

# **STUDENT HANDBOOK M.A. PROGRAM IN COMMUNITY COUNSELING**



College of Education

Department of Educational Leadership, Sport Studies,  
and Educational/Counseling Psychology

Cleveland Hall 70

Pullman, WA 99164-2114

Telephone: (509) 335-9195/335-7016

Fax: (509) 335-6961

Email: [gradstudies@wsu.edu](mailto:gradstudies@wsu.edu)

<http://education.wsu.edu/graduate/specializations/counselingpsych/masters/>

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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 program in Community Counseling in the Department of Educational Leadership, Sport Studies, and Educational/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 March 1<sup>st</sup> of the year they are offered admission into the program. It is the student's responsibility to inquire and be informed about programmatic requirements at the time of admission and acceptance into the program. Students are also expected to be informed of the Policies and Procedures of the WSU Graduate School available at <http://www.gradsch.wsu.edu/CurrentStudents/PoliciesAndProcedures/> and contained in Appendix C

## INTRODUCTION

The Master's program in Community 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, 2008) and in alignment with knowledge and skills stipulated by state standards.

The program emphasizes the facilitation of psychological growth and development, and stresses the interaction of individual, environmental and socio-cultural factors in both the treatment of psychological problems and the promotion of health and positive aspects of human functioning through better self management and self renewal. The program's scholar-practitioner orientation also leads to a focus on evidence-based counseling practice (Chwalisz, 2003). These emphases provide coherence to curriculum, instruction, field experiences, clinical practice and assessment and evaluation for the M.A. in community counseling program. The program emphases are also consistent with prominent definitions of the counseling field. For example, an emphasis on the positive aspects of human functioning has been described as a cornerstone of counseling psychology (*The Counseling Psychologist*, 2006, 34[2]) and strength-based counseling models are receiving renewed attention in the field (*The Counseling Psychologist*, 2006, 43[1]) A useful summary of the counseling field was provided by Gelso and Fretz (1992), who described 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.

Finally, the master's 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; see also Neville & Mobley, 2001).

Recognizing that the role of a counselor varies depending on the sociocultural and environmental context of the counseling position, the primary intent of the master's program is to train generalists (i.e., professionals who have the knowledge and skills to function in diverse community settings.) This is accomplished by applying the scientist/scholar-practitioner model to three major themes in the curriculum: understanding counseling, understanding 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 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 programs seeks to enhance students’ understanding of 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.

Goals and outcomes for the Community Counseling program are consistent with licensure as a mental health counselor, after completion of additional post-degree requirements. More detailed descriptions of the Community Counseling program are provided in the following sections of this handbook.

Specific learning outcomes of the master’s program in Community Counseling are listed below. These learning goals or outcomes are used to evaluate both student and program success and are consistent with the College of Education Conceptual Framework and the mission statement of the Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology, which are also presented below.

**Counseling Program Learning Outcomes:**

- I. To become skilled counseling practitioners
- II. To become skilled scholars/researchers as appropriate to their professional roles
- III. To become professional and ethical scholars and practitioners
- IV. To become sensitive to issues of diversity and able to integrate this sensitivity into their respective professional roles
- V. To become effective in consultation, collaboration, communication, and human relations skills across professional contexts
- VI. Development of a professional identity appropriate for their future career plans

## College of Education Conceptual Framework:



The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

### **Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology Mission Statement:**

The mission of the Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology is to address the needs of communities, individuals, and educational institutions in a diverse society through leadership, scholarship, collaboration, and professional practice.

### ***References***

- Brown, S. D. & Lent, R. W. (Eds.). (2008). *Handbook of counseling psychology* (4th ed.). New York: Wiley.
- Chwalisz, K. (2003). Evidence-based practice: A framework for twenty-first-century scientist-practitioner training. *The Counseling Psychologist, 31*, 497-528.
- 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.
- Neville, H. A., & Mobley, M. (2001). Social identities in context: An ecological model of multicultural counseling psychology processes. *The Counseling Psychologist, 29*, 471-486.
- The Counseling Psychologist, 2006, 34(1)*. Strength-based counseling for youth. Thousand Oaks, CA: Sage Publications.

*The Counseling Psychologist*, 2006, 34(2). Positive aspects of human functioning: A cornerstone of counseling psychology. Thousand Oaks, CA: Sage Publications.

## OVERVIEW OF MASTER'S DEGREES and PROGRAM OPTIONS

### Degrees Available in the College of Education

Two master's degrees, the Master of Arts (M.A.) with either thesis or non-thesis options 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, Sport Studies, and Educational/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, Sport Studies, and Educational/Counseling Psychology for the program in Community Counseling.

It is the **student's responsibility** to see that requirements are completed by the established deadlines and that a record of progress is kept up to date in the college's Office of Graduate Studies (Cleveland Hall, Room 70). WSU Graduate School requirements specify that all degree requirements 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).

### Program in Community Counseling

Master's degrees in counseling focus on the professional option of Community Counseling, which, in combination with the fulfillment of additional post-degree requirements, prepares students for licensure as a mental health counselor. Students obtain the Master of Arts (M. A.) degree. The M. A. degree (non-thesis option) is generally pursued by graduate students who intend to work in a community/agency setting. The M.A. degree with a thesis option, can be helpful for students who plan to subsequently apply for doctoral programs or who have a strong interest in conducting research.

The Community Counseling program is available on the Pullman campus. Most students are enrolled full-time. The curriculum includes course work in theory, research, and techniques in individual, family, and group counseling; personality assessment; diagnosis and psychopathology; vocational/career counseling and assessment; professional and ethical issues; life-span development; biological bases of behavior; substance abuse counseling; counseling diverse populations; and statistics, measurement, and research design. Students complete two semesters of internship in community mental health settings. Additional courses are available on an elective basis, including courses on hypnosis, counselor supervision, Chicano/Latino psychology, cross-cultural counseling research, social psychology, and program evaluation.

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 60-credit program prepares students for licensure as a mental health counselor in Washington and most other states. Additional post-degree requirements, including supervised counseling experiences, are required for licensure in Washington and most states (see Appendix A for information about licensure as a mental health counselor in the state of Washington; for requirements in each state see [www.counseling.org](http://www.counseling.org)).

Students in the Community Counseling program are exposed to technology as consistent with their future professional roles (e.g., searching research and educational databases, using career counseling software and web sites, statistical software, computerized class scheduling).

## 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 Community Counseling.

#### Advisors

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 advice 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 sequence outlined later in this handbook. Students should select a permanent advisor by the end of their second semester in the program. In addition, an orientation for new students is held early in the first semester of enrollment. Staff in the college's Office of Graduate Studies ([gradstudies@wsu.edu](mailto:gradstudies@wsu.edu); Cleveland Hall, Room 70) are also an excellent source of information on Graduate School procedures, forms, and timelines.

#### Annual Review of Student Progress

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, learning outcomes, 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)) and Ethical Code or American Counseling Association ([www.counseling.org](http://www.counseling.org)) Ethical Code. The student is advised in writing of the evaluation of his/her progress. If the faculty determines 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" on the WSU Graduate School's website (<http://www.gradschool.wsu.edu/CurrentStudents/>).

#### Mandatory Research Training

All graduate students are required to complete the **Responsible Conduct of Research** online training module. This is a web based training located at <https://myresearch.wsu.edu/>. Students are encouraged to take this training as soon as they are admitted to the graduate program. Once you have completed this training, you will receive email confirmation of your completion. Please forward this email to the College of Education Office of Graduate Studies ([gradstudies@wsu.edu](mailto:gradstudies@wsu.edu)). Delay in the completion of this training could delay a student's

progression through his/her graduate program. The training will need to be repeated after a five-year period.

### Continuous Enrollment Requirement

All full and part-time degree-seeking graduate students must maintain continuous enrollment in the Graduate School, registering for each semester, excluding summer sessions, from the time of first enrollment until all requirements for the degree are completed except for periods during which the student is on official graduate leave status. ***Continuous enrollment is maintained by registering for a minimum of 2 graduate credits per semester (excluding the summer), or by registering for continuous enrollment status at a reduced tuition rate (no credit is earned).*** International students who enroll for less than 10 credits must be approved by OISS, in consultation with the Graduate School, prior to part-time enrollment during the academic year. *Official and unofficial leaves of absence are included in the time limits to complete a degree.* For specific policies and procedures regarding official leaves, refer to the Graduate School's website (<http://www.gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/>). Registering for continuous enrollment status allows a graduate student access to academic resources (i.e., faculty and staff counsel), the University libraries, and other resources like Health and Wellness Services if the appropriate fees are paid. It also allows a graduate student to maintain eligibility for student health insurance on a self-pay basis for up to two consecutive semesters, if the student was a participant in the student health insurance plan immediately preceding continuous enrollment status.

A degree-seeking graduate student who fails to maintain continuous enrollment or official leave status and who is absent for one or two consecutive semesters (excluding the summer) must complete the Reenrollment form (<http://www.gradschool.wsu.edu/Documents/PDF/Reenroll.pdf>). Reenrollment requires a nonrefundable processing fee. A Reenrollment form must be completed and the nonrefundable fee of \$25 must be paid before the student can register for credits. A degree-seeking graduate student who fails to maintain continuous enrollment or official leave status and who is absent for more than two consecutive semesters (excluding the summer) is required to reapply and pay a nonrefundable application fee to the Graduate School if he/she wishes to be considered for readmission to a program. Readmission is not guaranteed.

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

### **For M.A. Non Thesis Students**

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

An M.A. Non Thesis 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, Sport Studies, and Educational/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 M.A. Non Thesis 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 M.A. Non Thesis student.

### **For M.A. Thesis Option 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, Sport Studies, and Educational/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, Sport Studies, and Educational/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 - PROGRAM OF STUDY IN COUNSELING**

**In the fall of their second year**, after selecting a committee, students should complete the Program of Study form in collaboration with their committee chair. These forms can be obtained from the college's Office of Graduate Studies (Cleveland Hall, Room 70) or online through our program web site (<http://education.wsu.edu/graduate/specializations/counselingpsych/docs/>) or the WSU Graduate School web site (<http://www.gradschool.wsu.edu/Forms/>). 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 Community Counseling program 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, Sport Studies, and Educational/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) graded semester credit hours on a thesis degree and nine (9) graded 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://education.wsu.edu/graduate/specializations/counselingpsych/docs/>).

#### **STEP 4 – MASTER'S COMPREHENSIVE EXAM**

##### **For Non Thesis Option**

###### ***Required for M.A. Non Thesis Degree Students***

Students specializing in counseling are required to pass the Counselor Preparation Comprehensive Exam (CPCE), a nationally-normed exam, which serves as the final comprehensive exam for the master's degree. Normally, students take the exam during the spring semester of their second year. **All outstanding grades of incomplete must be resolved before students can schedule the CPCE comprehensive exam.** 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 online** Application for Degree form (<http://www.gradschool.wsu.edu/Forms/>) from the Graduate School and pay fees; **3)** complete a Non-Thesis Examination Scheduling Form (<http://www.gradschool.wsu.edu/Forms/>), secure your committee members' signatures and the signature of the Department Chair, and file it with the COE Office of Graduate Studies **by September 1<sup>st</sup> (for a fall exam) or January 25<sup>th</sup> (for a spring exam)**; and **4)** be enrolled for four (4) credits of CoPsy 702 during the term in which the exam is written. CoPsy 702 has a course fee of \$40 that covers the cost of the CPCE exam administration and scoring.

###### ***Optional for M.A. Thesis degree Students***

M.A. Thesis degree students (who instead complete a thesis ) do not need to take the master's comprehensive exam (CPCE). The specific date of the final thesis defense 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 online** Application for Degree form (<http://www.gradschool.wsu.edu/Forms/>) from the Graduate School and pay fees; **3)** complete a Final Examination Scheduling Form (<http://www.gradschool.wsu.edu/Forms/>), secure your committee members' signatures and the signature of the Department Chair, and file it with the COE Office of Graduate Studies **by September 15<sup>th</sup> (for a fall defense) or January 25<sup>th</sup> (for a spring defense)**; and **4)** be enrolled for four (4) credits of CoPsy 700 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)).

About the CPCE Exam

The CPCE is a standardized multiple-choice exam developed and maintained by the Center for Credentialing & Education, an affiliate of the National Board for Certified Counselors, Inc. The exam covers the same eight CACREP areas as the National Counselor Examination (NCE), which students or counselors complete to become National Certified Counselors. The test is comprised of 160 items, 20 for each of the eight areas. These areas include the following:

<i>Human Growth and Development</i>	the nature and needs of individuals at all developmental levels
<i>Social and Cultural Foundations</i>	issues and trends in a multicultural and diverse society
<i>Helping Relationships</i>	counseling and consultation processes
<i>Group Work</i>	group development, dynamics, and counseling theories; group counseling methods and skills; other group work approaches
<i>Career and Lifestyle Development</i>	career development and related life factors
<i>Appraisal</i>	individual and group approaches to assessment and evaluation (primarily covered in EdPsy 509)
<i>Research and Program Evaluation</i>	types of research methods, basic statistics, and ethical and legal considerations in research
<i>Professional Orientation and Ethics</i>	aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing

In addition, to questions in these areas, students will be asked to fill out a demographic questionnaire on the exam answer sheet, including information on the following: ethnicity; gender; education; specialty; credentialing; preparation; and internship/practicum experience.

Exam Procedures

Total testing time is 4 hours and the exam will be given from 8:00 am to 12:00 noon on the day scheduled by the Office of Graduate Studies and the ELCP Department. Generally, the exam is scheduled for mid- to late-March. The CPCE exam is administered in the College of Education by staff from the Office of Graduate Studies or ELCP in a room to be announced ahead of time. The exams are scored by the Center for Credentialing & Education (CCE). The minimum passing score will be set by the counseling faculty and is typically the national mean minus one standard error of measurement. 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.

### Exam Preparation

Students can prepare for the CPCE exam in the same way they prepare for the NCE exam, which is one advantage to students of adopting the CPCE exam. Review of your coursework in the program is a primary method of preparation for the exam. In addition, review sources and materials developed for the National Counselor Examination are also applicable for the CPCE exam. The following review materials have been selected by the program faculty and are available in the department for your use. Contact Phyllis Erdman for availability. Students may also choose to purchase their own new or used copies of these study materials (e.g., through Amazon.com). These sources contain study suggestions, reviews of concepts in each of the eight areas, and practice exam questions (see Appendix C).

*Study Guide for the National Counselor Examination* (Spiral-bound) (2006, 5<sup>th</sup> ed.), by Andrew Helwig. (library call # BF637 C6 H385)

*Encyclopedia of counseling: Master review and tutorial for the National Counselor Examination and state exams* (paperback) by Howard G. Rosenthal. (library call #BF 636.6 R67)

*Preparation Guide for the National Counselor Examination* – not a study guide, but contains study suggestions and practice exam questions. Can also be purchased from National Board for Certified Counselors ([www.nbcc.org](http://www.nbcc.org)). (call #BF 637 C6 P73)

Gregoire, J., & Jungers, C. M. (2007). *The counselor's companion*. Mahwah, N.J.; Lawrence Erlbaum Associates. (call #BF 636.6 C68)

Erford, B.T., Hays, D.G., Crockett, S., & Miller, E.M. (2011). *Mastering the national counselor examination and the counselor preparation comprehensive examination*. (ISBN-10: 0137017502).

## **For Thesis Option**

### **Development of the Thesis Proposal**

Only M.A. Thesis degree 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 thesis proposal (T-1) meeting scheduled (<http://education.wsu.edu/students/graduate/index.html>). 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 (<http://education.wsu.edu/students/graduate/index.html>).

### **Completion of the Thesis**

After the M.A. Thesis 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. 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 a copy of the thesis, is presented to the Graduate School. Students should consult the Graduate School's website (<http://www.gradschool.wsu.edu/Forms/>) for deadlines for scheduling final exams. A copy of the thesis must also be submitted to the Office of Graduate Studies ten days prior to the final defense. The abstract must be submitted electronically to the Office of Graduate Studies five days prior to the final defense.

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. However, only Graduate Faculty members and the committee members are permitted to ballot on the candidate's performance.

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 Master's Degree available from the WSU Graduate School. This must be done before the deadline listed on the Deadlines & Procedures link on the Graduate School website (<http://www.gradschool.wsu.edu/Forms/>).
- B. For the M.A. Thesis option degree, your final thesis must be submitted digitally to the Graduate School. Please visit the Graduate School's website for guidelines for digital submission (<http://www.dissertations.wsu.edu/>). You must submit one copy of the title, signature and abstract pages on 100% cotton paper. You must submit one bound copy to the Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology and a bound copy to the chair of the thesis committee. As a courtesy, copies should also be submitted to the other committee members, although these copies do not have to be hard bound.
- 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 up 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 Office of Graduate Studies ([gradstudies@wsu.edu](mailto:gradstudies@wsu.edu)) 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>.

Preparation for the NCE is the same as preparation for the CPCE exam, as described under Step 4 for M.A. Non-thesis students earlier in this handbook.

## REQUIREMENTS FOR COMMUNITY COUNSELING PROGRAM

**Graded Courses** (Numbers in parentheses indicate course credit hours) Course descriptions can be found in the WSU Catalog (<http://catalog.wsu.edu/Pullman/Courses>).

Course #	Course Title	Credit
EdPsy 505	Research Methods I	(3)
EdPsy 508	Educational Statistics (or equivalent undergraduate course)	(3)
EdPsy 509	Educational Measurements	(3)
CoPsy 503	Introduction to Community Counseling	(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 Methods	(3)
CoPsy 515	Ethics and Professional Problems in Counseling Psychology	(3)
CoPsy 516	Life Span Development and Counseling Issues	(3)
CoPsy 517	Diagnosis, Psychopathology, and Counseling Psychology	(3)
CoPsy 518	Theoretical Foundations of Group Counseling	(3)
CoPsy 519	Family Counseling	(3)
CoPsy 520	Substance Abuse Counseling	(3)
CoPsy 523	Special Topics in Counseling	(3)
CoPsy 525	Counseling Diverse Populations	(3)
CoPsy 528	Individual Appraisal II (personality assessment)	(3)
<b>Internship Courses</b>		
CoPsy 533	Master's Internship in Community Counseling (2 semesters)	(8)
<b>Thesis and Oral Examination Requirement for M.A. Thesis Option Degree</b>		
CoPsy 700	Master's Research, Thesis, and/or Examination	(4)

**Written Examination Requirement for M.A. Non Thesis Option Degree**

CoPsy 702 Master's Special Problems, Directed Study, and/or Examination (4)

M.A. Non Thesis Option students are required to pass the CPCE examination to complete the master's degree program. M.A. Thesis Option students are required to write a thesis and defend that thesis in a formal oral examination. M.A. Thesis Option students are not required to complete the CPCE exam as part of their degree requirements; M.A. Thesis-Option students intending to complete the CPCE must enroll for 4 credits of CoPsy 702 during the semester session in which the exam is administered.

**Recommended Elective Courses**

Students wanting to take additional credits can select from among the following elective courses, as well as a number of courses throughout the University in consultation with their advisor.

<b>Course #</b>	<b>Course Title</b>	<b>Credit</b>
EdPsy 502	Theories of Learning <i>(elective; fall semesters)</i>	(3)
EdPsy 570	Program evaluation <i>(fall semesters)</i>	(3)
CoPsy 457	Chicano/Latino Psychology <i>(alternate spring semesters; graduate credit not awarded)</i>	(3)
CoPsy 502	Social psychology <i>(alternate fall semesters)</i>	(3)
CoPsy 527	Individual Appraisal I -Cognitive Assessment <i>(elective; fall semesters)</i>	(3)
CoPsy 529	Counselor Supervision <i>(spring semesters)</i>	(3)
CoPsy 541	Hypnosis <i>(spring semesters)</i>	(3)
CoPsy 542	Cross-Cultural Research in Counseling and Assessment <i>(alternate spring semesters)</i>	(3)

## SUGGESTED COURSE SEQUENCE

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.

### Community Counseling Program

FIRST YEAR		
Fall	Spring	Summer
EdPsy 508 (3) <sup>1</sup>	EdPsy 505 (3)	CoPsy 519 (3)
CoPsy 503 (3)	EdPsy 509 (3)	CoPsy 520 (3)
CoPsy 511 (3)	CoPsy 512 (3)	
CoPsy 513 (3)	CoPsy 518 (3)	
CoPsy 515 (3)		
SECOND YEAR		
Fall	Spring	
CoPsy 516 (3)	CoPsy 525 (3)	
CoPsy 517 (3)	CoPsy 528 (3)	
CoPsy 523 (3)	CoPsy 533 (4)	
CoPsy 533 (4)	CoPsy 700 (4) or CoPsy 702 (4)	

#### 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.

## INTERNSHIP PLACEMENTS AND PROCEDURES

### **General Information**

Dr. Phyllis Erdman is the Field Placement Coordinator for the Master's in Counseling Program. Along with the student's CoPsy 533 instructor (community counseling internship course), Dr. Erdman will assist students through the internship placement portion of their degree requirements.

To assure that students obtain the necessary field-based training for the graduate degree and certification, all placements must be approved by the Field Placement Coordinator. Although it is ultimately the student's final decision regarding an internship placement, it is the responsibility of the Field Placement Coordinator to assist students in obtaining placement opportunities that match the needs of both students and the schools or agencies they serve.

Students must attend a mandatory internship meeting during their first year of coursework. The purpose of this meeting is to provide information on necessary placement requirements for the internship. **All students requesting an internship placement for the following fall semester MUST contact the Field Placement Coordinator prior to the beginning of spring break in the second semester of the first year.**

*A list of approved internship sites and electronic versions of the required documentation is available on the program's website at <http://education.wsu.edu/graduate/> Search "degree specialization" and "program handbooks, documents, and forms."*

### **Community Counseling Internship**

For students planning to complete an internship in community counseling, supervision must be provided by an experienced (minimum of 2 years) on-site supervisor with a Master's degree or Ph.D. in the area of counseling defined and required by the community setting in which he/she works. Persons planning to enter community counseling should work closely with the Field Placement Coordinator to be sure additional requirements are met. Community internship students will be required to have 400 hours of internship over two semesters; however, most students actually acquire closer to 600 hours. As a rule of thumb, interns are expected to put in 15-20 hours/week at their site, with the majority of those hours being direct contact hours (e.g., individual or group counseling). Other hours that may apply are indirect hours, site supervision, a maximum of one hour/week for group supervision conducted in the CoPsy 533 Internship class. Recordings of counseling sessions are required for students in community settings. It is expected that interns will receive a minimum of one hour per week of supervision per every 9 hours from the on-site supervising counselor. For more specific information, refer to the Field Placement Documentation Requirements for Community Counseling (<http://education.wsu.edu/graduate/specializations/counselingpsych/docs/>)

### **Malpractice Insurance for 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)). 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 70) or online at <http://education.wsu.edu/graduate/specializations/counselingpsych/docs/WSU%20insurance%20form%201-18-2012.pdf> and taking the completed form and payment to the Cashier's Office in French Administration building. See the internship instructor in CoPsy 533 for additional information and guidance.

## STUDENT CHECK LIST

### ADMISSION

- Graduate School application
- Supplemental Information Form
- Three letters of recommendation
- TOEFL scores (international applicants only)
- Transcripts
- Resume/vita
- Personal statement
- GRE scores

### ADVISOR

- Letter from program recommending admission to the program
- Letter from department assigning temporary advisor.

### REGISTERING

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

### CLASSES

- Check with the online Schedule of Classes (<http://schedules.wsu.edu/>) for any last minute course changes (room numbers, instructors, etc.).
- Drop/adds are done on myWSU (<http://my.wsu.edu>).
- Purchase textbooks at the Student Book Corporation (Bookie) on campus.

### PROGRAM OF STUDY

- Complete mandatory Responsible Conduct of Research Training (<https://myresearch.wsu.edu/>).

- Obtain Program of Study form from the Office of Graduate Studies (Cleveland Hall, Room 70) or from the Graduate School website (<http://www.gradschool.wsu.edu/Forms/>) 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).

## **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 community students. See also section of this handbook on Internship Placements and Procedures.

## **FINAL COMPREHENSIVE EXAMINATION**

- Have approved program of study on file at least one semester prior to exam.
- Submit Application for Degree and pay fees.
- Enroll in a minimum of four (4) credits of CoPsy 702 (M.A. Non Thesis) or four (4) credits of CoPsy 700 (M.A. Thesis) during final semester.
- Resolve any incomplete grades.
- Check time, place, and particulars of the examination.
- Complete final exam scheduling form at least 2 weeks before the exam and submit form to the Office of Graduate Studies.

## **LAST MINUTE DETAILS**

- Submit all internship summary and evaluation forms

## APPENDIX A

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

Licensure as a mental health counselor is obtained through the Department of Health in Olympia, WA. For specific information, visit the following links.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=246-809>

#### LICENSED MENTAL HEALTH COUNSELORS

<a href="#">246-809-210</a>	Definitions.
<a href="#">246-809-220</a>	Education requirements.
<a href="#">246-809-221</a>	Behavioral sciences -- Program equivalency.
<a href="#">246-809-230</a>	Supervised postgraduate experience.
<a href="#">246-809-234</a>	Approved supervisor.
<a href="#">246-809-240</a>	Examination for licensed mental health counselors

**APPENDIX B**

**CPCE EXAM TEXTBOOK LIST**



**Textbook List  
2010**

Compiled by:



CENTER FOR  
CREDENTIALING  
& EDUCATION.

Results are presented in order of frequency of assignment (higher frequencies at the top) and alphabetical order within frequency categories. While CPCE item writers do refer to these texts, and recommend them as study aids, inclusion and ranking on this list do not constitute endorsement of any one text over another.

## Human Growth and Development

- American Psychiatric Association. (2000). *DSM-IV-TR; Diagnostic and statistical manual of mental disorders, text revised*. Washington, DC: Author.
- Santrock, J. W., (2008). *Life-span development* (12<sup>th</sup> ed.). New York: McGraw-Hill.
- Gilligan, C. (1993). *In a different voice: Psychological theory and women's development* (6th. ed.). Cambridge, MA: Harvard University Press.
- Ivey, A. E. (1993). *Developmental strategies for helpers: Individual, family, and network interventions*. Pacific Grove, CA: Brooks/Cole.

## Social and Cultural Foundations

- Sue, D. W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice* (5<sup>th</sup> ed.). New York: Wiley.
- Atkinson, D. R. (2003). *Counseling American minorities: A cross cultural perspective* (6<sup>th</sup> ed.) New York: McGraw-Hill.
- Goldenberg, I, & Goldenberg, H. (2007). *Family therapy: An overview* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Ivey, A. E., Ivey, M. B., & Simek-Morgan, L. (2006). *Counseling and psychotherapy: A multicultural perspective* (6<sup>th</sup> ed.). Boston: Allyn & Bacon.
- McGoldrick, M., Pearce, J. K., & Giordana, J. (Eds.). (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York: Guilford.
- Ponterotto, J., Casas, J. M., Suzuki, L. A., & Alexander, C., M. (Eds.). (2009). *Handbook of multicultural counseling* (3<sup>rd</sup> ed.). Newbury Park: Sage.
- Sue, D. W. (2009). *A theory of multicultural counseling and therapy*. Pacific Grove, CA: Brooks/Cole.
- Smith, T.B. (2004). *Practicing multiculturalism: Affirming diversity in counseling and psychology*. Boston: Allyn & Bacon.

## Helping Relationships

- Corey, G. (2008). *Theory and practice of counseling and psychotherapy* (8<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G. (2008). *Student manual for theory and practice of counseling and psychotherapy*. Pacific Grove, CA: Brooks/Cole.
- Egan, G. (2009). *Exercises in helping: A training manual to accompany the skilled helper* (8<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Egan, G. (2009). *The skilled helper: A problem management approach to helping* (8<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Hackney, H., & Cormier, L. S. (2008). *The professional counselor: A process guide to helping* (6<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Ivey, A. E. (2009). *Intentional interviewing and counseling: Facilitating a client development in a multicultural society* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Cormier, L. S., & Hackney, H. (2007). *Counseling strategies and interventions* (7<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Corsini, R. J. & Wedding, D. (2010). *Current psychotherapies* (7<sup>th</sup> ed.). Itasca, IL: Peacock.
- Sharf, R. S. (2007). *Theories of psychotherapy and counseling: Concepts and cases* (4th ed.). Belmont, CA: Wadsworth.
- Evans, D. R, Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2010). *Essential interviewing: A programmed approach to effective communication* (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Goldenberg, I, & Goldenberg, H. (2007). *Family therapy: An overview* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Nichols, M. (2009). *Family therapy: Concepts and methods* (9<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Thompson, C. L., & Rudolph, L. B., & Henderson, D. A. (2006). *Counseling children* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Young, M. E. (2008). *Learning the art of helping: Building blocks and techniques* (4<sup>th</sup> ed.). Columbus, OH: Merrill-Prentice Hall.

## Group Work

- Corey, G. (2007). *Theory and practice of group counseling* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G., & Corey, M. S. (2006). *Groups: process and practice* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Yalom, I. D. (2005). *Theory and practice of group psychotherapy* (5<sup>th</sup> ed.). New York: Basic Books.
- Corey, G. (2007). *Student manual for theory and practice of group counseling* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Capuzzi, D., & Gross, D. R. (Eds.). (2010). *Introduction to group counseling* (5<sup>th</sup> ed.). Denver, CO: Love.
- Gladding, S. (2002). *Group work: A counseling specialty* (4<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

## Career and Lifestyle Development

- Zunker, V. G. (2006). *Career counseling: Applied concepts for life planning* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Sharf, R. (2009). *Applying career development theory to counseling* (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Brown, D. (2006). *Career information, career counseling, and career development* (9<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Herr, E. L., & Cramer, S. H., & Niles, S. G. (2003). *Career guidance and counseling through the lifespan: Systematic approaches* (6<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Zunker, V. G., & Osborn, D. S. (2005). *Using assessment results for career development* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Niles, S. G., & Harris-Bowlesby, J. (2004). *Career development interventions in the 21<sup>st</sup> century* (2<sup>nd</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.

## Appraisal

- American Psychiatric Association. (2000). *DSM-IV-TR; Diagnostic and statistical manual of mental disorders, text revised*. Washington, DC: Author.
- Drummond, R. J & Karyn Dayle Jones. (2009). *Appraisal procedures for counselors and helping professionals* (7<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7<sup>th</sup> ed.). New York: Prentice Hall.
- Cohen, R. J., & Swerdik, M. E. (2004). *Psychological testing and assessment: An introduction to tests and measurement* (6<sup>th</sup> ed.). New York: McGraw-Hill.
- Hood, A. B., & Johnson, R. W. (2006). *Assessment in counseling: A guide to the use of psychological assessment procedures* (4<sup>th</sup> ed.). Alexandria, VA: American Counseling Association.
- Walsh, W. B., & Betz, N. E. (2000). *Tests and assessment* (4<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Kaplan, R. M., & Saccuzzo, D. P. (2008). *Psychological testing: Principles, applications, and issues* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Whiston, S.C. (2008). *Principles & applications of assessment in counseling* (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth.

## Research and Program Evaluation

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Heppner, P. P., & Kivlighan, D. M., & Wampold, B. E. (2007). *Research design in counseling* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

## Professional Orientation & Ethics

- American Counseling Association. (2005). *Code of ethics and standards of practice*. Alexandria, VA: Author.
- Corey, G., Corey, M. S., & Callanan, P. (2006). *Issues and ethics in the helping professions* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- American Psychiatric Association. (2000). *DSM-IV-TR; Diagnostic and statistical manual of mental disorders, text revised*. Washington, DC: Author.
- Gladding, S. (2008). *Counseling: A comprehensive profession* (6<sup>th</sup> ed.). Englewood Cliffs, NJ: Merrill.
- Herlihy, B., & Corey, G. (2006). *Ethical standards casebook* (6<sup>th</sup> ed.). Alexandria, VA: American Counseling Association.
- Remley, T. P., Huey, W. C., & Hermann, M. A. (Eds). (2003). *Ethical and legal issues in school counseling* (2<sup>nd</sup> ed.). Alexandria, VA: American School Counselor Association.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Brown, D. & Srebalus, D. J. (2003). *Introduction to the counseling profession* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.
- Gysbers, N. C. & Henderson, P. (2006). *Developing and managing your school guidance program* (4th ed.). Alexandria, VA: American Counseling Association.
- Morrison, J. (1995). *The first interview: Revised for the DSM-IV-TR*. New York, NY: Guilford Press.
- Neukrug, E. (2006). *The world of the counselor: An introduction to the counseling profession* (3<sup>rd</sup> ed.). New York: Oxford.
- Erford, B. T. (2010). *Transforming the school counseling profession*. (2<sup>nd</sup> ed.) Upper Saddle River, NJ: Merrill Prentice-Hall.
- Remly, T. P., & Herlihy, B. (2009). *Ethical, legal, and professional issues in counseling*. Upper Saddle River, NJ: Merrill Prentice-Hall.

**APPENDIX C**

**Washington State University**

**GRADUATE SCHOOL POLICIES AND PROCEDURES MANUAL 2012-2013  
(Minor Updates May 2012)**

**<http://www.gradschool.wsu.edu/Documents/PDF/PoliciesAndProceduresManual2012-2013.pdf>**