities including time spent in each activity. A summary of activities and time spent in each activity signed by the field practicum supervisor must accompany the field practicum supervisor’s evaluation. Field practicum supervisors are required to evaluate students on the form provided by the Department. The evaluation forms are specific to the student’s program area and will be provided to the site supervisor at the beginning of the semester. At a minimum, site supervisors should submit at least a final evaluation on each intern. The CECP Department encourages site supervisors to also complete a midterm evaluation using the same form.

For a copy of the log and evaluation forms for your program area, please refer to the public document room in Tk20. Students are required to evaluate their field practicum upon completion in Tk20. The evaluations are to occur upon completion of 600 clock hours.

If students or supervisors have questions regarding any aspect of the field practicum during the time of assignment, please contact the CECP 6130 coordinator in Kalamazoo at (269) 387-5105, in Grand Rapids at (616) 771-4171, or in Traverse City at (231) 995-1846.

### School Counseling, K-12

CECP 6130 Field Practicum

Guidelines for Students and Supervisors

The school must have an organized school guidance and counseling program

in order to provide the student supervised experiences in a variety of activities that a regularly

employed staff member in the setting would be expected to perform. CECP 6130 (600 clock

hours) must be completed at the middle and high school level It is recommended that the students complete a minimum of 200 clock hours at each of these levels. Elementary experience is recommended however is not required.

The on-site supervisor of the student must hold at least a master’s degree in guidance and counseling or closely related field, have at least two years of related experience, have relevant training in counseling supervision and must be endorsed as a school counselor or hold the school counselor license from the Michigan Department of Education.

A minimum of six hundred (600) clock hours are required to complete the field practicum. A minimum of 240 of the 600 clock hours must be in direct service to students, parents, teachers and others appropriate to the program and the setting

A minimum of 1 hour of individual supervision per week is required for students throughout the field practicum and is provided by the site supervisor. Individual supervision is arranged through your on-site supervisor. In addition, a minimum of one and one-half hours of weekly group supervision are also required for the duration of your internship. Group supervision is provided at one of three locations; CCPS-Kalamazoo, CCPS-Grand Rapids, or the University Center in Traverse City. Time spent in supervision also counts toward the total 600 hours and is categorized as indirect hours.

By the end of the third week of the semester or session when enrollment occurs, students are encouraged to file a list of approved goals and objectives with their group supervisor on campus. Goals and objectives for the field practicum are to be agreeable and signed by the student and the site supervisor. Students shall maintain a log of field practicum activities including time spent in each activity.

A summary of activities and time spent in each activity signed by the field practicum supervisor must accompany the field practicum supervisor’s evaluation. Field practicum supervisors are required to evaluate students on the form provided by the Department. The evaluation forms are specific to the student’s program area and will be provided to the site supervisor at the beginning of the semester. At a minimum, site supervisors should submit at least a final evaluation on each intern. The CECP Department encourages site supervisors to also complete a midterm evaluation using the same form. For a copy of the log and evaluation forms for your program area, please refer to the public document room in Tk20. Students are required to evaluate their field practicum upon completion in Tk20. The evaluations are to occur upon completion of 600 clock hours.

If students or supervisors have questions regarding any aspect of the field practicum during the time of assignment, please contact the CECP 6130 coordinator in Kalamazoo at (269) 387-5105, in Grand Rapids at (616) 771-4171, or in Traverse City at (231) 995-1846.

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### Rehabilitation Counseling/Teaching

CECP 6130/BLS 7120

Guidelines for Students and Supervisors

The student engaged in the Rehabilitation Counseling/Teaching Internship is enrolled

concurrently in CECP 6130 (Field Experience in Rehabilitation Counseling) and BLS 7120 (Field Experience in Rehabilitation Teaching). The student must meet the requirements of both courses.

The internship student is expected to spend 600 hours at a rehabilitation facility or agency and participate in the provision of the full range of rehabilitation counseling and teaching services including intake, assessment, individual and group counseling, program planning, case load management, skill training, employer contracts, job placement, and post employment services. The student should also have the experience of participating in physician consultations, and client staffing. When possible, the student should have the opportunity to observe other counselors and teachers, and visit community agencies.

The Rehabilitation Counseling/Teaching Internship is an experience that integrates the services provided by a vocational rehabilitation counselor and a rehabilitation teacher. The internship therefore requires experiences in both areas of service. During the internship the student is required to keep a weekly log, which identifies the breakdown of experiences into direct counseling contact, direct teaching contact, administrative activities, and observations. Among the 600 clock hours, it is expected that the student will accumulate a minimum of 240 hours of direct contact counseling hours and 240 direct teaching hours.

While the separation of the internship into counseling and teaching areas may seem arbitrary, it is necessary for purposes of documenting hours for certification and licensure. It is expected however that much of the services provided in each area will overlap between counseling and teaching.

Students will work a full 40 hour work week for the 16 weeks of the academic semester inclusive of finals week. The student is expected to assume the regular schedule and responsibilities of a full time employee of the facility. The student will have a limit of three sick leave days beyond which missed hours will have to be made up. The student will abide by the internal, administrative, and/or fiscal matters of the facility.

The student will outline a list of learning objectives to be shared with the agency supervisor during the first week of the internship. During the second week the university supervisor will communicate with the student and the agency supervisor to review the plan and the responsibilities of both the student and the supervisor.

A document will be developed and signed by both parties that will state the activities in which the student will be involved including the time allocated for each activity. The activities should reflect the competencies expected of both the rehabilitation counselor and the rehabilitation teacher. Competencies for both practitioners are presented below:

It is expected that one supervisory meeting will be provided each week in both rehabilitation counseling and rehabilitation teaching. When the supervisor is dually prepared in both areas one supervisory meeting per week will suffice. Rehabilitation counseling supervision is typically provided by an experienced vocational rehabilitation counselor who has a master’s degree in rehabilitation counseling or a related field, is licensed (where available), and is certified as a rehabilitation counselor (CRC). A university faculty supervisor will be available to consult with the faculty field supervisor during the internship. Rehabilitation teaching supervision is provided by an experienced rehabilitation teacher ( 3 years of experience) who has a master’s degree in rehabilitation teaching, and is double AA certified in rehabilitation teaching by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER).

### Counseling Psychology

CECP 613 Field Practicum

Guidelines for Students and Supervisors

The site must provide mental health services in an inpatient or outpatient format.

Field practicum students should experience a variety of activities that a regularly

employed limited licensed psychologist would be expected to perform in that setting.

The on-site supervisor must currently hold a full license to practice psychology at

the independent level. In Michigan this person is a doctoral level, licensed psychologist.

The supervisor may be a staff member, full or part time, or a consultant to the site

selected.

A minimum of six hundred (600) clock hours are required to complete the field

practicum. Students must accrue the hours at a minimum of 20 hours per week in a

continuous pattern of contact. A minimum of 240 of the 600 hours must be direct services

to clients and others appropriate to the setting.

A minimum of 8 hours per month of in person supervision with a fully licensed psychologist is required. Of these 8 hours, a minimum of 1 hour per week must be in individual supervision. The remainder may be arranged to include individual and/or group supervision as appropriate to the student and the site. Additional supervision is recommended as needed and required by the site. Attendance at the weekly CECP 6130 group supervision sessions on campus with a licensed psychologist may be required to obtain the 8 hours per month of supervision with a fully licensed psychologist.

The site must provide interdisciplinary contact with other professionals, for

example, psychiatrists, social workers, nurses, professional counselors. Students should

experience a variety of clients with respect to presenting problems, diagnoses, age, socioeconomic status, race, gender, etc.

By the end of the third week of the semester or session when enrollment occurs,

students are required to file a list of approved goals and objectives with their academic

advisor. Goals and objectives for the field practicum are to be agreeable and signed by

the student and the field practicum supervisor.

Students shall maintain a log of field practicum activities including time spent in

each activity. A summary of activities and time spent in each activity signed by the field

practicum supervisor must accompany the field practicum supervisor’s evaluation. For a copy of the log and evaluation forms for your program area, please refer to the public document room in Tk20. Students are required to evaluate their field practicum upon completion in Tk20. Field practicum supervisors are required to evaluate students on the form provided by the Department. The evaluations are to occur upon the completion of 600 clock hours.

If students or supervisors have questions regarding any aspect of the field practicum

during the time of assignment, please contact the CECP 6130 coordinator in Kalamazoo at

(269) 387-5105, in Grand Rapids at (616) 771-4171, or in Traverse City at (231) 995-1846.

###  Specialty Program in Alcohol and Drug Abuse (SPADA)

CECP 6130 Field Practicum

Guidelines for Students completing SPADA elective study and Supervisors

In addition to meeting the basic requirements of the CECP 6130 experience of their MA program option, students integrating SPADA as elective study into their program would need to meet the following requirements as part of their CECP 6130 experience.

 Students must be enrolled in the SPADA program and have approval to enroll in the field practicum from their SPADA advisor and their Department advisor. The site selected must have an organized substance abuse program, including counseling services, and must be licensed by the State of Michigan’s Center for Substance Abuse Services. The student’s on-site supervisor must hold at least a master’s degree and must be a certified addictions counselor by the State of Michigan.

A minimum of six hundred (600) clock hours is required to complete the field practicum. A minimum of 240 of the 600 clock hours must be in direct services to clients and others appropriate to the program and setting. Time spent in supervision also counts toward the 600 hours.

 **Supervision for the experience must also meet the requirements of the student’s master’s degree program of study. Please refer to the CECP 6130 Field Practicum Guideline Sheet for the student’s master’s degree program of study.**

By the end of the third week of the semester or session when enrollment occurs, students are required to file a list of approved goals and objectives with their academic advisor and the SPADA advisor. Goals and objectives for the field practicum are to be agreeable and signed by the student and the field practicum supervisor.

Students shall maintain a log of field practicum activities including time spent in each

activity. A summary of activities and time spent in each activity signed by the field practicum

supervisor must accompany the field practicum supervisor’s evaluation.

Students are required to evaluate their field practicum on the form provided by the

Department. Field practicum supervisors are required to evaluate students on the form provided

by the Department. The evaluations are to occur upon the completion of 600 clock hours.

If students or supervisors have questions regarding any aspect of the field practicum

during the time of assignment, please contact the CECP 6130 coordinator in Kalamazoo at (269)387-5105, in Grand Rapids at (616) 771-4171, or in Traverse City at (231) 995-1846.

### Specialty Program in Holistic Health Care

CECP 6130 Field Practicum

Guidelines for Students completing Holistic Health Care elective study and Supervisors

In addition to meeting the basic requirements of the CECP 6130 experience of their MA program option, students integrating Holistic Health Care as elective study into their program would need to meet the following requirements as part of their CECP 6130 experience.

Students must be enrolled in the Holistic Health Care program and have approval to

enroll in the field practicum from their Holistic Health Care advisor and Department advisor. The Holistic Health Care program requires students to enroll in HOL 6700 (Professional Field Experience) for one credit hour. Students are required to complete 180 hours of their internship integrating a holistic perspective. Please contact the Holistic Health Care field practicum advisor for further information.

The site selected must have an organized Mental Health Care program, including

counseling services. The student’s on-site supervisor must hold at least a master’s degree and must be identified as providing mental health care services.

A minimum of six hundred (600) clock hours are required to complete the field

practicum. A minimum of 240 of the 600 clock hours must be in direct services to clients and

others appropriate to the program and setting. Time spent in supervision also counts toward the 600 hours.

**Supervision for the experience must also meet the requirements of the student’s master’s degree program of study. Please refer to the CECP 6130 Field Practicum Guideline Sheet for the student’s master’s degree program of study.**

By the end of the third week of the semester or session when enrollment occurs, students are required to file a list of approved goals and objectives with their academic advisor. Goals and objectives for the field practicum are to be agreeable and signed by the student and the field practicum supervisor.

Students shall maintain a log of field practicum activities including time spent in each

activity. A summary of activities and time spent in each activity signed by the field practicum

supervisor must accompany the field practicum supervisor’s evaluation.

Students are required to evaluate their field practicum on the form provided by the

Department. Field practicum supervisors are required to evaluate students on the form provided

by the Department. The evaluations are to occur upon the completion of 600 clock hours.

If students or supervisors have questions regarding any aspect of the field practicum

during the time of assignment, please contact the CECP 6130 coordinator in Kalamazoo at (269) 387-5105, in Grand Rapids at (616) 771-4171, or in Traverse City at (213) 995-1846.

## CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES

The Center for Counseling and Psychological Services (CCPS) provides service to

communities, and practical training and research opportunities for master’s students, doctoral

students and faculty. The Kalamazoo center on the main WMU campus is on the third floor of

Sangren Hall in room 3341. The Grand Rapids center is located downtown at 200 Ionia, SW. CCPS provides low-fee counseling for persons living in west Michigan and for university students on referral from Sindecuse Health Center Counseling Services. The Counseling Practicum (CECP 6120) is conducted in the Center. CCPS has audio and video equipped individual and group counseling rooms, which enhance practical training opportunities. CCPS is open 9-9 Monday through Thursday and 9-5 Friday.

## GRADUATE STUDENT ASSISTANTSHIPS

Graduate assistantships are awarded by each university department or unit to individual

students, and must be applied for in person, with each department chair or unit coordinator.

Graduate assistantships usually require 20 hours of work per week (for funding a full

assistantship) for which students are awarded a stipend. Certain programs have very specific

requirements for qualification and should be investigated with the department or other unit

directly.

## INFORMATION UPDATE

If you change your name, address and/or telephone number, please contact the CECP office at 269-387-5100. We need your current telephone number should we need to contact you if a class session is cancelled, as well as for other reasons. Also, inform the Registrar’s Office at 269-387-4300 of these changes. In addition, log onto your GoWMU account, click on the View/Update My Personal Information link on the left-hand Student Home Tab, and update your information.

## ANNUAL AWARDS RECEPTION

An Awards Reception is held in April of each year. The afternoon provides a time to enjoy socializing and a chance to honor colleagues for their accomplishments. Following is a brief description of each of the awards and their criteria. Applications for the CECP Alumni/Alumnae Scholarship are available in the College of Education, Office of the Dean. CECP faculty make nominations for the remaining awards.

##

## AWARDS AND SCHOLARSHIPS

 **\*The Robert and Diane Betz Award for Doctoral Studies
in Counselor Education and Counseling Psychology**

The Robert and Diane Betz Award for Doctoral Studies in Counselor Education and Counseling

Psychology Award is given to recognize and honor an outstanding doctoral student in Counselor Education and an outstanding doctoral student in Counseling Psychology. In 2000, Dr. Robert L. Betz retired from an outstanding career on the Western Michigan University faculty that spanned five decades. During his tenure at Western, Dr. Betz served as the first Director of the Center for Counseling and Psychological Services, the training laboratory/clinic for CECP master’s and doctoral degree students. He chaired the doctoral dissertation of the first person to receive a doctoral degree from Western in 1968 and continued by chairing an additional 56 committees during his career. Dr. Betz also made significant contributions to the profession through publications, grants, technical reports, workshops and consultation with a wide range of organization. His peers recognized his work by honoring him with a number of special awards throughout his career.

**Eligibility**: All currently enrolled doctoral students in counselor education and counseling

psychology. **Form of Recognition**: Plaque and monetary award.

 **Kenneth Bullmer Scholarship for Doctoral Studies
in Counseling Psychology**

The Kenneth Bullmer endowed scholarship is awarded annually to a full-time graduate student in the counseling psychology doctoral program. The award is based on merit and the recipient must have minimum GPA of 3.5. Dr. Bullmer served on the faculty from 1970 to 1993 and was known for his work in human sexuality and marital and sex therapy. He authored “The Art of Empathy” which was translated into several languages. During his 23 years of service, Dr. Bullmer helped initiate WMU’s counseling psychology program.

**Eligibility**: Current students admitted to the counseling psychology doctoral program.

 **The CECP Alumni/Alumnae Scholarship**

The Department of Counselor Education and Counseling Psychology awards scholarships to two Counselor Education and Counseling Psychology students annually. One award is granted to a master's level student, and the other is granted to a doctoral level student. Recipients are selected on the basis of demonstrated performance goals, community service, and financial need. Recipients must also hold and maintain a minimum GPA of 3.0. These scholarships are made possible by generous donations from department alumni/alumnae and faculty.

**Eligibility**: All currently enrolled master's and doctoral students. **Form of Recognition**: Monetary award.

**Dr. James M. Croteau Memorial Scholarship**

Dr. James Croteau served as a faculty member in the Department of Counselor Education Counseling Psychology from 1990 to 2016. He was recognized by colleagues and students as an excellent professor, mentor and scholar. His scholarship reflected a long-term career focus and emphasis on issues critical to lesbian, gay, bisexual and transgender (LGBT) people; and made a significant difference in the counseling profession by enhancing research and understanding for this population. Dr. Croteau was a Fellow of the American Psychological Association (APA) and the recipient of several national awards from APA for his contributions to LGBT studies and services. In 2010, Dr. Croteau was recognized as the nation’s most productive scholar in counseling psychology in the area of LGBT studies. The Dr. James M. Croteau Memorial Scholarship is intended help continue his legacy by recognizing and supporting students who have a demonstrated commitment to LGBT studies and/or issues related to sexual orientation, race, diversity, inclusion and social justice. Annual award recipients are incoming or current Master’s or doctoral students in Counselor Education or Counseling Psychology at Western

Michigan University.

**Dr. Lonnie Earl Duncan Memorial Scholarship Award**

The Dr. Lonnie Earl Duncan Memorial Scholarship Award celebrates the legacy of Dr. Duncan, a native of Flint, Michigan, and associate professor of counselor education and counseling psychology at Western Michigan University who passed away on January 1, 2014. Dr. Duncan was Co-Training Director of the counseling psychology doctoral program. He was known for his passion for social justice, diversity and inclusion, issues related to African American males, and literacy. A faculty member at WMU since 2000, Dr. Duncan was licensed as a psychologist in Michigan and, in addition to teaching, worked as a psychological supervisor for professionals in the community. He was highly regarded in the profession and the recipient of numerous prestigious awards including the Griselda Daniel Award by WMU's Graduate Students of Color for his commitment to diversity and inclusion in 2009, the Trailblazer Award from the College of Education and Human Development in 2011, and the Excellence in Diversity Award in 2013 for the work he did to strengthen and enhance the department's focus on multiculturalism and recruitment of students from historically black colleges and universities to WMU's graduate programs. Furthermore, Dr. Duncan received national recognition for his work in mental health treatment with racial minorities, including on such topics as help-seeking, assessment, treatment, training and supervision. The Dr. Lonnie Earl Duncan Memorial Scholarship Award supports a student pursuing a graduate degree in Counselor Education/Counseling Psychology. Dr. Duncan’s wife, Yolanda, and family are proud to honor his legacy with this award.

***\*Alan and Kristin Hovestadt Outstanding Student in Marriage and Family Therapy Award***

The Alan and Kristin Hovestadt Outstanding Student in Marriage and Family Therapy Award recognizes and honors an outstanding student in couple and family therapy. The recipient will have demonstrated potential for excellence in the profession and practice of MFT and be someone who seeks to expand delivery of culturally competent clinical services to underserved populations. Dr. Hovestadt has been employed by Western Michigan University since 1985 and has been instrumental in developing academic programs in couple and family therapy during his tenure. He is nationally and internationally recognized for his long-standing contributions to the advancement of marriage and family therapy receiving awards from his peers in the American Counseling Association, International Association for Marriage and Family Counselors and American Association for Marriage and Family Therapy.

**Eligibility:** Current students admitted to study in Marriage, Couple and Family Counseling/Therapy.

**\*The Arthur and Margaret Manske Outstanding Master's Student in
School Counseling Award**

The Arthur and Margaret Manske Outstanding Master's Student in School Counseling Award is

given to recognize and honor outstanding master's degree students in school counseling who have demonstrated potential for excellence in the profession. Dr. Arthur Manske was the first counselor educator to be hired in the College of Education. He served as the coordinator of the counselor education program from 1943 until 1964, and was very active in the field of school counseling and guidance. This endowed award was first given in 1975 upon the occasion of Dr. Manske's retirement. His friends and colleagues established the award to recognize Dr. Manske's significant leadership in school counseling.

**Eligibility**: All currently enrolled school counseling students and persons who have completed

their degree within the last calendar year. **Form of Recognition**: Plaque and monetary award.

**Joseph R. Morris Award for Outstanding Contributions to
Multicultural Counseling and Psychology**

Dr. Joseph R. Morris was the first African American tenure track faculty member in the Department of Counselor Education and Development. As Director of Training for the doctoral program in Counseling Psychology, he led major program revisions including the shift from practitioner to scientist-practitioner model of training and the change in the terminal degree for the department from Ed.D. to Ph.D. The result of his work led to the initial American Psychological Association (APA) accreditation for the program. He established multiculturalism as a cornerstone of the department by emphasizing the importance of diversity and inclusion in all aspects of department life. As department chair, he expanded department course offerings in Battle Creek and Grand Rapids while opening Traverse City as a site for CECP classes. He also played a pivotal role in establishing the Center for Counseling and Psychological Services in Grand Rapids (CCPS-GR) which enabled students to earn an entire master’s degree in Grand Rapids. His leadership and work in the recruitment and retention of minority faculty and students led to the department receiving the Richard Suinn Award (2008). The Suinn Award is given annually by APA to doctoral programs committed to cultural diversity in all phases of departmental activity including diversifying faculty and excellence in the recruitment, retention and graduation of ethnic minority students. He is known for scholarship on topics related to supervision, consultation, race and health psychology as well as consultations to a broad range of organizations and groups. Dr. Morris also served in a number of leadership roles at the national, regional and state level for the American Counseling Association and the American Psychological Association.

Eligibility: Current students admitted to study in Ph.D program in Counseling Psychology.

**Outstanding Alumni Award**

The Outstanding Alumni Award is given to recognize and honor outstanding alumni/alumnae who have distinguished themselves in the private sector or through public service. The importance of impacting the world outside the university has been valued in the department since its inception. The first Board appointed Head of Counselor Education, William D. Martinson, exemplified this perspective by his professional contributions to the Peace Corps, Upward Bound, and his innovative approach to delivering guidance services to rural areas. Recipients of the Outstanding Alumni Award will have made significant contributions to human services through organizational and/or professional association leadership, scholarship, research, teaching or direct service to client populations.

**Eligibility**: All departmental alumni. **Form of Recognition**: Plaque.

**Outstanding Doctoral Student in Counseling Psychology Award**

The Outstanding Doctoral Student in Counseling Psychology Award is given to recognize and

honor outstanding doctoral students in the Counseling Psychology program. This award was first given in honor of Dr. Kenneth B. Engle upon his retirement from the department. Dr. Engle was a faculty member in the department from 1961-1977, and unit coordinator from 1964-1968. He facilitated development of specialist and doctoral degrees in counseling and worked tirelessly to achieve state and national recognition for the department. Recipients of this award will have demonstrated potential for excellence in counseling psychology through teaching, scholarship and/or professional service.

**Eligibility**: All currently enrolled doctoral students in counseling psychology and persons who

have completed their degree within the last calendar year. **Form of Recognition**: Plaque and monetary award.

**Outstanding Master's Student in
Counselor Education and Counseling Psychology Award**

The Outstanding Master's Student in Counselor Education and Counseling Psychology Award is given to recognize and honor outstanding CECP master's degree students. Over the years, this

award has been given in the names of George Hilliard, Marcia and Gil Mazer, and Lynn Becker. Dr. George Hilliard served WMU for 36 years in a variety of roles including Director of the Student Counseling Bureau, Head of the Education Department and Director of the Division of Personnel and Guidance. Dr. Gil Mazer served WMU as a faculty member for 22 years. His wife Marcia was well known in the department as one of those rare individuals that everyone found easy to talk to and confide in. Dr. Mazer and many of Marcia's friends wished to honor her memory by encouraging and supporting students who mirror her caring concern for others. Lynn Becker was one of the early non-traditional female doctoral students in the department. She was valued for her active involvement in the department as well as her work as a psychologist at the VA Hospital in Battle Creek. Friends and colleagues wished to honor her memory by encouraging and supporting non-traditional female students with interests in women's issues.

In the spirit of Dr. Hillard, the Outstanding Master's Student in Counselor Education and

Counseling Psychology award is intended to honor a promising new professional in the field of

counselor education and counseling psychology. Recipients of this award may demonstrate

excellence or professional promise in a variety of ways including scholarship, practice and public service activities. In honor of Lynn Becker and Marcia Mazer, we also seek opportunities to recognize non-traditional female students and students who exemplify "compassion, altruism and helpfulness" toward others.

**Eligibility**: All currently enrolled master's students and persons who have completed their degree within the last calendar year. **Form of Recognition**: Plaque and monetary award.

**\*Thelma M. Urbick Outstanding Doctoral Student in Counselor Education Award**

The Outstanding Doctoral Student in Counselor Education Award is given to recognize and honor outstanding doctoral students in the Counselor Education program. This award was first given in honor of Dr. Thelma Urbick upon her retirement from the department. Dr. Urbick was the first full time female faculty member hired in the department. She was known for her professional dedication at local, state and national levels. Over the course of her career, she served in many roles including teacher, advisor, researcher and consultant. She was especially passionate about teaching and cared deeply about students. Recipients of this award will have demonstrated potential for excellence in counselor education through teaching, scholarship and/or professional service.

**Eligibility**: All currently enrolled doctoral students in counselor education and persons who have completed their degree within the last calendar year. **Form of Recognition**: Plaque and monetary award.

**William R. Wiener Outstanding Student in Rehabilitation
Counseling/Teaching and Rehabilitation Counseling Award**

The William R. Wiener Outstanding Student in Rehabilitation Counseling/Teaching and Rehabilitation Counseling Award recognizes and honors an outstanding student in the Rehabilitation Counseling/Teaching and Rehabilitation Counseling programs. The recipient will have demonstrated a commitment to advancing employment outcomes of persons with blindness and low vision or other disabilities; and, the practice of rehabilitation counseling.

During Dr. Wiener’s tenure at Western Michigan University as Chairperson in the Department of Blindness and Low Vision Studies and as the Dean of the Graduate College, Dr. Wiener was instrumental in developing the joint rehabilitation counseling/teaching program in conjunction with the Department of Counselor Education and Counseling Psychology. He has demonstrated a lifelong commitment to preparing blindness and low vision services personnel as evidence by over 50 publications and two edited books, one of which includes the noteworthy *Foundations of Orientation and Mobility* textbook. Dr. Wiener has also served as Dean of the Graduate School and Vice Provost for Research at Marquette University, and as Dean of the Graduate School at the University of North Carolina at Greensboro. His many contributions and accomplishments are nationally recognized through the Lawrence E. Blaha Award, and the Newcomer-Hill Award from the Orientation and Mobility Division of the Association for Education and Rehabilitation of the Blind and Visually Impaired. He has also received the Migel Award from the American Foundation for the Blind. Dr. Wiener currently serves as the Brenda Brodie Endowed Chair and Professor at the North Carolina Central University training program in Visual Impairment.

\*These awards are endowed awards.

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## LICENSING

The State of Michigan credentials a number of distinct kinds of master’s level mental health practitioners. Degree programs within the Department of Counselor Education and Counseling Psychology are designed to meet licensure/certification requirements appropriate to their corresponding profession. The licensure/certification boards rely on educational institutions to verify that applicants for licensure/certification have met necessary educational requirements. The department certifies eligibility for licensure based on program requirements as outlined in department curriculum guides. The department will not certify individuals for

licensure/certification if department requirements for the relevant degree program have not been met. The department does not encourage dual licensure. Consult with an advisor to obtain copies of additional more specific department certification/licensure endorsement policies.

The following information included here on licensing refers to the licensing laws and rules in Michigan only. Licenses/certificates are granted by the State of Michigan and applications must be initiated by individuals. Persons wishing to be licensed or regulated in other states should secure the licensing laws and rules in those states. Links to (a) the American Counseling Association (ACA) webpage that contains links to each of the state professional counselor licensure boards and each of the state school counselor certification/licensure agencies, (b) the Northamerican Association of Master’s in Psychology Licensure Information page which provides a listing of states that offer some type of licensure recognition for master’s in psychology, and (c) the Association of State and Provincial Psychology Boards (ASPBB) Licensing Boards Contact Information page, which provides links to each of the state psychology licensing boards, may be found on the CECP Student Resources webpage at <http://www.wmich.edu/cecp/student-resources/licensure-certification> Information concerning the exact requirements for a professional license in a specific state should be obtained directly from the licensing board in the state and carefully reviewed.

For more information or an application for licensure as a counselor, psychologist or marriage and family therapist in Michigan, contact: Board of Psychology/ Board of Counseling/Board of Marriage and Family Therapy, Michigan Department of Licensing and Regulatory Affairs, P.O. Box 30670, Lansing, MI 48909, (517) 335-0918. Links to each of these licensing Boards in Michigan may also be found on the CECP Student Resources webpage at <http://www.wmich.edu/cecp/student-resources/licensure-certification>

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### Licensed Professional Counselor

The clinical mental health counseling, college counseling, marriage, couple & family counseling, school counseling, and rehabilitation counseling and rehabilitation counseling/teaching programs meet academic requirements for a license as a Licensed Professional Counselor (LPC).

Passage of the National Certified Counselor Examination is also required for licensure.

The examination is administered by National Board for Certified Counselors (NBCC), 3-D

Terrace Way, Greensboro, NC 27403; [www.nbcc.org](http://www.nbcc.org) After taking the examination, the examinee must request the scores be sent to the Michigan Board of Counseling. Persons who pass the National Counselor Examination (and graduate from a CACREP accredited program) are eligible to become National Certified Counselors.

A limited license will be granted after receiving a master’s degree. To complete

requirements for an LPC, 3000 hours of additional post-master’s experience over no less than 2

years and under the supervision of an LPC who has training in supervision must be successfully completed.

### Limited License Psychologist

To become eligible for a Limited License as a Psychologist (LLP) you must complete the counseling psychology program, which meets the educational requirements of the psychology law for the Master’s Educational Limited License (TLLP)in Michigan, At the completion of the master’s degree, graduates may apply for a temporary limited license as a psychologist (TLLP)from the State of Michigan. This temporary license must be obtained prior to beginning post-master’s degree experience. A TLLP must complete at least 2,000 hours of supervised post-degree psychology experience in an organized healthcare setting under the supervision of a fully licensed psychology. A permanent Limited License as a Psychologist may be granted by the state of Michigan after the 2,000 hours of experience under the supervision of a fully licensed psychologist is completed and after the applicant obtains a passing score on the Examination for the Professional Practice in Psychology (EPPP) of the Association of State and Provincial Psychology Boards (ASPPB). Information about the EPPP examination may be found at: http://www.asppb.net/indexe9a3.html?page=EPPPContact

Students are advised not to apply for their temporary limited license until they have arranged for their supervised experience.

**The recommended approach to licensure for counseling psychology MA graduates is: 1) apply for the TLLP, 2) complete the required 2000 hours of supervised post-MA practice, and 3) take the EPPP ONLY AFTER completing the 2000 hours of supervised practice. Once the EPPP is passed students are eligible to apply for the LLP. Details concerning the rationale for this recommended approach follow.**

Effective 2017 a Temporary Limited License as a Psychologist (TLLP) in Michigan is valid for 18 months, cannot be renewed, and is null and void immediately upon a licensee taking the EPPP and failing to obtain a passing score. A person may only apply to receive a Limited License as a Psychologist (LLP) if he/she meets all requirements, including, but not limited to, passing the exam and having obtained the required supervised hours. If a TLLP fails the EPPP before completing their 2000 hours of supervised experience, their TLLP license will be revoked and may not be reissued by the Michigan Department of Licensing and Regulatory Affairs (LARA).  If the TLLP is revoked before the individual has their 2000 hours of supervised experience completed this would prevent a person from ever obtaining the LLP if the EPPP is failed prior to having competed their 2000 hours as a TLLP.

From the information currently published by LARA, it appears the best way to ensure being able to proceed in obtaining the LLP is for a TLLP to complete their 2000 hours of experience as a TLLP first, before initially taking the EPPP. If the TLLP then does not pass the EPPP on the first attempt, they at least have their 2000 hours of supervised experience completed.  If they then pass the EPPP on a subsequent attempt, they should be eligible for the LLP. At least, this appears to be current situation in Michigan based on the information published by LARA in 2017 on the psychology licensing application form.  The link to the Michigan Psychology Licensing Board with additional information and application forms for TLLP and LLPs is: http://www.michigan.gov/lara/0,4601,7-154-72600\_72603\_27529\_27552---,00.html

Individuals with questions are encouraged to contact LARA directly. LARA is the authority within the state of Michigan which decides license questions according the public health code and administrative rules. Contact information for LARA is:

Bureau of Professional Licensing
PO Box 30670 ● Lansing, MI 48909
Telephone: (517) 335-0918
www.michigan.gov/bpl
BPLHelp@michigan.gov

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### Licensed Marriage and Family Therapist

The State of Michigan licenses Marriage and Family Therapists to practice independently. The Master of Arts in Counselor Education: Marriage, Couple and Family Counseling is designed to meet the academic guidelines for Licensure as a Professional Counselor (LPC) in Michigan. The curriculum is also designed to meet the academic guidelines for Licensure as a Marriage and Family Therapist (LMFT) in Michigan. LMFT internship requires 8 continuous months duration and accruing a total of 300 direct client contact hours, with half (150 hours) with couples or families or subsystems of families, and receive a minimum of one hour of supervision (on-site) plus weekly group supervision provided by WMU, with a minimum total of 60 hours of supervision, i.e. 1 hour of supervision for every 5 hours of direct client contact. For the aforementioned pre-degree internship the supervisor(s) must hold a full license as either an LMFT, LPC, LP or LMSW.

Additional post-degree requirements for licensure as a marriage and family therapist include passage of the LMFT exam and post-master’s supervised experience of 1,000 clinical direct client contact hours (500 of which must be with couples or families) under the supervision of an LMFT.

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### Credentialing of Michigan School Counselors

There are two routes available to becoming a Michigan public school counselor.

1. Endorsement on a current, valid Michigan Teaching Certificate. This route has been in

existence since 1971 and follows the Endorsement of Teachers as Counselors rules adopted by

the Michigan State Board of Education (elementary [K-8], secondary [6-12], or K-12 levels of endorsement).

A. Most Michigan colleges and universities require completion of a master's degree

(or equivalent) in school counseling.

B. Out-of-state institutions may have programs that are less than a master's degree.

2. School Counselor License (K-12 only). This route became available in 2000 as a result of the passage of Public Act (P.A.) 288. It was designed for those persons who do not hold Michigan Teaching Certificates.

A. A master's degree (or its equivalent) in school counseling is mandatory. Most

Michigan colleges and universities are requiring a master's degree PLUS

additional related course work in education.

B. This credential is also available to persons who have been employed as school

counselors in states other than Michigan for 5 of the previous 7 years.

In addition to the requirements listed above, all persons who seek to become school

counselors in the public schools of Michigan must (a) pass the Michigan Test for Teacher Certification (MTTC Test #51, Guidance Counselor), (b) be recommended by a sponsoring institution of higher education, and (c) pass a criminal background check. Continuing education is mandatory in order to maintain these credentials.

A Preliminary Employment Authorization to work as a School Counselor credential is also available for those persons nearing the end of their master's (or equivalent) degree. This credential permits school counselors to be employed before the completion of all required course work. Students must complete all required courses except the field practicum to be recommended for preliminary authorization for employment.

School counseling options in the CECP Department meet academic requirements for (1)

endorsement as a school counselor at the K-12 level, or (2) the school counselor license at the K-12 level students completing the school counseling program option may also be eligible to become Licensed Professional Counselors.

Following completion of a master's degree, school counselor candidates must complete the Request for School Counselor Credential form and submit to the CEHD Teacher Certification and Administrator Office. Request for School Counselor Credential forms

 are available on-line at http://www.wmich.edu/teachercertification Students seeking school counselor licensure should consult their advisors for procedures. Passage of the Michigan Test for Teacher Certification (MTTC Test #51, Guidance Counselor) is required. : Registration material and additional information about the MTTC subject test are available at:

<http://www.mttc.nesinc.com/MI_testinfo.asp?t=051>

Questions related to the certification process may be directed to the

Teacher and Administrator Certification Office

2421 Sangren Hall

Kalamazoo, MI 49008

(269) 387-3473

coe-certification@wmich.edu

Michigan Department of Education

P.O. Box 3008

Lansing, Michigan 48909
Support desk email: MOECSSupport@michigan.gov
Support desk phone number: 517-373-3310

##  PROFESSIONAL ORGANIZATIONS

The CECP department encourages students to obtain membership or affiliation in the appropriate professional associations available at national, state, and local levels. Affiliation with these groups can enhance one’s professional development as well as provide important information and networking possibilities. Links to professional organizations may be found on the CECP Professional Organizations webpage at <http://www.wmich.edu/cecp/student-resources/professional> Please note that the following information given is subject to change.

### National Organizations

**American Counseling Association (ACA)**

5999 Stevenson Avenue

Alexandria, VA 22304-3300

(800) 347-6647 or (703) 823-9800

Student membership includes subscriptions to the *Journal of Counseling and Development*, and *Counseling Today*, competitive insurance programs and rates as well as discounts on publications, video and audiotapes, and conferences that are offered.

The American Counseling Association is the national organization for those holding interest in

counseling and human development. Divisions are available for counselors with special interests, e.g., group work, school counseling, multicultural counseling, college counseling, etc.

**American Psychological Association (APA)**

Membership Office

750 First Street, NE

Washington DC 20002-4242

(202) 336-5500

Student affiliation includes subscriptions to American Psychologist, APA Monitor, and a credit

toward a subscription to another publication chosen from the APA’s wide array of specialty journals. Affiliates are offered reduced rates on APA journals and books, discounts for the APA Annual Convention, health insurance programs, and are automatic enrollment in the American Psychological Association of Graduate Students.

The American Psychological Association is the primary national organization for psychologists and those holding psychological interests. Over 50 divisions are also available for members with a special interest in counseling psychology, consulting psychology, family therapy, career

development, etc..

**American Rehabilitation Counseling Association (ARCA)**

5999 Stevenson Ave.

Alexandria, VA 22304

(703) 620-4404.

ARCA, a division of the American Counseling Association, is an organization of professional

rehabilitation counselors and others concerned with improving the lives of persons with disabilities.

**National Association of Rehabilitation Counseling (NARCA)**

PO Box 4480
Manassas, VA 22110-4719
(703) 361-2077.

NARCA, a division of the National Rehabilitation Association, is an organization of professional rehabilitation counselors and others concerned with improving the lives of persons with disabilities.

**American Association for Marriage and Family Therapy (AAMFT)**

112 South Alfred Street,

Alexandria, VA 22314.

(703) 838-9808;

Website: www.aamft.org

Affiliate membership is available for members of allied professions or for those who are interested in the field of marriage and family therapy. Members receive the Journal of Marital and Family Therapy, the newspaper, Family Therapy News, and discounts on conferences, videotapes, books, and audiotapes.

**International Association of Marriage and Family Counselors (IAMFC)**IAMFC, a division of ACA,  is an organization that promotes excellence in the practice of couples and family counseling by creating and disseminating first-class publications (e.g., The Family Journal) and media products, providing a forum for exploration of family-related issues, involving a diverse group of dedicated professionals in our activities, and emphasizing collaborative efforts. [**http://www.iamfconline.com/**](http://www.iamfconline.com/)

### State Organizations

**Michigan Counseling Association (MCA)**

[www.michigancounselingassociation.com](http://www.michigancounselingassociation.com)

The Michigan Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession.
Founded in 1965, MCA is the state's largest association exclusively representing professional counselors in various practice settings.  By providing leadership training, publications, continuing education opportunities, and advocacy services for all members, MCA helps counseling professionals develop their skills and expand their knowledge base.

**Michigan Psychological Association (MPA)**

2105 University Park Dr. Suite C-1

Okemos, MI 48864

(517) 347-1885

FAX: (517) 347-1896

Student affiliation includes a subscription to the newsletter, the Michigan Psychologist.

Additionally, the MPA offers conferences and continuing education.

**Michigan Association for Marriage and Family Therapy (MAM FT)**

33228 W. 12 Mile Rd, #206

Farmington Hills, MI 48334

Phone: (248) 763-6537

mamftmi@yahoo.com

[www.michiganfamilytherapy.org](http://www.michiganfamilytherapy.org)

Student membership with AAMFT automatically results in membership with MAMFT. This division of AAMFT offers an annual spring conference, publishes a quarterly newsletter, and coordinates legislative and advocacy efforts in Michigan.

**Michigan AER (MAER)**

Susan Langendonk

Hill Vocational Center
Lansing School District

5X 15 Wise Road

Lansing, MI 48911
(517) 325-6959

A state chapter of the Association for Education and Rehabilitation of the Blind and Visually

Impaired (AER).

Michigan Association of Professional Psychologists

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|  |
| Beck Office Plaza28435 Beck RoadSuite 406Wixom, MI 48393-4745(248) 869-0065 |

The Michigan Association of Professional Psychologist's goal is to represent the professional and business interests of all master-level licensed psychologists in the state of Michigan. The association advocates for their professional recognition and promotes parity with other mental health professionals while working to ensure that the people of Michigan receive the best quality of mental health services available

**Michigan School Counselor Association (MSCA)**

Email: msca1964@gmail.com

<http://www.michiganschoolcounselor.org/>

The Michigan School Counselor Association seeks to promote academic excellence in professional school counseling by strengthening the identity and competencies of professional school counselors so that they may more effectively serve their constituents

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## FACULTY

 DEPARTMENT CHAIR

PATRICK H. MUNLEY, Ph.D., M.A., University of Maryland; B.S., Seton Hall University.

Professor. Licensed Professional Counselor, Licensed Psychologist, and Board Certified in Counseling Psychology, American Board of Professional Psychology. Professional interests: counseling, measurement and assessment, training, professional issues and ethics.

DEPARTMENT FACULTY

CARLA R. ADKISON-JOHNSON, Ph.D., Kent State University; M.S., University of Dayton;

B.S., University of Akron. Professor. Licensed Professional Counselor, Chi Sigma Iota Advisor. Professional interests: Clinical Counseling, Faculty Development, Child Rearing Practices and Parenting, African American Women and Mental Health.

MARY L. ANDERSON, Ph.D., M.A.,Oakland University; B.A. Western Michigan University. Associate Professor. Licensed Professional Counselor; National Certified Counselor. Professional interests: Counselor supervision, school counseling and advocacy, theory and practice of counseling, life/work transitions, and spirituality in counseling.

MARY Z. ANDERSON, Ph.D., M.S., B.S., University of Illinois. Professor and Training Director of the Counseling Psychology Doctoral Program. Licensed Psychologist. Professional interests: counseling process and outcome, counselor development, career development, measurement and assessment.

SAMUEL BEASLEY, PhD. University of Texas at Austin. Assistant Professor. Professional interests: Predictors of academic outcomes among Black college students and Men of color in the professional psychology pipeline.

STEPHANIE T. BURNS, Ph.D. Kent State University. Assistant Professor. Licensed Professional Counselor, National Certified counselor. Professional interests: Psychometrics of career interest inventories, career counseling, post-modern counseling approaches, chronic pain, creativity, empathic responding, client outcomes, assessment, professional advocacy, and professional advocacy, and professional identity.

STEPHEN E. CRAIG, Ph.D., University of North Texas; M.S., Texas A&M University at

Commerce; B.A., Texas Tech University. Professor and Unit Director Counselor Education. Licensed Professional Counselor. Professional interests: Adlerian psychology and its application to clinical supervision, contributing factors to child/adolescent social interest development, doctoral preparation in counselor education and the role of the advisory working alliance.

JENNIFER M. FOSTER, PhD. University of Central Florida. Assistant Professor. Licensed Mental Health Counselor, Professional School Counselor, Professional Interests: the developmental impact of childhood trauma, children's mental health, counselor training, wellness and spirituality.

KELLEY HOLLADAY, PhD. University of Central Florida. Faculty Specialist. Licensed Mental Health Counselor, Professional Interests: trauma and addiction among indivdiuals, families, and young adults.

ALAN J. HOVESTADT, Ed.D., M.A., B.S., Northern Illinois University. Professor. Licensed Marriage and Family Therapist, Licensed Professional Counselor. Professional interests: counseling psychology theory and practice, family therapy, family of origin therapy, research in intergenerational transmission processes, alexithymia, rural mental health, and professional issues and ethics.

PHILLIP D. JOHNSON, Ph.D., M.A., New York University; B.A., Virginia Union University.

Assistant Professor and Coordinator of College Counseling. Licensed Professional Counselor. Professional interests: Humanistic theory and the African American experience, oppression and liberation, spiritual transformation, and philosophical approaches to psychology and psychotherapy.

KELLY A. MCDONNELL, Ph.D., M.S., Indiana University; B. A., Franklin and Marshall

College. Professor and Director of the Center for Counseling and Psychological Services-Kalamazoo. Professional interests: counseling process and outcome, group work and group leader development, supervision and domestic violence issues.

JERRY E. McLAUGHLIN, Ph.D.,Western Michigan University. Faculty Specialist. Licensed Professional Counselor. Professional interests: counseling training and professional development, counseling theory and practice, and instructional effectiveness.

JOSEPH R. MORRIS, Ph.D., M.A., University of Michigan; B.A., Central State University

(Ohio). Professor, Licensed Psychologist, Licensed Professional Counselor. Professional

interests: consultation, assessment, multicultural counseling, and supervision.

GLINDA RAWLS, Ph.D. Western Michigan University. Associate Professor, Licensed Professional Counselor, National Certified Counselor, Approved Clinical Supervisor, School Counselor License (K-12). Master Career Counselor. Professional interest: college student development and multicultural issues, school counseling, college counseling, career development and multi-cultural counseling .

ERIC M. SAUER, Ph.D., Michigan State University; M.A., Ball State University; B.S., Michigan State University. Professor and Director of the Center for Counseling and Psychological Services--Grand Rapids. Licensed Psychologist. Professional interests: counseling psychology, counseling process and outcome, attachment theory, and supervision and training.

BEVERLY J. VANDIVER, Ph.D., Ball State University. Professor. Licensed psychologist. Professional interests: counseling psychology, career development & counseling; measurement and assessment, cultural identities; Black racial identity

JENNIPHER WIEBOLD, Ph.D., University of Wisconsin-Madison; M.S., B.A., Minnesota State University-Mankato. Associate Professor, Rehabilitation Counseling/Teaching (RCT) Program Coordinator for Departments of Counselor Education and Counseling Psychology and Blindness and Low Vision Studies, and Certified Rehabilitation Counselor. Professional interests: rehabilitation counseling and psychology, vocational rehabilitation specializing in blindness and low vision studies, and experiential curriculum development in rehabilitation counseling personnel preparation programs.

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