



**LAKELAND
♦UNIVERSITY♦**

Master of Arts in Counseling

Student Handbook

**School Counseling
Clinical Mental Health Counseling
Higher Education Counseling and Student Affairs**

Latest Revision: September 2022

Lakeland University's Master of Arts in Counseling program is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the Wisconsin Department of Safety and Professional Services, and the Wisconsin Department of Public Instruction.

Dear Master of Arts in Counseling Graduate Student:

Welcome to the Lakeland University's Master of Arts in Counseling (MAC) program. The entire Lakeland University community looks forward to working with you in meeting the challenges of a career in school counseling, clinical mental health counseling, or higher education counseling & student affairs.

This handbook has been prepared by the MAC adjunct faculty and staff of Lakeland University's Kellett School of Undergraduate and Graduate Studies to provide a description and summary of the information and processes that are in effect on the date of this document and need to be followed for successful completion of the Master of Arts in Counseling (MAC) degree. Lakeland University's MAC program is a professional graduate training program dedicated to preparing students for one of three professional counseling areas: Clinical Mental Health Counseling, Higher Education Counseling & Student Affairs, and School Counseling. The MAC program meets licensing requirements of both the Wisconsin Department of Safety and Professional Services (DSPS) and the Wisconsin Department of Public Instruction (DPI) and is aligned with standards issued by the American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA). Additionally, all three tracks are aligned with the 2016 Standards issued by the Council for Accreditation of Counseling Related Education Programs (CACREP). The MAC program has had the benefit of researching and including the best of existing master's degree counseling programs.

The field of professional counseling is a dynamic and challenging profession and faculty continuously adjust to new needs as necessary to keep students better prepared to achieve their professional goals. To meet the needs of our students, this handbook is in a state of constant development. The handbook is a living document that is revised regularly. Students should feel free to ask for clarifications if any ambiguities are encountered as they progress through the program.

This handbook provides only a portion of the information necessary for success in your graduate studies. An understanding of the Kellett School of Undergraduate and Graduate Studies Academic Catalog and regular consultation with your advisor are essential elements for successful completion of the MAC program.

We are excited that you have chosen Lakeland University to continue your career development.

Best luck,



Veronica Lampe, Ph.D.

Master of Arts in Counseling Program Director



Pang Kou Khang, M.A.

MAC Coordinator- Practicum & Internship

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MISSION, VALUES, AND PROGRAM LEARNING OUTCOMES

Lakeland University Mission

Lakeland University educates women and men of diverse backgrounds, preparing them to think critically, to communicate effectively, to succeed professionally, and to lead ethical, purposeful, and fulfilling lives. Rooted in the values of the United Church of Christ, Lakeland integrates the liberal arts and experiential learning to develop the whole person for success in a dynamic, multi-faceted world.

Values

The values of Lakeland University are informed by its relationship with the United Church of Christ and continuing commitment to the liberal arts:

- **Inquiry and Academic Excellence.** We are a community committed to learning, discovery, and creativity as ongoing endeavors. We maintain high standards of academic rigor and expectations for achievement that drive the acquisition and application of knowledge through the liberal arts and practical learning opportunities.
- **Integrity and Responsibility.** We are a community that is open, honest, and ethical. We are accountable to ourselves, each other, and the University to uphold the mission and values of the institution.
- **Faith and Religious Expression.** We are a community that values the study and exploration of faith and religious beliefs. We invite one another to investigate what it means to live a spiritual, meaningful, and purposeful life.
- **Diversity and Respect.** We are a community that welcomes all people regardless of their gender, race, religion, sexual orientation, socioeconomic status, disability, or country of origin. We value differing backgrounds, cultures and viewpoints and accept our responsibility to treat each other with fairness, compassion, and civility.
- **Service and Stewardship.** We are a community committed to socially responsible service at the institutional, local, regional, national, and global levels. We embrace our role as caretakers of the resources of the institution and society.

Master of Arts in Counseling Program Mission

Lakeland University's Master of Arts in Counseling (MAC) program builds on the University's mission in its dedication to the personal growth and professional development of graduate students in counseling. The MAC program prepares graduate students to be ethical practitioners, leaders, and scholars. The faculty provides an environment that facilitates students' ability to think critically, reflect with personal insight, and to work within an increasingly diverse and global society.

Master of Arts in Counseling Program Belief Statement

The Master of Arts in Counseling program trains our graduates to apply all ethical standards in ways that students and other helping professionals are empowered with the knowledge, skills, and resources necessary to practice effective, socially just, and ethical counseling work in a diverse and global society. As MAC students and staff, we continually reaffirm our commitment to the guiding values that all persons experience a vibrant, caring, and diverse community and that the principles of multiculturalism, social justice, and global perspectives permeate all counseling arenas.

Master of Arts in Counseling Program Learning Outcomes

- Apply counseling roles, theories, and models of interaction, prevention, and intervention including indications and contraindications for professional practice.
- Apply relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the appropriate licensing bodies and boards as they relate to the therapeutic relationship and practice of counseling.
- Illustrate the psychological and sociological foundations of human development, learning, and behavior and the impact on the counseling setting.
- Describe the role that diversity, inclusion, gender and equity have on academic, personal, social, emotional, and professional development.
- Apply ethical and culturally relevant strategies for addressing career development theories to develop age-appropriate practices and programs.
- Demonstrate individual counseling skills, including assessment of and response to social, emotional, behavioral, and physical concerns.
- Demonstrate ethical and culturally relevant group counseling skills, including group management, interaction, and programming.
- Demonstrate skills used to utilize research, data, and institutional assessments to improve programs and recommend systematic changes.
- Summarize strategies for ongoing professional development and self-evaluation.
- Demonstrate effective ethical and professional behaviors in working responsively with individuals, groups, institutional support networks, community agencies, and governing agencies.
- Apply skills to locate, collect and evaluate research and program data from a variety of sources, which include the use of electronic sources.

GENERAL INFORMATION

Uniqueness of the MAC Program

Lakeland University is proud of the unique features that make up our MAC program. This includes how courses are scheduled and implemented, the use of technology, and offering

courses in centers throughout Wisconsin. Here are some of the unique features of the MAC program:

- **Course Design and Scheduling:** Lakeland University has chosen the core concepts of Bloom's Taxonomy of Educational Objectives as the unifying conceptual guide for preparing our graduate students in counseling. The model proceeds through six levels of content mastery with each progressive level presuming some mastery of the preceding level. Course scheduling is flexible and based on student numbers and student needs. University policy allows students seven years to work toward earning their master's degree. Most student progress through the program on a part-time basis.
- **Advocacy:** Reflecting the University values, students are encouraged to take personal action to address or improve injustices and conditions that would benefit individuals or groups throughout the program.
- **Use of Technology-** Various delivery models and technologies are integrated into the MAC student's learning experience. This approach best prepares our graduates to compete and succeed in a constantly changing world. We use traditional face-to-face, online, synchronous Collaborate Live virtual/videoconference classroom and combinations of these methods. Students leave the program prepared for life-long learning through technology.
- **Certifications-** Many of the courses in the MAC program provide opportunities for graduate students to earn extra certifications in a variety of field such as Trauma counseling and Screening, Brief Intervention, and Referral to Treatment (SBIRT).

About the Handbook

The Master of Arts in Counseling Student Handbook is available to prospective students and those who have applied and are admitted to the Program at Lakeland University. The intent is to communicate policies and procedures and prepare the student for experiences unique to the MAC program. The MAC program policies and student handbook are supplemental to the Lakeland University's Kellett School of Undergraduate and Graduate Studies Academic Catalog and Student Handbook. In some cases, policies and procedures are more defined in the MAC program student handbook to meet standards of pre-licensure education and accreditation and to ensure equitable treatment of students. If a policy or process in the MAC Student Handbook differs from the university's policy or process, the MAC program student handbook will be followed. The policies and procedures listed in this handbook are subject to change and may be modified for just cause. The most current edition of the MAC program student handbook can be found at my.lakeland.edu. Please be aware that course policies are also located in the course syllabus.

Lakeland University student policies for admission, progression, retention and graduation can be found in the Kellett School of Undergraduate and Graduate Studies Academic Catalog located at <https://catalog.lakeland.edu/>. The Student Handbook, Academic Calendar, and Kellett Student Course Guidelines are located at my.lakeland.edu/ICS/Student/. For transcripts, course schedules, or registration, visit the Office of the Registrar's website at <http://lakeland.edu/Academics/registrar-s-office>

Institution Accreditation

Accreditation is an official recognition by an external body attesting that an institution meets certain prescribed standards. Accreditation is a type of quality assurance based on self and peer assessment. Lakeland University is accredited by the Higher Learning Commission (<http://hlcommission.org>) located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; 800-621-7440.

Programmatic Accreditations

The MAC program and curriculum are designed to prepare counselors to meet professional, state, and national standards.

- The Clinical Mental Health Counseling program is approved by the Wisconsin Department of Safety and Professional Services. This means upon graduation students are eligible to apply for the LPC-IT and Substance Abuse Certification (SAC)
- The School Counseling program is approved by the Wisconsin Department of Public Instruction. This means upon graduation students are eligible to apply for their licensure as a PreK-12 School Counselor.
- The Higher Education Counseling & Student Affairs program is aligned with standards found within the council for the Advancement of Standard in Higher Education and professional competencies endorsed by the American College Personnel Association.

IMPORTANT CONTACT INFORMATION

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ADMISSION TO THE PROGRAM

To be considered for admission into the Master of Arts in Counseling program, the following are required:

- An application for admission, including a \$50 application fee

- All previous official transcripts, including those indicating the completion of a bachelor's degree from a regionally accredited institution, *
- One of the following:
 - A cumulative grade point average of 2.75 on a 4.0 scale, or
 - GPA of at least a 2.5 on a 4.0 scale and score of 420 on the Miller Analogy Test, or
 - GPA of at least a 2.5 on a 4.0 scale and a GPA of 3.0 in the final 48 credits of undergraduate degree
 - GPA of at least a 2.50 on a 4.00 scale and at least 6 semester hours of approved advanced-undergraduate or graduate coursework (with a grade of B or better in each course) beyond the candidate's earned bachelor's degree
- Completion of an undergraduate degree in the behavioral sciences, or 9 undergraduate semester hours in courses related to human services or behavioral science with grades of "B-" or above in each of the courses
- Two letters of recommendation indicating applicant's potential for academic and personal success at the graduate level
- A two- to three-page personal essay (guidelines are located on the MAC website)
- A current resume
- Onsite formal interview**
- A completed background check***

*For transcripts transmitted electronically, select Lakeland University as the recipient of your records.

- Common transcript service providers: DocuFide, Credentials Solutions, National Student Clearinghouse, Parchment

Or mail (sealed) official transcripts to:

Lakeland University
 Attn: Registrar's Office
 W3718 South Drive
 Plymouth, WI 53073-4878

**The interview requirement within the admission process is designed for staff to know you and for you to gain understanding of the values, ideals, and ethical guidelines of the University and the counseling profession. It is important as a graduate student; these traits are clearly understood so that informed decisions can be made relevant to the graduate student's ability to perform the roles of a professional counselor always keeping in mind the ethical and legal codes of the profession.

The American Counseling Association (ACA) Code of Ethics, American School Counselor Association (ASCA) Code of Ethics, as well as the American College Personnel Association (ACPA) Ethical Principles & Standards ethically bind all MAC staff and adjunct faculty. Professional counselor educators and student counselors must learn, understand, and abide by the ACA, ASCA, or ACPA Code of Ethics. Particularly relevant to the Gatekeeping Role of the Faculty as they supervise and train professional

counselors are the following codes: F.9.b. Limitations and F.6.b Gatekeeping, and F.6.d. Endorsement. The sections outlined below are particularly relevant for applicants.

Primary Responsibility- The primary responsibility of counselors is to respect the dignity and to promote the welfare of all individuals.

Nondiscrimination- Counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, immigration status, language preference, socioeconomic status, or any basis proscribed by law.

Personal Values- Counselors are aware of- and avoid imposing-their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, students, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto client, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

The MAC program and staff not only respect the individual rights of all persons but also actively advocate for non-discriminatory practices. Please keep these ideas in mind as you continue your journey throughout the MAC program.

References: American Counseling Association (2014) Code of ethics, American School Counseling Ethical Codes (2016), and the American College Personnel Associations Ethical Principles & Standards (2006).

Resources: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
<https://www.myacpa.org/ethics>

*****Background Information Disclosure (BID)/Criminal Background Checks:**

The MAC program is committed to providing the public with MAC students and ultimately professional counselors who demonstrate personal and professional behaviors consistent with the standards of the profession. To ensure the protection of the people of the state of Wisconsin, Lakeland University reflects industry standards and requires a background check for students admitted to the MAC program and prior to participating in the practicum course. Costs associated with criminal background checks are the responsibility and at the expense of the student.

Students who are admitted to the MAC program at Lakeland will complete a background check as part of the admission process. Completion of the background check is handled via CastleBranch. Information pertaining to CastleBranch will be provided to students admitted to the MAC program.

Enrollment in Counseling courses (CN's) is permitted upon completion of the caregiver background check. The background check may be repeated as necessary to meet practicum or internship placement requirements. Students must be honest and accurate in

the completion of the Background Information Disclosure (BID) form. The BID must remain valid throughout progression in the program and the background check record kept on file with CastleBranch for student and MAC program access. Refusal to complete the background information disclosure, background check and storage of documents within CastleBranch will result in exclusion from the MAC program. The student will complete the BID Authorization, Waiver and Release Form upon admission to the MAC program.

Practicum and Internship agencies may prohibit the placement of students with a criminal history. These facilities have the final determination, and the University makes no guarantee of placement for students demonstrating a disqualifying charge or conviction, which may include assault, battery, sexual crimes, drug related, theft, abuse or other that, may compromise the health and safety of clients and patients.

Self-disclosure is required from the initial completion of the BID until graduation from the program. It is the students' responsibility to communicate any new charges, investigations, or convictions for misdemeanor, felony, or municipal ordinance violations to the Lakeland University director of the MAC program no later than the next business day (students do not need to report parking tickets or speeding tickets). Any investigation regarding charges, investigations, or convictions may result in suspension from the practicum experience, which in turn may delay or prevent graduation from the MAC program. In addition, a failure to report will result in removal from the program.

T.B. Test (Required of School Counseling students): As a condition of internship placements, Wisconsin school boards require a tuberculin test of every school employee, which includes student teachers and internship students, of the school district. Freedom from tuberculosis in a communicable form is a condition of employment. (*Section 118.25(2)(a) of the Wisconsin Statutes*).

The required form is included in the Appendix. The form can also be downloaded from this website:

<https://www.dhs.wisconsin.gov/forms/f02314a.pdf>

Note: School Counseling graduate students are required to provide a completed form to their advisor prior to registering for the Practicum course.

Additional Requirements

Once admitted, as you prepare for practicum and internships, additional requirements may emerge depending upon the policies of your host healthcare, mental health, school or other practicum or internship site. These requirements are the responsibility of the student and need to be completed prior to your practicum and internship per your sites policies. Additional requirements **may** include:

- CPR Certification

- Immunizations (Hepatitis B, Measles/Mumps/Rubella, Diphtheria/Tetanus/Pertussis, Varicella and/or Influenza vaccination)
- Additional Tests (TB, Drug Screening)
- Blood borne Pathogen Training
- HIPPA training and/or “sign off” commitment to comply with industry and agency standards

Liability Insurance

Lakeland students are covered by Lakeland’s policy strictly for activities in which they are involved and considered part of their practicums or internships. However, if any student engages in any activity outside of the parameters of their defined practicum or internship, the University’s policy does not cover them for those activities. Additionally, if it is anticipated that any student may be in a potentially dangerous situation (e.g., counseling in a setting considered potentially violent or where exposure to blood is anticipated, etc.) the student needs to contact their advisor prior to the placement so the issue can be discussed and hopefully cleared with the carrier. The policy has been uploaded into the MAC student blackboard shell [MIC: M.A.C. Information Center](#)

Additional liability insurance can be obtained from either the National Board of Certified Counselors, [Insurance for Health Care Professionals | Lockton Affinity Health](#), or the American Counseling Association- [Malpractice insurance for Healthcare Providers | HPSO](#) Please check the individual websites for more information.

Transferring to Lakeland’s MAC program

A student who wishes to transfer to Lakeland from another college must be in good academic standing and must submit official academic transcripts from all other colleges attended. Upon the approval of the directors of the respective graduate programs, up to nine (9) graduate semester hours of coursework in which grades of “B” or better have been earned and are relevant to the program may be accepted in transfer from accredited institutions of higher education. Transfer courses must have been taken within ten (10) years prior to application to the graduate program. Students working in the counseling field with courses earned prior to the ten (10) years threshold may receive an exception time waiver for specific courses. Grades earned at other colleges are not included in the Lakeland University GPA. All work completed at other colleges will be converted to semester hours when evaluating transferable credits. Upon acceptance to Lakeland, transfer applicants will receive an evaluation of their transferable credits with a listing of the courses required to complete a Lakeland University degree.

Currently, the MAC program does not award academic credit for life experience or other informal learning experiences.

Individuals who have a master’s s degree in counseling from Lakeland University or the equivalent from another accredited institution, and who are interested in acquiring additional

knowledge and skills leading to licensure in Clinical Mental Health Counseling or School Counseling and certification in Higher Education Counseling & Student Affairs may apply to the Post-Master's Certificate Program. Please contact an admission advisor in one of the seven Lakeland University Centers for more information.

Note: International students are required to follow additional steps.

MAC Advisors

Once acceptance into the MAC program, students are assigned a MAC academic advisor. The MAC advisor serves as a mentor, encourager, counselor, and guide and is there to help students navigate through the MAC program. The MAC advisor helps graduate students design a graduate program plan that aligns with their specific goals. A bigger reason may be that the MAC advisor is there for occasions when “real life” gets in the way. Advisors are truly invested in student success they care, tailor guidance for each specific student, and work hard to make themselves available. Please feel free to contact your academic advisor during office hours regarding questions or setting up an appointment. You can also leave a voicemail or e-mail, and they will return your message as soon as possible. Advisors are happy to answer your questions and welcome any feedback you may have.

PREPARING FOR THE PROGRAM

Attendance Policy

Students are expected to attend class and actively participate each week whether on-ground or online when the option is available. Students who attend a class entirely online, or do not attend a particular week of a Hybrid class in person, will participate in the assigned weekly discussion questions in order to earn equivalent participation points. All postings require proper grammar, punctuation, and may not be plagiarized.

The following standard criteria apply to *online discussion board posting:

- For 12-week classes, a minimum of three (3) posts are required each week, which must be made on a minimum of three (3) separate days during the week.
- For 7-week classes, a minimum of six (6) posts are required each week, which must be made on a minimum of three (3) separate days during the week.
- Initial posts to discussion questions must be a minimum of 200 words, and responses to peers must be a minimum of 75 words.

Students who attend class in person but do not earn full participation points in class may compensate for any points lost by also posting on the discussion boards. Each 33.3 percent reduction in class participation points may be compensated by one day of discussion postings

meeting the standard criteria. Missing two classes for a single Master of Arts in Counseling course may result in reduction of the final grade by one letter grade; missing three or more classes for a single course may result in automatic failure for the course. Missing one class for a single Practicum or Internship course may result in reduction of the final grade by one letter grade; missing two or more classes for a single Practicum or Internship course will result in automatic failure for the course. Grades will be reduced regardless of total points earned, and any exceptions will be at the discretion of the MAC program director. Students should address any concerns regarding grade reductions to their advisor.

**Instructors may vary these criteria depending on the requirements for each course.*

When the option is available if a student attends a class synchronously using the Collaborate “Live” option, expectations for participation are the same as if the student attends the class on-ground. Instructors may require students to use webcams and/or USB headset at their discretion. Recordings of class sessions are provided in some courses, however, viewing recordings does not count as class participation. Students are responsible for resolving technical issues with their personal equipment, contacting Blackboard Collaborate Technical Support when necessary.

Student Responsibilities

All students are expected to:

- Have access to a computer and Internet for everyday use (Microsoft Windows is strongly preferred).
- Utilize the current version of Microsoft Word, Excel, PowerPoint, and Adobe Acrobat.
- Save a copy of all work until the course has ended.
- Obtain the correct book and/or supplemental materials prior to the start of class. In some cases, this may include textbooks or e-textbooks that are specific to Lakeland University and can be purchased through the Lakeland University bookstore.
- Complete assignments, exams, and discussion/participation as required in the syllabus.
- Read assigned material and be responsible for knowing content in discussion/lectures.
- Submit any assignments electronically using Blackboard.
- Follow the calendar provided in the syllabus.

Student Email Requirement

Students enrolled in the MAC program are required to use their Lakeland University email address for all program correspondence. MAC faculty are also required to use their Lakeland University email address when addressing any student questions, issues, and assignments. In addition, students are expected to check their Lakeland email every few days. Students who fail to check their email may miss very important information that may result in a student’s inability

to complete a course, the program, or a placement experience. Students who fail to check email are still responsible for any information that may be disseminated.

Students who have questions about their email account are to contact a Kellett School Online Technical Support Specialist or Lakeland HELP desk.

Enrollment Classification

Full-time status is defined as enrollment in nine (9) graduate semester hours during the fall, spring, or summer terms. International students must enroll in a minimum of nine (9) graduate semester hours per term during the fall and spring semesters. Enrollment in fewer than 9 semester hours will qualify as halftime status except for students enrolled in these culminating experiences:

CN 767, 777, 787 Internship I

CN 768, 778, 788 Internship II

Students enrolled in culminating experiences will be classified as full-time enrollment for the purposes of enrollment status, financial aid, military benefits, and Student & Exchange Visitor Information System (SEVIS) classification. Students enrolled in only one course will not be eligible for financial aid.

Financial Assistance

At the present time, the only types of financial aid awarded by Lakeland University for graduate students include the Unsubsidized Federal Stafford loan and the Graduate PLUS loan. Students are encouraged to seek outside scholarships or employee reimbursement to help them meet their educational costs.

More information on eligibility, federal loans, and other alternative loans can be accessed by going to Lakeland's Graduate Financial Aid website: [Graduate Kellett Financial Aid \(lakeland.edu\)](http://lakeland.edu)

MAC Program Student Handbook

All students have access to the MAC Student Handbook. Students admitted into the program must complete the MAC Program Student Handbook Signature Sheet. Students are either sent the signature sheet by their MAC advisor or they can complete the signature sheet during the program orientation. Students must submit the signed form to their MAC advisor by the end of their first semester.

Confidentiality Agreement

The Master of Arts in Counseling (MAC) program at Lakeland University is committed to excellence in preparing students to become ethical professional counselors. One of the primary responsibilities of both the MAC program instructors and graduate students is to monitor protection and confidentiality of individuals both inside and outside the MAC program. Because of this, it is extremely important students are made aware they will have access to confidential conversations shared by peers and instructors in each MAC course. Students are required to learn more about confidentiality and acknowledge their comprehension through a required signature on the Confidentiality Agreement. Upon acceptance into the program, student's MAC advisor will send the form to the student for their signature. The student has one semester to return the signed document. Failure to return the signed Confidentiality Agreement may delay a student's eligibility to enroll in any further MAC courses. Students may also have access to this form during the Mandatory Student Orientation.

Diversity in Program Faculty

Lakeland University and the MAC program make every effort to recruit, hire and retain a diverse and well-qualified faculty. Faculty members are hired for their expertise and experience with courses assigned accordingly. Faculty members are committed to professional practice and are members of various professional organizations. Faculty in the MAC program has at least three years of full-time experience in either clinical mental health counseling, school counseling/pupil services in PreK-12 settings, or in higher education counseling & student affairs. The current faculty include professionals who bring a rich diversity in race, ethnicity, religious experience, gender, sexual orientation, age, areas of disability, in addition to representing a variety of counseling specialties. Our diverse faculty is poised to provide graduates with many opportunities to enhance their counseling experiences in each MAC course.

Diversity in Students

We welcome all learners regardless of their gender, race, religion, sexual orientation, socioeconomic status, disability, or country of origin; it is the policy of the MAC program to actively recruit students that reflect our global society. As an institution and counseling program, faculty and staff engage in planned activities and strategies that are focused on increasing a student and faculty to include individuals of ethnic/racial minorities, diverse religious affiliations, differing sexual orientation, both genders, persons with disabilities, individuals across all age groups, and individuals from various socio-economic backgrounds. At the end of every academic year, faculty and staff take time to review data on student admissions, recruitment, and retention to assess the effectiveness of our activities and strategies. When looking to fill full-time and adjunct positions, the University engages in many of these same strategies hoping to attract a diverse faculty as well.

The MAC program has initiated these objectives to follow through on our student and faculty recruitment initiatives:

- Use various communication and social networking technologies to encourage interest and applications.

- Initiate a review of all public relations documents that feature diversity students, faculty, and staff in the counseling program and on our campus.
- Implement a continuous review of all activities and strategies used to attract and retain a diverse student body.
- Partner with regional counselors and other professional organizations to encourage underrepresented or diverse students to apply to the counseling program.
- Work within our undergraduate programs and social clubs to review student demographics and reach out to students within these groups who might have an interest and succeed in the program.
- Work with University administration to engage in strategies that help to recruit and educate a diverse counseling faculty.

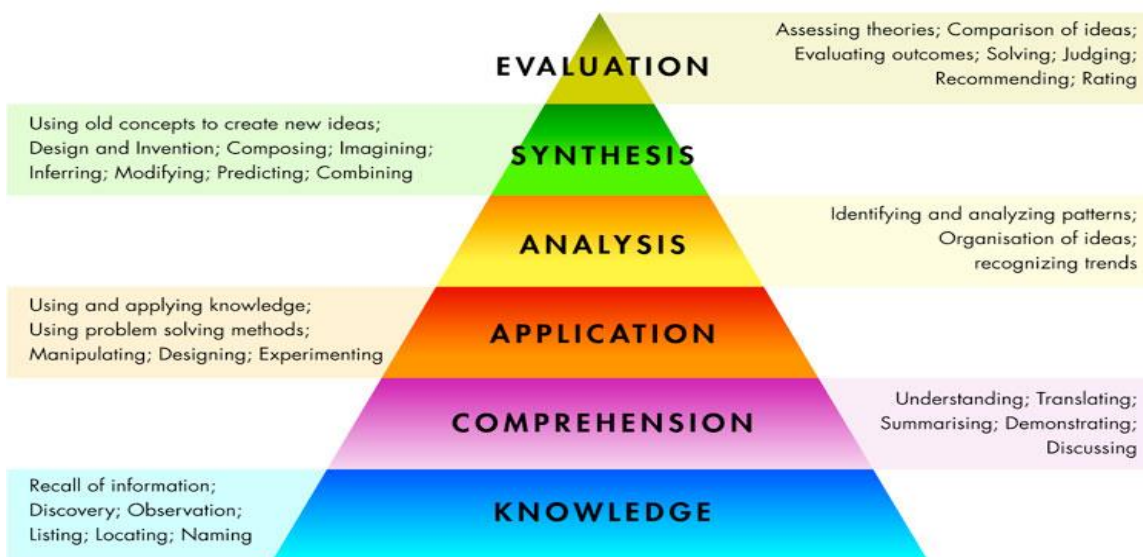
PROGRAM CURRICULA AND DELIVERY

Conceptual framework

Lakeland University has chosen the core concepts of **Bloom’s Taxonomy** of Educational Objectives for the preparation of our graduate students. The Bloom model of learning is a foundational model proceeding through six levels of content mastery with each progressive level presuming some mastery of the preceding, more basic level(s). In this model, the accumulation of “knowledge” is a prerequisite to “understanding.”

The model assumes further that the learner must be able to apply knowledge before moving to the level of “analysis,” the dissection of knowledge into component parts. Analysis is, in turn, necessary for “synthesis” of ideas, combining the parts from different ideas to form new ideas, and synthesis is necessary before knowledge or ideas can be subjected to valid “evaluation.” Thus, the Bloom model proceeds stepwise from knowledge, the most basic level of learning, through understanding, application, analysis, and synthesis to evaluation, the highest and most complex level of learning and mastery. Lakeland uses Bloom’s taxonomy as a model for instructional practices and we teach our students how to use Bloom’s procedural steps in developing strategies for delivering lessons.

B L O O M S T A X O N O M Y



Learning Modalities

Life can be busy and unpredictable, and that can make it challenging to finish your degree. At Lakeland University, you will find unmatched flexibility. Graduate courses typically meet once per week during the evening hours or on Saturdays usually over 12-week semesters in fall, spring, and summer. Additionally, some of the graduate courses are offered Face-to-Face (F2F), online and synchronous LIVE®.

Face-to-Face (F2F) courses are held in center classrooms in the evenings usually starting at 6:00 pm, once a week during any given semester. These F2F courses are designed to continue building upon students' counseling knowledge with particular focus on skill and dispositional development of graduate students in training. It is very important that students attend all F2F course meetings throughout any given semester. Online and Synchronous courses give students the opportunity to "attend" class during the week using their blackboard shell without ever having to come to a center.

Online courses are courses in which all the contact hours and work are completed online outside a classroom environment. Students taking an online course should not need to come to a center for any portion of the course. Students enrolled in an online course should follow the online policies developed on their course syllabus.

Synchronous LIVE® MAC courses are courses in which all portions of the contact hours are completed at a given time and day during the week. Any required synchronous online course is required to have meeting times clearly listed in the course syllabus and on the Master Schedule. Faculty and students are required to attend their course every week F2F using Lakeland's "collaborate" technology. The "collaborate" technology allows students to enter their classroom environment from their computer anywhere they have access to Wi-Fi.

Several MAC courses are delivered in a learning modality that uses both the online and F2F learning environments where students access their course using their computer on certain weeks and come to class F2F at a designated center on other weeks. F2F meeting times must be clearly stated by your course instructor on their course syllabus.

Soon into your studies, you will find an advanced set of technology skills better preparing you for changing technology in the workplace and for continuing your education through professional development opportunities following graduation. No other adult education program offers the convenience of so many different learning modalities. Lakeland will continue to look for additional options to deliver flexible delivery models for MAC program students.

Curricular requirements

The MAC program is between 48-60 semester hours depending upon the specialization:

| Program | Hours |
|-------------------------------------------------|-------|
| Clinical Mental Health Counseling | 60 |
| School Counseling | 51 |
| Higher Education Counseling and Student Affairs | 48 |

All specializations in the MAC program have two primary functions: academic and performance. The academic portion of the program focuses on providing students with opportunities to study content matter that comprises the foundation of counseling, but also provides students with opportunities to study more recent developments in the art of counseling. The performance strand of the program provides students with opportunities to apply academic concepts in counseling situations.

Consequently, many graduates from this program will develop a professional portfolio that will demonstrate their intellectual growth as academic and professional practitioners. By completing the professional portfolio, students will integrate academic studies with performance applications in authentic counseling settings. The course sequence also relies on clearly articulated prerequisites to allow students to build on previous knowledge and skills as they progress through the program.

FOR ALL MAC STUDENTS

(Prerequisites are listed in parentheses after course information)

- CN 710 Introduction to Counseling and Ethics
- CN 714 Multiculturalism and the Practice of Counseling (CN 710 Pre-req or Co-req)
- CN 716 Lifespan Development and Counseling: An Integration
- CN 718 Introduction to Psychopathology (CN 710, 714, 726)

- CN 724 Counseling Methods and Ethics (CN 710, 714)
- CN 726 Counseling Theories
- CN 728 Psychometrics and Assessment (CN 710, 714, 718)
- CN 734 Research Methods and Program Evaluation (CN 710)
- CN 736 Counseling Children and Adolescents (CN 716, 724, 726)
- CN 738 Group Therapy (CN 724)
- CN 739 Career Counseling and Development (CN 716, 724)
- CN 744 Crisis & Trauma Theory & Practice (CN 716, 724)

In addition: The completion of the courses for at least 1 of the following areas of emphasis

FOR SCHOOL COUNSELING STUDENTS

- CN 733 Foundations of School Counseling (CN 710, 714, 716, 726)
- CN 765 Seminar: Structure and Organization of School Counseling (CN 710, 714, 716, 718, 724 or consent of program director)
- CN 755 School Counseling Portfolio
- CN 766 Practicum (125 clock hours/ 50 direct client service) (CN 710, 714, 716, 718, 728, 733, & 736)
- CN 767 Internship I (300 clock hours / 120 direct client service) (CN 738, 766, co-req or pre req CN 739, including a “B” or better in practicum and positive recommendation from the practicum instructor and supervisor,)
- CN 768 Internship II (300 clock hours / 120 direct client service) (CN 744, 767, including a “B” or better in internship II and positive recommendation from the Internship I instructor and supervisor.) Students must have a “B” or better to pass internship II.

FOR CLINICAL MENTAL HEALTH COUNSELING STUDENTS

- CN 735 Couples & Family Therapy (CN 710, 714, 716, 718, 724)
- CN 737 Counseling & Treatment of Addictive Disorders (CN 718, 726)
- CN 743 Advanced Clinical Skills (CN 718, 724, 728)
- CN 752 Psychopharmacology (CN 718)
- CN 775 Seminar: Structure and organization of Clinical Mental Health Counseling (CN 710, 714, 716, 718, 724 or consent of program director)
- CN 776 Practicum (125 clock hours/ 50 direct client service) (CN 710, 714, 716, 718, 728, & 735, 743, and one of the following: CN 736, 737, or 738. Note: Students completing a practicum involving children should complete CN 736, working in field of addictions complete CN 737, working with all other populations complete CN 738.
- CN 777 Internship I (300 clock hours / 120 direct client service) (CN 738, a “B” or better in CN 776, a GPA of 3.0, and one of the following: CN 735, 736, 737 depending upon placement, and a positive recommendation from the practicum instructor and supervisor,
- CN 778 Internship II (300 clock hours / 120 direct client service) (CN 744, a “B” or better in CN 777, including a positive recommendation from the Internship I instructor

and supervisor, a GPA of 3.0, and pre or co-requisites CN 739). Students must have a “B” or better to pass internship II.

FOR HIGHER EDUCATION COUNSELING & STUDENT AFFAIRS

- CN 785 Seminar: Structure and Organization of Higher Education Counseling & Student Affairs (CN 710, 714, 716, 718, 724 or consent of program director)
- CN 786 Practicum (125 clock hours/ 50 direct client service) (CN 710, 714, 716, 718, 728, 736,
- CN 787 Internship I (300 clock hours / 120 direct client service) (CN 738, a “B” or better in CN 786, including a positive recommendation from the practicum instructor and supervisor, and a GPA of 3.0.)
- CN 788 Internship II (300 clock hours / 120 direct client service) (CN 739, 744, a “B” or better in CN 787, including a positive recommendation from the Internship I instructor and supervisor.) Students must have a “B” or better to pass internship II.

ELECTIVES

- CN 735 Couples & Family Therapy (CN 710, 714,716, 724, 718)
- CN 737 Counseling & Treatment of Addictive Disorders (CN 726, 718)
- CN 743 Advanced Clinical Skills (CN 718)
- CN 752 Psychopharmacology (CN 718)
- CN 760 Contemporary Topics in Counseling

More information regarding the specific course requirements is presented by specialization later in the MAC Program Student Handbook.

TECHNOLOGY USE INSIDE AND OUTSIDE OF CLASS

Lakeland believes by offering graduate courses using a variety of technologies we are better preparing our students to compete and excel in a world that embodies constant change. Because of this belief, we expect all learner to become proficient with education related technologies. Lakeland University currently uses Blackboard as a course and email management system.

Technology is a prerequisite skill, much like the expectation that all students can write, use appropriate grammar, access library resources, and have proficient writing and oral skills. Lakeland University though each Kellett School center provides many opportunities for students to become more technological proficient. Every MAC student has access to one of our Kellett School online technology support specialists as well as the Lakeland’s IT Help Desk support services. Students also have access to computers in computer labs supporting each of the Kellett School centers. Since not all computer labs are located directly in each center, MAC students

need to check with the center staff to find out where each computer lab is located and the days and times the computer lab is open for student use.

Camera Policy

As the use of a web conferencing platform will be required for all participants not immediately joining on-ground, audio and video equipment will be required to be on and utilized by all remote contributors: Computer with working video camera and headset with microphone to reduce background noise. As an alternative to a headset with microphone, participants can also have a dedicated “quiet” space with which to utilize the computer’s built-in microphone. In the event your computer does not have a working video camera, or you need to purchase a headset with microphone, the Lakeland Bookstore offers several options that can be purchased.

Electronic Communication

In addition, many courses and most field and clinical experiences will require the use of video or audio recordings. It is the student’s responsibility to review and follow all information found within the HIPPA Policy and Procedure Guide and HIPPA Compliance Requirement Guide. Both documents are located in the documents & forms file housed on the MIC: M.A.C. Information Center on the student blackboard shell.

Use of Social Media

Social media includes all means of communicating or posting information or content of any sort on the Internet, including to a student’s own or someone else’s web log (blog), journal, diary, personal website, social networking or affinity website, web bulletin board or a chat room, whether or not associated or affiliated with Lakeland, as well as any other form of electronic communication.

Before creating online content, consider some of the risks and rewards that are involved. When posting to private social media sites, content should be appropriate especially when it pertains to Lakeland. MAC students should never represent themselves as a spokesperson for Lakeland. It should be made clear that a student is not speaking on behalf of Lakeland. It is recommended to include a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the MAC program or that of Lakeland University.”

Furthermore, the MAC program expects all students to maintain the highest ethical standards in all associations and activities involving their peers, staff, faculty, and the community. Students are reminded that what they post online (e.g. social networks) may be publicly accessed and/or shared. Inappropriate posting may impact the student’s standing and participation in the MAC program. Please refer to either the ACA, ASCA, and/or ACPA ethical standards that apply to social media.

ACADEMIC STANDING AND PROGRAM PROGRESSION

Student Expectations

Students are expected to demonstrate professional, ethical performance at all times which, among other skills, includes:

- Integrating current ethical codes of ACA, ASCA, and ACPA into the learning process, communication with clients/students, fellow peers, LU faculty and staff, and placement site staff.
- Engage in ongoing self-evaluation as considering the program content and faculty feedback.
- Presenting themselves as professionals throughout their graduate program in every MAC course, in communicating with clients/students, placement and site staff, as well as community members.
- Dedicate themselves to lifelong learning and continuous personal and professional development.
- Respect the dignity, equality, and worth of all people regardless of gender, race, lifestyle, religion, sexual orientation, socioeconomic status, disability, or country of origin.
- Promote the mental health and human potential of all people.
- Become advocates for those they serve, their profession, and themselves.
- Continue to work toward technology literacy.

Students are Encouraged to:

- Participate in local and state professional organizations relevant to their professional practice.
- Recognize their own limits and perspectives.
- Check-In on a regular basis with their MAC advisor making sure they are on track and addressing any challenges that may impact their academic or behavioral success.
- Be curious, always asking questions and being open to learning from faculty and peers.
- Form their own counseling philosophy.

Should faculty have concerns, communication will begin with the student in the spirit of improving the students' performance. All discussion, planning, assessment, and feedback will remain confidential.

Course Overload Policy

Nine (9) semester hours per semester is considered a full-time academic load. A graduate student who wishes to take more than 9 semester hours in any one academic term must receive permission to do so by the Program Director. To be considered, the following is required:

- The student must have completed at least one prior semester at Lakeland University.
- The students' GPA must be 3.5 or higher.
- A review of the students' previous academic record demonstrates no concerns.
- A review of the students' current work schedule demonstrates no concerns.

Under no circumstances will students be enrolled in more than 12 semester hours per term.

Program Progression

Students in the MAC program are held to Lakeland's standards and policies regarding meeting academic progress toward their master's degree. Grading policies and criteria are described in each course syllabus. Students should consult with their course instructor regarding any questions or concerns they may have about specific course grading policies.

Grading: the following grading scale is used for all courses delivered in The Kellett School.

| Grade | Percentage | | | Description |
|-----------|------------|----|--------|--------------------------------------|
| A | 93.0% | to | 100.0% | 4.0 quality points per semester hour |
| AB | 90.0% | to | 92.9% | 3.5 quality points per semester hour |
| B | 84.0% | to | 89.9% | 3.0 quality points per semester hour |
| BC | 80.0% | to | 83.9% | 2.5 quality points per semester hour |
| C | 74.0% | to | 79.9% | 2.0 quality points per semester hour |
| CD | 70.0% | to | 73.9% | 1.5 quality points per semester hour |
| D | 64.0% | to | 69.9% | 1.0 quality points per semester hour |
| F | | < | 64.0% | 0.0 quality points per semester hour |

Other grades may be awarded as follows:

- **I = Incomplete:** Indicates that the student has the prior consent of the instructor to complete required coursework after the end of the regular term. Incompletes are only considered when the student is in good standing in the class, and due to unforeseen and uncontrollable circumstances, the student is prevented from completing the coursework during the semester of the course. The incomplete signed contract must be signed by the student and instructor and submitted to the Registrar's office by the last day of class for the relevant term. See the Academic Catalog for further details.
- **P = Pass:** Given in courses that are graded on a pass/fail basis.
- **NC = No Credit:** Progress was made in the course, but not completed. No credit or quality points awarded.
- **W = Withdraw:** Indicates that the student has formally withdrawn from a course. See the Academic Catalog for further details regarding Official Withdrawals.
- **AU = Audit:** Used when students have formally declared that they are taking a course on an audit basis and have completed all work required of audit students by the course instructor. Failure to meet the instructor's conditions will be recorded as UAU; withdrawal from the course will be recorded as WAU.

Grade Changes

Instructors cannot accept missing work or work for extra credit after the final day of the semester. After final grades for the course are submitted to the Registrar, changes may only be made due to errors on the part of the instructor. See the Academic Catalog for more information.

Programmatic Progress

Satisfactory Programmatic Progress: to remain eligible for continued progression in the MAC program at Lakeland University the following criteria must be met:

1. Students must maintain a minimum cumulative GPA of 3.0 each semester in the MAC program.
 - a. A student whose cumulative GPA falls below 3.0 in any given semester, except for the student's first semester, in which the student receives a letter of concern, will be placed on programmatic probation (see unsatisfactory programmatic progress).
2. Students must earn a minimum grade of "B", satisfactory achievement, in all required MAC courses.
 - a. A student whose grade is less than a "B" in a required course will be required to retake the course until a "B" or better is earned. Institutional guidelines state a graduate student may repeat a course one time.
 - b. Graduate student may repeat a course one time.
3. Students in Practicum and Internship I or II whose grade is less than a "B" are required to retake the course.
 - a. A grade of "B" or better is required to successfully complete Practicum and Internship I & II.
4. Students must maintain a minimum cumulative GPA of 3.0 overall.
 - a. A student whose cumulative GPA falls below 3.0 will be placed on programmatic probation (see unsatisfactory programmatic progress).

Unsatisfactory Programmatic Progress: if a student does not meet the satisfactory programmatic progress criteria, the following will be instituted:

1. Students who fall below the minimum GPA of 3.0 in required MAC courses are placed on programmatic probation. Students who are placed on programmatic probation must develop a written plan of success each term the student remains on probation and submit to the Director of the MAC program.
2. Students placed on programmatic probation will be advanced to good programmatic standing if, after 6 or more semester hours of coursework, the student is meeting the requirements. If the student does not meet the minimum requirements after 6 or more semester hours of coursework, the student is placed on programmatic suspension.
3. Students who repeat a course and have not earned a "B" or better are placed on programmatic suspension and may appeal to continue taking coursework the following semester (see Readmission and Program Appeals).
4. Students who are placed on programmatic suspension may appeal to continue taking coursework the following semester (see Readmission and Program Appeals).

5. Students, who were placed on programmatic suspension and elected to suspended coursework for one semester, may appeal for readmission to the MAC program (see Readmission and Program Appeals).
6. Students who were placed on programmatic suspension and elected to suspend coursework for two or more terms must meet with their MAC advisor to discuss readmission options.
7. Students needing additional academic support should consult with their MAC advisor.
8. The academic advisor, MAC faculty, or Director of the MAC program may initiate referrals to university support services based on review of the student's academic progress and information provided by the student.

A minimum cumulative GPA of 3.0 on a 4.0 scale must be maintained each semester for students to meet satisfactory academic progression in the MAC program. The Vice President for Academic Affairs (VPAA) will notify students falling below a 3.0 GPA in any given semester. Students failing to meet a 3.0 GPA after two semesters will be placed on programmatic probation and if the student remains below a 3.0 after three semesters may be subject to programmatic suspension. Failure to meet a cumulative GPA of 3.0 prior to practicum may result in the student being denied registering for practicum or potential dismissal from the MAC program.

Students on programmatic probation must accept whatever additional requirements are stipulated by the Director of the MAC program. Examples may include but are not limited to specific credit hour limitations, repeating specific courses, remediation interventions, counseling, and restriction on choice of courses. Students must earn a "B" or better to pass all practicum and internship courses.

Review and Retention

The Counseling faculty are in a continuous process of evaluating and assessing student progress throughout a student's enrollment in the MAC program. Student review is an ongoing and continuous process. Prior to practicum and internships, MAC faculty and advisors review student progress to ensure that students have successfully completed all prior coursework and other indicators of student success. At any time, counseling faculty may call a meeting between students and faculty should questions about their progress or advancement in the program be in question. The following section describes expectations of student conduct, non-academic concerns, and remediation and dismissal policies.

Professional Expectations

A primary obligation of counseling faculty is to monitor the professional and personal growth and development, as well as performance of counselors-in-training.

The MAC graduate program is responsible for assessing individual student progress in not only academics, but also regarding non-academic or Student's professional and personal growth and development. The faculty and staff in the MAC program accept students as professionals and

expects students to perform at the highest level of personal and professional standards. Students will be knowledgeable about and demonstrate personal and professional behaviors as well as performance related to:

- Professional and personal ethics in conversation and writing
- Manners of personal conduct and self-presentation
- Knowledge of and adherence to boundary issues- guidelines for personal and professional relationships and relationships that are non-professional in nature
- Commitment to social justice issues as part of their professional responsibility
- Respect and valuing of all people with strong knowledge of multicultural competence
- Academic honesty
- Receptivity to feedback and openness to self-examination
- Ability to deal with conflict
- Issues of Confidentiality
- Emotional Intelligence/maturity
- Empathy and caring
- Sense of humor
- Cooperativeness
- Importance of express feelings
- Awareness of impact on others
- Awareness of any symptoms of mental health disorders
- Participation in professional organizations and continuous professional growth opportunities

Non-academic Concerns

The importance of addressing any non-academic behaviors is also referred to in the William R. Kellett School of Undergraduate and Graduate Studies *Non-Academic Student Conduct & Disciplinary Policy Guide* as well as in the American Counseling Association and American School Counselor Association ethical standards.

As stated in the ACA Code of Ethics, “Counselor educators, throughout ongoing evaluation, and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators:

1. Assist students in securing remedial assistance when needed;
2. Seek professional consultation and document their decision to dismiss or refer students for assistance;
3. Ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures (F.9.b).”

Students not making satisfactory progress in non-academic areas may be identified in a variety of ways and by a variety of individuals, including but not limited to students, MAC faculty, supervisors, clients, and/or members of the public. Any concern raised will be brought to the

attention of the MAC Program Director. Confidentiality of the reporting party must be ensured within all reasonable limits.

PROCEDURES WHEN NON-ACADEMIC CONCERNS HAVE BEEN IDENTIFIED

When a possible competency or problematic behavior has been identified (by a faculty member, student, practicum/internship supervisor), MAC faculty or the student's advisor will meet with the student to determine whether a concern exists. In addition to the original report of the competency or problematic behavior, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, which may include reports from other interested parties. In these cases, components of the concern may be separated and reviewed independently by the appropriate individuals. The department normally retains responsibility for reviewing components involving academic and training issues.

If it is determined that there is a competency or problematic behavior, one of the following will occur:

- A written plan of improvement/remediation is developed
- Recommendation for dismissal from the program
- No additional action needed following investigation and discussion

Remediation

If the recommendation is for remediation, a meeting will be scheduled between the student, the MAC Program Director, MAC advisor, and many times MAC Faculty member, to discuss this plan with the student. If a remediation plan is recommended the plan may include one or more of the following:

- an increase in didactic instruction
- course retake
- a decrease in course load
- a decrease in or temporary suspension of practicum or internship responsibilities
- increased supervision and/or faculty advisement
- leave of absence
- assessment of impairment by a neutral third party
- individual therapy

Students are always encouraged to submit their own ideas for remediation through their advisors. Student's recommendations will be considered when making final recommendations. The plan will be documented using the Student Competency Plan form. In the case of a remediation plan, if the MAC Program Director views insufficient progress, the director may recommend a change either in the remediation plan, probation, suspension, or dismissal from the MAC program.

If the recommendation is for dismissal, all recommendations for dismissal go directly to the University Vice President for Academic Affairs for a decision.

Dismissal

Students may be dismissed from a course or the MAC program at Lakeland University. Potential reasons for dismissal are listed below. This listing is not all-inclusive as there may be other situations that warrant a student's dismissal.

- Any behavior that threatens the health or safety of clients, client's family, members of the healthcare/school/university/or other internship or practicum site may lead to disciplinary action that may include immediate removal from the MAC program. Some actions may result in permanent expulsion from the MAC program.
- Students may be dismissed if, in the judgement of the Program Director, the action is determined to be detrimental to the program or the profession.
- Students may be dismissed from the course and/or program for breaks in confidentiality.
- Students may be dismissed if they are under the influence of alcohol or drugs.
- Students may be dismissed from the course or program if situation of violating professional standards including violation of the academic integrity code or theft of any nature.
- Students may be dismissed from the course or program in situations where a placement refuses a student from returning to complete their practicum or internship. This may include performance, ethics, professional standards or personal hygiene or professional dress attire.

Readmission

Students who voluntarily withdraw or fall out of enrollments from the MAC program may apply for readmission to the University following the procedure listed in the academic catalog.

Students who officially withdrew in good academic standing and are readmitted will return in good academic standing. It is important to note upon remittance into the MAC program, students are subject to all the curriculum requirements in place at the time the student is readmitted.

Students are encouraged to contact their admissions advisor to discuss readmission procedures.

Students who are dismissed from the MAC program for disciplinary reasons or violations of the student code of conduct and/or academic integrity code and/or professional ethics are not eligible for readmission to the program.

Students on programmatic or non-academic suspension who desire to continue taking coursework the following semester, or who have elected to suspend coursework for one semester and wish to re-enroll in the MAC program may appeal for continuation or readmission to the MAC program. Students who were on programmatic or non-academic suspension and elected to suspend coursework for two or more terms must meet with their admissions advisor to discuss readmission options.

Students must take the following steps if they wish to appeal for continuation/readmission in the MAC program:

1. Meet with their academic advisor.
 - a. Review the extenuating circumstances and develop a continuation/re-entry plan.
2. Write a letter of appeal that is insightful, honest, and provides a detailed description of the following:
 - a. Extenuating circumstances and/or reasons that contributed to programmatic or non-academic suspension.
 - b. Factors that have prevented previous satisfactory academic or professional performance.
 - c. Evidence of remediation and/or solutions of the deterring factors.
 - d. Detailed, specific continuation/re-entry plan for successful achievement of the program curriculum and professional behaviors.
3. Submit the letter of appeal with continuation/re-entry plan to the MAC Program Director and V.P of Academic Affairs (VPAA). Deadlines for submission are:
 - a. Fall courses, date of July 15th
 - b. Spring courses, date of December 15th
 - c. Summer courses, date of April 15th
4. Upon receipt of appeal letter, the MAC Program Director in collaboration with the VPAA will conduct an overall review of the appeal letter, continuation plan and student records relating to the student's prior experience at Lakeland University.

After a review of the documents is complete and decision is determined:

1. The MAC Program Director will send written notification of continuation/readmission decision to the student, no later than one month after appeal process is complete.
2. If granted permission to readmit to the MAC program, the student may:
 - a. Need to complete the university readmission process
 - b. Complete additional conditions as imposed upon continuation/readmission
3. If the student fails to meet the written conditions, the student will be dismissed from the MAC program and is ineligible for readmission.

Procedures for Appealing a Decision

Students may file a grievance with the University Vice President for Academic Affairs (VPAA) one week after receiving the results of any faculty review. Guidelines and policies for appealing a decision can be obtained by contacting the VPAA office at:920-565-1000 x 2314. The student will be provided Due Process in the case of dismissal from the program for non-academic reasons.

If dismissal from the program is recommended, the University VPAA will send a written notification by certified mail to the student. The student will then be given 30 days, within a regular academic year, to present a written response to the notification and requires, in writing, a review of the remediation recommendation if the student chooses. Upon receipt of a written request form the student regarding dismissal during the 30-day period; the student will be given an opportunity to present their case to the University VPAA, the MAC Program Director and other faculty as determined by the University VPAA. Following the presentation, the faculty

will meet to review the presentation and render a decision as to whether the recommendation of dismissal is to be upheld. Written notice of this decision will be provided to the student. If the dismissal is upheld, the MAC Program Director will forward a formal dismissal letter to the student with a copy placed in the student's file.

SUPPORT SERVICES

Tutor.com

We know that as a college student you don't live normal hours. Your tutoring doesn't have to be constrained to hours you can't meet. Lakeland University has partnered with Tutor.com to provide FREE online tutoring to support your academic success. Tutors are available 24/7 for most subjects, so you can study on your own schedule.

When you connect to Tutor.com, you'll be able to:

- Connect with more than 3,000 expert tutors in an online classroom
- Drop off an essay for review and receive feedback within 24 hours
- Access services from your mobile phone or tablet
- View replays of previous sessions and review transcripts
- Save and schedule appointments with your favorite tutors

To access Tutor.com, simply click on "Tutor.Com" within your Blackboard Course Shell. This will link you to a home page where you can choose the subject/course that you would like your appointment to focus on. Tutor.Com can also provide assistance with resume/cover letters, as well as sample tests/quizzes in a variety of subjects.

If you have questions, please contact your academic advisor. We hope you find this resource beneficial, and we encourage you to take advantage of tutoring whenever you need extra help!

HARC/Starfish Tutors

Tutors are available to assist students remotely and are working directly with faculty to support students. If you are interested in working with a tutor, please follow the steps below:

- Go to login.lakeland.edu and select Starfish.
- Once on Starfish, select the "menu" icon in the upper left of the screen and select "My Success Network".
- This will open up the list of faculty, staff and tutors that are available in the courses you are enrolled in.
- Select the appropriate tutor and then select "Schedule Appointment".

- Select “Tutoring Center”, then “Tutoring”, then “Continue”.
- Select the date and time option, then “Continue”.
- Select “online” as your location, add the reason for your tutoring, then select “Confirm”.
- A meeting notification will be sent to your Outlook calendar with the details of your tutor appointment. The tutor will also be notified of your scheduled appointment.

*** You are also welcomed to email the tutor directly to schedule your appointment.

*** Writing tutors are available to assist with writing assignments for any subject.

*** Tutors are available to meet via Collaborate, Skype, and Lakeland email.

*** If you have any questions or difficulty connecting with a tutor, please contact Karen Eckhardt, Manager of the Hayssen Academic Resource Center (HARC), at eckhardtkl@lakeland.edu

All tutors are available to meet via Collaborate. Writing tutors can also provide assistance with papers via Collaborate, Skype or email. You will need to have a web cam and microphone to participate in tutoring via Blackboard Collaborate and Skype. If this is your first-time using Blackboard Collaborate Ultra, the web page below is helpful for your understanding of the program. Blackboard Collaborate Ultra will launch through your web browser, and the use of Google Chrome is strongly recommended for best performance.

<https://help.blackboard.com/Collaborate/Ultra/Participant>

Mental Health Resources

LUSI - Lakeland University Support Initiative

According to research, students turn first and foremost to their peers for help. Lakeland understands this and has taken this research and developed a peer-to-peer program that provides this support from trained Master of Arts in Counseling graduate students. Under the direction of the University’s Counseling Center and the Master of Arts in Counseling program, Lakeland is able to continue to provide a Helpline for Kellett School students by offering a space for Kellett students to talk over their worries in confidence, and to offer information on a range of issues which students might encounter. This program is called LUSI - Lakeland University Support Initiative formerly the Peer Support Program.

Trained graduate students provide the LUSI peer support services. LUSI specialists can provide up to three or four video/phone calls (30-45 minutes) to help you navigate concerns you might be facing. Please note that this is not a clinical counseling service but an extra level of real-person connection where you can discuss your stressors and needs and get help should you need next steps.

If you feel like you are struggling with studying at home/online assessments or feel lonely and isolated, a LUSI peer support provider would be happy to hear from you. There is support available, and you are not alone in finding things difficult. To access a Peer Support Provider, students can email Alex Liosatos, Counseling Center Director, at liosatos@lakeland.edu or

Pang Kou Khang, MAC Coordinator- Practicum & Internships, at khangpk@lakeland.edu for more information, and to get connected to a LUSI peer support provider.

If you need additional mental health resources, please reach out in your community.

Graduation Requirements

Students who graduate from the MAC program at Lakeland University will have met the following requirements:

- Completion of all master's degree requirement for their emphasis area (see the Kellett School academic catalog for requirements)
- Met general graduate graduation policies (see the academic catalog for policies)
- Completion of all MAC courses with a 'B' or better
- Cumulative GPA of 3.0
- School counseling graduate students must complete a school counseling portfolio to get a conferred date on their transcript.

Students should work closely with their advisor to make sure they are accurately projecting their graduation date. Once a date is identified, the Registrar's Office will conduct an analysis of the student academic records and a graduation evaluation is mailed to the student. Students are required to complete and return the graduation application form to the Registrar's Office.

Professional Organizations-Student Affiliations

As counselors in training, students are strongly encouraged to join a national professional counseling association related to their specialty. In addition, students are also encouraged to join and participate in state and local associations as well. Most student memberships are available at reduced fees and provide many different resources and advantages. Here is a list to name a few:

- members receive professional publications such as journals and newsletters that provide information about the field of counseling as well as current trends and research
- members receive access to discounts to national and state conferences, webinars and other professional development and networking opportunities
- members gain professional recognition
- members gain information on public and government relations and advocacy programs
- members have access to internet resources like blogs, online communities, and listservs
- career and legal services including professional liability insurance
- Applications to these required associations are available on the website listed below:
- American Counseling Association (ACA)- <https://www.counseling.org/>
- American School Counseling Association (ASCA)- <https://www.schoolcounselor.org/>
- American Counseling Personnel Association (ACPA)- <http://www.myacpa.org/>

- American Mental Health Counselors Association (AMHCA)- <http://www.amhca.org/home>
- Student Affairs Administrators in Higher Education (NASPA)- <https://www.naspa.org/>

Additionally, you are encouraged as a graduate student to join one of these associations:

- Wisconsin Counseling Association (WCA)- <https://wisconsincounselingassociation.com/>
- Wisconsin School Counseling Association (WSCA)- <https://www.wscaweb.org/>
- Wisconsin Association for College Admission Counseling (WACAC)- <https://www.wacac.com/>
- Wisconsin College Personnel Association (WCPA)- <http://mywcpa.org/>

Statement of Personal and Professional Growth and Self –Disclosure

As MAC faculty, we believe that it is essential for graduate students to engage in personal growth. While personal self-disclosures are, therefore, part of your coursework, only you can decide what aspects of your personal life you are willing to share. Creating comfort may not be the desired goal in your courses, yet creating safety is. The faculty is committed to creating a safe environment in which you can address personal concerns. We encourage you as a counselor in training, to stretch and to risk more with your student colleagues, and with faculty than you might normally be prepared to do. In general, self-reflection is worth the discomfort in terms of growth it can produce for you, and what it adds to your ability to be helpful to others.

Many of your courses may include didactic and experiential methods. We expect you to participate fully in these experiences always under the direct supervision of your course instructor. These supervised experiences allow for an integration of learning related processes and the interpersonal styles of student participants as leaders. It is expected that your interaction in these experiences will be real and based upon personal concerns that are meaningful to you. Special attention is paid to individual vulnerabilities that are likely to revoke unresolved personal issues and effect your work with clients. For example, if you had highly critical parents, and you are very worried about making mistakes, or are highly self-critical, this will likely impede your ability to make interventions with clients. If you recognize ways that you might engage in critical self-talk, you are in a position to change your self-talk and change your behavior.

In addition, in all your courses you will be expected to give feedback to others as well as listen to and consider feedback that you receive. A focus on here-and-now issues as they emerge within the context of the courses you participate in tends to increase the intensity and follows from those who take the risk of disclosing their fears, concerns, hopes and personal goals. Many courses will provide a context in which you can identify areas for personal growth and will allow for personal exploration of both your concerns and needs.

Most graduate students find the journey to be one that can offer exciting and meaningful opportunities for personal and professional growth, for increased insight, and for the ability to make a positive difference in the lives of other people. The focus on personal growth is a

fundamental aspect of the MAC program. Times of discomfort often bring students the best opportunities for personal growth. This dynamic may occasionally produce strong and even potentially overwhelming responses. If an instructor or staff member (in conjunction with an appropriate program representative) observes evidence that a student is exhibiting strong and even potentially overwhelming responses, it will be brought to the student's attention for immediate discussion and consultation. Students are also encouraged to make faculty and staff members aware of strong personal reactions that are related to course materials, assignments, and experiences.

All concerns about student physical and mental wellbeing will be made with the utmost care and with the student's best interests in mind. The desired end result is that all pertinent issues are sufficiently addressed and/or resolved and that the student is both physically and mentally healthy enough to continue in their program of study and is able to work in the capacity of a mental health care provider.

As faculty members, we believe that the most effective way to teach the counseling process is through an integration of knowledge and experience – both as a participant and a leader. In addition, we hope that you will learn from and appreciate the value of all your MAC courses.

Students and Personal Counseling

While engaging in personal counseling is not a requirement in the MAC program, students are encouraged to participate in some form of personal counseling experience. One of the most important benefits for graduate students is that they experience counseling from a “client” perspective as well as for personal exploration. In addition, students will always be supported in seeking counseling/therapy should their personal problems be preventing them from participating in their coursework or training activities in a competent or ethical manner. If you would like to seek personal counseling but need some assistance in finding resources, please contact your MAC advisor. Mental Health resources, designated by Kellett School Center, are also listed in Appendix of this handbook. Graduate students should never feel they have to face a mental health situation alone. If the need arises, please do not hesitate to contact your advisor, a MAC instructor, or the MAC Placement and Program Coordinator.

Professional Development

In addition to joining a professional association as your first step toward your future career as a profession counselor, students are encouraged to pursue additional professional development opportunities. These opportunities may come by attending local, regional state or national conferences, workshops, or online seminars. The MAC faculty are continually uploading professional development events on the MAC student blackboard shell: MIC: M.A.C. Information Center and MAC Facebook page. Students can easily access the student blackboard shell as all students are automatically uploaded to this information center located on their Lakeland University blackboard shell.

PRACTICUM & INTERNSHIP REQUIREMENTS

Lakeland University believes that knowledge, skills, and the disposition of professional counselors cannot be learned in the classroom alone. For this reason, we are committed to requiring each graduate student to engage in a partnership between classroom and clinical or counseling placement experiences. Each clinical/placement experience from practicum to internship is an essential piece of a graduate student’s acquiring the necessary competencies to become a professional counselor in whatever emphasis area the student chooses. Each of these requirements, practicum and internship, have a different focus and can also vary depending upon the skills and knowledge of each individual graduate student.

Since these clinical placements are an integral part of the training experience, the placements students choose help to ensure our graduate students will be well equipped to enter the counseling field. Students are only permitted to enroll in practicum or internships when they have completed all required coursework and have a GPA of a 3.0 or better. Recognizing that there are periodically situations beyond a student or the program’s control, exceptions will be considered on an individual basis and be reviewed by the MAC Placement and Program Coordinator.

Each one of counseling placement experiences require a specific number of hours to completion. These hours are designated in each course syllabus and placement guide. These hours are not interchangeable between courses and students **must successfully complete one course prior to enrolling in the next sequence of placement courses**. Each course is fully described in the Kellett School Academic Catalog.

Practicum and Internship Placements

All the clinical placements are the responsibility of the student, working in partnership with their MAC advisor. The University strongly recommends that students choose different clinical placements between their practicum and internships. If a student believes that it is in their best interest to remain in the same setting for these placements the student is to seek out assistance from their MAC advisor with final approval from the MAC Coordinator- Practicum & Internships.

Practicum or Internship Setting Where Employed

Practicums and internships are courses designed for students to acquire and develop skills in relation to the specific curriculum. The MAC Coordinator- Practicum & Internships is willing to consider clinical placements in settings where students are employed, providing the setting meets all other criteria as described in each of the specific guides and course objectives. In addition, students should not be supervised during their clinical training placement by their current work supervisor and have a client/student caseload selected specifically for purposes of the practicum or internship. Students seeking to use an employment position for the clinical placement **must** meet with their MAC advisor before making any commitments or signing any agreements. The final approval regarding using employment for a practicum or internship site is the sole responsibility of the MAC Coordinator- Practicum & Internships.

The expectations and responsibilities of the student, course instructor, and on-site supervisor are defined in each of the specific practicum and internship guides. All placement applications, agreements, and guides can be found on the [MIC: M.A.C. Information Center](#) on your student blackboard shell. It is important to note in choosing a site, the setting must provide an appropriate variety of clients/students, professional activities, and must involve the student in moving into relevant functions of the counseling profession, taking into account the student's readiness and interests.

Your Practicum

The practicum course offers students a supervised, practical experience in a counseling setting. The experience may involve any combination of counseling, program development, administration, delivery of services, or other types of activities typically performed at the site.

The practicum experience will provide students with valuable, hands-on activities (prior to counseling internship) in a setting congruent with individual career goals.

For students who are unsure of which career direction they would like to move toward, or have little experience in a particular counseling setting, the course provides an opportunity to explore various settings and the types of activities carried out within these settings. Students are also given a realistic view of activities they can expect to participate in as a counselor in that placement.

The course is based on basic attending and intervention skills (such as active listening, using open questions, paraphrasing, reflection of feeling, etc.). Typically, each student is to meet with the course instructor and peers three (3) times on-ground and then once with the instructor individually. The individual meeting is for the purpose of evaluating the practicum student's skills and receiving feedback.

Emphasis in the practicum placement is on integrating what students are learning in the field with what they have learned in the classroom: how theory and practice fit together. Students are encouraged to develop a primary theoretical orientation. Specific specialization techniques, interventions, and strategies are introduced. Practicum is the beginning level of fieldwork experience and introduces students to the basic roles and duties of a professional counselor in their respective field. The on-site supervisor as well as the course instructor provide supervision of practicum students weekly. The practicum course instructor also provides group supervision to practicum students through weekly blackboard participation by every enrolled student.

YOUR INTERNSHIP I & II

Internship I

The internship placements are designed to involve graduate students in all aspects of the role and functioning of a professional counselor in the specific emphasis area. During Internship I, interns are expected to begin to integrate and apply the knowledge, skills, and dispositions learned in previous program coursework. Interns should be able to provide or co-facilitate individual and group counseling sessions in addition to implementing assessment, intervention, and evaluation tools. The application of ethical and legal issues in counseling is reviewed.

Looking at specific, specialization-based techniques, interventions, and strategies continues throughout the Internship II semester. The course also requires one on-site observation, which also includes a conference between the on-site supervisor, the internship instructor, and the student. The course culminates in two evaluations of the intern's counseling performance by both the instructor and internship supervisor. Once at the midterm and once as a final evaluation. The on-site supervisor as well as the course instructor provide supervision of internship students

weekly. The internship course instructor also provides group supervision to students through weekly-required blackboard participation by every student.

Internship II

Internship II is the most advanced clinical experience. Internship II is designed to allow students to gain experience in all aspects of the counselor role as interns are seen as fully contributing members of the placement or site setting. The completion of this clinical experience ensures that interns have received exposure and experience to the full range of counseling settings.

Throughout Internship II, the emphasis is placed not only on skill acquisition, but also on personal development and increased self-awareness. By this time, the counseling intern is expected to be more comfortable in their professional role, more familiar with their requirements of their placement site, and able to take on more counseling responsibilities. This may include issues of management, socialization into the profession, specific job-obtaining and job-related skills, and trends in the field. Additional emphasis is placed upon preparing the students for the transition into their profession.

The course also requires one on-site observation, which also includes a conference between the on-site supervisor, the internship instructor, and the student. The course culminates in two evaluations of the intern's counseling performance by both the instructor and internship supervisor. Once at the midterm and once as a final evaluation. Supervision of internship students is provided weekly by the on-site supervisor as well as the course instructor. The internship course instructor also provides group supervision to students through weekly-required blackboard participation by every student.

For more specific information on course requirements for practicum and internships please refer to the guides found on the student blackboard shell: MIC: M.A.C. Information Center found on the student blackboard shell.

International students holding an F-1 or J-1 visa must also comply with federal regulations and obtain additional documentation before beginning any internship or practicum. Please contact the registrar's office for more information.

MAC Guide for Delivery of Direct Services During Practicum and Internship

To make sure professionals who are supervising our practicum or internship graduate students are aware of the expectations practicum or internship students are permitted to do during their field placements, students need to note the following:

Practicum or Intern Activities **without** Supervisor or other Onsite Professional Staff Present (following appropriate orientation/demonstration, and as student's competency increases):

1. **Psycho-social assessments:**

- Students can collect client/student information and data.
- For our Clinical Mental Health graduates, students may collect the data, but clinical staff must review, make treatment recommendations/conclusions and countersign any assessment.

2. **Individual sessions for the purpose of:**

- Supportive/ empathetic connection with client/student
- Increasing client's/student's rapport/engagement
- Continued processing of issues arising in group therapy
- Case management/documentation purposes
- Supportive education of material needing to be reinforced which have been presented in other areas of client's treatment/continued participation in school or classes etc.
- Strategies to increase client's/student's self-efficacy with primary supervisors' approval

3. **Documentation or confirmation of session must occur within 24 hours** with appropriate staff

Practicum or Internship I Activities **with** Supervisor or Clinical Staff present:

- All other Assessments
- For our Clinical Mental Health graduates involved in Family Assessment/Therapy--Clinical Staff must lead session and client must agree to student involvement
- Co-Leading Process Group
- Education Group
- Individual Counseling or Therapy-Supervisor or Clinical Staff must lead session and client must agree to student involvement
- For our Clinical Mental Health graduates, **any activity which involves billing must be conducted with supervisor present**

Internship II Activities **Without** Supervisor or Clinical Staff Present (when appropriate orientation/demonstration, and with supervisor's assessment of student's competency)

- Individual counseling, classroom activities, therapy, all other required counseling duties
- Education / Group therapy
- Working with individuals, family, or groups, as long as the student has approval of their supervisor – sessions are not to be done in secret.
- The student is never to provide services the student feels unprepared for, or unable to successfully accomplish-or sees a conflict of interest. These situations need to be relayed to student's supervisor.
- Students are never to provide services that may compromise a client's, student's, staff, family, etc., well-being, or which risks negatively impacting the placement site or Lakeland University.

Preparing for the Supervision Experience

The truth is, effective supervision can often be a challenge for practicum and internship students, especially those students who have never experienced “real” supervision. Through the MAC program, individuals supervising graduate students are expected to spend time reviewing a PowerPoint training and are given a handbook before they begin to supervise our graduates. Lakeland does this helping to make sure your supervisor is ready and prepared to supervise you as a practicum and internship student. So, just what is the role of the practicum and internship student during the supervision experience? What does good supervision look like? How do practicum and internship students resolve common problems that might arise when being supervised? How do interns turn challenges into opportunities when being supervised?

What is the supervisor’s responsibility?

According to most definitions, a supervisor’s role is to promote the professional, personal, and clinical skill development of counselors. Supervision offers fresh, diverse perspectives and challenges supervisees to reflect on their professional practice, personal strengths, and personal challenges. Through a continuing cycle of reflection, action, and feedback, the supervisee can develop increased professional competence, personal awareness, and clinical fortitude.

What is the practicum/internship student or supervisee’s responsibility?

As a supervisee/counselor in training, you are expected to work diligently to provide ethical and effective counseling services and come to supervision prepared and ready to engage! In addition, as a supervisee you are expected to:

- Provide opportunities for observation of professional practice. (Live or taped)
- Intentionally reflect upon the skills they hope to develop and/or enhance through supervision.
- Actively work with supervisor to develop goals for supervision and professional development
- Be open-minded.
- Bring a willingness to reflect upon personal feelings, characteristics, and professional competence.
- Work actively to minimize personal resistance.
- Work collaboratively with supervisor to critically evaluate supervision experience.

Supervisees should be prepared to initiate topics consistent with their needs during supervision sessions. Rather than being fearful of admitting that you are frustrated or feeling challenged, a supervisee should realize that supervisors expect you to struggle and talk about difficulties. Hiding mistakes or challenges makes you seem defensive or arrogant and can increase a real threat to the supervisee and their supervisors guaranteeing that a real, versus imagined, problem will occur. The reflective process can be facilitated by questions such as:

- What do I find myself often thinking about during or after I leave my placement?
- When I think about working with a student/client or on a project, what thoughts, feelings, or reactions come to mind?
- Have I encountered a topic that is unfamiliar or uncomfortable?
- Can you think of others?

Participation in each supervision session begins with taking an active role done by establishing a tentative agenda. If not involved in a crisis or emergency or pending matter, updates can serve as a useful first agenda item. Once as you have provided any important updates, listing specific

questions or challenges can serve as additional agenda items. By being active in structuring the session, as a supervisee, you can help reduce any frustration that often results when either you or the supervisor feel that essential matters were not addressed.

One of the most important aspects of a successful supervision is the relationship between the supervisor and the supervisee. Bordin (1983) articulates these three components as necessary for an effective supervisory working alliance, or supervision relationship:

- Shared agreement and understanding about goals and expectations for supervision.
- Shared understanding and expectations of the work or tasks for supervision.
- Positive emotional bond or relationship between supervisor and supervisee...TRUST.

In summary, rather than being passive recipients of supervision, practicum and internship students can be proactive participants in their supervision experience. Having a positive supervision experience can be summed up in these dot points:

- Be proactive and come prepared for every supervision session.
- Remain flexible.
- Ask for what you need, do not demand it. (Do not say you must see more clients/students, consider saying that you would like to explore ways to increase your direct client/student contact hours.)
- Take responsibility for learning and growing in supervision.
- Continued self-reflection and self-assessment are your best tools.

Understanding your role and the role of supervision can make a world of difference between a supervision experience of growth and one of disappointment.

Bordin, E. S. (1983). A working alliance-based model of supervision. *The Counseling Psychologist, 11*, 35-42.

SPECIFIC PROGRAM INFORMATION

School Counseling

The school counseling emphasis is 51 credits and focuses on the knowledge, skills, and disposition for our graduate students to become professionally licensed school counselors. Upon successful completion of all program requirements, including completion of all required coursework, internships and Portfolio, students are granted the master's degree and are endorsed to apply to the Wisconsin Department of Public Instruction for the K-12 school counselor educator license.

Professional school counselors are employed in elementary, middle/junior high, and high schools. Through their leadership, school counselors address all students' academic, career and personal/social development needs by implementing a comprehensive school counseling program. School Counseling requires individuals who provide leadership, advocacy, and collaboration with a focus on systemic change and student outcomes. School counselors provide

services to students, parents, school staff and the community. Their major functions include providing direct services to students by delivering school counseling core curriculum (classroom sessions), individual student planning, and responsive services. School counselors also provide in-direct services such as referrals for additional assistance, consultation, and collaboration working with parents, teachers, other educators, and community organization, management within the school counseling program, and ongoing formative assessments of their school counseling program.

Additional Requirements

Students in the school counseling track have three additional requirements:

1. Students are required to create an electronic portfolio. Please refer to EXT_CN 755 K.1 the MAC Portfolio Blackboard class for more information.
2. Prior to students' approval to register for CN 767 Internship I School Counseling, a student must have a GPA of a 3.5 or take and pass the Praxis II Professional School Counselor Exam. Information about the Praxis II Professional School Counselor Exam, code # 5421 can be found at <http://www.ets.org/praxis/prepare/materials/5421>.
3. Students are required by the Wisconsin Department of Public Instruction to take a T.B. test prior to registering for their Practicum placement in a public school.

Clinical Mental Health Counseling:

The clinical mental health counseling emphasis is 60 credits and focuses on the knowledge, skills, and disposition for our graduate students to meet the curriculum requirements for the Professional Counselor-In Training Licensure (LPC-IT) in the state of Wisconsin. In addition, as a pre-approved program for the LPC-IT, Lakeland's 60-credit MAC program is also an approved Substance Abuse Counselor (SAC) Pre-Certification Education program. When MAC students graduate within the 60-credit program including internships working within the addiction field under the required supervision, they have met many of the requirements needed to apply for their SAC license. For more information on obtaining SAC licensing please access the DSPS website. <https://dsps.wi.gov/Pages/Professions/SubstanceAbuseCounselor/Default.aspx>

Students entering the clinical mental health counseling track intend to focus their work in settings such as community mental health centers, inpatient facilities, vocational or employment counseling agencies, family service agencies, correctional institutions, private practice, or social service agencies. Their work can vary depending on the setting in which they work and the population they serve. Clinical mental health counselors find themselves working with children, adolescents, adults, or families, many of whom have multiple issues ranging from mental health disorders and addiction to disability and employment needs. Clinical mental health counselors are trained and equipped to recognize the needs of their clients and can provide clients with appropriate counseling and support. Clinical mental health counselors work closely with other mental health specialists such as psychiatrists, psychologists, clinical social workers, and school counselors. Lakeland University's MAC degree in Clinical Mental Health Counseling is an approved educational program in professional counseling through the Department of Safety and Professional Services.

Higher Education Counseling & Student Affairs:

The higher education counseling & student affairs emphasis is 48 credits focusing on the knowledge, skills, and disposition for graduate students who plan to seek employment in post-secondary settings such as community colleges, technical colleges, public and private colleges, and universities. In the higher education counseling & student affairs seminar course, students are given an opportunity to explore the history and structure of student services, student developmental theories, specific positions within the field, and competencies and skills necessary to work as a student development professional. The foundation of the emphasis in higher education counseling & student affairs is built on the essential counseling skills that promote the success of student services professionals. While there are numerous and diverse opportunities in the field of higher education counseling & student affairs, past MAC graduates have found positions in residence life, admissions, financial aid, career services, recruitment, academic advising, and special programs such as providing services for culturally diverse and international students on college and university campuses.

STUDENT ENDORSEMENT AND LICENSURE PROGRAM GUIDELINES

Department of Public Instruction (DPI) License Requirements- School Counseling

To receive an Initial Educator license in a pupil services category (i.e., school counselor) under s. PI 34.31, an applicant must successfully complete an approved graduate program at an accredited college or university and receive institutional endorsement. Endorsement is based on demonstration of proficient performance of knowledge, skills, and dispositions (KSDs) related to the seven pupil services standards. All state- approved professional education preparation programs in Wisconsin require student assessments of content knowledge and authentic assessment of the proficiency of the candidate. In the MAC program, this requirement is met through successful completion of the school counseling Portfolio including a **Portfolio Presentation** during the student's Internship II course, as well as having a GPA of a 3.5 or above prior to Internship I. If a student does not meet the 3.5 GPA prior to Internship I, they will be required to take and pass the school counselor Praxis II prior to Internship I as demonstration of content knowledge. The State Superintendent establishes passing scores for the Praxis II. Wisconsin uses Educational Testing Service (ETS) Praxis II: Subject Area Tests for all licenses except world languages.

Educators may apply for Wisconsin Initial Licenses in teaching, pupil services, administrator, and other license categories using the Educator Licensing Online (ELO) system. The ELO system allows educators to provide the information, supporting materials, and payment needed for DPI to process their license applications. The system streamlines the application process and allows the applicant to manage their own licensing information, including printing a copy of their license certificate and renewing their licenses when applicable. Click on the website below for more information on obtaining an initial school counselor license.

<https://dpi.wi.gov/licensing/apply-educator-license/initial-wisconsin/pupil-services>

One-Year License with Stipulations for Pupil Service professionals

The One-Year License with Stipulations (LWS1) was first made available on 06/17/2017. The LWS1 originally replaced the emergency license and emergency permit, but since August 1, 2018, there are several pathways and criteria that could result in the DPI issuing a LWS1. One pathway was for graduate students in the Pupil Services areas. School counselors, School social workers, School psychologists or School nurses who hold a master's degree or are enrolled in an approved preparation program that leads to the license for their position may be initially eligible for the LWS1. An applicant, who meets the criteria above, can follow the directions to apply for the LWS1 found here: <https://dpi.wi.gov/tepd/elo/substitute-emergency/lws-oneyear>. More information on the On-Year license can be found on this website: <https://dpi.wi.gov/tepd/licensing/types/license-with-stipulations#LWS1>

Portfolio

Lakeland University requires that each candidate who applies for a license in School Counseling to have a portfolio of evidence documenting that the standards required for an Initial Educator License have been met. Candidates must take the responsibility to develop, maintain and build a Professional Development Portfolio throughout their K-12 Counselor Education program at Lakeland University. Each candidate is expected to organize their portfolio in a professional manner, to choose exhibits that are indicative of their proficiency in school counseling, to reflect upon the exhibits they chose, to submit portfolio exhibits at specified checkpoints, and to complete a formal portfolio review prior to graduation.

Students will register into CN 755 course. First thing to do is, submit the MAC Documentation Rubric prior to submitting any exhibits. School counseling graduate students can access all needed information about the portfolio process in their course room EXT_CN 755. K1. Students must be completed with your portfolio by the end of Internship II.

PRAXIS II- School Counseling (revised spring 2018)

As stated earlier in this section, to receive institutional endorsement a school counseling student must earn proficient scores on their final Internship evaluation, successful completion of the School Counseling Portfolio, including a **Portfolio Presentation** during the student's Internship II course, and either earned a GPA of 3.5 prior to Internship I or take and pass the Praxis II Exam. If a student does not meet the 3.5 GPA prior to Internship I, they will be required to take and pass the school counselor **Praxis II** prior to Internship I as demonstration of content knowledge.

To learn more about the Praxis II assessment, go to: <http://www.ets.org/praxis/prepare/materials/5421> While the MAC program will prepare students in areas covered by the exam, the University cannot guarantee students passing scores. An exam "tip sheet" is included in the Accompanying Documents section of the handbook.

P1 34.004 Pupil Services Standards:

To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following standards:

1. **TEACHER STANDARDS.** The pupil services professional understands the teacher standards under s. PI 34.002.
2. **PUPIL LEARNING AND WELL-BEING.** The pupil services professional understands the complexities of learning and has knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety, and development.
3. **RESEARCH.** The pupil services professional can use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
4. **PROFESSIONAL ETHICS.** The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

5. PUPIL SERVICE PROGRAMS. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
6. POSITIVE LEARNING OUTCOMES. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances, which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
7. SUCCESSFUL INTERACTIONS. The pupil services professional is able to interact successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services, and adult education.

<https://dpi.wi.gov/sites/default/files/imce/policy-budget/PI%2034%20proposed.pdf> These guidelines address the particular knowledge, skills, and dispositions that school counselor graduate students must demonstrate for successful completion of their graduate programs and subsequent endorsement, by their institution of higher education, for Wisconsin's school counselor license.

A school counselor will:

1. Demonstrate an understanding of the psychological, theoretical, and sociological foundations of human development, learning, and behavior.
2. Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive developmental school counseling program based on the Wisconsin Developmental Guidance Model in collaboration with educators, families, and community resources.
3. Demonstrate the skills required to work effectively with school teams to promote a safe and healthy school climate, including prevention and intervention strategies such as conflict resolution, peer mediation and crisis management.
4. Demonstrate an understanding of the role that diversity, inclusion, gender, and equity have on students' academic achievement, personal/social, and career development.
5. Demonstrate individual and group counseling skills, which facilitate students' personal/social, academic, and career development throughout their Pk-12 school experience.
6. Demonstrate an understanding of "Pk-16" career development theories, practices, and programs, including the ability to facilitate student skill development.
7. Demonstrate knowledge of developmental approaches to assist **all** students and parents at points of educational transition such as home to elementary school, elementary to middle to high school and high school to postsecondary options.
8. Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations, and standards along with the national and ethical standards of the American School Counselor Association.
9. Demonstrate the ability to utilize research, student data and institutional assessments to improve school counseling programs and recommend systematic changes that will improve the learning environment for all students.

10. Demonstrate an understanding of current and emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and personal/social choices.
11. Demonstrate an understanding of and how to acquire ongoing professional development and reflection in helping to continually evaluate school-counseling services.
12. Demonstrate acquired skills in understanding the role, function, and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised practicum as a school counselor in a school setting at the appropriate level(s).

Department of Safety and Professional Services (DSPS) - Professional Counselor – Licensing (LPC-IT)

Individuals who wish to practice professional counseling or who wish to use the title "professional counselor" must be licensed as a professional counselor or hold a temporary license or hold a professional counselor training license, pursuant to s. 457.04(6) and s. 457.13 of the Wisconsin Statutes. Basic requirements necessary to obtain those credentials include:

1. Successful completion of your Master of Arts in Counseling degree from Lakeland University. In addition to completing the MAC program individuals must complete 3,000 hours of post-degree supervised professional counseling practice, including at least 1,000 hours of face-to-face client contact in not less than 2 years, under a professional counselor training license.
2. Completion of appropriate application form(s) and payment of fees.
3. Successful completion of the National Counselor Exam (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE). The NCE and NCMHCE exams are a part of the National Board for Certified Counselors (NBCC), which is an independent not-for-profit credentialing body for counselors. The passing score for Professional Counselor is 85%.

Students in Lakeland's MAC program are now eligible to take the National Counseling Exam (NCE) while still enrolled as a graduate student at Lakeland. At other institutions, students must wait until after they graduate before taking this critical exam. However, at Lakeland, students can take a proctored exam twice a year while they are completing their MAC degree. Please see your advisor for more information if you are interested in taking the NCE while still enrolled as a graduate student at Lakeland.

Students who do not want to take the NCE exam while still in school or want to take the NCMHCE exam need to apply for these exams by contacting NBCC at <http://www.nbcc.org/>. Eligibility for either of these exams is determined by NBCC. You must submit your fee and registration form to NBCC by the registration deadline, along with an official copy of your transcript showing conferral of a master's degree in Counseling. Your eligibility for a Professional Counselor license is determined by the Professional Counselor section of the Wisconsin Department of Safety and Professional Services (DSPS) upon receipt of a completed application, fees and supporting documents in the Board Office. For more information, please access the DSPS website at <http://dsps.wi.gov/Home>

Licensure Program Guidelines for Professional Counseling -MPSW 14.01-

If you are applying for licensure, with a master's degree equivalency in Professional Counseling, you must have at least 60 semester hours or 90-quarter hours of academic credit in counseling-related courses. These must include:

(a) At least 3 semester hours or 4-quarter hours academic credit in a supervised practicum counseling experience that provides documented proof of a minimum of 100 hours of supervised practicum experience with at least 40 hours of face-to-face client contact. The practicum experience includes evaluation of the student's counseling performance throughout the practicum and one hour per week of individual or triadic supervision throughout the practicum by a program faculty member, an approved student supervisor, or a site supervisor. The practicum experience further includes an average of 1½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

(b) At least 6 semester hours or 8-quarter hours academic credit in a supervised internship counseling experience that provides documented proof of a minimum of 600 hours of supervised internship experience with at least 240 hours of face-to-face client contact. The internship experience includes evaluation of the student's counseling performance throughout the internship and one hour per week of individual or triadic supervision throughout the internship performed by the onsite or field supervisor.

(c) At least 3 semester hours or 4 quarter hours academic credit in a counseling theory or counseling approaches course that provides documented evidence that the student has been exposed to a variety of theoretical models that are consistent with current research and practice in the field. Courses covering only a single or specific counseling theory will not be sufficient for meeting this educational criterion.

(d) At least 3 semester hours or 4-quarter hours of academic credit in each of the following topic areas:

1. 'Human growth and development.' Studies that provide a broad understanding of the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; theories of individual and family development and transitions; theories for facilitating optimal development and wellness across the life span; and learning theory within appropriate cultural contexts. Courses that focus on only one lifespan developmental level will not count in fulfilling this criterion.

2. 'Social and cultural foundations.' Studies that provide a broad understanding of societal changes and trends; human roles; societal subgroups, social mores and interaction patterns; counselors' roles in developing cultural self-awareness; promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination; and differing lifestyles.

3. 'Helping relationship.' Studies that provide a broad understanding and practical application of helping processes, basic and advanced helping skills; consultation theories and their applications; client and helper self-understanding and self-development; and facilitation of

client or consultee changes. An applicant's official transcript must reflect successful completion of a course addressing counseling process, skills, and intervention techniques.

4. 'Group dynamics processing and counseling.' Studies that provide a broad understanding of group development, dynamics, and group counseling theories; group leadership styles; basic and advanced group counseling methods and skills; and other group approaches.

5. 'Lifestyle and career development.' Studies that provide a broad understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance and education; lifestyle and career decision making; career development program planning and resources; and effectiveness evaluation.

6. 'Assessment and testing.' Studies that provide a broad understanding of group and individual educational and psychometric theories and approaches to appraisal; data and information gathering methods, validity and reliability; psychometric statistics; factors influencing appraisals; social and cultural factors related to the assessment; and evaluation of individuals, groups and specific populations and use of appraisals to enhance helping processes.

7. 'Research and evaluation.' Studies that provide a broad understanding of types of research; basic statistics; research report development; research implementation; program evaluation; needs assessment; publication of research information; and ethical and legal considerations.

8. 'Professional counseling orientation.' Studies that provide a broad understanding of professional counselor roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing. The American Counseling Association (ACA) or the Commission on Rehabilitation Counselor Certification (CRCC) must have been the primary professional identity organization discussed and the ACA Code of Ethics or CRCC Code of Professional Ethics for Rehabilitation counselors must have been used as the primary professional conduct guide and prominently identified as such in the orientation course syllabus.

(e) At least 3 semester hours or 4 quarter hours in one of the following:

1. 'Foundations of clinical mental health counseling.' If the academic program has an emphasis in mental health counseling, coursework addressing the history and development of clinical mental health counseling, theories and models related to clinical mental health counseling, principles of clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, and networks that promote mental health and wellness.

2. 'Foundations of clinical rehabilitation counseling.' If the academic program has an emphasis in rehabilitation counseling, coursework addressing the history and development of rehabilitation counseling, theories and models related to rehabilitation counseling, social science theory that addresses psychosocial aspects of disability, principles of rehabilitation including prevention, intervention, wellness, consultation, education, and advocacy.

(f) At least 3 semester hours or 4 quarter hours in one of the follows:

1. 'Clinical mental health counseling diagnosis and treatment planning.' If the academic program has an emphasis in clinical mental health counseling, coursework addressing the diagnostic process, including differential diagnosis and the use of diagnostic classification systems such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) and/or the International Classification of Diseases (ICD); training on administration of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological

assessment for treatment planning and caseload management; and techniques and interventions related to a broad range of mental health issues.

2. 'Rehabilitation counseling diagnosis and treatment planning.' If the academic program has an emphasis in rehabilitation counseling, coursework addressing diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning; career and work-related assessments including job-analysis, work site modification, transferrable skills analysis, and job readiness; strategies to advocate for clients with disabilities and rehabilitation counseling.

(g) At least 3 semester hours or 4 quarter hours in each of the following:

1. 'Crisis and trauma counseling.' Studies that include counseling approaches that effectively address crises and trauma, the impact of trauma and crisis and potential neurobiological responses; skills and techniques for assessing and intervening in specific crisis or trauma situations including suicide assessment and intervention.

2. 'Abnormal behavior and psychopathology.' Studies that include concepts of psychopathology and introduces methods of assessment and diagnosis for children, adolescents and adults with major mental disorders; and personality disorders, multiple perspectives of emotional and psychological distress, disturbance and behavior; skills to use the DSM diagnostic system while including acknowledgement of client strengths and resilience and the social and cultural context.

3. 'Addiction's counseling.' Studies that provide an overview of addiction, the process of addiction, treatment and recovery approaches, relapse prevention, developmental issues related to addiction, treatment and prevention planning in regard to addiction.

4. 'Family, partnership, and couples counseling.' Studies that provide information and skills relevant to conducting partner or marital and family counseling services within a multicultural society with emphasis given to systemic theory and philosophy, dynamics of family interaction and the initial skills in assessment and treatment of dysfunctional partner, marital, family and systems or ecosystems relationships.

An important note: Recent changes to Wisconsin Ch. 457 and SPS 160-168 went into effect on May 1, 2018. Individuals with LPC licensure are not required to obtain the MPSW Specialty authorization or the 440.88 credentials in order to treat substance use disorders. Helpful links: <https://docs.legis.wisconsin.gov/statutes/statutes/440/VIII/88>
<https://docs.legis.wisconsin.gov/statutes/statutes/457.pdf>. It will be important to discuss your career goals with your advisor to ensure you have the knowledge and skills needed to meet those goals.

Special Note About Out of State Licensing

Like in other professions, counseling does not have national reciprocity. It is up to each state to determine the type of requirements needed for becoming a school counselor or clinical mental health counselor. The good news is that Wisconsin's standards are very high which in many states does not hamper continued certification. Several of your MAC alumni from both licensing programs have indicated that it was not that difficult to obtain credentials in other states. Many times, credentialing involved taking that state's exam and maybe another graduate course.

Education requirements for licensure vary from state to state. It is your responsibility to evaluate whether the Master of Science in Clinical Counseling or School Counseling meets the licensure requirements particular to the state in which you plan to practice. It is the student's responsibility to confirm with the Department of Safety and Professional Services or Department of Public Instruction (or similar agencies) in their respective state to guarantee necessary coursework meets the state's current licensure requirements.

Guidelines and Standards for Higher Education Counseling & Student Affairs

The American College Personnel Association (ACPA) has recently commissioned a Task Force on Certification for higher education counseling and student affairs professionals identifying competencies and knowledge sets to be used as a curriculum for all professionals. Out of that task force, this steering committee provided an agreed upon set of nine (9) competency areas to serve as the foundation for higher education counseling and student affairs professional development.

Competency Areas

I. Advising and Helping

Skills related to providing support, direction, feedback, critique, and guidance to individuals and groups.

II. Assessment, Evaluation, Research

The design and implementation of assessment, evaluation, and research methods focused on student learning and satisfaction, organizational issues and development, professional development and training, student development, and other emergent issues using both quantitative and qualitative techniques. This competency also includes the ability to conduct and critique analyses and designs at a level appropriate to one's experience, background, and job expectations.

III. Ethics

Understanding and applying ethical standards to one's work.

IV. Legal Foundations

Understanding and applying knowledge of legal issues to one's work environment and relationships.

V. Leadership and Management/Administration

Student affairs work is conducted within the context of organizations. Working within organizations requires a myriad of overlapping and interrelated competencies, including the other

competencies described in this document. This cluster describes organizational competencies related to leadership, management, and administration.

Given the complexity of this competency, this section has been organized into Resource Management, Human Resources, Organizational Development, and Social Responsibility/Civic Engagement. The first three subcompetencies are structured to provide a sample of a basic skill (“From”), an intermediate skill (“Through”), and an advanced skill (“To”). The last subcompetency (Social Responsibility/Civic Engagement) is sorted into basic, intermediate, and advanced levels.

VI. Social Responsibility/Civic Engagement

Understanding and applying knowledge of philosophical, political, demographic, economic, and social justice issues relating to higher education at the national, state, and local levels.

VII. Pluralism and Inclusion

Higher education in general and student affairs specifically require increasing levels of multicultural competence. On a pluralistic campus, all views are valued. To develop institutions that are both pluralistic and multiculturally competent, there must be an understanding of diverse groups coupled with civic engagement and social responsibility, as well as an understanding of the importance of culture.

VIII. Student Learning and Development

Knowledge and understanding of concepts and principles of student development theory and ability to apply theory to improve and inform student affairs practice.

IX. Teaching

Knowledge and understanding of concepts and principles of teaching, learning, and training theory and how to apply these theories to improve student affairs practice and education.

MAC COURSE DESCRIPTIONS

Lakeland University Academic Catalog <https://catalog.lakeland.edu/>

ADDITIONAL GRADUTE STUDENT RESOURCES

Career Services and Handshake

You have invested in your promising future through Lakeland University. Now let our Career Readiness and Professional Development Office, with its vast experience and numerous resources, help you maximize that return on investment. Our staff members are experts on the always-changing hiring trends and professional protocol. There is plenty of competition out there for the best jobs, but we can help you gain an edge.

Check out these free services, all available to Lakeland University Kellett School students:

- Individual reviews of resumes, cover letters and references
- Assessments to help you determine or reinforce career interests and vocational strengths
- Resources to help you identify career options and determine career goals
- An online career profile system, called Handshake, that streamlines job listings and clearly identifies hiring employees
- Assistance with strengthening your LinkedIn profile and becoming a proficient user of other online tools
- The opportunity to complete practice interviews – in-person or by phone – and receiving professional feedback afterward
- Assistance with establishing contact with employers for job shadow opportunities
- Access to a comprehensive list of on-line job boards and materials for students interested in attending graduate school
- Assistance with negotiating salary and benefits with prospective employers

Students log in to Handshake by downloading the app or sign into your account at Lakeland.joinhandshake.com. Once you have done this, you can answer career interest questions to complete your profile. As you continue to grow and develop as a professional, we encourage you to seek ongoing assistance through the Career Development Office. For further questions and information, please email career@lakeland.edu

Americans with Disabilities Act-Accommodations Request Procedures

Assistance is available for graduate students who are qualified to receive accommodations under the Americans with Disabilities Act (ADA). Students who have a need for disability-related accommodations or services should inform Karen Eckhardt. (EckhardtKL@lakeland.edu) Manager of the Hayssen Academic Resource center and ADA coordinator for Lakeland University. Lakeland University will provide reasonable and effective accommodations and services to students. Requests must be made in a timely manner and accompanied by appropriate documentation in accordance with federal, state, and Lakeland University guidelines.

When accommodations are required for a student with a documented disability, the instructor will receive an email notification from Karen Eckhardt providing access to those accommodations. Instructors must provide these accommodations to the student specifically as indicated when they are applicable, which is a requirement of federal law under the Americans with Disabilities Act. Instructors should refrain from providing additional accommodations for students with disabilities that are not directly indicated, as doing so can provide an unfair advantage or expectations on the part of the student. Questions about approved accommodations or recommendations for additional consideration should be directed to Karen Eckhardt.

Title IX

Gender discrimination and sexual harassment are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972. Lakeland University encourages those who have experienced any form of sex discrimination/sexual misconduct to report the incident promptly, to seek all available assistance and to pursue university conduct charges and/or criminal prosecution of the offender. Lakeland University takes complaints very seriously and will work with victims to ensure their safety. Contact Campus Safety at (920) 565-1126 (Brotz Hall) and/or the Lakeland University Director of Campus Safety & Title IX Coordinator David Simon at (920) 565-1000 Ext. 2501 (LL121 - W.A. Krueger Hall). Questions about Title IX can be directed to the Title IX Coordinator or to the Office of Civil Rights (OCR, <http://www2.ed.gov/about/offices/list/ocr/index.html>) of the U.S. Department of Education. The Title IX Coordinator staff is available to meet with students, faculty, and staff who believe sexual harassment or sexual violence has occurred.

A few more Tips before “you begin”

1. Save all class syllabi for future credentialing, resume building and licensure purposes.
2. Books: Renting versus buying – talk with your MAC advisor or MAC course instructor to find out the best option for your courses each semester.
3. Network, network, network, with peers, instructors, and those your informationally interview. You never know what field experiences or prospective jobs may come along through these channels.
4. Be true to the process; Grow through what you go through when learning about others and yourself. Some of these classes will be challenging (personally, professionally, etc.). Be open to talk about those experiences.
5. Seriously, **join your Professional Organizations**, take advantage of professional development opportunities, ask about scholarships and jobs. Find out if there are any student membership discounts available in your area.
6. Read and re-read this handbook.
7. Once again, here are the licensing websites for:
 - a. LPC-IT <https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx> and
 - b. School Counselors <https://dpi.wi.gov/licensing/apply-educator-license/initial-wisconsin/pupil-services>

CONCLUSION

Once again, congratulations and welcome to the field of professional counseling. Lakeland University continues to deliver high quality programs through a flexible delivery system that closely fits the busy lives of adult learners. Whether you are seeking a master's degree in clinical mental health counseling, higher education counseling & student affairs or school counseling we are glad you have chosen Lakeland University.

Moreover, in the words of that famous philosopher Dr. Seuss:

“You're off to great places!

Today is your day!

Your mountain is waiting,

So....get on your way!”

Best wishes.

Dr. Veronica Lampe and Pang Kou Khang

ACCOMPANYING DOCUMENTS

- Initial Confidentiality Consent Form for MAC Graduate Students
- Self-Care of Counselors in Training
- HIPPA Policy for Audio Recording and Videotaping Training Purposes
- Required Courses Various Tracks
- Plagiarism
- Dispositional Rubric
- MAC Graduate Student Library Resources
- NCE and Praxis II Tip Sheet
- List of Professional Affiliations
- Please access the Certificate of Liability Insurance document on the all student blackboard shell: [MIC: M.A.C. Information Center](#)
- Please access Portfolio documents on the Portfolio Blackboard Shell EXT_CN 755

*Council on Accreditation of Counseling and Related Educational Programs



INITIAL CONFIDENTIALITY CONSENT FORM FOR MAC GRADUATE STUDENTS

INTRODUCTION

The Master of Arts in Counseling (MAC) program at Lakeland University is committed to excellence in preparing students to become ethical professional counselors. One of the primary responsibilities of both the MAC program instructors and graduate students is to monitor protection and confidentiality of individuals both inside and outside the MAC program.

Because of this, it is extremely important students are made aware they will have access to confidential conversations shared by peers and instructors in each MAC course.

ADJUDICATION STATEMENT FORM

I understand before beginning my coursework and sharing information with my fellow graduate students or instructors in any MAC courses as a graduate student, I must read the statement below, sign, and submit this document to my MAC Advisor.

It is the role of all MAC graduate students to treat conversations in every MAC course as confidential communications and will not be discussed or shared outside of a specific course or session. This includes maintaining the confidentiality and the identity of anyone in my courses, repeat what is said during any course discussion whether in person, online, or in a Hybrid course. Consistent with professional ethics and legal requirements, there are special circumstances under which information may be disclosed, including but not limited to the following:

1. A student counselor-in-training is required by state law to report knowledge of abuse, neglect and/or exploitation of children (under 18 years), developmentally disabled adults, or elders.
2. If a student counselor-in-training believes that someone may be a danger to themselves or another person, the student counselor **may** be required to disclose information to appropriate individuals or authorities.
3. Disclosures **may** also be made at the discretion of a student counselor-in-training or MAC program adjunct faculty as permitted by law and will be made when required by law.

I certify that I have read and understand the information on this form.

Counselor-in-Training Name (*Please Print*)

Counselor-in-Training Signature

Date

Self-Care of Counselors in Training

For counselors to be successful, it is necessary to continually maintain professional vitality and self-care. Finding balance between self-care and other-care is a constant struggle that helping professionals experience (Skovholt, Grier, & Hanson, 2001). If a counselor is unable to maintain the balance of self-care and to manage stress, the occupational hazard of burnout may result (Maslach & Goldberg, 1998).

Stress and burnout are serious problems affecting professional counselors. Zastrow (1984) defined stress as a demand, situation, or circumstance that disrupts an individual's equilibrium and initiates the stress response. The importance of self-care has been restated in the findings of this research. Self-care is not only important for counselor longevity and stress reduction, but the topic is also discussed in Section C. of the American Counseling Association Code of Ethics. Section C addresses professional responsibility. (ACA, 2014, p. 9)

Whether a licensed professional counselor or a counselor in training, you cannot share what you do not have, and that means good mental health. For counselors to provide good counseling services they must practice good self-care. As counselors, we bring our whole selves into each session and the view we have of ourselves significantly affects how we engage in each and every counseling or group session, and/or classroom counseling lesson. Self-care involves being fully aware of our own "inner life." Given this, here are a few central themes to think about as you begin and continue your journey as a practicing professional counselor:

- **Patience and pacing**-are you moving so fast you cannot catch your psychological breath?
- **Chains of the past**- is there some unfinished business? Remember unfinished business does not disappear once and for all.
- **Immature and/or unproductive thoughts and behaviors**- have you taken time to assess and reflect on your own behaviors?
- **Gratitude**- have you taken time to remember the core reason why you chose the field of professional counseling?
- **Self-care protocol**- do you have a self-care protocol or checklist? Does your protocol include ways to self-nurture and ways to bring yourself back into good mental health?

The counseling profession is one that can bring joy and fulfillment equal to any of the richest professions in the world. As counselors, you walk into the lives of strangers who for the most part are willing to share their most intimate, powerful, poignant stories and experiences, so you must be mentally ready to journey with them. If at any time during your experience as a MAC graduate you become concerned about your mental health or the mental health of a peer, please let your MAC advisor know. As your advocate, your MAC advisor will help you look at options and ways to address your concern.

References

- American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.
- Maslach, C., & Goldberg, J. (1998). Prevention of burnout: New perspectives. *Applied and Preventive Psychology*, 7, 63-74.
- Skovholt, T. M., Grier, T. L., & Hanson, M. R. (2001). Career counseling for longevity: Self-care and burnout prevention strategies for counselor resilience. *Journal of Career Development*, 27, 167-176.
- Wicks, R& Buck, T. (2014). The inner life of the counselor. *Counseling Today*, 56, 51-55.
- Zastrow, C. (1984). Understanding and preventing burn-out. *British Journal of Social Work*, 14, 141-155.



**Lakeland University
Master of Arts in Counseling Program**

Security and Privacy of Clients' Protected Health Information

Policies and Procedures

The Lakeland University Master of Arts in Counseling (MAC) Program utilizes the health information from individuals who participate as clients during the students' clinical practicum and internship experience. The following policies and procedures outline the necessary protocol by which students should abide to decrease the accidental transmission, disclosure, or discovery of a client's protected health information. The MAC Program has used the HIPAA Privacy Rule, the HIPAA Security Rule, and HITECH as a guideline in creating these policy and procedures to dictate best practices. These Policies and Procedures will be stored and maintained for six (6) years from the date of the most recent revision.

Definitions

HIPAA Privacy Rule: The Standards for Privacy of Individually Identifiable Health Information ("Privacy Rule") establishes, for the first time, a set of national standards for the protection of certain health information. The U.S. Department of Health and Human Services ("HHS") issued the Privacy Rule to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). The Privacy Rule standards address the use and disclosure of individuals' health information—called "protected health information" by organizations subject to the Privacy Rule — called "covered entities," as well as standards for individuals' privacy rights to understand and control how their health information is used. Within HHS, the Office for Civil Rights ("OCR") has responsibility for implementing and enforcing the Privacy Rule with respect to voluntary compliance activities and civil money penalties.

HIPAA Security Rule. The Health Insurance Portability and Accountability Act of 1996's Security Standards for the Protection of Electronics Protected Health Information establishes a national set of security standards for protecting certain health information that is held or transferred in electronic form. The Security Rule operationalizes the protections contained in the Privacy Rule by addressing the technical and non-technical safeguards that organizations called "covered entities" must put in place to secure individuals' "electronic protected health information" (e-PHI). Within HHS, the Office for Civil Rights (OCR) has responsibility for enforcing the Privacy and Security Rules with voluntary compliance activities and civil money penalties.

Protected Health Information: Information including demographic data that relates to an individual's past, present, or future physical or mental health condition, the provision of health care to the individual, or the past, present, future payment for services rendered. This relates to information that could identify the individual (i.e., name(s), DOB, social security, audio or video evidence, addresses, etc.)

Electronic Protected Health Information (e-PHI). Protected health information that is held or transferred in electronic form.

Encryption: the use of an algorithmic process to transform data into a form in which there is a low probability of assigning meaning without use of a confidential process or key.

Psychotherapy notes: notes recorded (in any medium) by a health care provider who is a mental health professional documenting or analyzing the contents of conversation during a private counseling session or a group, joint, or family counseling session **and that are separated from the rest of the of the individual's medical record.** Psychotherapy notes exclude medication prescription and monitoring, counseling session start and stop times, the modalities and frequencies of treatment furnished, results of clinical tests, and any summary of the following items: diagnosis, functional status, the treatment plan, symptoms, prognosis, and progress to date.

Storage device: any technological device that is used to store electronic data or media. Such devices include but are not limited to USB flash drives, SD and micro-SD cards, external hard drive, laptops, tablets, and desktop computers.

Mobile device: any smart phone, cell phone, or other personal digital device carried on the person or by hand which connects to any Wi-Fi, or cellular network that is capable of recording audio, video, or image of a counseling session or a device capable of streaming such a recording.

Principles for Disclosure

A student or faculty member of the MAC Program may not disclose e-PHI except for the following:

- When the individual who is the subject of the information, in this case the client or a legal representative of the client, authorizes the disclosure in writing
- When the student or the faculty member are using the information for the organization and coordination of treatment, supervision, or clinical intervention
- When the information is provided to the individual who is the subject of the information
 - NOTE: the individual client has a right to review his or her e-PHI and psychotherapy notes at any time during their time serving as a client.
- When required by law (i.e., court order)
- To protect public health through disclosure to public health authorities by law to collect or receive such information for preventing or controlling disease, injury, or disability
- To report child abuse or neglect
- To report victims of abuse, violence, or neglect
- If the individual poses a serious threat to self or to the public
- Use of e-PHI for research purposes given that:

The Privacy Rule permits a covered entity to use and disclose protected health information for research purposes, without an individual's authorization, provided the covered entity obtains either: (1) documentation that an alteration or waiver of individuals' authorization for the use or disclosure of protected health information about them for research purposes has been approved by an Institutional Review Board or Privacy Board; (2) representations from the researcher that the use or disclosure of the protected health information is solely to prepare a research protocol or for similar purpose preparatory to research, that the researcher will not remove any protected

health information from the covered entity, and that protected health information for which access is sought is necessary for the research; or (3) representations from the researcher that the use or disclosure sought is solely for research on the protected health information of decedents, that the protected health information sought is necessary for the research, and, at the request of the covered entity, documentation of the death of the individuals about whom information is sought. A covered entity also may use or disclose, without an individuals' authorization, a limited data set of protected health information for research purposes... (p. 8, OCR Privacy)

Authorization of Use and Disclosure

Prior to the commencement of counseling related activities during any course that requires audio recording or videotaping for training purposes between the MAC program student and the client(s), the MAC program student will notify and seek consent from the client(s) in writing regarding the use, storage, and transmission of the client's e-PHI. This notification must be in plain language and contain specific information regarding the information to be disclosed.

Psychotherapy Notes

MAC program students may only use the psychotherapy notes of the clients for the use of treatment and for the use of training purposes. Any other disclosure without the written authorization of the client(s) is in violation of these policies and procedures.

Session Recordings

Recordings (audio or video) of individual or group counseling sessions may only commence after the student has received written authorization and consent from all parties in the counseling session. Recordings are to be used for the sole purpose of evaluation during the student's required course experiences including the practicum and internship experience.

Minimum Necessary Use

When using a client's PHI, the MAC program student must make reasonable efforts to use, disclose, and request only the minimum amount of information necessary to accomplish the intended purpose of the use, disclosure, or request.

MAC program students will be expected to maintain the confidentiality to minimize the amount of identifying information that is shared during group and individual supervision sessions. When creating, transmitting, and storing files (text and video) that contain e-PHI, the MAC program student will create a unique identifier that will minimize the possibility of the client's e-PHI being unintentionally disclosed.

Only the client(s) for whom is the subject of the e-PHI, the MAC program student who is acting as the client's counselor and the MAC program student's supervisor(s) should have access to the client's e-PHI. When discussing clients in group supervision for the purpose of training, the MAC program student will make reasonable efforts to use, disclose, and request only that information which is necessary to accomplish the purposes of the training.

Data Safeguards

Students are expected to make reasonable efforts to ensure the confidentiality, privacy, and security of the PHI of their clients. Reasonable efforts include the protection against any anticipated threats, disclosures, or uses of secure information.

Media Devices

Students are expected to store files that contain any e-PHI (case notes, session summaries, audio/video recordings of counseling sessions) on a secure media device (e.g. Laptops, USB flash drives, DVDs, external hard drives). It is expected that students will maintain physical security of these storage devices at all times. Students should not leave any storage devices unattended at any time unless it has been physical secured in a safe location. Students should never at any time leave any media device unattended in a personal vehicle.

Students who store individuals' PHI on a portable media device (e.g. laptop, flash drive, external hard drive) should ensure that the portable device has been properly encrypted.

Students should make reasonable efforts to minimize the locations in which client information is stored. Students should NOT save any individuals' PHI on a third-party storage site (i.e., Dropbox, Google Drive). These are not secure locations for storing PHI. Individuals' data should be stored in as few locations as to minimize the risk of unintended use or disclosure of the client's e-PHI.

File names

Files that contain identifying information or PHI of individual clients should be saved using a file name that de-identifies the subject of the files. Students should develop coded identifiers for all of their clients.

Viewing, analyzing, coding, editing, or accessing Files

Files that contain identifying information or PHI of clients should only be accessed, viewed, analyzed, in a private, secure environment that minimizes the risk of unintentional use or disclosure of the client's identifying information or PHI. Students will review case notes, treatment plans, and recordings of clients during supervision for purposes of student evaluation. Students should not review video or audio recordings of individual clients in public places (i.e. coffee shops). Students should be mindful of other parties, such as roommates and family members, in the vicinity when viewing data that contains PHI.

Transferring Files

Files that contain identifying information or e-PHI of clients should only be transferred between the faculty and the student through a secure, Lakeland University approved medium. The approved media for such transfers will be communicated in writing to MAC Program students and faculty at the start of each term. ***Email is not considered a secure medium and this method of file transfer is not allowed for files that contain identifying or PHI.***

In no case is there to be any uploading of recordings to social media (e.g. Facebook, Instagram, Snapchat, etc.). This also includes uploading of screenshots or images, or snippets taken from the recording.

Files Destruction

From the time that the recording occurs, MAC program students have 24 hours to upload the recording to the Lakeland University approved location. Once the MAC Program student confirms that the recording plays properly after uploading it, the original copy of the recording must be deleted from the recording device.

Recording Devices

Students are required to submit audio or video recordings of their counseling sessions only during a course that requires audio or video recording for training purposes. In order to use a particular recording device, the video recording device must be compliant with the following standards:

- The device does not automatically upload the video file directly to any cloud storage services (e.g. Google Drive, OneDrive, iCloud, Dropbox, etc.)
- The device does not automatically upload or transfer the video file to any external storage (e.g. external hard drive, another computer, file server, etc.)
- If using a mobile device, the device requires a lock screen security to access any feature including being properly encrypted (e.g. pin, pattern, fingerprint recognition, face recognition, etc.)

Only mobile devices meeting these requirements may be used. MAC program students who are unsure about whether a device is acceptable should seek guidance from appropriate personnel to assist with making that determination (e.g., electronics retail store, local technology repair shop, Lakeland University Information Technology staff).

Students may, and are encouraged to, obtain a dedicated digital recording device for the exclusive purpose of recording counseling sessions.

Breach Notification Procedure

The acquisition, access, use, or disclosure of e-PHI or the client's identifying information will be considered a breach of privacy and security.

If a MAC program student or a faculty member discover a breach, they should immediately notify the technical administrator, the Chair or Director of the MAC Program, and should notify the individual(s) who is the subject of the information that was obtained during the breach. The client shall be notified of the breach within 45 days of discovery.

Per HIPAA Security guidelines, the notification must contain the following elements written in clear, plain language:

1. A brief description of what happened, including the date of the breach and the date of the discovery, if known
2. A description of what information was involved in the breach
3. Steps that should be taken for the individual to protect themselves from harm from the breach
4. A description of what the MAC program student, the faculty supervisor, the MAC Program administrator(s), and Lakeland University are doing to investigate the breach, mitigate further harm to the individual, and to protect against future breaches.
5. Contact information and procedures for the client to ask questions or to learn more information
6. Notification must be given in writing by first-class mail at the individual's last known address unless the individual has given agreement to receive electronic notices and such agreement has not been withdrawn, by e-mail.

Required Forms

Students are required to sign an initial statement of confidentiality upon admission to the program. This form holds students responsible for keeping all client audio and video recordings confidential in addition to the consent to disclosure of information to participate form that clients sign for recorded interviews. A verbal consent at the beginning of each audio or video recording is also required. Finally, the instructor and the student sign an agreement to hold client recordings confidential in every course where audio or video recordings are required.

Failure to Comply with the Policy and Procedures

Maintaining the security and privacy of clients is high priority as a professional counselor. MAC program students who fail to comply with the MAC Program Policies and Procedures regarding the Privacy and Security of Electronic Information will be referred to program administration and the Office of the Provost for remediation. Such outcomes may include failure in the course that required the videotaping or audio recording, client hours that are not considered sufficient for the course requirements, dismissal from the program, and/or dismissal from Lakeland University.

PLAGIARISM

What is plagiarism?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. According to the Merriam-Webster Online Dictionary, to "plagiarize" means to steal and pass off the ideas or words of another as one's own, to use another's production without crediting the source or to commit literary theft to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. But can words and ideas really be stolen? According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file). All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. Another way to avoid plagiarism is to use the “**Safe Assign**” technology that is a part of every course blackboard shell.

Lakeland University Plagiarism Policy

Lakeland University expects academic honesty from all its students. Cheating, plagiarism, or other kinds of academic dishonesty are considered violations of established University expectations and may result in penalties ranging from failure of an assignment to dismissal from the University, depending on the severity of the offense. Students who believe they have been unfairly accused or penalized may submit a written appeal, stating the specific details of their situation, to the Vice President for Academic Affairs. Where appropriate, the Vice President for Academic Affairs may take such appeals to the Academic Appeals Committee for a formal hearing and decision. In matters of Plagiarism and Cheating, the decision of the Academic Appeals Committee is final. Please refer to the following website for specific directions on what constitutes plagiarism:

http://turnitin.com/research_site/e_faqs_text.html.

| | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| systems, values, personal issues & limitations (herein called “beliefs”) and the effect of “self” on the counseling process. | | | | |
| Comments | | | | |
| | Advanced | Proficient | Deficient | |
| Multicultural Competencies Student demonstrates awareness, appreciation, & respect of cultural difference. (e.g., races, spirituality, sexual orientation, SES, etc.) | <input type="checkbox"/> Student consistently demonstrates advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills). | <input type="checkbox"/> Student generally demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills). | <input type="checkbox"/> Student exhibits difficulties with multicultural competencies (knowledge, self-awareness, appreciation, & skills). | <input type="checkbox"/> |
| Comments | | | | |
| Emotional Stability & Self-Control Student demonstrates emotional stability (i.e., congruence between mood & affect) & self-control in relationships with instructors and peers. | <input type="checkbox"/> Student consistently demonstrates advanced emotional resiliency & appropriateness in interpersonal interactions. | <input type="checkbox"/> Student generally demonstrates emotional stability & appropriateness in interpersonal interactions. | <input type="checkbox"/> Student exhibits limited emotional stability & appropriateness in interpersonal interactions. | <input type="checkbox"/> |
| Comments | | | | |

| | Advanced | Proficient | Deficient | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Openness to Feedback Student responds non-defensively & alters behavior in accordance with instructor and peer feedback. | <input type="checkbox"/> Student consistently demonstrates openness to feedback & implements suggested changes. | <input type="checkbox"/> Student generally demonstrates openness to feedback but does not implement suggested changes. | <input type="checkbox"/> Student is not open to feedback and does not implement suggested changes. | <input type="checkbox"/> |
| Comments | | | | |
| Flexibility, Adaptability Student demonstrates ability to flex to changing circumstances, unexpected events, & new situations. | <input type="checkbox"/> Student consistently demonstrates strong ability to adapt & “reads-&-flexes” appropriately. | <input type="checkbox"/> Student often demonstrates ability to adapt & “reads-&-flexes” appropriately. | <input type="checkbox"/> Student lacks ability to adapt & flex appropriately. | <input type="checkbox"/> |
| Comments | | | | |
| Professional & Personal Boundaries Student recognizes the boundaries of their competencies & maintains appropriate boundaries with instructor and peers. | <input type="checkbox"/> Student consistently demonstrates strong & appropriate boundaries & appreciates their limitations. | <input type="checkbox"/> Student often demonstrates appropriate boundaries & appreciates their limitations. | <input type="checkbox"/> Student demonstrates inappropriate boundaries and lacks appreciation of their limitations. | <input type="checkbox"/> |
| Comments | | | | |

| | Advanced | Proficient | Deficient | |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Congruence & Genuineness Student demonstrates self-acceptance (“comfortable in one’s own skin”) & appropriate self-confidence. | <input type="checkbox"/> Student consistently demonstrates ability to be genuine & accepting of self & others. | <input type="checkbox"/> Student often demonstrates the ability to be genuine, respectful, empathetic, & accepting of self & others. | <input type="checkbox"/> Student demonstrates limited ability to be genuine, respectful, empathetic, & accepting of self & others (incongruent). | <input type="checkbox"/> |
| Comments | | | | |

General Comments:

_____ Counseling Student’s Name
 Print signature

_____ Instructor’s Name
 Print signature

Date rubric was reviewed with Counseling Student _____

Revised 9/15

RESOURCES FOR COUNSELING STUDENTS

Journal Articles

Access complete articles at no cost! Magazine articles, scholarly journals, and news articles are all a click away. Lakeland Library databases with articles on counseling include:

Badgerlink/EBSCOhost

- Academic Search Premier
- Education Research Complete
- ERIC
- Health Source-Nursing/Academic Edition
- Professional Development Collection

Proquest (new platform)

- ProQuest Psychology Journals
- PsyARTICLES
- PsycINFO (no full-text)

SAGE Journals

To access the library databases:

- Check your course syllabus or Blackboard for the username and password.
- Go to the <https://lakeland.edu/student-experience/academic-services/john-esch-library>
- Click on *Online Resources by Database*.
- Enter the username and password.
- First time users will be prompted to load Citrix.

To access complete articles:

Hundreds of psychology and education-related journals are indexed in these databases. For many of the journals indexed, you will be able to access the entire article. For others, you will retrieve a citation and brief summary of the article. Articles not available in full-text may be requested through inter-library loan.

EBSCOhost and Proquest databases allow you to limit your search to full-text which means your results will all include a complete copy of the article.

For the EBSCO databases, click on *Advanced Search* and check the full-text box.

ProQuest automatically opens *in Advanced Search* mode and the full-text limiter is located under the search box. In Sage Journals, conduct your search. Results with a complete article attached are designated by this icon.



Keep in mind that limiting your search to full-text may eliminate great articles that could be obtained easily through inter-library loan or another database.

Print Journals

The following journals are available in Lakeland's John Esch library. They are not available in full-text in our databases. Articles in these journals can be requested using the [interlibrary request form](https://lakeland.edu/student-experience/academic-services/john-esch-library/inter-library-loans) on our website. <https://lakeland.edu/student-experience/academic-services/john-esch-library/inter-library-loans>

Counselor Education and Supervision

Educational Leadership

Journal of Educational Research

Journal of School Psychology

Interlibrary Loan

You found the perfect article, but it is not available online? Do not despair! Give the library's interlibrary loan services a try. Fill out the <https://lakeland.edu/student-experience/academic-services/john-esch-library/inter-library-loans> We will request the article from another library. Available articles

typically arrive within 3 business days with some taking two weeks.

Online Books

A limited number of psychology books are available via Badgerlink. Go to the <https://lakeland.edu/student-experience/academic-services/john-esch-library/inter-library-loans> click on Online *Resources by Database* and login. (Username and password are available on Blackboard) Select *Badgerlink* and *Database List*. Scroll down and select eBook Full Text. You will get more results if you enter a broader term like psychology.

Associations

A wide variety of information can be found on these Internet sites. Many include ethics code documents, standards and career information.

[American Association of Marriage & Family Therapy](http://www.aamft.org/iMIS15/AAMFT/)

[http://www.aamft.org/iMIS15/AAMFT/](http://www2.myacpa.org/)

[American College Personnel Association \(ACPA\)](http://www2.myacpa.org/)

<http://www2.myacpa.org/>

[American Counseling Association](http://www.counseling.org/)

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

[American Mental Health Counselor Association](https://www.amhca.org/)

<https://www.amhca.org/>

[American Psychoanalytic Association \(APsaA\)](http://www.apsa.org/)

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

[American Psychological Association \(APA\)](http://www.apa.org/)

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

[American School Counselor Association \(ASCA\)](http://www.schoolcounselor.org/)

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

[Association for Counselor Education and Supervision \(ACES\)](http://www.acesonline.net/)

<http://www.acesonline.net/>

[National Association of School Psychologists \(NASP\)](http://www.nasponline.org/)

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

[National Association of Student Affairs Administrators \(NASPA\)](http://www.naspa.org/)

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

[National Board for Certified Counselors \(NBCC\)](http://www.nbcc.org/)

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

Standards

School Counseling:

ASCA/WCSCM Model

<https://dpi.wi.gov/sspw/pupil-services/school-counseling/models>

[School Counseling Benchmarks Crosswalked](https://dpi.wi.gov/sspw/pupil-services/school-counseling/models/benchmarks)

[https://dpi.wi.gov/sspw/pupil-services/school-](https://dpi.wi.gov/sspw/pupil-services/school-counseling/models/benchmarks)

[counseling/models/benchmarks](https://dpi.wi.gov/sspw/pupil-services/school-counseling/models/benchmarks)

[Wisconsin PI 34.02 Standards for Teacher](https://dpi.wi.gov/licensing/programs/educator-standards)

[Development and Licensure](https://dpi.wi.gov/licensing/programs/educator-standards)

<https://dpi.wi.gov/licensing/programs/educator-standards>

Testing

Most tests are produced commercially and are not available for free. Some scholarly journal articles will contain information about tests and occasionally a copy of the test will be included in the article's appendix.

[Association for Assessment in Counseling & Education](https://www.counseling.org/about-us/governance-bylaws/candidate-profiles/divisions-and-regions/association-for-assessment-and-research-in-counseling) (includes some test reviews)

<https://www.counseling.org/about-us/governance-bylaws/candidate-profiles/divisions-and-regions/association-for-assessment-and-research-in-counseling>

[Buros Center for Testing: Test Reviews Online](http://www.unl.edu/buros/index.html)

<http://www.unl.edu/buros/index.html>

[ETS Test Link](http://1340.sydneyplus.com/ETS_Test_Collection/Portal.aspx)

http://1340.sydneyplus.com/ETS_Test_Collection/Portal.aspx

[FAQ/Finding Information About Psychological Tests](http://www.apa.org/science/programs/testing/find-tests.aspx)

<http://www.apa.org/science/programs/testing/find-tests.aspx>

Mental Measurements Yearbook: print book available at Lakeland Library and some public

libraries. A [Buros Institute website](http://www.unl.edu/buros/bimm/html/lesson01.html) explains how to evaluate tests using the *Yearbook*.
<http://www.unl.edu/buros/bimm/html/lesson01.html>

Praxis II <https://www.ets.org/praxis>

Legal

Lexis Nexis

database available on the [library's website](http://www.lakeland.edu/academics/library). (www.lakeland.edu/academics/library). Click on *Online Resources by Database*. Select *Lexis Nexis*. Search by court case (middle of screen) or by laws (left side of screen). Can also search by legal topic.

<https://dsps.wi.gov/Pages/Professions/LPC/Exams.aspx>: contains the exams for LPC.

Lexi-PALS Drug Guide

Contains vital education on medications and natural products for patients; includes information on how drug works, precautions and possible side effects. Available in Spanish. To access, go to Badgerlink's EBSCOhost databases.

Websites

[American Psychological Association](http://www.apa.org/): Psychology in the news, topics and more. Membership required for some information; however, a lot is available for free. <http://www.apa.org/>

[The Classics](http://psychclassics.yorku.ca/): public domain articles and book excerpts from original psychology works.
<http://psychclassics.yorku.ca/>

[IPL \(Internet Public Library\): Psychology](http://www.ipl.org/IPL/Finding?Key=psychology&collection=gen) : a collection of reliable websites covering a variety of psychology topics.
<http://www.ipl.org/IPL/Finding?Key=psychology&collection=gen>

[National Institute of Mental Health](http://www.nimh.nih.gov/index.shtml)
<http://www.nimh.nih.gov/index.shtml>

[Substance Abuse and Mental Health Services Administration's \(SAMHSA\) National Mental Health Information Center](http://www.samhsa.gov/)
<http://www.samhsa.gov/>

Psychotherapy.net videos

This 6-minute video from Psychotherapy.net covers basic features of the video database.

<https://youtu.be/vLod4Ggbdrk>

Directions for accessing Psychotherapy.net videos:

Log in to [Blackboard](#).

Click the **Library Resources** tab.

Click **Link to Library Website** on the left.

Click **Databases Find Articles**.

Click **Psychotherapy.net**.

APA Style

If you have never used APA style before when writing a paper or it has been a while, you may find the following tutorials helpful.

[APA 7th Edition](#)

<https://apastyle.apa.org/products/supplemental-resources>

[What's New in the 7th Edition](#) (about 15 minutes)
<http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Citing

Be sure to cite your sources properly. Need help? Try these websites for examples:

[APA Style](http://www.apastyle.org/) <http://www.apastyle.org/>

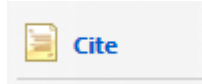
[OWL \(Purdue University's Online Writing Lab\)](http://owl.english.purdue.edu/)
<http://owl.english.purdue.edu/>

[The Writing Center, UW-Madison](http://writing.wisc.edu/)
<http://writing.wisc.edu/>

[VANGUARD University Psychology Dept. APA Style Guide](http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/)
<http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>

Citing an article from EBSCOhost?

Let EBSCOhost create the citation for you.
Retrieve the articles and click on



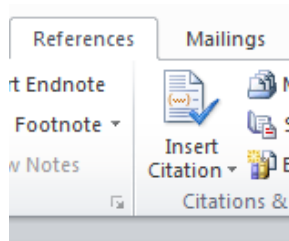
Citing an article from Proquest?

Access the article. To retrieve the citation, click on



Using Microsoft Word 2007 or 2010 to type your paper?

Click on *References* and select *Insert Citation*.



Consider storing your research materials in *Zotero*, a free online bibliographic management tool. A free download is available at zotero.org. The [Zotero site](#) contains a video tutorial to get you started.

Additional Help

For additional assistance using the library's resources, contact Lakeland's Distance Education Librarian. The Distance Librarian can be reached at 920.565.1038.

If you are having technical difficulties logging into the library's online resources using Citrix, contact Lakeland's helpdesk at 920.565.1143 or email helpdesk@lakeland.edu.

The National Counselor Exam (NCE)

Measurement Focus and Target Population

The examination is aligned with the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) content areas. Thus, the content validity of the NCE is anchored on the six empirically validated work behaviors determined to be most relevant for competent counseling practice and the eight CACREP curriculum educational standards. The examinee target population is entry-level counselors with appropriate counseling training as determined by the minimally qualified candidate requirements.

Minimally Qualified Candidate

The minimally qualified candidate (MQC) for the NCE has graduated from or is a well-advanced graduate student in a counseling program that has been accredited by the CACREP or housed within a regionally accredited institution.

Exam Form

The NCE test comprises 200 multiple choice questions (MCQs), of which 160 are scored and 40 are unscored. These 40 MCQs provide statistical information for the items to be used in future examinations. Both scored and unscored items are of the same structure, and they appear in jumbled order in the examination. You will have 3 hours and 45 minutes to complete the test.

More detailed information about the exam and its contents can be found on this website;
<https://www.nbcc.org/Assets/Exam/NCE-Content-Outline-2019.pdf>

Professional School Counselor Praxis II Test 5421

School counseling graduate students who do not have a 3.5 GPA by the time they are ready to register for CN 767 or Internship I, must take and pass the Profession School Counselor Praxis II exam. Once the student has provided their advisor with documentation that indicates they have passed the exam, the student will be approved to register for their Internship I course. For students who do not meet the 3.5 GPA, passing this exam provides the means by which Lakeland University can assure the Department of Public Instruction, DPI, that a school counseling graduate student has acquired the content knowledge required by DPI to be a competent school counselor.

Overview of the Praxis II

All Praxis II tests are delivered on computer and administered through a network of test centers. The tests are only given in English. However, if you are a test taker whose primary language is not English, or you need other

accommodations, you may be eligible for extended testing time or other testing formats. For more information please access this website: <http://www.ets.org/praxis/register/accommodations>

When taking the test, you can expect to be asked to provide identification at the test center and then once admitted, be given time to learn how the entire computer test process works. A good idea is to go on the ETS website and watch the video:

What to Expect on Test Day

to see what the experience is like visit http://www.ets.org/s/praxis/flash/prometric/18204_praxis-prometric-video.html The tests are offered in centers around the state and at various dates and time. For more details about testing schedules and to register to take the test you can access this information at www.ets.org/praxis/register .

Specific Information about the Praxis II 5421

The Professional School Counselor test measures the standards, knowledge, skills, and abilities necessary to be competent professional counselors. The test is designed to follow and mirror the four major components of the ASCA model. The **Foundations** component focuses on the history and role of the professional counselor, knowledge about human development, and ethical and legal principles. The **Delivery** component focuses on individual, group, classroom, and school- wide services as well as consultation and collaboration. The **Management** component focuses on appropriate methods for developing and maintaining a comprehensive school counseling program. Lastly, the **Accountability** component focuses on program evaluation, research, and assessment. In addition, test takers will be asked to analyze and respond to situations involving students, classroom situations, and school and community events at the PreK-12 grade level.

A special note: while the DSM-5 was published in May 2013, at this time this test continues to reference the terminology, criteria, and classification referred to in the DSM-IV-TR.

Tips, FAQ's and links to more information about the Praxis II test for school counseling can be found on the ETS website: <http://www.ets.org/praxis/prepare/materials/5421>

Important Links and Professional Affiliations

(Updated since 2022)

Wisconsin Department of Public Instruction (DPI)

<http://www.dpi.state.wi.us>

Wisconsin Department of Safety and Professional Services (DSPS)

<https://dsps.wi.gov/pages/Home.aspx>

National Board for Certified Counselors (NBCC)

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

The National Board for Certified Counselors, Inc. and Affiliates is an independent, not-for-profit credentialing body for counselors established to monitor a national certification system to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

Wisconsin Association of College Admission Counseling

<http://www.wacac.com/>

Wisconsin Association for College Admission Counseling (WACAC) is the state-level affiliate group of the National Association for College Admission Counseling (NACAC). NACAC is the only professional association of members from secondary schools, community-based organizations, colleges and universities in the United States.

One of our biggest goals is to help high school and community college students in Wisconsin prepare for collegiate study. Our network of admission professionals, school counselors, academic support staff, and members of educational organizations work together to share best practices and maintain high standards in the profession of counseling students.

American College Personnel Association (ACPA)

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

The American College Personnel Association leads the student affairs profession and the higher education community in providing outreach, advocacy, research, and professional development to foster college student learning. The ACPA supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for student affairs professionals and the higher education community.

[American Counseling Association \(ACA\)](#)

The American 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 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings.

By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 55,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base. ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies and strives to promote recognition of professional counselors to the public and the media.

American Counseling Association Professional Code of Ethics can be found on the ACA website.

ACA webpage: <http://www.counseling.org/>

Wisconsin Counseling Association (WCA)

<https://wisconsin counseling association.com/>

“Power Based Professionals Initiating Change” is an appropriate description for the Wisconsin Counseling Association and their vision in the next millennium. The Wisconsin Counseling Association believes in the strength of its members and the values that govern their work.

WCA is a branch of the American Counseling Association. WCA serves as an umbrella organization for several chapters and divisions of counseling organizations around the State of Wisconsin.

Membership in WCA offers a professional network of counselors, information through newsletters, an annual journal, and an annual conference. The Wisconsin Counseling Association operates by the strength of the many members and the values that govern the organization. These are the values that guide the work of WCA: 1) We believe in the worth and dignity of the individual, and we value caring and respect for self and others. 2) We believe that positive change in people, organizations, and societies can be facilitated. 3) We believe that we need to be aware of current and evolving knowledge, including alternative ways of knowing that can assist in facilitating positive change. 4) We believe in the kind of leadership which requires a willingness to take risks, a readiness to take stands, and a responsibility to act on vital issues. 5) We believe in fostering an integrative quality, interdependence, and connectedness among people, organizations, and societies.

American School Counseling Association (ASCA)

The American School Counselor Association is the national organization, with a membership of more than 12,000 school counseling professionals, that represents the profession of school counseling. ASCA focuses on providing professional development, enhancing school counseling programs, and researching effective school counseling practices. Their mission is to promote excellence in professional school counseling and the development of all students.

Through a strong government relations program, thoughtful documents have been articulated such as the Role Statement: The School Counselor, Ethical Standards for School Counselors, Position Statements, the recent release of The National Standards for School Counseling Programs, and many other publications and services. ASCA advocates for the school counseling profession.

Since ASCA's founding in 1952, ASCA has provided publications, educational programs and conferences, professional development workshops, and other programs for school counselors in public and private pre-kindergarten, elementary, middle/junior high, secondary, and post-secondary schools.

ASCA has been instrumental in developing and recommending strong professional and ethical standards for the school counseling profession. ASCA assists counselors in delivering more effective services by providing the means and information to enhance skills, to support self-evaluation, and provides research to measure counselor effectiveness. ASCA speaks for school counselors at the national level through strong government relations programs and activities.

ASCA publishes The Professional School Counseling Journal five times during the school year. It also provides its members with a newspaper, The ASCA Counselor, published five times each year. The Ethical Standards for School counselors can be found on the ASCA website.

Wisconsin School Counselor Association (WSCA)

The mission of WSCA is to advance the profession of school counseling in preschool through post-secondary to maximize the academic performance, career planning, and personal/social growth of every student.

WSCA's Primary Goals:

1. Promote professional development of school counselors and graduate students in training.
2. Promote partnerships and collaboration with stakeholders and educational professionals to benefit school counselors and students.
3. Give direction to issues of concern to school counselors and promote and advocate for the profession of school counseling.
4. Promote legislative agendas on a state and federal level that positively impact school counselors in Wisconsin.
5. Promote the practice of on-going research and evaluation of the school counseling profession in Wisconsin and the WSCA organization.

American Psychological Association (APA)

Based in Washington, DC, the American Psychological Association (APA) is the largest scientific and professional organization representing psychology in the United States. With more than 159,000 members, APA is also the largest association of psychologists worldwide. Student memberships are available and encouraged.

The object of the American Psychological Association is to advance psychology as a science and profession and as a means of promoting human welfare by the encouragement of psychology in all its branches in the broadest and most liberal manner in the following: 1) by the promotion of research in psychology, and the improvement of research methods and conditions; 2) through the improvement of the qualifications and usefulness of psychologists through high standards of ethics, conduct, education, and achievement; 3) by the establishment and maintenance of the highest standards of professional ethics and conduct of the members of the association; 4) finally, by the increase and diffusion of psychological knowledge through meetings, professional contacts, reports, papers, discussions, and publications to advance scientific interests and inquiry, and the application of research findings to the promotion of the public welfare.

Wisconsin College Personnel Association (WCPA)

<http://mywcpa.org/>

WCPA is a [State Division of the American College Personnel Association \(ACPA\)](#) and is dedicated to the professional development of its members. The mission of the Wisconsin College Personnel Association is to promote and enhance college student learning and development through the professional development of Student Affairs administrators and the broader higher education community.

WCPA desires to:

- Participate in research in higher education, especially the field of student services and student personnel
- Provide an opportunity for all members to become actively involved in the work of WCPA
- Recognize achievements of its members through a formal and informal awards system
- Have members benefit from conferences and workshops

WCPA offers low-cost, high quality professional development opportunities in numerous ways, among them a Fall Conference which is held annually in October, Student Affairs 101- to help prepare the next generation of student affairs professionals, a Professional Development Institute, and through bringing professionals from across the state together in dialogue and development. Membership is free. WCPA wants to be able to bring graduate students and career professionals these professional development opportunities at the lowest cost possible because the association wants everyone to be able to participate.