

**WAYNE STATE
UNIVERSITY**

COLLEGE OF EDUCATION

**DIVISION OF THEORETICAL AND BEHAVIORAL
FOUNDATIONS**

COUNSELOR EDUCATION

**COUNSELING
MASTERS
HANDBOOK**

Fall 2016

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INTRODUCTION

The purpose of the handbook is to provide students with information concerning Wayne State University, College of Education, Division of Theoretical and Behavioral Foundations (TBF), Counselor Education (CED), Masters Program in Community Counseling (will be changed to *Clinical Mental Health Counseling* in Fall 2017) and School Counseling. Each student receives a copy of the handbook following admissions to the program.

It is the **responsibility** of the student to read and become familiar with the information in the handbook. To ensure that each student has read this handbook, and has understood the responsibilities, policies and procedures outlined herein, please sign the Agreement Contract included on the last page of this handbook and submit it to the Counselor Education secretary in the TBF division office located outside Room 325, College of Education building.

Remember, this handbook is intended to clarify relevant information, policies, procedures, requirements and expectations of this program.

PROGRAM DESCRIPTION AND OBJECTIVES

Wayne State University in Detroit, Michigan, through the College of Education, offers a Master of Arts degree program appropriate for counseling work in K-12 school systems, counseling work in community agencies, substance abuse treatment agencies/centers, sports and exercise agencies/facilities, and rehabilitation agencies/centers. In keeping with the urban mission of the University, the Counselor Education (CED) programs in counseling are educational experiences that are designed to help students become facilitative counselors who are reflective, innovative professionals committed and competent to help clients, colleagues, and themselves acquire knowledge, skills and understandings necessary to participate in and contribute to the quality of life in a complex, changing urban society.

Learning Outcomes of the CED programs are reflected in the core requirements as dictated by national accreditation standards and state licensure requirements. Through course work, practicum, and internship students are expected to satisfy overall program objectives and specific course objectives.

LEARNING OUTCOMES

1. To develop a theoretical base and rationale for counseling.
2. To understand professional problems, issues, and ethical concerns.
3. To develop individual counseling skills.
4. To learn group facilitation and group behavior.
5. To understand career/vocational development.
6. To be skilled at measurement and evaluation procedures.
7. To develop professional counseling expertise under supervision.
8. To experience personal growth and professional development.
9. To respect cultural, ethnic, gender, life style, age, disability-related, and
10. socioeconomic differences and interactions with children and adults accordingly.

SPECIFIC OBJECTIVES

1. Assessment Skills
 - a. Developmental stages through the lifespan.
 - b. The referral process.
 - c. Information gathering.
 - d. Effective interviewing skills.
 - e. Selecting and evaluating tests.
 - f. Test interpretation.
 - g. Assessing, analyzing, and providing diagnostic descriptions of mental, emotional, or behavioral conditions or disabilities.

2. Organizational/Administration Skills
 - a. Conducting needs assessments.
 - b. Identifying behavioral objectives.
 - c. Planning comprehensive counseling programs.
 - d. Implementing counseling activities.
 - e. Evaluating counseling programs.
 - f. Organizing a private practice.

3. Educational Counseling Skills
 - a. Working with the educational curriculum.
 - b. Academic advising.
 - c. College planning.
 - d. Vocational planning.
 - e. Job analysis and planning.
 - f. Curriculum consultation.

4. Career Counseling Skills
 - a. Career development theories.
 - b. Resume building.
 - c. Life career planning.
 - d. Utilizing career inventories and computer programs.
 - e. Career development activities programs.

5. Personal Counseling Skills
 - a. Develop a holistic approach.
 - b. Rapport building.
 - c. Developing trust.
 - d. Effective listening.
 - e. Exploring problem areas.
 - f. Helping to set goals.
 - g. Empowering into action.
 - h. Helping to maintain change.
 - i. Agreeing when to end.

- j. Knowledge of counseling theories and their applications.
- k. Application of cognitive, affective, behavioral, and systemic counseling strategies, techniques, and practices

6. Case Management Skills

- a. Understanding the roles, responsibilities, and contributions to ethical and effective continued client care and access to social services.
- b. Knowledge of community resources and referral procedures.
- c. Ability to advocate on behalf of client.
- d. Discharge planning and follow up.

7. Group Counseling Skills

- a. Organizing groups.
- b. Group process and stages.
- c. Group purpose.
- d. Strengths and weaknesses of groups.
- e. Different kinds of groups.

8. Personal Growth

- a. Personal expectations and skill level.
- b. Helper self-understanding and self-development.
- c. Factors, other than participants, that influence helping processes.
- d. Ethical and legal standards including "duty to warn".
- e. Commitment to obtaining up-to-date information.
- f. Licensure, credentialing, and professional associations.

PROGRAM CONCENTRATIONS

The Counselor Education program offers masters degree programs in School Counseling and Community Counseling (becoming *Clinical Mental Health Counseling* in Fall 2017) with areas of interest in Art Therapy. The concentration courses focus on specific application of knowledge and skills (acquired in the core curriculum) as they relate to the respective concentration. They are reinforced in the student's practicum and internship clinical experiences and in the student's terminal masters seminar and essay or project. Elective courses further expand students' knowledge and skills relative to their specialized program. Selection of appropriate electives is accomplished in consultation with an advisor.

SCHOOL COUNSELING CONCENTRATION

The School Counseling specialization focuses primarily on the preparation of individuals to work in K-12 public or private school settings. Our program is monitored and approved by the Michigan Department of Education. The School Counseling specialization includes courses that incorporate the skill and knowledge bases of a comprehensive developmental approach to the delivery of school counseling services in a culturally diverse setting. The Michigan School Counseling Association has been instrumental in the 1993 adoption of a comprehensive K-12

developmental guidance program by the State Board of Education. This model is stressed in the school counseling curriculum.

Effective with the passing of PA 288 (July 10, 2000), an amendment in Act 451 of the Public Acts of 1976 (the Revised School Code), individuals who complete the school counseling specialization (with or without a teaching certificate) may be employed as school counselors and recommended for the School Counselor License (SCL). All applicants for the School Counselor License (SCL) must have received a passing score on the State of Michigan, Department of Education's Michigan Test for Teacher Certification (MTTC) Guidance Counselor examination (see School Licensure section for additional information). Specific objectives of the School Counseling specialization are to:

- (1) provide environmental studies which cover the foundations, history, goals, standards, programs, and scope of school counseling and development services;
- (2) provide specialized studies in the areas of the organization and administration of school counseling services; the counseling, consulting and coordinating functions, appraisal in schools, placement, referral, and follow-up services; programming; and the school counselor's professional growth; provide students with in-depth knowledge of school counseling and with practical experiences in development, implementation, and evaluation of a comprehensive developmental counseling program; provide a foundation of professional, ethical, legal, and research issues and the relevance of cultural, intellectual, and physical diversity in the school setting.

COMMUNITY COUNSELING

The concentration in Community (*Clinical Mental Health Counseling Fall 2017*) is primarily for training generalists in the field of counseling. Typically, counselors completing this concentration are employed in publicly and privately supported mental health centers, counseling centers supported by religious institutions, employment counseling agencies, youth service bureaus, human resource development agencies, employee assistance programs, hospice organizations, post secondary educational settings, correctional institutions, welfare departments, and local community service agencies. Students are encouraged to use elective courses and their practicum and internship clinical experiences to develop additional areas of specific expertise for their preferred setting. Individuals who complete the Community Counseling concentration receive training in the knowledge and skills necessary to help people successfully encounter the various stages of life. Specific objectives of this concentration are to:

- (1) including an introduction to community agencies, their organization, structure, administration, programs and evaluation;
- (2) provide a knowledge base of legal and ethical issues, research, and professional roles and opportunities in community agencies;
- (3) provide knowledge and skills applicable to the problems and clientele of diverse agency settings;
- (4) provide training in the development and application of interventions which include, prevention, development, and remediation;
- (5) to provide a strong background in human relationships and communication skills;

- (6) to provide general guidelines of a flexible specialty, while suggesting a concentration in one or two specialty areas while continuing to maintain an awareness of techniques and developments in the total field.

COMMUNITY COUNSELING AREA OF INTEREST

ART THERAPY

The concentration in Art Therapy prepares counselors to work effectively in the generalist field of counseling with the utilization of creative and expressive art therapies. These therapies are based on the belief that many persons express themselves nonverbally in ways they are unable to do otherwise. This specialization is employed in the same types of environments as the Agency specialist. The objectives of this curriculum are also the same as those of Community Counseling (*Clinical Mental Health Counseling*).

**WAYNE STATE UNIVERSITY
DIVISION OF THEORETICAL AND BEHAVIORAL FOUNDATIONS
COUNSELOR EDUCATION
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ADMISSION PROCEDURES

APPLICATION DATES

The Office of Graduate Admissions, Welcome Center, 6th Floor, 5057 Woodward. Suite 6304 Warren Avenue (313) 577-4723, will make every effort to process applications in time for the semester of the applicant's choice. The Office of Graduate Education, College of Education, Room 489, ensures that applications are complete and then forwards them to the Counselor Education program for consideration and review. Only those applications, which are received by the Graduate Education Office by the application deadline noted below, will be reviewed for the approaching semester. Late applications will be considered for the next semester's class.

<u>Term for Admission</u>	<u>Application Deadline</u>
Fall (September)	May 15
Winter (January)	October 30
Spring (May)	March 1

ADMISSION REQUIREMENTS FOR THE MASTERS DEGREE PROGRAM

Admission to a Counselor Education degree program is contingent upon admission to the Graduate School. Program admission requirements also include: (1) a personal interview with an admission committee; and (2) a typewritten autobiographical statement reflecting his or her respective personal and professional history and clear, concise rationale for seeking admittance to a masters program in Counseling. A teaching certificate is not required for admission for those applicants expecting to work in non-school or post-secondary educational settings. Acceptance to a Counselor Education degree program is based on the applicant's professional potential, academic and professional background and professional career goals.

To qualify for admission, applicants must have a bachelor degree or its equivalent from an accredited college or university and adequate preparation and ability to pursue graduate study in the area of counseling. Regular admission may be recommended if the applicant's honor point average is 2.75 or above for the upper division of the undergraduate course work. A qualified (conditional) admission may be recommended if the applicant's honor point average is between 2.5 and 2.74 or if the degree is from a non-accredited institution.

The prospective student should recognize that all counseling concentrations and/or specializations involve both course requirements and clinical experiences in community, private, and/or school settings. Evaluation of a student's performance is a continuous process. Retention in the degree program and recommendation for credentialing depend upon demonstrated clinical skill as well as academic achievement. All degree requirements for the Masters degree must be completed within six years after the first semester in the Counseling program.

GRADUATE SCHOOL ADMISSION PROCEDURES

Applicants not previously enrolled at Wayne State University Graduate School are required to submit an on-line "Application for Graduate Admission" form to the following web address: <http://wayne.edu/gradschool/>. All official transcripts from each college or university attended must be submitted as well to the University Office of Admissions, located in the Welcome Center at 5057 Woodward, phone number (313) 577-4723. If the applicant's bachelor degree is from WSU, attaching a current, unofficial transcript will expedite the processing.

Students who have previously been accepted and validated their admission to the Graduate School should present their application directly to the Division of Academic Services, College of Education, Room 489. Students admitted, initially to the Graduate School as "Special Students" or in a different major, must complete a "Change of Status" form in order for their application to be considered. This can be accomplished by filling out the proper form from Room 489, College of Education or the web site: <http://coe.wayne.edu/as/forms.php>.

ADMISSION COMMITTEE INTERVIEW

Upon receipt of the application, the Counselor Education program will notify applicants of the dates for the admission committee screening interviews. At the time of the admission committee screening interview, all applicants will be asked to write a very brief response to a question related to their chosen counseling program concentration and/or specialization using guidelines that will be provided at that time. The Office of Graduate Admissions officially notifies students of admission decisions after completion of the interview.

FINANCIAL AID INFORMATION

Applications and information on graduate fellowship and scholarship programs should be made directly to: The Welcome Center, 42 W. Warren, contact (313) 577-2100 for further information. See the following web address for information concerning graduate fellowship and scholarship programs available to students: <https://wayne.edu/financial-aid/contact/>. The College of Education annually awards scholarships to its students. Information and applications for the College of Education scholarships may be obtained from the Dean's Office, 441 Education, (313) 577-1620. In addition, there are opportunities available for loans, work-study and related programs through the Office of Scholarships and Financial Aid, located in the Welcome Center, 42 West Warren (313) 577-2100. The web address is <https://wayne.edu/financial-aid/contact/>.

SERVICES FOR STUDENTS WITH DISABILITIES

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services and activities. All course materials are available in alternative formats. Please request alternative format materials from the instructor of the course. If the limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of a course, you are strongly encouraged to contact the Student Disability Services (SDS) located in room 1600 of the David Adamany Undergraduate library to request an accommodation.

SDS Telephone Numbers: VOICE (313) 577-1851 or TDD (313) 577-3365.

SDS is a powerful advocacy force for students with disabilities at the University. Their purpose is to respond to the needs of students with disabilities by providing resources to improve their chances for success and to support their participation in all university programs with dignity and independence. Educational Accessibility Services provides information, referrals and direct services to students, faculty and staff of the university. They inform and educate the university community to foster understanding of the needs of students with disabilities.

Some of the services SDS offers include, but are not limited to; (i) consultation prior to university enrollment, (ii) study rooms with adaptive equipment, (iii) reasonable accommodations, (iv) liaison and advocacy with sponsoring agencies, (v) priority registration, (vi) referral to campus and community resources, (vii) counseling services and (viii) alternative testing arrangements.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

DEGREE PLANS AND ADVISEMENT

Applicants admitted into a graduate program in Counselor Education are assigned an advisor whose name appears on the letter of acceptance. A student may change advisors while in the program. Such a change must be approved in writing by the current advisor as well as the proposed advisor.

During the term in which 12 hours of credit (5 hours of which must be graded CED courses) are completed, the student in consultation with his or her advisor will complete a formal Plan of Work (POW) on the prescribed form. The POW lists all courses completed and proposed which are to be applied to the student's master's degree. Upon approval of the POW by the advisor and the Graduate Education Office, the student is advanced to the status of Masters Candidate. The student retains a copy of the POW, one is placed in the CED files, and one is kept in the Graduate Education office files.

MINIMUM REQUIREMENTS FOR ALL MASTER DEGREES IN COUNSELING

Applicants admitted to the Master degree programs must complete 60-77 semester hours, depending upon the individual's background, professional goals, and area of specialization. The graduate advisor may require additional course work and/or educational experiences. Outlines of recommended minimum programs in the specialization areas are included in this statement. These outlines are consistent with national accreditation and State of Michigan licensure standards. Requirements for the Master degree must be completed within six (6) years after the first semester in the Counseling program.

Cognate course work within and/or outside the College of Education supportive of a major in Counselor Education is required of all candidates. The number of hours required varies with the major as can be noted from the suggested outlines listed herein.

In some individual circumstances, a candidate's advisor and the Education Admissions Office may consent to or require that courses other than those listed herein be substituted. However, the suggested outlines listed herein are consistent with national accreditation, certification, and State of Michigan licensure standards.

COUNSELOR EDUCATION CORE COURSES

COMMUNITY COUNSELING

SCHOOL COUNSELING

SOON TO BE: CLINICAL MENTAL HEALTH COUNSELING

CREDITS	COURSE #	COURSE TITLE		CREDITS	COURSE #	COURSE TITLE
3	CED 6070	Introduction to Counseling		2	CED 5030	Role of Counselor in Substance Abuse
2	CED 5030	Role of the Counselor in Substance Abuse		3	CED 5090	Family Education and Counseling: Substance Abuse
3	CED 6080	Theories of Counseling		3	CED 6070	Introduction to Counseling
2	CED 7000	Introduction to Group Work		3	CED 6080	Theories of Counseling
2	CED 7010	Group Counseling Participation		2	CED 7000	Introduction to Group Work
4	CED 7040	Techniques of Counseling		2	CED 7010	Group Counseling Participation
3	CED 7080	Career Development and Counseling		4	CED 7040	Techniques of Counseling
3	CED 7730	Cultural & Diversity Issues in Mental Health Treatment and Research		2	CED7055	School counseling: Post Secondary Planning & College Counseling
3	EDP 7370	Adult Psychopathology, or RCI 7515		4	CED 7070	School Guidance, Counseling and Consulting
4	EDP 7410	Human Developmental Psychology		3	CED 7090	Advanced School Guidance, Counseling and Consulting
3	CED 7120	Assessment for Counselors & Rehabilitation Professionals		3	EDP 7370	Adult Psychopathology
3	EER 7640	Fundamental Research Skills		4	EDP 7410	Human Developmental Psychology
4	CED 7150	Counseling Practicum		4	CED 7150	Counseling Practicum
3	ED 7999	Terminal Masters: Essay or Project		3	ED 7999	Terminal Masters Essay or Project
6	CED 7020	Counseling Internship		6	CED 7020	Counseling Internship
3	CED 7030	Counseling and Consulting Services		2	EDP 7350	The Learning Process
3	CED 5090	Family Education and Counseling Substance Abusers		2	CED 6720	Workshop in Counseling: Human Sexuality
2	CED 6720	Workshop in Counseling Human Sexuality		2	CED 6720	Workshop in Counseling Substance Abuse
2	CED 6720	Workshop in Counseling Substance Abuse		1	CED 6710	Professional Seminar: Contemporary Issues: Ethics
1	CED 6710	Professional Seminar: Contemporary Issues: Ethics		1	CED 6710	Professional Seminar: Contemporary Issues CRISES, DISASTER & TRAUMA
1	CED 6710	Professional Seminar: Contemporary Issue: CRISIS, DISASTER & TRAUMA		3	CED 7730	Cultural and Diversity Issues in Mental Health Treatment & Research
				1		Elective
Total= 60 credits				Total =60 credits		

COMBINED SCHOOL AND COMMUNITY COUNSELING

CREDITS	COURSE #	COURSE TITLE
3	CED 6070	Introduction to Counseling
3	CED 6080	Theories of Counseling
2	CED 7000	Introduction to Group Work
2	CED 7010	Group Counseling Participation
4	CED 7040	Techniques of Counseling
3	CED 7080	Career Development and Counseling
3	CED 7730	Cultural & Diversity Issues in Mental Health Treatment and Research
3	EDP 7370	Adult Psychopathology, or RCI 7515
4	EDP 7410	Human Developmental Psychology
3	CED 7120	Assessment for Counselors & Rehabilitation Professionals
3	EER 7640	Fundamental Research Skills
4	CED 7150	Counseling Practicum
3	ED 7999	Terminal Masters: Essay or Project
2	CED 7055	School counseling: Post Secondary Planning & College Counseling
6	CED 7020	Counseling Internship: Community
6	CED 7020	Counseling Internship: School
3	CED 7030	Counseling and Consulting Services
3	CED 5090	Family Education and Counseling Substance Abusers
4	CED 7070	School Guidance, Counseling and Consulting
3	CED 7090	Advanced School Guidance
2	EDP 7350	The Learning Process
3	CED 6720	Workshop in Counseling Human Sexuality
2	CED 6720	Workshop in Counseling Substance Abuse
1	CED 6710	Professional Seminar: Contemporary Issues: Ethics
1	CED 6710	Professional Seminar: Contemporary Issues: Trauma
2	CED 5030	Role of the Counselor in Substance Abuse
Total= 77 credits		

ART THERAPY COURSES/REQUIREMENTS

CREDITS	COURSE #	COURSE TITLE
3	AED 6320	Art Therapy: Introduction and Ethics
3	AED 6340	Theory of Art Therapy and Counseling
3	AED 6360	Aspects of Art Therapy
3	AED 7500	Multicultural Issues in An Education/Art Therapy
3	AED 7330	Art Therapy in the Schools: Assessment & Practice
3	AED 7340	Art Therapy with Adults: Assessment & Practice
3	AED 7300	Studio Art Therapy
2	AED 7380	Art Therapy Practicum
3	AED 7890	Art Therapy Internship
26	CREDITS TOTAL	AREA OF INTEREST
Additional Requirements 18	Undergraduate or graduate level	Eighteen (18) semester credits in studio and course work, including drawing, painting and sculpture or ceramics.
12	Undergraduate or graduate level	Twelve (12) semester credits (undergraduate or graduate level) and psychology course work including abnormal and developmental psychology or equivalent

ELECTIVES

Individuals completing degree requirements in a Counselor Education program select appropriate electives consistent with their chosen concentration in consultation with an advisor. Electives may be chosen from courses not required by the student's concentration which are listed herein or from the following chart of elective courses common to all specializations/concentrations:

COMMON ELECTIVES AVAILABLE

COURSE NUMBER/TITLE	CREDITS
CE 6710 Professional Seminar: Contemporary Issues	1 (max. 16)
ED 7990 Directed Study	1-8 (max. 8)
ED 7996 Directed Research	1-8 (max. 16)
ED 7998 Field Studies	1-3 (max. 16)

TRANSFER OF CREDITS

GRADUATE SCHOOL TRANSFER OF CREDITS POLICY

In work toward the masters degree, credit earned beyond the twenty-four credits which must be earned in residence may be transferred from accredited graduate schools, provided such credit is "B" or better and certified as graduate-level credit on an official transcript. "B-minus" credit is not acceptable for transfer. Transfer credits must be appropriate to the student's degree program. Courses accepted for transfer credit from outside or within Wayne State University cannot have provided credit toward a prior degree except when the masters or another pre-doctoral certificate or degree is applied to the doctoral degree. Extension credits earned at other than Michigan institutions cannot be applied toward a graduate degree or an education specialist certificate.

COUNSELOR EDUCATION PROGRAM TRANSFER OF CREDITS POLICY

The Counselor Education program will not accept more than nine (9) transfer credits to be applied toward the master's degree; nor accept transferred credits in lieu of required supervised clinical course work (i.e., techniques, group counseling, practicum, internship). Students should consult with a Counselor Education program advisor concerning transfer of credits. The student must also follow the graduate school policy as stated concerning transfer of credit.

STYLE MANUAL

The area of Counselor Education has adopted the current edition of the Publication Manual of the American Psychological Association as the style manual for the preparation of all papers in Counselor Education.

GRADING POLICIES

The prospective student should recognize that all counseling concentrations/specializations involve both, course requirements and clinical experience in community, private, and/or school settings. Evaluation of a student's performance is continuous. Retention in the degree program and recommendation for credentialing depend upon demonstrated clinical skill as well as academic achievement. All degree requirements for the Masters degree must be completed within six years after the first course used towards the degree.

PLUS/MINUS LETTER GRADE SYSTEM

The plus/minus letter grade system and honor point value of grades is used in the CED program.

Letter Grade	Honor Point Value
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
	0.00

The Graduate School does not assign honor point values to graduate grades of less than C. The grades of E and F are not assigned a plus or minus. The plus has an honor point value of .33 and the minus has an honor point value of .67 according to the above system.

INCOMPLETE "I" OR "Y" GRADES

If a student receives an incomplete grade, "I", he or she is responsible for completing work within an academic year to receive a grade other than failure. Faculty may require an earlier completion date. A Contract for Incomplete Work must be completed and signed by the student and advisor before the Incomplete (I) is given.

In the clinical courses (Techniques, Practicum, and Internship), Incompletes are not available. Failure to complete all required field and course work by the end of the term will result in a failing grade.

A deferred grade, "Y", may be given when the student is up-to-date in the work of a course planned to continue beyond the semester (i.e., essay, thesis, dissertation and certain courses taken in sequence) as the discretion of the faculty member supervising the student's work.

GRADE APPEALS PROCESS

Each college and school has established grade appeal procedures. Copies of the appeal procedures for the College of Education are available from the Office of the Dean, Room 441 Education. In most instances, grade appeals must be filed within thirty days of the time the student has or should have received his/her final grade.

ACADEMIC RETENTION POLICIES

CUMULATIVE HONOR POINT AVERAGE

All Counselor Education program students must maintain a 3.0 cumulative honor point average in accordance with the College policy.

If, at any time, a graduate student's scholastic honor point average falls below 3.0, the student is automatically placed on probation. A student on probation must secure the approval of the Assistant Dean for Academic Services and his/her advisor before registering for subsequent work in the College. The College reserves the right to ask a student to withdraw at any time from specific courses or from the College entirely, if progress does not warrant continuance.

UNSATISFACTORY GRADES

A letter grade of "C+, C, or C-" is considered below graduate standards. A Counselor Education program student may not receive more than one grade of "C+, C or C-" within their degree program. If, at any time, a Counselor Education student receives a second grade of "C+, C, or C-", he/she will be automatically dropped from the counseling program **unless:**

- (1) the student has successfully appealed **or** repeated (getting a grade of "B- or better") in the course which they received the first grade of "C+, C, or C-" (see policies for repeating course work).
- or**
- (2) has obtained all necessary approvals to retake the said course (see policies for repeating course work).
- or**
- (3) is in the process of appealing either grade of "C+, C, or C-".

A letter grade of F is not acceptable and you will be automatically dismissed from the program.

GRADUATE SCHOOL POLICY FOR REPEATING COURSE WORK

A graduate department may, if it wishes, allow a student to petition to repeat a graduate course in which a grade of "B-" or lower is received, except a grade of F. No more than two courses may be repeated during the student's study at Wayne State and individual departments may further limit this number. No course may be repeated without the consent of the advisor delegated for each student. Permission to repeat a course must be obtained from the Graduate Officer of the College of Education as well as the Dean of the Graduate School before registration for said course takes place. The original grade for the course will remain on the student's transcript, but only the grade received in repetition of the course will be used in computation of the student's honor point average for the degree program. Students will not receive University financial aid for repetition of courses.

COUNSELOR EDUCATION PROGRAM POLICY FOR REPEATING COURSE WORK

The Counselor Education program allows a student to repeat no more than one (1) course in which they have received a grade of "C+, C or C-". To repeat a course, the student must have **prior written approval from his/her advisor**, obtained within the semester following receipt of the grade of "C+, C or C-". The student must also follow **the graduate school policy as stated concerning other necessary prior approvals.**

If a student registers to repeat a course without prior written permission from his/her advisor **or** does not adhere to the time line described above (semester immediately following receipt of grade of "C+, C or C-", the repeated course will not be recognized by the Counselor Education program for continuance. **The Counselor Education program will not recognize any course work taken in violation of these policies.** Request to Repeat a Graduate Course Form is available at the Academic Services' Forms and Documents web site: <http://coe.wayne.edu/as/forms.php>.

PROFESSIONAL AND PERSONAL RETENTION POLICIES

DEPARTMENTAL MONITORING PROCESS

Students will conduct themselves in a responsible and professional manner. The student, as a professional-in-training, must adhere to the current American Counseling Association (ACA) Code of Ethics.

Due to the nature of the counseling profession, the personal behavior and development of students will be considered and reviewed by faculty through its monitoring committee. Personal behavior, characteristics, and/or problems should NOT interfere with the professional helping capacity of the student.

If a student's professional integrity, skill level, or professional development is alleged as

inappropriate (e.g., excessive unsolved personal problems, anger, major prejudice, lack of relationship building skills, etc.) a review will be conducted by the CED monitoring committee comprised of a minimum of two faculty members.

If the committee determines that the student's professional or personal behavior is professionally inappropriate and would be a detriment in working with others, the student will be denied continuance in the program. Such action protects the profession and the eventual consumers of counseling services by graduates of the Wayne State University Counselor Education program.

COUNSELING FOR CED STUDENTS

Students are encouraged to facilitate their personal growth by obtaining individual or group counseling experiences while in the program. However, faculty do not counsel students. Wayne State University Counseling and Psychological Services [CAPS], Student Center Building, 313/577-3398, provides assistance to students to promote individual development in ways, which will maximize benefits from their University experience, and to help them find ways of coping with problems, which interfere with their educational attainment. In addition, several services outside of the University are available. The College of Education, Counseling and Testing Center, 306 Education, maintains a sourcebook that lists services available by category and location.

PROFESSIONAL ORGANIZATIONS

To enhance graduate education and lay the foundation for full participation in the counseling profession, it is strongly recommended that all graduate students become members of the professional organization or associations, which represent their area(s) of special interest. Most professional organizations offer reduced membership rates to students as well as the following benefits:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which the student holds membership. Reduced registration fees for professional meetings (e.g., seminars, conventions, workshops) sponsored by the organization
- Eligibility for member services (e.g., library resource use, legal defense funds and services, group liability insurance).
- Involvement with activities and issues, which are directly or indirectly pertinent to the counseling profession (e.g., legislation and professional credentialing, including licensure, certification and program accreditation).
- Affiliation with other professionals having interests and areas of expertise similar to your own.
- Student malpractice may be included as well.

Most professional organizations have both state and national affiliations. Students may join one without joining the other. Divisions within the professional organizations serve specific areas of interest (e.g., mental health counseling, or school counseling, rehabilitation counseling); these divisions can only be joined if one already belongs to the parent organization (usually at a small additional cost).

Students will be given applications to join the American Counseling Association (ACA) and their respective Michigan affiliates during the introductory course. Applications are also available from the CED secretary. Most Counseling faculty are members of both national and state professional associations. Some hold divisional office or are on boards and committees of these organizations. Typically, students are required to obtain a faculty signature verifying student status in order to receive a student rate when joining any of these organizations.

NATIONAL ORGANIZATIONS

AMERICAN COUNSELING ASSOCIATION (ACA)

DIVISIONS OF ACA

- ..Association for Assessment in Counseling (AAC)
- ..Association for Adult Development & Aging (AADA)
- ..American College Counseling Association (ACCA)
- ..Association for Counselors and Educators in Government (ACEG)
- ..Association for Counselor Education & Supervision (ACES)
- ..Association for Gay, Lesbian, Bisexual and Transgender Issues in Counseling (AGLB TIC)
- ..Association for Humanistic Education & Development (AHEAD)
- ..Association for Multicultural Counseling & Development (AMCD)
- ..American Mental Health Counselors Association (AMHCA)
- ..American Rehabilitation Counseling Association (ARCA)
- ..American School Counselor Association (ASCA)
- ..Association for Spiritual, Ethical and Religious Values Issues in Counseling (ASERVIC)
- ..Association for Specialists in Group Work (ASGW)
- ..International Association of Addictions and Offender Counselors (IAAOC)
- ..International Association of Marriage & Family Counselors (IAMFC)
- ..National Career Development Association (NCDA)
- ..National Employment Counselors Association (NECA)

ART THERAPY ASSOCIATION

- ..American Art Therapy Association (AATA)

STATE ORGANIZATIONS

MICHIGAN COUNSELING ASSOCIATION

MCA DIVISIONS

- ..Michigan Association for Adult Development & Aging (MAADA)
- ..Michigan Association for Counselor Education & Supervision (MACES)
- ..Michigan Association for Humanistic Education & Development (MAHEAD)
- ..Michigan Association for Multi-Cultural Counseling (MAMCD)

- ..Michigan Association for Measurement & Guidance in Counseling (MAMEG)
- ..Michigan Association for Marriage & Family Counseling (MAMFC)
- ..Michigan American Rehabilitation Counseling Association (MARCA)
- ..Michigan Association for Specialists in Group Work (MASGW)
- ..Michigan Career Development Association (MCDA)
- ..Michigan Employment Counselors Association (MECA)
- ..Michigan Mental Health Counselors Association (MMHCA)
- ..Michigan School Counselors Association (MSCA)

MICHIGAN ART THERAPY ASSOCIATIONS

- ..Michigan Art Therapy Association (MAAT)
- ..Students of the Michigan Art Therapy Association (SMATA)

Because we realize that financial resources are limited, students are not required to become a member of one or more professional organizations. However, membership in a professional organization is an important aspect of professionalism, and therefore, students are strongly encouraged to join one or more of the above professional organizations.

COUNSELING PRACTICUM

The practicum for graduate students in the counseling field is one of the most important professional preparation activities. The practicum experience is designed to allow students to apply and synthesize knowledge and skills they have previously learned. Students are also given opportunities to learn and practice new skills in a closely supervised environment while using the facilities provided in the Counseling and Testing Center.

PRACTICUM APPLICATION DEADLINES

Prior to enrolling in the practicum, students must have successfully completed **all** course work requirements except CED 7020 and ED 7999. It is necessary to file a "Practicum Application" with the CED secretary at the beginning of the semester prior to enrollment for CED 7150 Counseling Practicum.

APPLICATIONS for Counseling Practicum **MUST BE SUBMITTED** by the following **DATES**:

<u>Applications due by:</u>	<u>Anticipated Semester of Enrollment:</u>
Preceding September 20th.....	Winter (January)
Preceding January 20th.....	Spring/Summer (May)
Preceding January 20th.....	Fall (September)

There are usually more applicants than spaces available. Therefore, priority is given to students based on the date on which application is submitted and who have successfully completed all course work except CED 7020 and ED 7999. You will be **NOTIFIED BY MAIL** when your application has been approved and will be **GIVEN INSTRUCTIONS**

for class/section registration.

PRACTICUM OUTCOMES

The practicum is designed to refine counseling and interviewing skills, develop new skills and increase student's knowledge of the interpretation and application of the legal requirements and ethical codes related to the practice of counseling. Through one-to-one and group supervision, the student can expand his or her repertoire of counseling techniques and interpersonal relationship skills.

In the practicum, students will be expected to demonstrate a commitment to implementing and expanding the following skills:

- Establishing and maintaining a helpful and supportive counseling relationship.
- Development and application of appropriate individual and group counseling techniques.
- Maintaining client records, scheduling client appointments, learning about and using community resources when appropriate.
- Working effectively with supervisors and colleagues, including appropriate analysis and presentation of counseling sessions and case studies.
- Continued development of professional behavior.
- Enthusiasm for and commitment to the counseling profession.
- A continued willingness to learn.
- Continued development of personal traits that are conducive to effective counseling, learning and professional development.

PRACTICUM REQUIREMENTS

As a requirement in practicum, students must be prepared to commit a minimum total of 100 clock hours. The practicum provides supervised experiences including:

- a. A minimum of 40 clock hours of individual and group interactions (direct service work) with clientele appropriate to the student's specialization/concentration area.
- b. Opportunity for the student to become familiar with a variety of professional activities other than direct service work.
- c. Opportunity for the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- d. Audio- and/or videotapes of the student's interactions with clientele for use in supervision
- e. A minimum of one (1) hour per week of individual supervision by a program faculty member or a student supervisor working under the supervision of a faculty member.
- f. A minimum of two (2) hours per week of group supervision with other students by a program faculty member or a student supervisor working under supervision of a program faculty member.
- g. A formal evaluation of the student's performance during the practicum by the program faculty member/supervisor.

Ideal distribution of minimum practicum hours is as follows:

Direct Service (individual and/or group counseling sessions and appraisal sessions) 40 hours
Individual Supervision: 1 hour per week for 15 wks..... 15 hours
Group Supervision: 2 hours per week for 15 wks..... 30 hours
Additional hours (peer observation, case study preparation and evaluation, critiquing of audio/video tapes or other activities approved in advance by supervisor) 20 hours

Minimum total..... 105 hours

Careful documentation of hours spent in practicum activities is required. Forms for this purpose are provided at the beginning of the semester. The "Counseling Practicum Handbook" provides greater detail concerning documentation, clients, details of required clock hours concerning direct service work and supervision, and additional requirements for participating in the practicum. Students will receive a copy of this handbook at the beginning of the practicum.

All students are required to have professional liability insurance prior to beginning practicum.

PRACTICUM EVALUATIONS AND GRADING

Practicum students will be formally evaluated at mid-term and at the end of the semester by their individual practicum supervisor and/or faculty instructor. Consideration will be given to appropriate use of knowledge and skills during counseling sessions, maintenance of client and contact records, and attendance at supervisory meetings, efforts to acquire and use new skills and knowledge, and professional enthusiasm. Clients will be asked to evaluate their counseling experience, but their comments will not be considered as part of the student's grade. Practicum students will be asked to complete a detailed evaluation of their practicum supervisor at the end of the semester.

A letter grade of "A" indicates that, in addition to completing all course requirements in a timely and professional manner, the student demonstrates superior counseling skills, high standards of professional and personal behavior, a continued willingness to learn and a commitment to the counseling profession

A letter grade of "A-" indicates that, in addition to completing all course requirements in a timely and professional manner, the student demonstrates excellent counseling skills, high standards of professional and personal behavior, a continued willingness to learn and a commitment to the counseling profession.

A letter grade of "B+" indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates strong counseling skills, above average standards of professional and personal behavior, a continued willingness to learn and a commitment to the counseling profession.

A letter grade of "B" indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates average counseling skills, average standards

of professional and personal behavior, a continued willingness to learn and a commitment to the counseling profession.

A letter grade of "B-" indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates minimal counseling skills, meets minimal standards of professional and personal behavior, a continued willingness to learn and a commitment to the counseling profession.

A letter grade of "B-" or better is required to advance to the internship portion of the counseling program.

A letter grade of "C+ or below indicates that the student did not complete all course requirements in a timely and professional manner, needs to improve counseling skills, may need to examine personal and/or professional standards, appears to be unwilling to learn or lacking in commitment to the profession. A letter grade of "C+" or "C" is below graduate standards and will lead to a re-evaluation of the student's participation in the counseling program by his or her faculty advisor and practicum supervisor. After re-evaluation, a decision will be made by the faculty advisor and practicum supervisor as to the conditions under which the student may be allowed to re-take the practicum requirement.

WAYNE STATE UNIVERSITY COLLEGE OF EDUCATION

COUNSELING AND TESTING CENTER

The Counseling and Testing Center exists for three purposes. First, it offers free counseling services to selected clients from the community and campus. Second, the Counseling and Testing Center provides the opportunity for beginning students to experience the role of being a client by actual participation in required counseling sessions. Third, the Counseling and Testing Center provides the setting for supervised counselor training. Counseling is provided for clients able to respond to more traditional forms of therapy. Those needing specialized techniques are referred to other agencies. Counseling services are provided for individuals and groups.

The Counseling and Testing Center's facilities include rooms with one-way observation mirrors, audio and video taping equipment. These facilities allow for direct observation, supervision, and feedback between faculty supervisors and CED students.

ASSIGNMENT OF CLIENTS

Clients are assigned to practicum students on the basis of mutually agreeable scheduling. Efforts are made to assign clients based on the appropriateness of client issues to a student's chosen specialization/concentration within the counseling program. It is therefore vital that each student complete and submit the student information card at the first class meeting.

Clients will be assigned to students based on the student's need to meet the required number of contact hours. In order to schedule more than one session per week with a given client,

permission must be obtained from the student's supervisor.

Wherever possible, efforts will be made to assign clients to students based on client's preferences for gender, race, sexual preference, etc. Should it become apparent that the Counseling and Testing Center cannot meet the needs of a given client, appropriate referrals will be made.

The faculty supervisor makes arrangements for completion of a portion of the practicum requirements outside of the Counseling and Testing Center. Each student is expected to see clients at the approved field practicum locations a minimum of two hours per week. Students meeting with clients outside of the Counseling and Testing Center follow all normal policies regarding using and submitting CED application for counseling forms or release of information forms. Clients being seen outside the Counseling and Testing Center must be ethically appropriate (i.e., the client should not be a friend, relative, colleague, or otherwise close associate of the student).

COUNSELING INTERNSHIP

The internship for graduate students in the counseling field is probably the most important and comprehensive professional experience in the counseling program. The internship is designed to allow students to apply skills and knowledge they have gained in a supervised setting comparable to their ultimate choice for a professional work setting. To ensure that the student's individualized career goals are met during the internship experience, arrangements for the internship are negotiated between the student, the on-site internship supervisor and the student's supervising professor at Wayne State University.

Internships are restricted to those students who are taking or have taken graduate degree programs in counseling at Wayne State University, College of Education, Division of Behavioral and Theoretical Foundations.

All students completing the internship requirements must furnish proof of professional liability insurance prior to beginning internship.

INTERNSHIP OUTCOMES

The internship is an educational experience that is designed to give students majoring in counseling an orientation to the responsibilities of a counselor including:

- a. Opportunities in an on-the-job situation at a cooperating agency or institution for the student to apply theory and techniques that have been studied.
- b. Opportunities for the student to perform all the activities that a regularly employed staff member in the setting would be expected to perform.
- c. Opportunities to gain supervised experience in individual and group interactions with clientele appropriate to the program emphasis.

- d. Allowing the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- e. Opportunities to obtain an understanding of the relationship of the counselor's services to other services of the agency or institution.
- f. Opportunities to learn to maintain effective working relationships with other members of the staff team.
- g. Opportunities to interact with clients, colleagues and staff to help the intern develop a flexible world view of humankind in terms of culture, ethnicity, gender, age, religious preference, physical disability, intellectual ability, sexual orientation, and socioeconomic issues.
- h. Opportunities, which allow the intern to develop his or her strengths and to gain confidence in his or her professional competencies.
- i. Providing formal evaluation of the student's performance during the internship by a program faculty member supervisor.

INTERNSHIP ADMISSION REQUIREMENTS

A student who is admitted to graduate study in counseling is permitted to enter the internship program only when he or she has demonstrated certain competencies in basic skills. The nature of the experience indicates that the internship is likely to be more meaningful when taken toward the end of the student's program of professional preparation. Therefore all course requirements except ED 7999 must be completed prior to enrollment for internship.

The Counseling Practicum must be successfully completed (grade of "B-" or better) prior to enrollment for internship. Admission requires the written consent of the Practicum Instructor and the faculty Internship Coordinator one semester in advance of enrollment. Consent to enroll in the internship is also based upon the availability of an appropriate internship placement site, and approval and acceptance by supervising personnel at that location.

INTERNSHIP TIME REQUIREMENT

For a university semester, the minimum time required is 100 clock hours for each semester hour of credit in which the student is enrolled. Six (6) total credit hours (600 total clock hours) are required and are commensurate with the State of Michigan Professional Counselor licensure requirements, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Michigan Department of Education (MDE).

Additionally, the Counselor Education internship program requires attendance at all seminar class meetings, and/or consultative type of activities, which are

scheduled by the faculty internship instructor/supervisor for all enrollees in each semester.

Students are allowed one year to complete their counseling internships. This one-year period begins with the start of the semester of initial enrollment and ends with the conclusion of the semester of final enrollment. The internship should be regarded as a concentrated work experience. Therefore, it is suggested that the student devote a minimum of fifteen (15) clock hours per week at the internship site and/or in approved activities related to fulfillment of internship requirements.

Students will adhere to the work schedule and rules and regulations of the agency. Students will observe the agency rather than the University holiday schedule.

INTERNSHIP SITE SELECTION

Since the student participating in an internship is studying and working away from the campus, it is necessary that each of the following guidelines be adhered to:

Plan for the internship with the faculty Internship Coordinator. Initial planning conferences should be held early in the semester preceding the semester in which the student expects to participate in the internship. The student meets with the faculty Internship Coordinator to discuss the nature of the internship, to consider whether or not the internship is feasible in his or her situation and to consider possible field supervisors and sites. When appropriate, the student and faculty Internship Coordinator review the responsibilities and requirements of all parties stated in the "Counseling Internship Handbook" and implement its use.

Students are strongly encouraged to complete the internship requirement at a site different from their current place of employment. Students seeking approval to complete their internship at their current place of employment must meet one (1) of the following conditions:

- a. the student has worked less than one year at his/her current job whose major function is counseling and he/she will be supervised by a supervisor who has no conflict of interest or administrative responsibility for the student.

or

- b. arrangements have been made for the student to be assigned to a different department or job description whose major function is counseling and a different supervisor other than his/her current supervisor who has no conflict of interest or administrative responsibility for the student will provide supervision.

Students may only enroll for as many credit hours as will be completed for each semester. Y grades will not be given except under extreme and unforeseeable circumstances. For each semester hour of credit registered, the intern must have 100 clock hours at the internship site. A total of (6) six credit hours (600 clock hours) are required and is commensurate with the State of Michigan Professional Counselor licensure requirements, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Michigan Department of Education (MDE).

Additionally, the Counselor Education internship program requires attendance at all seminar class meetings, and/or consultative activities, which are scheduled by the Faculty Internship Coordinator/ instructor/supervisor for all enrollees in each semester. The "Counseling Internship Handbook" provides greater detail concerning site supervisors' credentials, approved sites, student and supervisor responsibilities, detail of required clock hours concerning direct service work and supervision, and additional requirements for participating in the internship program. Students will receive a copy of this handbook during their CED 7150 Counseling Practicum.

INTERNSHIP EVALUATIONS

Students will be formally evaluated at the end of each semester by the on-site supervisor, and at mid-term and the end of each semester by the student's university supervisor. A grade recommendation will be requested from the on-site supervisor. The Faculty Internship Coordinator will make final assignment of a grade.

Internship students will be asked to complete an evaluation of their experience, including evaluation of on-site supervision and facilities. Students will also be asked to evaluate the supervision received from their university supervisors at the end of the semester.

INTERNSHIP GRADING

The Counseling Internship is offered for S and U grades only. An "S" grade will be based on satisfactory completion of 100 clock hours for each semester hour of enrollment. Satisfactory completion is defined as:

1. Clock hours documented by signed Internship Weekly Logs and Internship Semester Clock Hours Recap.
2. Formal evaluation by Internship Site Supervisor and Faculty Instructor/Supervisor as stated in the evaluation policies section of the Counseling Internship Handbook.
3. Attendance and participation in all scheduled Internship Seminars and Individual Conferences.
4. Completion of all assignments as listed in assignment section of course syllabi in a timely and professional manner.
5. Demonstration of professional counseling skills, high standards of professional and personal behavior, a continued willingness to learn and a commitment to the counseling profession.
6. All interns must complete the COUNSELOR EDUCATION PROGRAM EXIT EXAMINATION during the final semester in which the internship requirement is completed. The score from this examination does not affect a student's honor point average, nor does it appear on a student's transcript. The COUNSELOR EDUCATION PROGRAM EXIT EXAMINATION meets, in part, student learning outcome evaluations as required by CACREP accreditation standards.

A "U" grade indicates that the student did not complete all course requirements in a timely

and professional manner, needs to improve counseling skills, may need to examine personal and/or professional standards, appears to be unwilling to learn or lacking in commitment to the profession. A letter grade of "U" is below graduate standards and will lead to a re-evaluation of the student's participation in the counseling program by his or her faculty advisor and internship instructor/supervisor. After re-evaluation, a decision will be made by the faculty advisor and internship/instructor supervisor as to the conditions under which the student may be allowed to re-take the internship requirement.

Students are reminded to enroll in only as many credit hours as they can complete during any given semester.

PROFESSIONAL LIABILITY INSURANCE

Litigation involving practitioners in the mental health profession has increased dramatically in the last few years. As a result, every practicing professional is a target for litigation. Clearly, the best way to avoid involvement in litigation is to adhere to professional ethical standards, as well as to demonstrate high standards of personal and professional conduct. However, there are no guarantees. Because of this situation, the vast majority of professionals now consider professional liability insurance a necessity.

Because our practicum students see a diverse clientele through the Counseling and Testing Center, students are required to obtain professional liability insurance prior to participating in the counseling practicum. Additionally, professional liability insurance coverage is a continuing requirement for the internship. Each practicum and internship student will be required to furnish proof of insurance stating that they have liability insurance coverage prior to beginning practicum and internship.

The American Counseling Association (ACA) offers **free professional liability insurance to its members; therefore it is advantageous to join ACA prior to beginning the practicum.** Professional liability insurance may also be obtained from any insurance company of your choice.

PROFESSIONAL COUNSELOR LICENSURE

Effective October 1, 1990, individuals in the counseling profession who practice in the State of Michigan must seek licensure as a professional counselor [LPC]. To aid students in planning their professional careers, the requirements of all Wayne State University, Community (CMHC) Counselor Education training programs correlate with the educational and clinical requirements for professional counselor licensure in the State of Michigan. The Professional Counselor Licensure (LPC/LLPC) is granted by the State of Michigan, Michigan Department of Community Health, Board of Counseling, upon recommendation of the College of Education, Counselor Education faculty. This recommendation is granted only upon successful completion of the Community (CMHC) Counseling program.

SCHOOL COUNSELOR LICENSURE

Wayne State University Counseling Program graduates pursuing school counseling licensure must have completed all masters' degree requirements for School Counseling in effect at the time of application for licensure. School Counselor Licensure, or the professional endorsement on a State of Michigan Teaching Certificate as an NT Professional Guidance Counselor, is granted by the State of Michigan, Board of Education upon the recommendation of the College of Education, Counselor Education faculty. The faculty recommendation for licensure is granted only upon successful completion of the School Counseling program.

Effective with the passing of PA 288 (July 10, 2000), an amendment in Act 451 of the Public Acts of 1976 (the Revised School Code), individuals who complete this specialization, with or without a teaching certificate, may be employed as school counselors and recommended for the School Counselor License (SCL). All individuals employed as school counselors must receive a passing score on the State of Michigan, Department of Education's Michigan Test for Teacher Certification (MTTC) Guidance Counselor examination.

Any applicant for School Counselor Licensure who holds a Master's or higher degree in a type of counselor/counseling program other than "school" must work directly with a college/university with an approved School Counselor Education program in order to meet all program requirements in effect at the time of application. Counselor Education faculty representatives are available to assist WSU graduates in determining their eligibility for recommendation for the School Counselor Licensure.

To receive recommendation for School Counselor Licensure from Wayne State University, Counselor Education program, **ALL APPLICANTS** must have completed the following specific counseling core courses, school counseling specialization courses, or their previous WSU equivalents, and a counseling internship in an approved school setting.

***NOTE: All applicants for School Counselor Licensure must meet all course requirements listed herein and the minimum of 600 clock hours of internship (6 credits total), which must have been in an approved school setting (either with the original degree or as an additional post-degree enrollment).**

They must demonstrate current knowledge of the philosophy and practice of school counseling and guidance (grades K-12) as demonstrated by successful completion (grade of "B-" or better) in the above listed courses and in an approved school counseling internship, which meets the following requirements:

1. Completion of a minimum of 600 clock hours at a K-12 approved school setting.
2. Individual supervision hours (one hour per week) documented by WSU faculty supervising the internship and by a qualified site supervisor (endorsed school counselor and LPC).

Effective April 15, 1999, the State of Michigan Department of Education approved the Preliminary Employment Authorization to Work as a School Counselor (PESC) proposal. Therefore, students who complete: (1) all prerequisite course requirements for CED 7150 Counseling Practicum, (2) successfully complete CED 7150 Counseling Practicum, and (3) pass the State of Michigan, Department of Education's Michigan Test for Teacher Certification (MTTC) Guidance Counselor examination [#51] will receive a letter of authorization from the Department of Education to be employed as school counselors while completing their CED 7020 Counseling Internship.

Since students intern in a wide variety of school settings and bring with them varying degrees of training and experiences, it is not possible or desirable to require a specific set of activities. Some suggested activities intended only as a guideline for students pursuing school counselor licensure are:

- a. Conduct guidance learning activities in the classroom appropriate to the guidance curriculum being implemented in a particular setting.
- b. Guide and counsel groups and individual students through the development of educational and career plans.
- c. Counsel small groups and individual students with specific needs.
- d. Consult with teachers, staff and parents/guardians regarding meeting the developmental needs of students.
- e. Refer students as needed to appropriate community agencies in consultation with their parents/guardians.
- f. Coordinate, conduct or participate in activities that contribute to the effective operation of the school.

Students interested in obtaining both a School Counseling License and the Professional Counselor Limited License must complete all requirements for both specializations as indicated on page 15, which shows the combined program.

In addition, all students must complete a terminal master's project (ED 7999) in their area of concentration.

OTHER SOURCES OF INFORMATION

WSU Graduate Bulletin
Counselor Education Program Brochures
Counseling Practicum Handbook
Counseling Internship Handbook

NOTIFICATION OF INTENT TO GRADUATE

Applications for graduate degrees must be made not later than the last day of registration for

the semester in which degree requirements are to be completed. Each candidate for a degree or certificate must file an "Application for Degree" through Pipeline [also available at the Academic Services web site: <http://coe.wayne.edu/as/graduation.php>] by the end of the fourth week of classes in the semester in which the student expects to complete the requirements for the degree or certificate. If an application for a degree was filed for a previous commencement period in which the student did not graduate, a new application is required. A \$40.00 graduation fee must accompany applications for graduation.

Information concerning commencement announcements, caps and gown, invitations, tickets, time and place, assembling, and other relevant items will be mailed to graduates by the Commencement Office prior to the event. Candidates for advanced degrees are requested and expected to attend the commencement at which the University confers upon them the honor of the degree earned.

If you are unable to complete degree requirements for the semester stated on your application for graduation, it is the student's responsibility to reapply.

PLACEMENT ACTIVITIES

Career Services, Faculty Administration Building, Room 1001, (313) 577-3390, provides help to students and alumni in defining career and employment goals and assist them in their search for employment opportunities. Assistance in obtaining full-time employment after graduation is provided. Graduating students may increase employment opportunities through interviews with any of several hundred of employers who visit the campus annually.

A Job Bulletin listing all full-time positions received by Career Services is available to students and alumni. It is published every two weeks and is mailed directly to subscribers. A resume referral service offers recent graduates and alumni a continuous means for referring their resumes directly to the employers who regularly list opportunities with the service.

A comprehensive Placement Library is available for information on over 1000 employers. Annual surveys of Wayne State University graduates are conducted to determine kinds of jobs and salaries obtained by former students and the satisfaction they feel about their jobs. A speaker's bureau is available to community, faculty and student groups, giving information on employment, resumes and interviewing techniques.

FOLLOW UP STUDIES

The Counselor Education program conducts follow up studies to determine kinds of positions and salaries obtained by recent graduates and alumni and how they feel about their jobs. Additionally, surveys are conducted to obtain information concerning subject matter(s) needed to be added to enhance or update the program curriculum and to determine subject matter(s) of interest necessary for continued professional development.

APPENDICES

DESCRIPTION OF COURSES

COUNSELOR EDUCATION (CED)

- CED 5030 Role of the Counselor in Substance Abuse.** Cr. 2
Prereq: graduate standing. An overview of counseling principles, procedures, and methods unique to substance abuse settings. Use of specific counseling strategies, treatment models, referral sources, and legal/ethical issues with substance abusers. (F)
- CED 5090 Family Education and Counseling: Substance Abusers.** Cr. 3
Prereq: CED 5030 or graduate standing. Analysis of the structure and functioning of family systems in which there is substance abuse and effective therapeutic strategies in working with chemically abusive families. (I)
- CED 6070 Introduction to Counseling.** Cr. 3
Prereq: admission to master's program in counseling. An overview of the counseling profession including; the helping process, theories of counseling and consulting, training, credentialing, ethical and legal standards, professional organizations, history and trends of basic research. (T)
- CED 6080 Theories of Counseling.** Cr. 3
Prereq: admission to masters program in counseling. Study of major theories of counseling including: client-centered, rational-emotive, Gestalt Adlerian, reality, psychoanalytic, behavioral, and cognitive. Focus on ethical, legal, and multi-cultural factors in the conceptualization and delivery of counseling services in school, rehabilitation, and community agency settings. (T)
- CED 6700 The Role of the Teacher in Guidance.** Cr. 2
Introduction to guidance principles, techniques and roles, with stress on classroom application. Experiential laboratory sessions required to sensitize educators to the basic ideas and skills that are involved in being a helper. Primarily for school personnel other than counselors. (T)
- CED 6710 Professional Seminar: Contemporary Issues ETHICS** Cr. 1. (Max. 18)
An overview of principles, procedures, and methods specific to a critical contemporary issue including; child abuse, sexual abuse, bereavement, stress management, infectious diseases, self-esteem, self-efficacy, conflict management, etc. (S)
- CED 6710 Professional Seminar: Contemporary Issues CRISIS, DISASTER & TRAUMA** Cr. 1. (Max. 18)
An overview of principles, procedures, and methods specific to a critical contemporary issue including; child abuse, sexual abuse, bereavement, stress management, infectious diseases, self-esteem, self-efficacy, conflict

management, etc. (T)

- CED 6720 Workshop in Counseling: HUMAN SEXUALITY** Cr. 2-4 (Max. 18)
For counselors, teachers, and pupil personnel workers. Consideration of counseling issues in school, agency and community settings. Counseling, consultation, and coordination dimensions of counseling in substance abuse, family groups, and human sexuality issues. (T)
- CED 6720 Workshop in Counseling: SUBSTANCE ABUSE** Cr. 2-4 (Max. 18)
For counselors, teachers, and pupil personnel workers. Consideration of counseling issues in school, agency and community settings. Counseling, consultation, and coordination dimensions of counseling in substance abuse, family groups, and human sexuality issues. (T)
- CED7000 Introduction to Group Work.** Cr. 2
Prereq: Admitted to Masters Counseling Program, CED 6070 or CED 6080 and Coreq: CED 7010. Seminar to provide an understanding of group counseling theories and an overview of basic elements of group process, with a focus on stages of group development, including: group leadership styles, group dynamics, guidelines for multi cultural and rehabilitation practice, ethical and professional issues in group practice, and use of skills and techniques applicable to various counseling situations. (T)
- CED 7001 Group Counseling Participation.** Cr. 2
Coreq: CED 7000. Offered for S and U grades only. Students participate in group counseling sessions to experience counseling from the client's perspective, and to become familiar with procedures and methods of group counseling in community agency, school, and rehabilitation settings. (T)
- CED 7020 Counseling Internship.** Cr. 1-6 (Max. 12)
Prereq: CED 7150 and consent of advisor and Internship Coordinator during semester prior to registration. Offered for S and U grade only. Supervised field experience (100 clock hours per credit hour enrolled) designed to give students an orientation to the responsibilities of a counselor at a cooperating agency or institution. Students attend on-campus seminars to discuss professional counseling and supervision issues. (T)
- CED 7030 Counseling and Consulting Services in Community Agencies.** Cr. 3
Prereq: CED 6070. Consultation theory and processes in agencies and post-secondary educational institutions. Roles and functions of counselors in program and proposal development; conflict management; organization, administration, and evaluation of services; public relations; knowledge of community referral resources and referral process. (Y)

- CED 7040 Techniques of Counseling.** Cr. 4
Prereq: CED 6070 or 6080. Techniques, ethics, and process of counseling including: facilitative relationships, case conceptualization, goal setting, intervention, and outcome evaluation. Development of counseling skills to facilitate growth or change with respect to psychological, vocational, and social concerns through self-advocacy, cognitive, affective, and behavioral interventions. Analysis and practice using simulated counseling experiences. (T)
- CED 7055 School Counseling: Post Secondary Planning & College Counseling.** Cr. 2
Prereq: CED 6070 Role of the School Counselor in relation to postsecondary planning and college counseling. The Eight Components of College and Career Readiness approach will be used to educate school counselors to prepare and inspire students for college success and opportunity. (T)
- CED 7070 School Guidance, Counseling, and Consulting.** Cr. 4
Prereq: CED 6070. Principles and practices of counseling, guidance, and consulting in the K-12 school setting. Focus on individual and group approaches that facilitate student development and adjustment; staff, parental, and community resources and referral procedures; program development, operation and evaluation. (W)
- CED 7090 Advanced School Guidance.** Cr. 3
Prereq: CED 7070. Advanced principles and practices of counseling and consultation in school settings. The focus is on the holistic approach to enhance and facilitate student growth, development, and self-awareness as it relates to the demands of the School Counselor. (W)
- CED 7080 Career Development and Counseling.** Cr. 3
Prereq: CED 6070. Career development theories, career exploration and career preparation methods including: information, leisure, decision making, career-related assessment, use of non-traditional resources and computer-assisted guidance systems, use of occupational information and labor market surveys in career counseling, work-adjustment training, and strategies/skills for adapting vocational and educational resources for use in rehabilitation, school, business, and community agency settings. (T)
- CED 7120 Assessment for Counselors and Rehabilitation Professionals.** Cr. 3
Prereq: CED 6070 and 6080. Overview of psychological, educational and vocational assessment techniques, including specific assessment applications such as clinical assessment, communicating assessment results, assessment with diverse populations, and ethical issues. (W)
- CED 7150 Counseling Practicum.** Cr. 4
Prereq: consent of advisor and instructor during semester prior to registration. Students gain supervised experience in individual and group interactions, assessment and appraisal, diagnosis and treatment planning, other

professional counseling activities, and develop competency in the use of a variety of professional counseling and rehabilitation resources. Students attend seminars for supervision and discussion of professional issues in an interdisciplinary context (minimum of 100 clock hours). (T)

CED 7730 Cultural and Diversity Issues in Mental Health. And Research Cr. 3

Prereq: CED 6080 or consent of instructor. Cognitive and experiential study of social and psychological variables that influence the cross-cultural counseling relationship. Emphasis on social identities of race, ethnicity, gender, age, ability, and sexual orientation. (F, W)

EDUCATIONAL PSYCHOLOGY (EDP)

EDP 7350 The Learning Process. Cr. 2

Substantive issues involved in learning as they relate to school practice. (T)

EDP 7370 Adult Psychopathology: Mental Disorders, Treatment & Diagnosis Cr. 3

Psychopathology of adulthood; mental disorders, treatment and diagnosis. (T)

EDP 7410 Human Developmental Psychology. Cr. 3

Survey of research from psychoanalytic and learning viewpoints on human development from birth to adulthood. Emphasis on school environment and community psychology practice.

EVALUATION AND RESEARCH (EER)

EER 7640 Fundamental Research Skills. Cr. 3

Basic skills in educational research; nomenclature, problem, theory, hypothesis formulation; bibliographical and documentary techniques; retrieval systems; development of data-gathering instrumentation; computer orientation and research uses; collection and organization of data; manuscript development; report writing; techniques, methodologies for descriptive and experimental inquiry. (T)

EDUCATION

- ED 7999 Terminal Masters Seminar and Essay or Project.** Cr. 3
Seminar to provide understanding of research issues including; program evaluation, need assessment, ethical, and legal considerations in counseling research and evaluation. Students complete final essay or project. Offered for S or U grades only. (T)
- ED 7990 Directed Study.** Cr. 1-8 (Max. 16)
Prereq: Written consent of advisor and Dean of Graduate Studies or graduate officer on petition and authorization for directed study prior to registration. (T)
- ED 7996 Directed Research.** Cr. 1-8 (Max. 16)
Prereq: Written consent of advisor and Dean of Graduate Studies or graduate officer on petition and authorization for directed study prior to registration. Offered for S or U grades only. (T)
- ED 7998 Field Studies.** Cr. 1-6 (Max 16)
Prereq: Consent of advisor or supervisor instructor. Offered for S or U grades only. (T)

SYMBOLS AND ABBREVIATIONS USED IN COURSE LISTINGS

Course Offering Frequency: Parenthetical letters at the end of course descriptions identify the term and frequency courses will be offered.

(T) Offered every term.

(Y) Offered at least once every academic year (Fall or Winter, not Spring/Summer)

(F) Offered Fall Term.

(W) Offered Winter Term.

(S) Offered Spring/Summer Term.

(B) Offered every other year.

(I) Offered irregularly.

Cr. Credit: The amount of credit indicated by the number or numbers following the abbreviation.

Max. Maximum: Course may be re-elected to the maximum credit indicated.

Prereq. Prerequisite: Course must be preceded by the indicated course or courses or other requirements.

Coreq. Corequisite: Course must be accompanied by the indicated course or courses.

AGREEMENT CONTRACT

I, _____, have received and read the Student
(Please Print Complete Name)

Handbook from the Wayne State University, College of Education, Division of Theoretical and Behavioral Foundations, Counselor Education program. I understand the policies and procedures as stated in the Handbook and agree to fulfill the requirements as stated.

(Signature of Student)

(Student Identification Number)

(Date)

The Counselor Education program would like to maintain an accurate student roster database. We would appreciate you completing the following information:

(Street Address)

(City) (State) (Zip Code)

Home Phone #: (_____) e-mail: _____

DEGREE: Masters of Arts

PROGRAM AREA: School Counseling Community (CMHC) Counseling
 Combined Counseling Program

AREA OF INTEREST (Community (CMHC) Counseling):

Art Therapy/Counseling

Please return to the CED program secretary:

Ms. Lei Juan Stewart-Walker
 Wayne State University
 College of Education, 5425 Gullen Mall, 3 North
 Counselor Education Program