

**MASTER'S DEGREES  
IN  
COUNSELING**

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**Programs:**

**School Counseling**

**Community Counseling**

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**STEPS FOR COMPLETION HANDBOOK**

**Pullman Campus**

**2006-2007**

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## **PREFACE**

The purpose of this handbook is to serve as a general reference for counseling faculty and students regarding the master's degree programs in counseling in the Department of Educational Leadership and Counseling Psychology. The handbook supplements the Washington State University Graduate Catalog. Hopefully, this document will aid in the student's orientation and progress through the Counseling Program.

Students agree to accept responsibility for being informed, for following the procedures outlined herein, and for acknowledging that they will be required to qualify for the degree under established policies. Updates and changes in the program will be included in future revisions of this Handbook. A student's program is governed by the policies and procedures operative on the date of the student's initial enrollment. It is the student's responsibility to inquire and be informed about recent programmatic changes at the time of acceptance into the program.

## INTRODUCTION

The Master's program in Counseling at Washington State University (WSU) subscribes to the scholar-practitioner model of training. Students develop the skills to critically evaluate the literature and to apply it in their counseling. The common thread of all training is a balance of applied, theoretical, and scientific components in the practice of counseling with a knowledge base drawn from existing practice, theory and research in counseling (Brown & Lent, 2000) and in alignment with knowledge and skills stipulated by state standards.

The program emphasizes the facilitation of psychological growth and development. It stresses the interaction of individual, environmental and socio-cultural factors in both the treatment of psychological problems and the promotion of health through better self management and self renewal. This program focus provides coherence to curriculum, instruction, field experiences, clinical practice and assessment and evaluation for the Ed.M. and M.A. in Counseling programs. The program emphasis also is consistent with recent definitions describing the focus of Counseling. For example, Gelso and Fretz (1992) describe Counseling in terms of three major roles and five predominant themes:

The major roles are (a) remedial (assisting in remedying problems), (b) preventive (anticipating, circumventing, and forestalling difficulties that may arise in the future), and (c) educative and developmental (discovering and developing potentialities). Thus, the predominant themes are (a) focus on intact rather than severely disturbed people; (b) a focus on assets, strengths, and positive mental health regardless of the degree of disturbance; (c) an emphasis on relatively brief interventions; (d) an emphasis on person-environment interactions rather than an exclusive emphasis on the person or the environment; and (e) an emphasis on educational and career development.

The program also stresses "The importance of viewing people and their behavior in a contextual manner because psychology itself exists in a socio-cultural context influenced by ethnicity, gender, sexual orientation, age, and socio-historical perspective (Kagan, et al., 1988, p. 351).

Recognizing that the role of a counselor varies depending on the sociocultural and environmental context of the counseling position, the primary intent of the program is to train generalists, i.e., professionals who have the knowledge and skills to function in diverse community and school settings. This is accomplished by applying the scientist/scholar-practitioner model to three major themes in the curriculum: understanding counseling, understanding P-12 students or clients, and counseling in context. Understanding counseling – We recognize that there is no single approach to counseling and expose our students to the theoretical tenets, techniques and research bases of the major counseling theories. Students are expected to select one of these theories or to develop a personal integrated approach to counseling that they demonstrate in their

case conceptualizations and fieldwork. Understanding P-12 students or clients – The program emphasizes the importance of understanding the subjective view of students or clients. We emphasize the importance of counselor empathy and developing skills related to empathic understanding and the communication of empathy. The program seeks to enhance students' understanding of P-12 students or clients by providing them with knowledge relating to specific student or client problems, developmental tasks, current major counseling foci and emphasizing the need to understand students and clients in a socio-cultural context. Counseling in context – We recognize that we are preparing professionals who will be functioning in a diverse, constantly changing society who will need to be adaptable and flexible in their response to change.

Students who are pursuing initial certification as school counselors receive training to be effective in school settings as a complement to their generalist training. Specifically, school counseling students are prepared to serve P-12 students within the framework of comprehensive, developmental counseling models using the knowledge and skills required by state standards. Student performance is systematically evaluated relative to the state standards. Emphasis is placed on supporting learning for all students through educational development, personal/social development, and career exploration. The school counselor's role is defined broadly and may include individual counseling, group counseling, consulting with parents and teachers, offering prevention programs, coordinating resources and referrals, assessing and using data, assuming leadership roles, and collaborating with other school personnel in order to support student achievement and to create a safe, positive school climate (Schmidt, 1998; Sears, 1999). School counseling students are exposed to educational technology consistent with their future professional roles (e.g., searching the ERIC database, using career counseling software and web sites, and doing computerized class scheduling).

## **References**

- Brown, S. D. & Lent, R. W. (Eds.). (2000). *Handbook of counseling psychology* (3<sup>rd</sup> ed.). New York: Wiley.
- Gelso, C. J. & Fretz, B. R. (1992). *Counseling psychology*. New York, NY: Harcourt Brace Jovanovich.
- Kagan, et al. (1988). Professional practice of counseling psychology in various settings. *The Counseling Psychologist*, 16, 347-365.
- Schmidt, J. J. (1998). *Counseling in schools: Essential services and comprehensive programs* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
- Sears, S. (1999). Transforming school counseling: Making a difference for students. *NASSP Bulletin*, 83(603), 47-53.

## OVERVIEW of MASTER'S DEGREES and PROGRAM OPTIONS

### Degrees Available in the College of Education

Two master's degrees, the Master of Education (Ed.M.) and the Master of Arts (M.A.) are awarded by the College of Education at Washington State University. Master's degrees with specializations in Counseling are administered through the Department of Educational Leadership and Counseling Psychology. The purpose of this document is to outline the steps students should follow in meeting master's degree requirements within the Department of Educational Leadership and Counseling Psychology for the programs in School and Community Counseling.

It is the **student's responsibility** to see that requirements are completed and that a record of progress is kept up to date in the college's Office of Graduate Studies (Cleveland Hall, Room 252). WSU Graduate School requirements specify that all degree requirements for the Ed.M. or M.A. must be completed within a six (6) year period of time (i.e., course work older than six years cannot be counted toward the degree).

### Programs in School and Community Counseling

Master's degrees in counseling focus on one of two professional options: (1) School Counseling, which prepares students for residency certification as K-12 school counselors, and (2) Community Counseling, which, in combination with the fulfillment of additional post-degree requirements, prepares students for licensure as a mental health counselor. Students in either program can pursue either the Master of Education degree (M. Ed.) or the Master of Arts (M. A.) degree. The Ed.M. degree is generally pursued by graduate students who intend to work in a K-12 educational setting (school counseling) or in a community/agency setting (community counseling). The M.A. degree, which requires a thesis, can be helpful for students who plan to subsequently apply for doctoral programs or who have a strong interest in conducting research, although Ed.M. graduates also apply for and enter doctoral programs.

The School Counseling and Community Counseling programs are available at both the Pullman and Tri-Cities campuses. Most Pullman students are enrolled full-time. Most Tri-Cities students are enrolled part-time. The curriculum for both programs includes course work in theory, research, and techniques in individual and group counseling; vocational/career counseling and assessment; professional and ethical issues; life-span development; counseling diverse populations; statistics, measurement, and research design. In addition, students in the School Counseling program complete a two-course sequence on current issues in school counseling, a course in program evaluation, and

two semesters of internship in the public school setting. Students in the Community Counseling program take additional coursework in individual appraisal and two semesters of internship in community mental health settings. For both programs, additional courses are available on an elective basis, including courses on psychopathology, hypnosis, counselor supervision, Chicano/Latino psychology, cross-cultural counseling research, counseling at risk youth, and psycho-social aspects of disability.

Graduates of the School Counseling program are eligible to obtain residency certification as school counselors in the state of Washington. Specifically, they are prepared to serve K-12 students within the framework of comprehensive, developmental counseling models using the knowledge and skills required by state standards as well as the National Model for School Counseling of the American School Counseling Association. The school counseling program is approved by the Office of the Superintendent of Public Instruction and accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, program oversight is provided by a Professional Education Advisory Board comprised of practicing school counselors, teachers, and principals, as well as program faculty.

The Community Counseling program prepares students to work in a variety of settings including community mental health centers, college counseling centers, and individual or group practice. The program prepares students for licensure as a mental health counselor. Additional post-degree requirements are required for licensure in most states (for requirements in each state see [www.counseling.org](http://www.counseling.org)).



## STEPS FOR DEGREE COMPLETION

### STEP 1 - AFTER ADMISSION

Prospective students must be admitted to both the WSU Graduate School and the master's program in counseling. Most students designate interest in either the School Counseling or Community Counseling program in their letter of application, although students can be admitted to the counseling program without selecting a specific program.

After the prospective student accepts an offer of admission by the counseling program, a temporary advisor is appointed for each student by the Counseling Psychology Program Coordinator. The temporary advisor provides advise and information to the student regarding the initial choice of course work and the general requirements of the program. Students are encouraged to make early contact with their temporary advisors and to review the course requirements and the typical or recommended course sequences outlined later in this handbook. In addition, an orientation for new students is held early in the first semester of enrollment. Staff in the college's Office of Graduate Study (Cleveland Hall, Room 252) are also an excellent source of information on Graduate School procedures, forms, and timelines.

As required by the WSU Graduate School, the Counseling Psychology faculty will review each student's progress in the program at least annually. These reviews focus on the student's academic performance, counseling and related skills, and professionalism. The faculty will also note if students have adhered to the American Psychological Association ([www.apa.org](http://www.apa.org)) Ethical Code or American Counseling Association ([www.counseling.org](http://www.counseling.org)) Ethical Code, whichever is appropriate for the student's field of study. The student is advised in writing of the evaluation of his/her progress. If the faculty determine that a student is deficient in any area, the faculty may recommend that the student engage in remedial work. In severe cases, faculty may terminate the student from the program.

Nothing herein affects the Standards of Conduct for Students, Chapter 504-25 WAC. Also see the "Policies and Procedures of the Graduate School" in the *Graduate Study Handbook* available from the WSU Graduate School.

## **STEP 2 - SELECTION OF THE MASTER'S COMMITTEE**

### **For Ed.M. Students**

By the end of the second semester of study, the student should select a permanent advisor and two other committee members.

An Ed.M. committee must consist of at least three faculty members, two of whom must be Graduate Faculty. Committee members may come from outside the department, but the chair/permanent advisor must be a member of the faculty of the Department of Educational Leadership and Counseling Psychology. The permanent advisor and committee members assist the student with the selection of classes and the planning of an integrated program of study (see Step 3 below on Preparing and Filing of Individual Program of Study). Because the Ed.M. student does not have a thesis as part of his/her degree requirements, the permanent chair and committee members are selected on the basis of their ability to advise the student. By WSU Graduate School policy, the permanent advisor and members of the committee must ballot on the performance of the student on the comprehensive written examination required of each Ed.M. student.

### **For M.A. Students**

As early in the program as possible, the student should select a thesis committee chair from among the faculty of the Department of Educational Leadership and Counseling Psychology. This person is generally selected on the basis of research interest or expertise in the thesis topic being proposed by the student and serves as both the thesis chair and the permanent advisor. In conjunction with the chair/permanent advisor, two other faculty members should be selected to complete the thesis committee.

A thesis committee must consist of a minimum of three faculty members, two of whom must be members of the Graduate Faculty. Ordinarily, the chair of the thesis committee comes from the counseling faculty in the Department of Educational Leadership and Counseling Psychology. In rare cases, where persons outside the department have research expertise not found in the departmental faculty, the student may petition to have a faculty member outside the department serve as his/her thesis chair and permanent advisor. If the petition is approved by the departmental Graduate Faculty, it is expected that the other two members of the thesis committee will be members of the departmental faculty.

### **STEP 3 - PREPARATION AND FILING OF INDIVIDUAL PROGRAM OF STUDY**

In **the fall of their second year**, after selecting a committee, students should complete the Program of Study form. These forms can be obtained from the college's Office of Graduate Studies (Cleveland Hall, Room 252) or online through our program web site (<http://www.educ.wsu.edu/elcp/documents/current%20students.html>) or the WSU Graduate School web site (<http://www.wsu.edu:8080/~gradsch?>). Questions about how to fill out the form can be addressed to the Office of Graduate Studies or the student's advisor. The Program of Study must include all courses required for the relevant program (i.e., School or Community Counseling) as outlined later in this handbook. The completed Program of Study form is submitted to: 1) the student's advisor and committee for approval and signatures, 2) the Chair of the Department of Educational Leadership and Counseling Psychology, and 3) the Graduate School for the necessary approval of the Dean of the Graduate School.

In accordance with WSU College of Education policy, course work completed at other accredited graduate schools may be transferred and applied to a master's degree program to the extent of six (6) semester credit hours on a thesis degree and nine (9) semester credits on a non-thesis degree if they are appropriate as part of the student's program and represent work of acceptable quality (grade of B or better). Such transfer work may not be substituted for the residence requirement of Washington State University. In addition, students can not transfer coursework already applied to a completed graduate degree at another institution. Professional enrichment, extension work, special problems, workshops and correspondence courses taken at other institutions cannot be applied to a graduate program. To obtain approval for waiver of required course work based on graduate courses taken at other institutions, students must complete and submit a waiver request form and supporting material (e.g., previous course syllabi) to the college's Office of Graduate Studies for review by the counseling program waiver committee. The waiver form can be obtained in the Office of Graduate Studies or online through the program website: (<http://www.educ.wsu.edu/elcp/documents/current%20students.html>).

### **STEP 4 for Ed.M. Students – MASTER'S COMPREHENSIVE EXAM (Required only for Ed.M. degree)**

**Ed.M. degree** students specializing in counseling are required to complete a written comprehensive examination of six clock-hours duration at the end of their program of study. For those persons seeking initial residency certification as a K-12 school counselor in the state of Washington, the examination also satisfies a requirement of the Certification Office of the State Superintendent of Public Instruction.

**M.A. degree** students (who are required to complete a thesis rather than the comprehensive exam as part of their degree) do not need to take the master's comprehensive exam unless they also seek school counselor certification in the State of Washington.

The written comprehensive examination is given fall and spring semester. **All outstanding grades of incomplete must be complete before students can schedule for final comprehensive examinations.** The specific date of the examination is announced in advance and students are required to: **1)** have an approved program of study on file with the college's Office of Graduate Studies and the Graduate School (at least one semester **before** the exam); **2)** complete the Application for Degree form and pay fees; **3)** complete a Final Examination Scheduling Form, secure your committee members' signatures and the signature of the Department Chair, and file it with the WSU Graduate School **two weeks prior to the actual exam date;** and **4)** be enrolled for two (2) credits of CoPsy 702 during the term in which the exam is written.

For details on the mechanics of scheduling and taking the exam, please contact the Office of Graduate Studies ([gradstudies@wsu.edu](mailto:gradstudies@wsu.edu)).

Upon completion of the examination, for those students who choose to hand write the exam, test papers will be photocopied in the Office of Graduate Studies and returned to the student for typing. The typed copy must be returned to the Office of Graduate Studies one week from the date of the examination. For students who wish to write the exam on a computer, one will be provided by the Office of Graduate Studies.

Each exam question is scored on a scale of 1 to 5 (1=poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent) by a minimum of two readers. Examination pass/fail will be determined by faculty ballot. A student's committee members must ballot and other departmental Graduate Faculty may ballot. The proportion of affirmative votes required for passing is as stipulated by the Graduate School (approximately 75%) for all preliminary and oral examinations. In the event of a failed examination, a second and final attempt may be scheduled at the request of the Graduate Faculty of the department after a lapse of at least three months.

### Preparation Guidelines for the Master's Comprehensive Exam

Students preparing for the master's comprehensive exam are understandably concerned about what questions might be asked on the exam and about the material to be covered. The goal of this section is to provide some general guidance for preparation, while recognizing that the purpose of a "comprehensive" exam can not be achieved if guidance is so specific that students do not feel a need to thoroughly review the course

material associated with their programs. Another purpose of this guide is to standardize the information provided to students. Issues of fairness arise if some students more than others seek to “probe” individual faculty for specific information about the exam, or if individual faculty differ in the sharing of such information. Faculty often feel uncomfortable being asked for specific information about the exam or about what will be covered in particular content areas, in part out of fairness to all students, and because they hope that students will use the exam as an opportunity to integrate the range of material covered in the student’s courses. It is also inappropriate for students to request information about which faculty members might write particular questions on the exam or score particular questions.

In general, any material covered in the student’s master’s courses is “fair game” for inclusion on the master’s exam. Thus, students are encouraged to review course notes and other materials for all of the courses in their programs. Of course, some judgment will be needed by the student regarding the appropriate level of detail to review, or what material is likely to be most important. Keep in mind, for example, that questions on the master’s exam are likely to be more general or integrative (e.g., 30-60 minute essay questions) than some questions that might appear on an exam for a particular course. Nonetheless, reviewing course notes, exams, or readings is an important part of preparation. This will require students to begin studying early enough before the exam to allow sufficient time for review.

Although any content in the student’s courses could conceivably be asked, the old exams, which are on file in the Office of Graduate Studies (Cleveland Hall, Room 252), can provide a useful and illustrative guide to the types of questions and content frequently covered on the exam. Students may find it useful to outline responses to such questions as part of their studying, but students are not likely to pass all areas of the exam if they limit their preparation to review of old exam questions.

Exam coverage could include the following areas: counseling theories and techniques; application of theories to case conceptualization; career theories, assessment tools, and interventions; professional issues and ethics; group counseling; counseling with diverse populations; life-span development; and research methods, measurement, and statistics. In addition, there are typically one or two questions that are specific to school or community counseling, and are answered by students in the respective programs (e.g., program evaluation or appraisal; issues more specific to school or community counseling). Again, the old exams provide illustrative questions, but should not be used as the sole basis for exam review. Typically, the exam includes three or four essay-type questions in both the morning and afternoon sessions.

## **STEP 4 for M.A. students – COMPLETE AND DEFEND A THESIS (M.A. degree students only)**

### Development of the Thesis Proposal

Only M.A. degree students (not Ed.M. students) complete a master's thesis. In the case of M.A. degree students, the chair and members of the student's committee are selected, in part, because of their research interests. The student is encouraged to use the knowledge and skills of these faculty members to full advantage. In consultation with the chair of the thesis committee, the student will develop an initial research proposal. Students often review relevant literature and/or work on their initial research proposal as part of the EdPsy 505 (Research Methods I) course. When the committee chair feels the research proposal is sufficiently developed, copies should be distributed to the other committee members and a T-1 meeting scheduled. At the T-1 meeting, committee members review research plans with the student and, collectively, determine if the proposed research should be undertaken. If the faculty approve, a copy of the Thesis Approval Form is signed and filed with the Office of Graduate Studies.

### Completion of the Thesis

After the M.A. student has received approval of the thesis proposal, and obtained WSU Institutional Review Board approval for the ethical use of human participants in research, he/she may begin the collection of data, analysis of results, and the writing of the final thesis. Students are urged to work closely with the committee chair and members to be sure they are informed of progress. Rough drafts should be reviewed by the chair and, when appropriate, by members of the committee. When functioning as committee members, some faculty members prefer to read early drafts of student work and some prefer to have early drafts reviewed by the committee chair only. Students are advised to determine each committee member's preferences and expectations regarding review of progress on the thesis.

As the student nears completion of the thesis, committee members should be provided a complete draft to review before the final oral examination is scheduled. If the student has worked closely with committee members along the way, this draft will represent a combined effort and the committee members are not likely to have concerns about the final product during the oral examination. Failure to work closely with committee members, however, may result in objections or concerns which may be raised during the oral examination.

### Final Oral Defense of the Thesis

A final oral examination is required of all M.A. candidates. This examination tests the candidate's ability to integrate and interpret materials in the major and supporting fields, with emphasis on the work presented in the thesis.

The oral examination is scheduled when all required course work has been completed or is enrolled in, and two weeks or more after the signed Final Examination Scheduling Form, together with the necessary number of copies of the thesis, is presented to the Graduate School. Students should consult the time schedule and the college's Office of Graduate Studies for deadlines for scheduling final exams.

The examining committee shall include the members of the thesis committee with the chairperson presiding, and any other members of the Graduate Faculty who wish to attend the exam and ballot. Oral examinations at WSU are open meetings and may be attended by any interested person. With permission of the Committee Chair, visitors may ask questions. Only Graduate Faculty members and the committee members are permitted to ballot on the candidate's performance, however.

In the event of a failed examination, a second attempt may be scheduled upon recommendation of the thesis committee after a time interval of at least three months.

#### **STEP 5 - FACILITATING CONFIRMATION OF THE DEGREE**

Other responsibilities of all master's candidates include:


- A. Degree candidates make formal application for the degree by completing the form titled Application for the Ed.M. Degree or Application for the M.A. Degree in Education available from the WSU Graduate School. This must be done before the deadline listed on the Deadlines & Procedures link on the Graduate School website.
- B. For the M.A. degree, four copies of the thesis are required. The original and one copy are submitted to the Graduate School and the other two are taken to the Bindery to be bound. One of the bound copies is returned to the Department of Educational Leadership and Counseling Psychology and the other copy is for the chair of the thesis committee. Six copies of an abstract are required:
  - 1 in each copy of the thesis (total of 4)
  - 1 for the University Library
  - 1 for the Department of Educational Leadership and Counseling Psychology
- C. All graduate students completing the master's degree are urged to participate in commencement exercises at the time the degree is formally awarded.

Additional information regarding degree requirements may be obtained by reading the section, "Policies and Procedures of the Graduate School."

#### **STEP 6 – OBTAINING NATIONAL CERTIFICATION (OPTIONAL)**

There are many benefits to becoming a National Certified Counselor (NCC) including ensuring maximum portability of your counseling credential between states.

Washington State University is an approved site for Graduate Student Application of the NCC (GSA-NCC) and offers the National Counseling Exam (NCE) every April.

Students who pass the NCE and submit all required documentation are considered Board Eligible National Certified Counselors after graduating. These candidates have  to three years to meet the NBCC experience and supervision requirements. When all requirements are met, Board Eligible candidates may upgrade to become National Certified Counselors (NCC).


Eligible students (those in their final year of their degree) should apply through WSU's GSA\_NCC Coordinator, Dr. Tina Anctil, in the Fall prior to the April examination (see listserv announcements for specific deadlines). More detailed information (including fees) is also available on the NBCC website: <http://www.nbcc.org/gsabe>.

While the NCC credential is most applicable to community counseling students, school counseling students who may want to practice in community-based settings can also choose to pursue this credential.




## Requirements for Ed.M. and M.A. Degrees with Specialization in Counseling

**Graded Courses** (Numbers in parentheses indicate course credit hours) Course descriptions can be found in the WSU Graduate School Catalog.

EdPsy 502	Theoretical Foundation of Learning and Instruction	(3)
EdPsy 505	Research Methods I	(3)
EdPsy 508	Educational Statistics (or equivalent undergraduate course)	(3)
 EdPsy 509	Educational Measurements	(3)
CoPsy 511	Theories, Research and Techniques in Couns. Psychology I	(3)
CoPsy 512	Theories, Research and Techniques in Couns. Psychology II	(3)
CoPsy 513	Career Counseling: Theory and Method	(3)
CoPsy 515	Ethics and Professional Problems in Counseling Psychology	(3)
CoPsy 516	Life Span Development and Counseling Issues	(3)
CoPsy 518	Theoretical Foundations of Group Counseling	(3)
CoPsy 525	Counseling Diverse Populations	(3)
CoPsy 527	Individual Appraisal I (community students only)	(3)

### **Additional graded coursework required for school counselor certification**

CoPsy 531	Current Issues in School Counseling I	(3)
CoPsy 532	Current Issues in School Counseling II	(3)
 EdPsy 570	Program Evaluation	(3)

**Internship Courses**

CoPsy 533 Master's Internship in Community Counseling (8)

or

CoPsy 535 Master's Internship in School Counseling (8)

**Thesis and Oral Examination Requirement for M.A. Degree**

CoPsy 700 Master's Research, Thesis, and/or Examination (4 cr. minimum)

**Written Examination Requirement for Ed.M. Degree**

CoPsy 702 Master's Special Problems, Directed Study, and/or Examination (2)

Ed.M. students are required to pass a comprehensive written examination covering the core topics of the Master's degree program. M.A. students are required to write a thesis and defend that thesis in a formal oral examination. M.A. students are not required to complete a written comprehensive exam as part of their degree requirements; however, persons seeking certification in school counseling must complete a comprehensive examination administered by the Office of Graduate Studies to meet the state certification requirement. M.A. students intending to complete the comprehensive exam must enroll for 2 credits of CoPsy 702 during the semester session in which the exam is written.

**Recommended Elective Courses**

Psych 533 Psychopathology (3)

For students who plan to work in a community setting, Psychology 533 Psychopathology is recommended. The course material is relevant to your career goals. It will also be helpful for either the National Board of Certified Counselors (NBCC) or National Academy of Certified Clinical Mental Health Counselors (NACCMHC) exam. Passing one of these exams is required for certification as a mental health counselor. See previously described Step 6: Obtaining National Certification.

EdPsy 533 Assessment of the Exceptional Child (3)

This course is recommended for school counseling students. It is offered via WHETS from the WSU Spokane campus.

CoPsy 523 Psycho-social Aspects of Disability (3)

Recommended for students interested in working with diverse students.

CoPsy 529 Counselor Supervision (3)

Recommended for students interested in counselor supervision theory, research, and practice.

CoPsy 537 Professional Development in Counseling (3)

This course is recommended for persons preparing for the School Counselor Certification Exam and/or the NBCC examination.

CoPsy 541 Hypnosis (3)

Recommended for students interested in clinical work and research in hypnosis.

CoPsy 542 Cross-Cultural Research in Counseling and Assessment (3)

Recommended for students interested in cross-cultural or multicultural research.

CoPsy 457 Chicano/Latino Psychology (3)

Recommended for students interested in Chicano/Latino psychology.

In addition to the above courses, the student and his/her advisor may select, from a number of courses throughout the University, those offerings that will particularly strengthen the individual program of study and tailor it to the academic and professional needs of the student.

## SUGGESTED COURSE SEQUENCES

To assist students and their advisors in planning and filing individual programs, the following sequence of classes is presented for students who are full time on the Pullman campus. This list is for general advising purposes only; as long as courses are scheduled so that prerequisites for advanced classes are met, advisors may alter the sequencing of classes in order to meet the needs of individual students.

### School Counseling Program

#### FIRST YEAR

<b>Fall</b>	<b>Spring</b>
EdPsy 508 (3) <sup>1,2</sup>	EdPsy 505 (3) <sup>2</sup>
CoPsy 511 (3)	EdPsy 509 (3)
CoPsy 513 (3)	CoPsy 512 (3)
CoPsy 531 (3)	CoPsy 532 (3)

#### SECOND YEAR

<b>Fall</b>	<b>Spring</b>
EdPsy 502 (3) <sup>2</sup>	CoPsy 518 (3)
EdPsy 570 (3)	CoPsy 525 (3)
CoPsy 515 (3)	CoPsy 535 (4)
CoPsy 516 (3)	CoPsy 700 <sup>3</sup> (4)
CoPsy 535 (4)	or
	CoPsy 702 <sup>3</sup> (2)

## Community Counseling Program

### FIRST YEAR

<b>Fall</b>	<b>Spring</b>
EdPsy 502 (3) <sup>2</sup>	EdPsy 505 (3) <sup>2</sup>
EdPsy 508 (3) <sup>1,2</sup>	EdPsy 509 (3)
CoPsy 511 (3)	CoPsy 512 (3)
CoPsy 513 (3)	CoPsy 518 (3)

### SECOND YEAR

<b>Fall</b>	<b>Spring</b>
CoPsy 515 (3)	CoPsy 525 (3)
CoPsy 516 (3)	CoPsy 533 (4)
CoPsy 533 (3)	CoPsy 700 <sup>3</sup> (4) <b>or</b>
CoPsy 527 (3)	CoPsy 702 <sup>3</sup> (2)

#### Notes for Course Sequences

- <sup>1</sup> Students who have taken a graduate level course in statistics or upper division undergraduate equivalent should apply for a course waiver for EdPsy 508.
- <sup>2</sup> Students who desire to take lighter course loads during the regular academic year or who want to include courses beyond the minimum requirements may still complete their program in two years by attending one or more summer sessions. Courses frequently available during summer session are identified above by a superscript 2.
- <sup>3</sup> Although M.A. students do not have a written comprehensive exam as part of their degree requirements, persons seeking certification in school counseling must complete a comprehensive examination administered by Office of Graduate Studies to meet a state certification requirement. Ed.M. and students writing the comprehensive exam must enroll for 2 credits of CoPsy 702 during the semester in which the exam is written.

## Internship Placements and Procedures

### General Information

Dr. Tina Anctil is the Field Placement Coordinator for the Master's in Counseling Programs and she, along with the student's CoPsy 533/535 instructor, will assist you throughout the field placement portion of your degree requirements. To assure that students obtain the necessary training for their degree and future certifications, all placements must be approved by Dr. Anctil. Although it is ultimately the student's responsibility to locate a placement, every effort will be made to assist students to obtain an placement that matches the needs of both students and the community.

Pullman students must attend a mandatory internship meeting during their first year of coursework (this meeting will be announced on the listserv). The purpose of this meeting is to provide information on necessary requirements, including fingerprinting for those interning in school settings, along with placement information.

When interviewing for an internship placement, counselor supervisors at the internship sites have requested that prospective internship supervisees provide them with a copy of their vita, a list of their completed coursework and an indication of interests and goals for the internship. The Department strongly encourages you to provide this information.

The Department encourages you to discuss with prospective supervisors their view of the role of the counselor in that setting and their expectations of you as an internship student. Since internship placements vary in the experiences they provide students, this will help to assure that your experience meets your expectations and career goals. The instructor(s) for the CoPsy 533/535 internships will discuss their expectations for you in your specific internship setting. The minimum requirements include the opportunity to counsel clients, to seek client permission to tape record counseling sessions, and to seek permission to present tape recorded counseling sessions to the CoPsy 533/535 class.

*A variety of information on internships, including a list of approved sites and electronic versions of the required documentation is available on the program's website.*

### School Counseling Practicum and Internship

#### **Application for School Counseling Certificate**

Students not currently certified in Washington (by OSPI) need to submit their fingerprints, Institutional Application and Character and Fitness Supplement at the beginning of their program of study (by November of the first semester). **These forms are available in Student Services (Educational Addition, Room 316E) from Staci Bickelhaupt (335-8146). Note: This is an**

**involved and time intensive process, so don't delay! Students must begin this process prior to beginning their practicum in the second semester of their first year.**

### **Practicum**

Prior to beginning a school counseling internship, students are required to complete a practicum experience in a school setting. Students will complete this practicum during the spring semester of their first year in conjunction with CoPsy 532. Practicum hours completed prior to internship will not be counted towards internship hours.

### **Internship**

For students seeking certification as a school counselor the internship ***MUST*** occur in a school (K-12) setting. In addition, the on-site supervisor must be a certificated school counselor with a minimum of three years experience and be currently working in the role of a school counselor. Students are expected to spend 15 hours on site per week for each three semester credit hour course (a minimum of 400 hours of internship experience is required). This time can include, for example, supervision time and meetings as well as direct client contact time. In addition, there is a weekly class with the university instructor.

The State of Washington requires that students demonstrate competency on a number of performance standards (see WAC 180-78A-270, see Appendix in this manual). One of the ways student's must demonstrate their competency is through direct observation and consultation by the on-site supervisor and the university supervisor. Usually this is accomplished by the supervisor listening to audio tapes and reviewing them with students. Therefore, the ability to tape record counseling sessions is essential for meeting course requirements.

### **Community Counseling Internship**

For students who wish to do an internship in a community setting, supervision must be provided by an experienced (minimum of 2 years) master's or Ph.D. level counselor. Persons planning to enter community counseling should work closely with the internship instructor to be sure additional requirements are met. Community internship students will be required to have 400 hours of internship over two semesters. For example, this experience could consist of 5 clients and 1 group per week, which overall constitutes 16 hours of supervision, 128 hours of individual and group therapy, 56 hours of case, conference, administration, etc., per semester. Tape recordings of counseling sessions are required for students in community settings. It is expected that you will receive a minimum of one hour per week of supervision per every 9 hours on site from the on-site supervising counselor.

### **Malpractice Insurance for School and Community Counseling Students**

Students are strongly encouraged to purchase their own malpractice insurance prior to beginning their internship placement. Low cost malpractice insurance is available to student members of the American Counseling Association ([www.acait.com](http://www.acait.com)) and the American Psychological Association ([www.apait.org](http://www.apait.org)). Student members of the American School Counseling Association ([www.asca.org](http://www.asca.org)) receive complimentary liability insurance. Low-cost insurance can also be purchased through WSU by filling out the Student Professional Liability Insurance form, which can be obtained in the Office of Graduate Studies (Cleveland Hall, Room 252) or online at [www.educ.wsu.edu/elcp/documents/current%20students.html](http://www.educ.wsu.edu/elcp/documents/current%20students.html) and taking the completed form and payment to the Cashier's Office in French Administration building. The internship instructor in CoPsy 533 or CoPsy 535 will provide more information as well.



## STUDENT CHECK LIST

### ADMISSION

- Graduate School application
- Department information form
- GRE scores
- Three letters of recommendation
- Transcripts
- Resume/vita
- Personal statement

### ADVISOR

- Letter from department assigning temporary advisor.

### REGISTERING

- Use METRO (<http://www.metro.wsu.edu/>) to register for courses. Use the Master's handbook or see your advisor for selection of courses.

### CLASSES

- Check with department for any last minute course changes (room numbers, instructors, etc.)
- Drop/adds are done on METRO (<http://www.metro.wsu.edu/>)
- Purchase textbooks at the Student Book Corporation (Bookie) on campus.

## PROGRAM OF STUDY

- Obtain Program of Study form from the Office of Graduate Studies (Cleveland Hall, Room 252) or from the Graduate School website during the second semester of first year.
- Complete form with all coursework required for the degree and with names of permanent committee members.
- Secure signatures of your committee members.
- Submit form to the Office of Graduate Studies (who will obtain chair's signature and forward the form to the Graduate School).

## APPLICATION FOR SCHOOL COUNSELING CERTIFICATE (School Counseling students only)

- Students not currently certified in Washington (by OSPI) need to submit their fingerprints, Institutional Application and Character and Fitness Supplement at the beginning of their program of study (by November of the first semester). **These forms are available in Student Services (Educational Addition, Room 316E) from Staci Bickelhaupt (335-8146). Note: This is an involved and time intensive process, don't delay! Students must begin this process prior to beginning their practicum, second semester of first year.**

## PRACTICUM (School Counseling Students Only)

- Complete the requirements during the second semester of first year via CoPsy 532. See also, Application for School Counseling Certificate.

## INTERNSHIP

- Establish your internship placement and complete the required hours of the internship experience during first and second semester of the second year. This is required for both community and school students. See also section of this handbook on Internship Placements and Procedures.

**FINAL COMPREHENSIVE EXAMINATION**

- Have approved program on file.**
- Apply and pay for degree.**
- Enroll in CoPsy 702.**
- Complete exam scheduling form at least 2 weeks before the exam and submit form to the Office of Graduate Studies.**
- Check time, place, and particulars of the examination.**

**LAST MINUTE DETAILS**

- Submit all internship summary and evaluation forms**
- School Counseling students check signature and dates on ESA applications.**

## APPENDIX

### GUIDELINES FOR CERTIFICATION AS A SCHOOL COUNSELOR

**The state of Washington stipulates the knowledge and skills as well as the field experience requirements for certification as a school counselor. The following is a list of these requirements now in effect.**

**WAC 180-78A-270 Approval standard -- Knowledge and skills.** Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC [180-78A-220\(5\)](#).

(4) **SCHOOL COUNSELOR.** Effective August 31, 1997 through August 31, 2005, school counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) Human growth and development (studies that provide an understanding of the nature and needs of individuals at all developmental levels).

(b) Social and cultural foundations (studies that provide an understanding of issues and trends in a multicultural and diverse society).

(c) Helping relationships (studies that provide an understanding of counseling and consultation processes).

(d) Group work (studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches).

(e) Career and lifestyle development (studies that provide an understanding of career development and related life factors).

(f) Appraisal (studies that provide an understanding of individual and group approaches to assessment and evaluation), including assessment of the state learning goals and essential academic learning requirements.

(g) Research and program evaluation (studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research).

(h) Professional orientation (studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing).

(i) Foundations of school counseling including:

(i) History, philosophy, and trends in school counseling;

(ii) Role and function of the school counselor in conjunction with the roles of the professional and support personnel in the school;

(iii) Knowledge of the school setting and curriculum including the state learning goals and essential academic learning requirements;

(iv) Ethical standards and guidelines of the American School Counselor Association (ASCA);

(v) State and federal policies, laws, and legislation relevant to school counseling; and

- (vi) Implications of sociocultural, demographic, and lifestyle diversity relevant to school counseling.
- (j) Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community including:
  - (i) Referral of children and adolescents for specialized help;
  - (ii) Coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives;
  - (iii) Methods of integration of guidance curriculum in the total school curriculum;
  - (iv) Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; and
  - (v) Methods of planning and presenting guidance-related educational programs for school personnel and parents.
- (k) Theory, knowledge and skills for the practice of school counseling including:
  - (i) Program development, implementation and evaluation. Studies in this area include:
    - (A) Use of surveys, interviews, and needs assessments;
    - (B) Design, implementation and evaluation of a comprehensive, developmental school program;
    - (C) Implementation and evaluation of specific strategies designed to meet program goals and objectives;
    - (D) Preparation of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program; and
    - (E) Use of appropriate technology and information systems.
  - (ii) Counseling and guidance. Studies in this area include:
    - (A) Individual and group counseling and guidance approaches appropriate for the developmental stage and needs of children and adolescents;
    - (B) Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks;
    - (C) Approaches to peer helper programs;
    - (D) Issues which may affect the development and function of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder, exceptionality, substance abuse, violence, suicide, dropout);
    - (E) Developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, career and technical education, and career options);
    - (F) Crisis intervention and referral; and
    - (G) System dynamics, including family, school, community, etc.
  - (iii) Consultation. Studies in this area shall include:

(A) Methods of enhancing teamwork within the school community; and

(B) Methods of involving parents, teachers, administrators, support staff and community agency personnel.

(5) **SCHOOL COUNSELOR.** Effective September 1, 2005, school counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

(a) **Successful demonstration of standards:**

(i) **Foundations of the school counseling profession:** Certified school counselors design, deliver, and evaluate student-centered, data-driven school counseling programs that advance the mission of the school in light of recognized theory, research, exemplary models, community context, and professional standards.

(ii) **School counseling and student competencies:** Certified school counselors integrate academic, career, and personal/social student competencies, including Washington state learning goals and essential academic learning requirements, into the school counseling program; teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skill for learning, living, and working; and provide information about best practices to a school community.

(iii) **Human growth and development:** Certified school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning, well-being, and to enhance resiliency; provide guidance to parents and teachers about developmentally appropriate practices that support students throughout their schooling experience.

(iv) **Counseling theories and technique:** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

(v) **Equity, fairness, and diversity:** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.

(vi) **School climate:** Certified school counselors establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(vii) **Collaboration with school staff, family, and community:** Certified school counselors work collaboratively with school staff, families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

(viii) **Information resources and technology:** Certified school counselors select and use informational resources and technology to facilitate delivery of a comprehensive school counseling program that meets student needs; and skillfully use technology to enhance communication.

(ix) **Student assessment and program evaluation:** Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

(x) **Leadership and advocacy:** Certified school counselors support practices and policies that promote

academic rigor-skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

(xi) **Professionalism, ethics, and legal mandates:** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

(xii) **Reflective practice:** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

(b) **Performance assessment.** An approved preparation program for school counselors shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the state board of education and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior state board approval. All candidates shall exit the residency certificate program with a draft professional growth plan.

**WAC 180-78A-315 Program approval requirement -- Field experience for school counselors.** Approved school counselor preparation programs shall require all candidates to complete a supervised internship in the schools that includes a minimum of four hundred hours of on the job professional service and one hour per week of individual supervision provided by the site supervisor. Site supervisors must be fully certificated school personnel and have a minimum of three years of professional experience in the role of school counselor. Faculty supervision including on-site visits will be provided on an ongoing basis. Prior to the internship, the candidate will complete a faculty supervised practicum (a distinctly defined clinical experience intended to enable the candidate to develop basic counseling skills and integrate professional knowledge).

## **GUIDELINES FOR LICENSURE AS A MENTAL HEALTH COUNSELOR**

Certification as a mental health counselor is through the Department of Health in Olympia, WA. The educational requirements are as stipulated below:

### **WAC 246-809-220 Education requirements.**

(1) To meet the education requirement imposed by section 9 (1)(b)(i), chapter 251, Laws of 2001, an applicant must possess a master's or doctoral degree in mental health counseling or a behavioral science master's or doctoral degree in a field relating to mental health counseling from an approved school. Fields recognized as relating to mental health counseling may include counseling, psychology, social work, nursing, education, pastoral counseling, rehabilitation counseling, or social sciences. Any field of study qualifying as related to mental health counseling must satisfy coursework equivalency requirements included in WAC [246-809-221](#). An official transcript must be provided as evidence of fulfillment of the coursework required.

(2) Any supplemental coursework required must be from an approved school.

(3) Applicants who held a behavioral science master's or doctoral degree and are completing supplemental coursework through an approved school to satisfy any missing program equivalencies may count any postgraduate experience hours acquired concurrently with the additional coursework.

(4) A person who is a Nationally Certified Counselor (NCC) or a Certified Clinical Mental Health Counselor (CCMHC) through the National Board of Certified Counselors (NBCC) is considered to have met the education requirements of this chapter. Verification must be sent directly to the department from NBCC.

**WAC 246-809-221 Behavioral sciences -- Program equivalency.** Behavioral science in a field relating to mental health counseling includes a core of study relating to counseling theory and counseling philosophy. Either a counseling practicum, or a counseling internship, or both, must be included in the core of study. Exclusive use of an internship or practicum used for qualification must have incorporated supervised direct client contact. This core of study must include seven content areas from the entire list in subsections (1) through (17) of this section, five of which must be from content areas in subsections (1) through (8) of this subsection:

- (1) Assessment/diagnosis.
- (2) Ethics/law.
- (3) Counseling individuals.
- (4) Counseling groups.
- (5) Counseling couples and families.
- (6) Developmental psychology (may be child, adolescent, adult or life span).
- (7) Psychopathology/abnormal psychology.
- (8) Research and evaluation.
- (9) Career development counseling.
- (10) Multicultural concerns.
- (11) Substance/chemical abuse.
- (12) Physiological psychology.



- (13) Organizational psychology.
- (14) Mental health consultation.
- (15) Developmentally disabled persons.
- (16) Abusive relationships.
- (17) Chronically mentally ill.

**WAC 246-809-230 Supervised postgraduate experience.** The following are experience requirements for the applicant's practice area:

Successful completion of a supervised experience requirement. The experience requirement consists of a minimum of thirty-six months full-time counseling or three thousand hours of postgraduate mental health counseling under the supervision of a qualified licensed mental health counselor in an approved setting. The three thousand hours of required experience includes a minimum of one hundred hours spent in immediate supervision with the qualified licensed mental health counselor, and includes a minimum of one thousand two hundred hours of direct counseling with individuals, couples, families, or groups.

**WAC 246-809-240 Examination for licensed mental health counselors.** (1) Testing companies must administer a written licensure examination on knowledge and application of mental health counseling at least once a year. The applicant must submit a completed application and application fee to the department at least ninety days prior to the scheduled examination date. All other supporting documents, including verification of supervised postgraduate experience, must be submitted sixty days prior to the examination date.

(2) Applicants who take and pass the National Board of Certified Counselors (NBCC), National Certification Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE) have met the examination requirement of chapter 251, Laws of 2001. Verification of successful completion and passage of the NBCC examination is to be provided directly to the department of health by NBCC at the request of the applicant for Washington state mental health counselor.

(3) The passing score established by the testing company is the passing score accepted by the department of health.