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## PROFESSIONAL COUNSELOR SECTION

### MARRIAGE AND FAMILY THERAPY, PROFESSIONAL COUNSELING AND SOCIAL WORK EXAMINING BOARD

Room 121A, 1400 East Washington Avenue, Madison

Contact: Dan Williams (608) 266-2112

July 30, 2014

*The following agenda describes the issues that the Section plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a record of the actions of the Section. A quorum of the Board may be present.*

**9:00 A.M.**

### AGENDA

#### CALL TO ORDER – ROLL CALL – OPEN SESSION

- A. **Adoption of the Agenda (1-3)**
- B. **Approval of the Minutes of August 14, 2013 and April 28, 2014 (4-11)**
- C. **Administrative Matters – Discussion and Consideration**
  - 1) Staff Updates
  - 2) Board Member – Term Expiration Date
    - a. Allison Gordon – 7/1/2018
    - b. Charles Lindsey – 7/1/ 2016
    - c. Leslie Mirkin – 7/1/2009
    - d. PC Public Member – **Vacancy**
- D. **Legislative and Administrative Rule Matters – Discussion and Consideration**
  - 1) Proposals for Amending MPSW 10, 11, 12, 14 Relating to Professional Counseling Licensure, Education, Examination, and Supervised Practice **(12-20)**
  - 2) Update on Pending and Possible Rule Projects
- E. **Bellevue University Approval Request – Discussion and Consideration (21-62)**

F. Discussion and Consideration of Items Received After Preparation of the Agenda:

- 1) Introductions, Announcements and Recognition
- 2) Administrative Updates
- 3) Education and Examination Matters
- 4) Credentialing Matters
- 5) Practice Matters
- 6) Legislation and Administrative Rule Matters
- 7) Liaison Reports
- 8) Informational Items
- 9) Disciplinary Matters
- 10) Presentations of Petitions for Summary Suspension
- 11) Presentation of Proposed Stipulations, Final Decisions and Orders
- 12) Presentation of Proposed Decisions
- 13) Petitions for Re-Hearing
- 14) Petitions for Assessments
- 15) Petitions to Vacate Orders
- 16) Petitions for Designation of Hearing Examiner
- 17) Requests for Disciplinary Proceeding Presentations
- 18) Petitions
- 19) Appearances from Requests Received or Renewed
- 20) Speaking Engagement(s), Travel, or Public Relation Request(s)

G. Public Comments

**CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85 (1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.).**

H. **Deliberation of Division of Legal Services and Compliance Matters**

- 1) Case Status Report **(63)**

I. **Deliberation of Credentialing Matters**

- 1) Review of Applications

J. Deliberation of Items Added After Preparation of the Agenda

- 1) Education and Examination Matters
- 2) Credentialing Matters
- 3) Disciplinary Matters
- 4) Monitoring Matters
- 5) Professional Assistance Procedure (PAP) Matters
- 6) Petitions for Summary Suspensions
- 7) Proposed Stipulations, Final Decisions and Order
- 8) Administrative Warnings
- 9) Proposed Decisions
- 10) Matters Relating to Costs
- 11) Case Closings
- 12) Case Status Report
- 13) Petitions for Extension of Time
- 14) Proposed Interim Orders
- 15) Petitions for Assessments and Evaluations
- 16) Petitions to Vacate Orders
- 17) Remedial Education Cases
- 18) Motions
- 19) Petitions for Re-Hearing
- 20) Appearances from Requests Received or Renewed

K. Consulting with Legal Counsel

**RECONVENE INTO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION**  
Voting on Items Considered or Deliberated on in Closed Session, If Voting is Appropriate

**ADJOURNMENT**

The next scheduled meeting is October 27, 2014.

**PROFESSIONAL COUNSELORS SECTION  
MEETING MINUTES  
AUGUST 14, 2013**

**PRESENT:** Charles Lindsey, Leslie Mirkin, Allison Gordon

**STAFF:** Angela Hellenbrand, Executive Director; Sharon Henes, Paralegal; Kimberly Wood, Program Assistant Supervisor; and other Department Staff

**CALL TO ORDER**

Charles Lindsey, Chair, called the meeting to order at 9:00 a.m. A quorum of three (3) members was present.

**APPROVAL OF AGENDA**

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to approve the agenda as amended. Motion carried unanimously.

**APPROVAL OF MEETING MINUTES OF MAY 22, 2013**

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to approve the minutes of May 22, 2013 as published. Motion carried unanimously.

**ADMINISTRATIVE MATTERS**

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, that the Chair convene a meeting with representatives from constituent programs to discuss the Section's exploration of moving to a 60 credit licensure requirement. Meeting is to convene prior to the end of September. Motion carried unanimously.

**LEGISLATIVE/ADMINISTRATIVE RULE MATTERS**

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, that the draft letter composed by Dan Williams be sent to Bob Peters and CC to the Division of Vocational Rehabilitation, others who have sent letters inquiring on this topic, and the Wisconsin Rehabilitation Association. Motion carried unanimously.

**POSITION STATEMENTS**

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to remove all position statements as listed on page 2 of the agenda materials and review the remaining questions for discussion at the Professional Counselor Section October Meeting. Motion carried unanimously.

**CLOSED SESSION**

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to convene to closed session to deliberate on cases following hearing (s. 19.85(1) (a), Stats.; consider closing disciplinary investigation with administrative warning (s. 19.85(1)(b), Stats. and 440.205, Stats., to consider individual histories or disciplinary data (s. 19.85(1)(f), Stats.; and, to confer with legal counsel (s. 19.85(1)(g), Stats.) Charles Lindsey read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Allison Gordon-yes; Charles Lindsey-yes; and Leslie Mirkin-yes. Motion carried unanimously.

The Section convened into Closed Session at 11:14 a.m.

### **DELIBERATION OF PROPOSED STIPULATIONS, FINAL DECISIONS AND ORDERS**

#### **Cynthia A. Midcalf (12 CPC 086)**

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Cynthia A. Midcalf, Respondent, DLSC Case # 12 CPC 086. Motion carried unanimously.

#### **Melissa Pannell (12 CPC 079)**

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Melissa Pannell, Respondent, DLSC Case # 12 CPC 079. Motion carried unanimously.

### **DIVISION OF LEGAL SERVICES AND COMPLIANCE**

#### **Case Closings**

*Leslie Mirkin left the meeting at 11:21 a.m.*

*Leslie Mirkin returned to the meeting at 11:23 a.m.*

*Allison Gordon left the meeting at 11:26 a.m.*

**MOTION:** Charles Lindsey moved, seconded by Leslie Mirkin, to close case number Clark 12 CPC 082 for Compliance Gained (P2). Motion carried.

*(Allison Gordon recused herself from discussion and voting in the deliberation regarding the closing of case number 12 CPC 082)*

*Allison Gordon returned to the meeting at 11:29 a.m.*

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to close case number Popke 12 CPC 091 for Insufficient Evidence (IE). Motion carried.

## RECONVENE TO OPEN SESSION

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to reconvene into open session. Motion carried unanimously.

The Section reconvened into Open Session at 2:40 p.m.

## VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION, IF VOTING IS APPROPRIATE

**MOTION:** Charles Lindsey moved, seconded by Leslie Mirkin, to affirm all motions made in closed session. Motion carried.

*(Allison Gordon recused herself from voting on the reaffirmation of closed session motions due to their recusal in the matter concerning case number 12 CPC 082)*

## ADJOURNMENT

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 2:44 p.m.

**PROFESSIONAL COUNSELORS SECTION  
MEETING MINUTES  
April 28, 2014**

**PRESENT:** Charles Lindsey, Leslie Mirkin, Allison Gordon

**STAFF:** Dan Williams, Executive Director; Sharon Henes, Rules Coordinator; Matt Guidry, Bureau Assistant; and Gretchen Mrozinski, Legal Counsel

**CALL TO ORDER**

Charles Lindsey called the meeting to order at 9:02 a.m. A quorum of three (3) members was confirmed.

**APPROVAL OF AGENDA**

**Add Item** under “J.20 Speaking Engagement: NBCC Annual Meeting”

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to approve the agenda as amended. Motion carried unanimously.

**MINUTES**

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to approve the minutes of December 2, 2013 as published. Motion carried unanimously.

**OFFICER ELECTIONS AND APPOINTMENT OF LIAISONS**

**ELECTION OF OFFICERS**

**CHAIR**

**NOMINATION:** Leslie Mirkin nominated Charles Lindsey for the Office of Chair.  
Nomination carried by unanimous consent.

Executive Director Dan Williams called for other nominations three (3) times.

Charles Lindsey was elected as Chair.

**VICE CHAIR**

**NOMINATION:** Leslie Mirkin nominated Allison Gordon for the Office of Vice Chair.  
Nomination carried by unanimous consent.

Executive Director Dan Williams called for other nominations three (3) times.

Allison Gordon was elected as Vice Chair.

**SECRETARY**

**NOMINATION:** Leslie Mirkin nominated Leslie Mirkin for the Office of Secretary.  
Nomination carried by unanimous consent.

Executive Director Dan Williams called for other nominations three (3) times.

Leslie Mirkin was elected as Secretary.

<b>OFFICER ELECTION RESULTS</b>	
Board Chair	Charles Lindsey
Vice Chair	Allison Gordon
Secretary	Leslie Mirkin

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to acknowledge the election results listed above. Motion carried unanimously.

*Charles Lindsey assumes the role of Chair of the meeting.  
Allison Gordon assumes the role of Vice Chair of the meeting.  
Leslie Mirkin assumes the role of Secretary of the meeting*

## APPOINTMENT OF LIAISONS AND COMMITTEE MEMBERS

The Chair appoints the following members to:

<b>2014 LIAISON APPOINTMENTS</b>	
Credentialing Liaison(s)	Leslie Mirkin , Allison Gordon , Charles Lindsey
DLSC Monitoring and Professional Assistance Procedure (PAP) Liaison(s)	Allison Gordon
Education and Examination Liaison	Charles Lindsey
Screening Panel	Allison Gordon (Alternative: Charles Lindsey)

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to acknowledge the appointments made by the Chair to the 2014 Liaisons and Screening Panel as noted in the above. Motion carried unanimously.

### DELEGATION MOTIONS

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, that the Section delegates authority to the Chair to sign documents on behalf of the Section. In order to carry out duties of the Section, the Chair has the ability to delegate this signature authority to the Section's Executive Director for purposes of facilitating the completion of assignments during or between meetings. Motion carried unanimously.

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, in order to facilitate the completion of assignments between meetings, the Section delegates its authority by order of succession to the Chair, highest ranking officer, or longest serving member of the Section, to appoint liaisons to the Department where knowledge or experience in the profession is required to carry out the duties of the Section in accordance with the law. Motion carried unanimously.

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to adopt the "Roles and Authorities Delegated to the Monitoring Liaison and Department Monitor" document. Motion carried unanimously.

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to delegate authority to the Credentialing Liaison(s) to address all issues related to credentialing matter. Motion carried unanimously

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to delegate authority to the Education and Examination Liaison(s) to address all issues related to continuing education and examinations. Motion carried unanimously.

### **DSPS FORM #2464**

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to request DSPS staff to update Form #2464 and notify the Section upon posting of the new form to the DSPS website. Motion carried unanimously.

### **LEGISLATIVE AND ADMINISTRATIVE RULE MATTERS**

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to authorize the Chair to draft and send a letter informing stakeholders to the changing educational requirements for licensure effective September 1, 2018. Motion carried unanimously.

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to have the Section review MPSW section 10, 11, 12, 14 and to individually report feed back to DSPS Staff by July 1, 2014 with the Goal to review those sections for possible revision. Motion carried unanimously.

### **SPEAKING ENGAGEMENT(S), TRAVEL, OR PUBLIC RELATION REQUEST**

**MOTION:** Leslie Mirkin moved, seconded by Charles Lindsey, to designate Allison Gordon and Charles Lindsey to attend the 2014 State Licensure Board Conference by NBCC on August 7 to 8, 2014 at the O.Henry Hotel in Greensboro, NC. Motion carried unanimously.

### **CLOSED SESSION**

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to convene to closed session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85 (1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.). Charles Lindsey read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Allison Gordon -yes; Leslie Mirkin -yes; Charles Lindsey -yes. Motion carried unanimously.

The Board convened into Closed Session at 11:16 a.m.

### **RECONVENE TO OPEN SESSION**

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to reconvene into open session. Motion carried unanimously.

The Board reconvened into Open Session at 2:27 p.m.

### **VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION**

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to affirm all motions made in closed session. Motion carried unanimously.

## **DIVISION OF LEGAL SERVICES AND COMPLIANCE**

### **STIPULATIONS, FINAL DECISIONS AND ORDERS**

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to delegate the authority to act on the Proposed Stipulations and Final Decision and Order in the matter of Case#12CPC004 (M.A.W.) and 12CPC076 (R.S.) to Michael Berndt Chief Legal Counsel of the Department because of a lack of quorum due to a conflict of interest of one of the Section members. Motion carried unanimously.

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against 13CPC019 (J.B.B.). Motion carried unanimously.

### **ADMINISTRATIVE ORDERS**

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to issue an Administrative Warning in the matter of DLSC case number 13CPC024 (M.K.S.). Motion carried unanimously.

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to issue an Administrative Warning in the matter of DLSC case number 13CPC018 (G.B.B.). Motion carried unanimously.

### **CASE CLOSING**

#### **13CPC021, (A.D.S.)**

**MOTION:** Allison Gordon moved, seconded by Leslie Mirkin, to close DLSC case number 13CPC021, (A.D.S.), for prosecutorial discretion (P7). Motion carried unanimously.

### **APPLICATION REVIEW**

### **ADJOURNMENT**

**MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 2:28 p.m.

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Sharon Henes</b> <b>Administrative Rules Coordinator</b>		2) Date When Request Submitted:  <b>17 July 2014</b> Items will be considered late if submitted after 12:00 p.m. on the deadline date: ▪ 8 business days before the meeting	
3) Name of Board, Committee, Council, Sections:  <b>Professional Counseling Section</b>			
4) Meeting Date:  <b>30 July 2014</b>	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? <b>Legislation and Rule Matters – Discussion and Consideration</b> <b>1. Proposals for Amending MPSW 10, 11, 12, 14 relating to Professional Counseling licensure, education, examination, and supervised practice.</b> <b>2. Update on pending and possible rule projects.</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled?  <input type="checkbox"/> Yes ( <a href="#">Fill out Board Appearance Request</a> ) <input type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:			
11) Authorization			
<i><b>Sharon Henes</b></i>		<i><b>17 July 2014</b></i>	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

## Chapter MPSW 10

### DEFINITIONS FOR PRACTICE OF PROFESSIONAL COUNSELING

#### MPSW 10.01 Definitions.

**Note:** Chapter SFC 10 was created as an emergency rule effective April 26, 1993.

**Note:** Chapter SFC 10 was renumbered ch. MPSW 10 under s. 13.93 (2m) (b) 1., Stats., and corrections made under s. 13.93 (2m) (b) 7., Stats., [Register October 2002 No. 562](#).

**MPSW 10.01 Definitions.** In chs. [MPSW 10](#) to [14](#):

(1) “Client” means the individual, family, group, business, agency, school, organization, or association for whom the license holder provides professional services for which the license holder is usually and customarily compensated. The term “client” includes the term and concept of “patient.”

(1m) “DSM” refers to the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders.

(3m) “Psychotherapy” has the meaning given in s. [457.01 \(8m\)](#), Stats. Specifically, psychotherapy involves diagnosing DSM conditions and treating persons with DSM diagnoses.

(5) “Regionally accredited college or university” means a college or university which is accredited by any of the following bodies: the New England association of schools and colleges, the middle states association of colleges and schools, the north central association of colleges and schools, the northwest association of schools and colleges, the southern association of colleges and schools, the western association of schools and colleges. Appli-

cants for licensure shall prove that the college or university at which the applicant completed course work on which the applicant relies for licensure eligibility was regionally accredited at the time the applicant completed the course work.

(6) “Supervision” means the direction of professional counseling practice in face-to-face individual or group sessions lasting an average of at least one hour between the person whose practice is being supervised and the person who is providing the supervision of the practice, during each week that the person seeking licensure practices professional counseling.

**Note:** Sub. (6) is repealed and recreated effective 9-1-18 to read:

(6) “Supervision” is a means of transmitting the skills, knowledge, and attitudes of a particular profession to the next generation of that profession. The supervisory relationship is evaluative, extends over time, and enhances the professional functioning of the developing professional. The supervisor shall monitor the quality of services offered by the supervisee with the purpose of enhancing the quality of skills and services provided by the counselor-in-training. Furthermore, the supervisor shall monitor and provide clinical oversight of the professional services rendered by the counselor-in-training to ensure ethical delivery of services and protection of public health and welfare.

**History:** Cr. [Register, November, 1993, No. 455](#), eff. 12-1-93; renum. (2) to (6) to be (4) to (8), cr. (2) and (3), [Register, January, 1995, No. 469](#), eff. 2-1-95; [CR 02-150](#): am. (1), (5) and (6), r. (4), (7) and (8), [Register October 2002 No. 562](#), eff. 11-1-02; [CR 03-058](#): cr. (1m) and (3m) [Register June 2004 No. 582](#), eff. 7-1-04; [CR 07-048](#): r. (2) and (3) [Register March 2008 No. 627](#), eff. 4-1-08; [CR 13-009](#): r. and recr. (6) [Register April 2014 No. 700](#), eff. 9-1-18.

## Chapter MPSW 11

### APPLICATION FOR PROFESSIONAL COUNSELOR LICENSURE

MPSW 11.01 Application for licensure as a professional counselor.  
 MPSW 11.015 Application for a professional counselor training license.  
 MPSW 11.02 Examination required.

MPSW 11.035 Temporary license.  
 MPSW 11.04 Reciprocal license.

**Note:** Chapter SFC 11 was created as an emergency rule effective April 26, 1993.  
**Note:** Chapter SFC 11 was renumbered ch. MPSW 11 under s. 13.93 (2m) (b) 1., Stats., and corrections made under s. 13.93 (2m) (b) 7., Stats., [Register October 2002 No. 562](#).

**MPSW 11.01 Application for licensure as a professional counselor. (1)** In addition to paying the fee under s. [440.05 \(1\)](#), Stats., an applicant for licensure as a professional counselor shall submit the completed, signed application form and:

(a) A certificate of professional education, signed and sealed by the chancellor, dean or registrar of the school from which the applicant has graduated with an approved degree. An applicant who does not have a master's or doctoral degree in professional counseling shall be considered for licensure as a professional counselor upon the professional counselors section's receipt of a complete description of the academic program which the applicant proposes as the equivalent of a master's or doctoral degree in professional counseling. The professional counselors section may request additional information as necessary to complete the evaluation of the applicant's academic program for compliance with s. [MPSW 14.01](#) or [14.02](#).

(b) Verification that the institution which awarded the degree was a regionally accredited college or university, or accredited by the commission for accreditation of counseling and related educational programs (CACREP), or the council on rehabilitation education (CORE) at the time the applicant graduated from the school, or that a degree awarded by a foreign institution of higher learning has been determined by the National Board for Certified Counselors (NBCC) or by another organization approved by the section to be equivalent to a degree from a program accredited by CACREP. If the applicant's education was not received in English, the applicant must demonstrate proficiency in English by achieving a score of 550 (or 213 on the computer-based exam) or above on the Test Of English as a Foreign Language (TOEFL) or an equivalent score on an equivalent examination.

(c) An affidavit from the applicant that the applicant has, after receiving a master's or doctoral degree, completed the required period of supervised practice under the supervision of a person qualified to supervise the applicant's practice.

(d) Verification of successful completion of the examination required.

(e) Verification of the applicant's credential in all jurisdictions in which the applicant has ever been credentialed.

(f) If the applicant has been convicted of a crime, or of a traffic offense which did or could result in the suspension or revocation of his or her driver's license, or the applicant has such charges pending against him or her, the applicant has disclosed all information necessary for the section to determine whether the circumstances of the pending charge or conviction are substantially related to the duties of the practice under the license.

**(2)** An applicant may submit, but is not required to submit, evidence of certification by a professional organization.

**History:** Cr. [Register, November, 1993, No. 455](#), eff. 12-1-93; [CR 02-105](#): am. (1) (intro.), (a), (e) and (f) [Register October 2002 No. 562](#), eff. 11-1-02; [CR 03-090](#): am. (1) (b) [Register June 2004 No. 582](#), eff. 7-1-04; [CR 08-088](#): am. (1) (b) [Register June 2009 No. 642](#), eff. 7-1-09.

**MPSW 11.015 Application for a professional counselor training license. (1)** The professional counselor section shall grant a professional counselor training license to any individual who does all of the following:

(a) Submits a completed, signed application form.

(b) Pays the fee specified in s. [440.05 \(6\)](#), Stats.

(c) Satisfies the requirements in s. [457.12 \(2\)](#), Stats.

(d) Submits evidence satisfactory to the professional counselor section of one of the following:

1. The applicant is in a position or has an offer for a position as a professional counselor in a supervised clinical professional counseling practice.

2. The applicant is in a position or has an offer for a position in which the applicant will, in the opinion of the professional counselor section, receive training and supervision equivalent to the training and supervision received in a supervised clinical professional counseling practice.

**(2)** A professional counselor training license is valid for 48 months and may be renewed at the discretion of the professional counselor section.

**History:** Cr. [Register, January, 1995, No. 469](#), eff. 2-1-95; [CR 01-027](#): m. to be (1), cr. (2); [Register December 2001 No. 552](#), eff. 1-1-02; [CR 07-048](#): r. and recr. [Register March 2008 No. 627](#), eff. 4-1-08.

**MPSW 11.02 Examination required.** An applicant for licensure as a professional counselor shall take and pass the Wisconsin statutes and rules examination, and one of the following: the National Counselor Examination, the National Counselor Mental Health Certification Examination, the Certified Rehabilitation Counselor examination, or another examination approved by the section. Both parts of the examination may be taken prior to the completion of the required period of supervised practice.

**History:** Cr. [Register, November, 1993, No. 455](#), eff. 12-1-93; [CR 02-105](#): am. [Register October 2002 No. 562](#), eff. 11-1-02; [CR 06-054](#): am. [Register December 2006 No. 612](#), eff. 1-1-07.

**MPSW 11.035 Temporary license.** The professional counselor section may issue a temporary license permitting an individual who pays the fee under s. [440.05 \(6\)](#), Stats., and who meets all the qualifications for the license except for passing the required examination to use the title "professional counselor" and to practice professional counseling. The temporary license expires 9 months after its issuance or upon notification of failure of passing the required examination under s. [457.12 \(4\)](#), Stats., whichever occurs earlier. The temporary license may not be renewed.

**History:** Cr. [Register, October, 1998, No. 514](#), eff. 11-1-98; [CR 02-105](#): am. [Register October 2002 No. 562](#), eff. 11-1-02.

**MPSW 11.04 Reciprocal license.** The professional counselor section shall grant a license as a professional counselor under s. [457.12](#), Stats., to an applicant who pays the fee required by s. [440.05 \(2\)](#), Stats., and provides evidence of all of the following to the section:

**(1)** The applicant has a current credential as a professional counselor or the substantial equivalent in good standing in another state or territory of the United States.

(2) The requirements for the grant of the credential in the other state or territory of the United States are substantially equivalent to the requirements for the grant of a license under s. 457.12, Stats.

(3) The applicant has disclosed all discipline ever taken or currently pending against the applicant or any professional credential held by the applicant by any credentialing authority of any state or territory of the United States.

(4) If the applicant has been convicted of a crime, or of a traffic offense which did or could result in the suspension or revocation of his or her driver's license, or the applicant has such charges

pending against him or her, the applicant has disclosed all information necessary for the section to determine whether the circumstances of the pending charge or conviction are substantially related to the duties of practice under a professional counselor license.

(5) The applicant passes an examination approved by the professional counselor section that tests knowledge of state law relating to professional counseling.

**History:** Cr. Register, November, 1994, No. 467, eff. 12-1-94; CR 02-105: am. (intro.), (2) and (4), cr. (5), Register October 2002 No. 562, eff. 11-1-02.

## Chapter MPSW 12

### PROFESSIONAL COUNSELOR SUPERVISED PRACTICE

**MPSW 12.01** Supervised practice requirement.

**MPSW 12.02** Qualifications of practice supervisor.

**MPSW 12.03** Pre-licensure supervised practice outcome requirement.

**MPSW 12.04** Limitations on group supervision.

**Note:** Chapter SFC 12 was created as an emergency rule effective April 26, 1993.

**Note:** Chapter SFC 12 was renumbered ch. MPSW 12 under s. 13.93 (2m) (b) 1., Stats., and corrections made under s. 13.93 (2m) (b) 7., Stats., [Register October 2002 No. 562](#).

#### **MPSW 12.01 Supervised practice requirement.**

(1) Except as provided in sub. (4), an applicant for licensure as a professional counselor under s. 457.12, Stats., shall complete a period of supervised practice while holding a training license before being eligible for licensure. Supervision of the practice of professional counseling undertaken to meet the pre-licensure requirement may be exercised by a person other than an employment supervisor. The supervisor may exercise discretion as to the frequency, duration, and intensity of the supervision sessions to meet an average of one hour of supervision per week during the supervised practice period.

(2) An applicant who has received a master's degree shall complete at least 3,000 hours of professional counseling practice in no less than 2 years, including at least 1,000 hours of face-to-face client contact, under the supervision of a person specified in s. [MPSW 12.02 \(2\)](#) before the applicant is eligible for a license as a professional counselor.

(3) An applicant who has received a doctoral degree shall complete, either during or after completion of the doctoral degree program, at least 1,000 hours of professional counseling practice, under the supervision of a person specified in s. [MPSW 12.02 \(2\)](#) before the applicant is eligible for a license as a professional counselor.

(4) An applicant who has received a master's degree in professional counseling or its equivalent and has completed any portion of his or her 3,000 hours of supervised professional counseling practice in another state shall be given credit for those hours provided they included at least 1,000 hours of face-to-face client contact, or a proportionate number thereof, and are completed under the supervision of a supervisor acceptable to the professional counselor section.

(5) An applicant who has received a doctoral degree in professional counseling or its equivalent and has completed any portion of his or her 1,000 hours of supervised professional counseling practice in another state shall be given credit for those hours provided they are completed under the supervision of a supervisor acceptable to the professional counselor section.

**History:** Cr. [Register, November, 1993, No. 455, eff. 12-1-93, am. \(1\) \(intro.\), Register, November, 1994, No. 467, eff. 12-1-94; CR 02-105: r. and recr. Register October 2002 No. 562, eff. 11-1-02; CR 08-088: renum. \(intro.\), \(1\) and \(2\) to be \(1\), \(2\) and \(3\) and am. \(1\), cr. \(4\) and \(5\) Register June 2009 No. 642, eff. 7-1-09.](#)

#### **MPSW 12.02 Qualifications of practice supervisor.**

(1) A person who supervises the practice of professional counseling shall have adequate training, knowledge and skill to competently render any professional counseling service that a supervisee undertakes. The supervisor may not permit a supervisee to engage in any professional counseling practice that the supervisor cannot competently perform. All supervisors shall be legally and ethically responsible for the supervised activities of the professional counselor supervisee. Supervisors shall be available or make appropriate provision for emergency consultation and intervention. Supervisors shall be able to interrupt or stop the supervisee

from practicing in given cases, or recommend to the supervisee's employer that the employer interrupt or stop the supervisee from practicing in given cases, and to terminate the supervised relationship if necessary.

(2) Supervision of a period of supervised practice of professional counseling may be exercised by any of the following:

(a) An individual licensed as a professional counselor who has received a doctorate degree in professional counseling.

(b) An individual licensed as a professional counselor who has engaged in the equivalent of 5 years of full-time professional counseling.

(c) A psychiatrist or a psychologist licensed under ch. 455, Stats.

(d) A person employed by the division of vocational rehabilitation as a civil service vocational rehabilitation supervisor, level 3, who is licensed as a professional counselor or who has engaged in the equivalent of 5 years of full-time professional counseling.

(e) An individual, other than an individual specified in pars. (a) to (d), who is approved in advance by the professional counselor section.

(3) It is the applicant's responsibility to satisfy the professional counselors section that the applicant's supervisor met all qualifications.

**History:** Cr. [Register, November, 1993, No. 455, eff. 12-1-93; CR 01-026: am. \(2\), r. \(2\) \(b\) and \(d\), Register December 2001 No. 552, eff. 1-1-02; CR 02-105: r. and recr. \(2\) Register October 2002 No. 562, eff. 11-1-02.](#)

#### **MPSW 12.03 Pre-licensure supervised practice outcome requirement.**

As a condition of successful completion of a period of supervised practice, the candidate for licensure shall demonstrate competence to his or her practice supervisor in each of the following areas: counseling principles and techniques; case management; client assessment; ethics; and professional and community interaction. The candidate for certification shall also demonstrate competence to his or her practice supervisor in at least 3 of the following 7 areas: coordination and supervision of services; individual and group and family, or individual and group or family counseling techniques; assessment planning, administration and interpretation; service delivery systems and referral; counseling plan development; legal testimony; and consultation.

**History:** Cr. [Register, November, 1993, No. 455, eff. 12-1-93; CR 02-105: am. Register October 2002 No. 562, eff. 11-1-02.](#)

#### **MPSW 12.04 Limitations on group supervision.**

(1) If supervision is provided in group sessions, the group shall consist of no more than 6 persons receiving supervision for every one person providing supervision.

(2) If supervision is provided in group sessions, each person receiving supervision as part of the group session receives one hour credit for each hour that the group meets for supervision, but may not credit any time which is primarily social activity with the group or supervisor as part of a supervision session.

(3) A supervision session for a group or individual which is provided by more than one supervisor may not be credited for more than the actual time elapsed during the supervision session, not including social activities.

**History:** Cr. [Register, November, 1993, No. 455, eff. 12-1-93.](#)

## Chapter MPSW 14

### CONTINUING EDUCATION FOR PROFESSIONAL COUNSELORS AND EQUIVALENCY OF PROFESSIONAL COUNSELOR ACADEMIC PROGRAMS

**MPSW 14.01** Academic program equivalent to a master's degree in professional counseling.

**MPSW 14.02** Academic program equivalent to a doctorate in professional counseling.

**MPSW 14.03** Continuing education requirements for license renewal.

**MPSW 14.04** Approved continuing education programs.

**Note:** Chapter SFC 14 was created as an emergency rule effective April 26, 1993.  
**Note:** Chapter SFC 14 was renumbered ch. MPSW 14 under s. 13.93 (2m) (b) 1., Stats., and corrections made under s. 13.93 (2m) (b) 7., Stats., Register October 2002 No. 562.

**MPSW 14.01 Academic program equivalent to a master's degree in professional counseling.** An academic program is the equivalent of a master's degree in professional counseling from an approved institution if the completed program meets the following criteria:

(1) The course work was completed at an institution which was accredited by its regional accrediting association at the time the applicant graduated from the program, and was part of a program of studies leading to a master's degree or doctoral degree in a field closely related to professional counseling.

(2) The course work included successful completion of at least 3 semester hours or 4 quarter hours academic credit in a supervised counseling practicum; at least 3 semester hours or 4 quarter hours academic credit in a single counseling theory course; and at least 3 semester hours or 4 quarter hours academic credit in at least 6 of the following 8 topic areas; and the course work included a total of at least 42 semester hours or 63 quarter hours of academic credit in counseling related courses distributed among at least 6 of the following 8 topic areas:

(a) Human growth and development — studies that provide a broad understanding of the nature and needs of individuals at all developmental levels, normal and abnormal human behavior, personality theory, and learning theory within appropriate cultural contexts.

(b) Social and cultural foundations — studies that provide a broad understanding of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing lifestyles.

(c) The helping relationship — studies that provide a broad understanding of philosophic bases of helping processes, counseling theories and their applications, basic and advanced helping skills, consultation theories and their applications, client and helper self-understanding and self-development, and facilitation of client or consultee changes.

(d) Group dynamics processing and counseling — studies that provide a broad understanding of group development, dynamics, and counseling theories, group leadership styles, basic and advanced group counseling methods and skills, and other group approaches.

(e) Lifestyle and career development — studies that provide a broad understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance and education; lifestyle and career decision making; career development program planning and resources; and effectiveness evaluation.

(f) Appraisal of individuals — studies that provide a broad understanding of group and individual educational and psychometric theories and approaches to appraisal, data and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisals results in helping processes.

(g) Research and evaluation — studies that provide a broad understanding of types of research, basic statistics, research report development, research implementation, program evaluation, needs assessment, publication of research information, and ethical and legal considerations.

(h) Professional counseling orientation — studies that provide a broad understanding of professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing.

(3) For purposes of this section, one academic quarter credit is equivalent to two-thirds of one academic semester credit.

(4) To reach course equivalency, an applicant may take up to 12 credit hours of courses, which may include a supervised counseling practicum, outside of his or her master's program.

**Note:** Section MPSW 14.01 is repealed and recreated effective 9-1-18 to read:  
**MPSW 14.01 Academic program equivalent to a master's degree in professional counseling.** An academic program is the equivalent of a master's degree in professional counseling or rehabilitation counseling from an approved institution if the completed program meets the following criteria:

(1) The course work was completed at an institution which was accredited by its regional accrediting association at the time the applicant graduated from the program, and was part of a program of studies leading to a master's degree or doctoral degree in a field closely related to professional counseling or rehabilitation counseling.

(2) All course work reflected on the applicant's official transcript totals at least 60 semester hours or 90 quarter hours of academic credit. The course work included successful completion of all of the following:

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

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

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

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

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

2. 'Social and cultural foundations.' Studies that provide a broad understanding of societal changes and trends; human roles; societal subgroups, social mores and interaction patterns; counselors' roles in developing cultural self-awareness; promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and

growth of the human spirit, mind, or body; counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination; and differing lifestyles.

3. 'Helping relationship.' Studies that provide a broad understanding and practical application of helping processes, basic and advanced helping skills; consultation theories and their applications; client and helper self-understanding and self-development; and facilitation of client or consultee changes. An applicant's official transcript must reflect successful completion of a course addressing counseling process, skills, and intervention techniques.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**History:** Cr. Register, November, 1993, No. 455, eff. 12-1-93; am. (2) (intro.), Register, October, 1998, No. 514, eff. 11-1-98; am. (2) (intro.), Register, November, 1999, No. 527, eff. 12-1-99; CR 01-026: cr. (4), Register December 2001 No. 552, eff. 1-1-02; CR 08-088: am. (2) (intro.) Register June 2009 No. 642, eff. 7-1-09; CR 13-009: r. and recr. Register April 2014 No. 700, eff. 9-1-18.

**MPSW 14.02 Academic program equivalent to a doctorate in professional counseling.** An academic program is the equivalent of a doctoral degree in professional counseling from an approved institution if the completed program meets the following criteria:

(1) The course work was completed at an institution which was accredited by its regional accrediting association at the time the applicant graduated from the program, and was part of a program of studies leading to a doctoral degree in a field closely related to professional counseling.

(2) The course work included successful completion of at least 3 semester hours or 4 quarter hours academic credit in a supervised counseling practicum; at least 3 semester hours or 4 quarter hours academic credit in a counseling theory course; and at least one course of at least 3 semester hours or 4 quarter hours academic credit in each of the 8 topic areas defined in s. MPSW 14.01 (2); and the course work included at least 48 semester hours or 72 quarter hours of academic credit distributed among those 8 counseling related topic areas.

(3) For purposes of this section, one academic quarter credit is equivalent to two-thirds of one academic semester credit.

**History:** Cr. Register, November, 1993, No. 455, eff. 12-1-93; am. (2), Register, October, 1998, No. 514, eff. 11-1-98; am. (2), Register, November, 1999, No. 527, eff. 12-1-99.

**MPSW 14.03 Continuing education requirements**

**for license renewal.** (1) Unless granted a postponement or waiver of the continuing education requirement, every licensed professional counselor is required to complete at least 30 continuing education credit hours in approved continuing education programs during each 2 year licensure period. This requirement will apply for the first time to the 2 year period beginning July 1, 2003.

(2) Unless granted a postponement or waiver of the continuing education requirement, a licensee who fails to meet continuing education requirements by the renewal deadline must discontinue the use of the title "professional counselor" and must cease the practice of professional counseling until he or she completes the continuing education requirement.

(3) During the time between initial licensure and commencement of a full 2 year certification period, a new license holder is not required to meet continuing education requirements for the first renewal of his or her license.

(4) Applicants for licensure by reciprocity shall submit proof of completion of at least 30 continuing education hours substantially meeting the requirements of this chapter within the 2 year period prior to application.

(4m) Licensees shall have a minimum of 15 credits in approved continuing education programs and other educational activities as recognized under s. MPSW 14.04 (1) to (5). Four of the 15 credits shall be in the subject area of professional counseling ethics and boundaries.

(5) Continuing education hours may apply only to the 2 year licensure period in which the credit hours are acquired, unless either of the following applies:

(a) Continuing education hours required as a consequence of a disciplinary proceeding may not be counted towards the fulfillment of generally applicable continuing education requirements.

(b) If the licensee fails to meet the continuing education require the renewal date to satisfy the requirement of the preceding period will not apply to the period in which they are earned.

(c) In this chapter “continuing education hour” or “CEH” means a period of continuing education consisting of not less than 50 minutes.

(6) To obtain credit for completion of continuing education programs, a professional counselor shall certify on his or her application for renewal of license that he or she has completed all continuing education credits as required in this section for the previous 2 year license period. A licensee shall retain for a minimum period of 4 years, and shall make available to the board or its agent upon request, certificates of attendance issued by the program sponsor for all continuing education programs for which he or she claims credit for purposes of renewal of his or her license.

(7) A licensee may apply to the section for a postponement or waiver of the requirements of this chapter on grounds of prolonged illness, disability, or other grounds constituting extreme hardship. The section shall consider each application individually on its merits, and the section may grant a postponement, partial waiver or total waiver as deemed appropriate in the circumstances.

(8) The section may grant an exemption from the requirements of this chapter to a licensee who certifies to the section that he or she has permanently retired and no longer uses the title “professional counselor” and no longer practices professional counseling. A licensee who has been granted an exemption from the requirements of this chapter based on retirement may not return to the active practice of professional counseling or use the title “professional counselor” without submitting evidence satisfactory to the section that he or she completed at least 30 continuing education hours for each of the biennia during which the licensee was granted an exemption.

(9) The section may conduct audits or investigations, including random audits, to determine compliance by licensees with this chapter.

**History:** CR 02-105: cr. Register October 2002 No. 562, eff. 11-1-02; CR 05-119: cr. (4m) and (5) (c) Register September 2006 No. 609, eff. 10-1-06.

**MPSW 14.04 Approved continuing education programs.** The following continuing education programs and other educational activities are approved as continuing education programs under this chapter:

(1) Any continuing education program approved, sponsored or provided by the national rehabilitation counselor association (NRCA), the American rehabilitation counselor association (ARCA), or the Wisconsin rehabilitation counselor association (WRCA).

(2) Any continuing education program sponsored by the national board for certified counselors (NBCC) or by a provider approved by NBCC.

(3) Any continuing education program approved, sponsored or provided by the American counselor association (ACA) or the Wisconsin counselor association (WCA).

(4) Any continuing education program approved by the commission on rehabilitation counselor certification (CBCC).

(5) Any continuing education program offered by a college or university accredited by the commission for accreditation of counseling and related educational programs (CACREP).

(6) Any continuing education program approved, sponsored or co-sponsored by a presenter approved by the Committee for the Approval of Continuing Education Sponsors of the American Psychological Association.

(7) Any educational programs recognized as approved at the time of attendance as “Category I” continuing medical education programs by the Council on Medical Education of the American Medical Association or the American Osteopathic Association.

(8) Any educational programs recognized under s. MPSW 8.03 (1m) or 19.02.

(9) If approved or recognized by one of the entities in subs. (1) to (8), credit shall also be granted for the following:

(a) Formal presentations of relevant professional material at seminars, workshops, programs or institutes, which may include formal presentation and directed discussion of videotaped material: 2 CEHs per hour of continuing education for presenters, but no additional CEHs will be granted for subsequent presentations of the same material.

(b) University, college or vocational technical adult education courses, which may include formal presentation and directed discussion of videotaped instruction: 20 CEHs per semester hour or 13.2 CEHs per quarter hour for instructors, but no additional CEHs will be granted for subsequent presentations of the same material.

(c) Educational sessions at state and national conferences: 2 CEHs per hour of continuing education for presenters, but no additional CEHs will be granted for subsequent presentations of the same material.

(d) Educational telephone network (ETN) courses: 2 CEHs per hour of continuing education for presenters, but no additional CEHs will be granted for subsequent presentations of the same material.

(e) Interactive internet courses: 2 CEHs per hour of continuing education for instructors, but no additional CEHs will be granted for subsequent presentations of the same material.

(f) Authorship of a published textbook or professional resource book: 20 CEHs.

(g) Authorship of a published chapter in a textbook or professional resource book, or a professional journal article: 8 CEHs.

(h) Development of alternative media, computer software, videotapes, or audiotapes: 8 CEHs.

**History:** CR 02-105: cr. Register October 2002 No. 562, eff. 11-1-02; CR 05-119: cr. (6) to (9) Register September 2006 No. 609, eff. 10-1-06.

## Comments Received from Board Member on Revisions

Only a few suggestions:

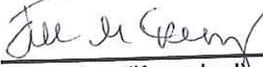
- MPSW 11.01(1)(c)- consider referencing the citation for qualified supervisor.
- 11.035- Temporary License- the temporary license may be renewed once by the section. (align with stats.)

Questions:

- Is it clear that the supervisor has to be approved in advance, even if changed later? Keep going back and forth on this.
- Regionally accredited college or university- Just more of a point for discussion. How do we know this when we review applications?

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Aaron Knautz</b>		2) Date When Request Submitted:  6/5/14  Items will be considered late if submitted after 4:30 p.m. on the deadline date: <ul style="list-style-type: none"> <li>▪ 8 business days before the meeting for paperless boards</li> <li>▪ 14 business days before the meeting for all others</li> </ul>	
3) Name of Board, Committee, Council, Sections:  <b>Professional Counselor Section</b>			
4) Meeting Date:  7/29/14	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page?  Request to be considered an approved program from Bellevue University	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled?  <input type="checkbox"/> Yes (Fill out Board Appearance Request) <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:  Determine approval status.			
11) Authorization			
<b>Aaron Knautz</b> Signature of person making this request 		6/5/14 Date	
Supervisor (if required)		6/5/2014 Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

Bellevue University  
College of Arts and Sciences  
1000 Galvin Road South  
Bellevue, NE 68005

May 19, 2014

Wisconsin Department of Safety and Professional Services  
P.O. Box 8935  
Madison, Wisconsin 53708  
Attention: Aaron Knautz

Please consider the attached application and related documentation for the approval of Bellevue University's Master of Science in Clinical Counseling program by the Wisconsin Professional Counselors Board.

We will be submitting this degree program to the Wisconsin Educational Approval Board for approval as an online program (with clinical internships) in Wisconsin. Our contact at EAB has indicated we should file with your department for pre-approval of the program as a master's degree equivalency for state licensure in clinical counseling.

Please contact either of the following people if you need additional information to facilitate your review:

Linda Hall, 402-557-7846, [linda.hall@bellevue.edu](mailto:linda.hall@bellevue.edu)

Brian Bunce, 402-557-7440, [brian.bunce@bellevue.edu](mailto:brian.bunce@bellevue.edu)

Regards,



Clif Mason  
Dean, College of Arts and Sciences  
Bellevue University

# Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8935  
 Madison, WI 53708-8935  
 FAX #: (608) 261-7083  
 Phone #: (608) 266-2112

1400 E. Washington Avenue  
 Madison, WI 53703  
 E-Mail: web@dps.wi.gov  
 Website: http://dps.wi.gov

## MARRIAGE AND FAMILY THERAPY, PROFESSIONAL COUNSELING, AND SOCIAL WORK EXAMINING BOARD

### PROFESSIONAL COUNSELOR CURRICULUM REQUIREMENTS

NAME: Bellevue University - MS in Clinical Counseling - Program Approval Request

#### Curriculum Requirements for Equivalent Graduate Programs

If you are applying for licensure, with a master's degree equivalency in Professional Counseling, you must have at least 42 semester hours or 63 quarter hours of academic credit in counseling related courses. These must include:

#### Subsection I:

- A least one course of at least three (3) semester hours or four (4) quarter hours academic credit in Counseling Theory
- At least three (3) semester hours or four (4) quarter hours academic credit in Supervised Counseling Practicum

#### Subsection II:

- At least three (3) semester hours or four (4) quarter hours academic credit in six (6) of the eight (8) content areas listed below

The remaining hours of academic credit must also be listed under the content areas into which they fit. To qualify, you must list at least 42 semester hours or 63 quarter hours total academic credit (See Section MPSW 14.01).

A course may not be used to fulfill more than one content area. You must attach college catalog course descriptions and request the school, which awarded your master's degree to submit an official graduate transcript.

If you are applying for licensure with a doctoral degree **equivalency**, you must have **48 semester hours or 72 quarter hours of academic credit** in counseling related courses. These must include a minimum of one course of **at least three (3) semester hours or four (4) quarter hours academic credit in: Counseling Theory, Supervised Counseling Practicum, and in each of the other six (6) content areas.** The remaining 18 semester hours or 32 quarter hours of academic credit must also be listed under the content areas into which they fit. (See Section MPSW 14.01)

A course may **not** be used to fulfill more than one content area. You must attach college catalog course descriptions and request the school which awarded your master's or doctoral degree to submit an official graduate transcript. Semester

I. Content Area	Date	Course Code	Course Title	Credit Hrs.	Office Use Only
Counseling Theory	n/a	502	Introduction to Counseling Theories	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
Supervised Counseling Practicum		691 692 693	Clinical Internship I Clinical Internship II Clinical Internship III	9	<input type="checkbox"/> App <input type="checkbox"/> Deny

### SIX OF THE FOLLOWING ARE REQUIRED FOR MASTER'S DEGREE EQUIVALENCY ALL EIGHT ARE REQUIRED FOR DOCTORAL DEGREE EQUIVALENCY

II. Content Area	Date	Course Code	Course Title	Credit Hrs.	Office Use Only
A. Human Growth and Development	n/a	520	Human Development Throughout the Lifespan	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
1)		550	Theories of Psychopathology	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
2)		640	Medical and Psychosocial Aspects of Alcohol and Drug Use	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
3)		661	Applied Neuroscience and Psychopharmacology	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
4) Electives - Choose 1	None	662	Treatment of Child and Adolescent Disorders	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
		663	Human Sexuality (New Syllabi in development for Spring 2015)	3	

#2239 (Rev. 9/12)  
 Ch. 457, Stats.

Committed to Equal Opportunity in Employment and Licensing

**Wisconsin Department of Safety and Professional Services**

*Bellevue University MSCC*

Content Area	Date	Course Code	Course Title	Semester	Credit Hrs.	Office Use Only
<b>B. Social and Cultural Foundations</b>						<input type="checkbox"/> App <input type="checkbox"/> Deny
1)	<i>n/a</i>	<i>638</i>	<i>Social and Cultural Diversity</i>		<i>3</i>	<input type="checkbox"/> App <input type="checkbox"/> Deny
2)						<input type="checkbox"/> App <input type="checkbox"/> Deny
3)						<input type="checkbox"/> App <input type="checkbox"/> Deny
4)						<input type="checkbox"/> App <input type="checkbox"/> Deny

Content Area	Date	Course Code	Course Title		Credit Hrs.	Office Use Only
<b>C. The Helping Relationship</b>						<input type="checkbox"/> App <input type="checkbox"/> Deny
1)	<i>n/a</i>	<i>501</i>	<i>Helping Relationships and Orientation to the Counseling Profession</i>		<i>3</i>	<input type="checkbox"/> App <input type="checkbox"/> Deny
2)		<i>650</i>	<i>Couples and Family Counseling</i>		<i>3</i>	<input type="checkbox"/> App <input type="checkbox"/> Deny
3)		<i>670</i>	<i>Advanced Counseling Skills, Techniques and Practices</i>		<i>3</i>	<input type="checkbox"/> App <input type="checkbox"/> Deny
4)						<input type="checkbox"/> App <input type="checkbox"/> Deny

Content Area	Date	Course Code	Course Title		Credit Hrs.	Office Use Only
<b>D. Group Dynamics Process &amp; Counseling</b>						<input type="checkbox"/> App <input type="checkbox"/> Deny
1)	<i>n/a</i>	<i>610</i>	<i>Group Processes and Facilitation</i>		<i>3</i>	<input type="checkbox"/> App <input type="checkbox"/> Deny
2)						<input type="checkbox"/> App <input type="checkbox"/> Deny
3)						<input type="checkbox"/> App <input type="checkbox"/> Deny
4)						<input type="checkbox"/> App <input type="checkbox"/> Deny

Content Area	Date	Course Code	Course Title		Credit Hrs.	Office Use Only
<b>E. Lifestyle &amp; Career Development</b>						<input type="checkbox"/> App <input type="checkbox"/> Deny
1)	<i>n/a</i>	<i>645</i>	<i>Career Development</i>		<i>3</i>	<input type="checkbox"/> App <input type="checkbox"/> Deny
2)						<input type="checkbox"/> App <input type="checkbox"/> Deny
3)						<input type="checkbox"/> App <input type="checkbox"/> Deny
4)						<input type="checkbox"/> App <input type="checkbox"/> Deny

# Wisconsin Department of Safety and Professional Services

Bellevue University - MSCC

Semester

Content Area	Date	Course Code	Course Title	Credit Hrs.	Office Use Only
F. Appraisal of Individuals					<input type="checkbox"/> App <input type="checkbox"/> Deny
1)	n/a	540	Assessment	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
2)		600	Diagnosis of Mental + Behavioral Disorders	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
3)					<input type="checkbox"/> App <input type="checkbox"/> Deny
4)					<input type="checkbox"/> App <input type="checkbox"/> Deny

Content Area	Date	Course Code	Course Title	Credit Hrs.	Office Use Only
G. Research and Evaluation					<input type="checkbox"/> App <input type="checkbox"/> Deny
1)	n/a	503	Statistics + Quantitative Research	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
2)		504	* Qualitative Research Methods Methods and Program Evaluation	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
3)			* (Note: Syllabi in development - new course for Winter 2014)		<input type="checkbox"/> App <input type="checkbox"/> Deny
4)					<input type="checkbox"/> App <input type="checkbox"/> Deny

Content Area	Date	Course Code	Course Title	Credit Hrs.	Office Use Only
H. Professional Counseling Orientation					<input type="checkbox"/> App <input type="checkbox"/> Deny
1)	n/a	506	Counseling Practicum	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
2)		530	Ethical, Legal and Professional Issues in the Practice of Counseling	3	<input type="checkbox"/> App <input type="checkbox"/> Deny
3)					<input type="checkbox"/> App <input type="checkbox"/> Deny
4)					<input type="checkbox"/> App <input type="checkbox"/> Deny

TOTAL # OF CREDITS FOR PARTS I AND II (This amount must equal at least 42 hours.)	66
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(60 Required)

## Bellevue University

### Master of Science in Clinical Counseling

#### Degree Overview

The Master of Science in Clinical Counseling (MSCC) is a 60 credit graduate program modeled on national licensing standards for individuals who are preparing to deliver direct mental health services and are pursuing mental health licensure to deliver these services. The MSCC is inclusive of 100 hours of practicum (40 hours of observation) and 900 hours of clinical internship (60% direct client contact). Residential and online students are responsible to complete these practicum and clinical internship hours under the supervision of a licensed counselor. Online students may complete clinical hours in their home state through an accountability and approval process with Bellevue University's Internship Director. Candidates for this master's degree program must have completed a prerequisite requirement of 6 credit hours in the behavioral sciences.

For successful completion of the MSCC program, a comprehensive exam is required. The exam is offered twice a year and may be taken upon completing 75% of the course work. Students are not required to complete a second comprehensive exam if they have already passed the comprehensive exam that is part of the Master of Science Human Services degree.

#### Curriculum

##### Major Requirements (60 credit hours)

##### Foundation (27 credit hours)

- MCC 501 Helping Relationships and Orientation to the Counseling Profession

This course assists the student in obtaining and demonstrating proficiency in basic helping skills associated with the practice of professional counseling and helping relationships. Students explore how these skills relate to their roles as members of interdisciplinary emergency management teams, including providing crisis intervention, disaster relief, and psychological first aid within the communities they serve. This course further explores the history, philosophy, and trends associated with the field of professional counseling. Personal characteristics influencing the helping process, as well as self-care strategies of the professional counselor are addressed.

- **MCC 502 Introduction to Counseling Theories**

This course addresses major theoretical perspectives, practices, and their applications commonly associated within the field of professional counseling. Students explore applying counseling theory based on an examination of client factors, issues, and presenting concerns within a multicultural context. This course further explores the history, philosophy, and trends associated with the field of professional counseling.

- **MCC 503 Statistics and Quantitative Research Methods**

This course orients the student to statistical concepts and measurements including scales of measurements, distributions, central tendency, validity, and reliability. Quantitative research method design is addressed. Students explore the role of research as it relates to evidenced-based practice as professional counselors.

- **MCC 504 Qualitative Research Methods and Program Evaluation**

This course integrates and expands upon the content in MCC 503 addressing qualitative research methods, single-case design, action oriented, and outcome-based research. Needs assessment and program evaluation techniques are addressed, including their role in program development, improvement, and modification for clinical mental health programs. Prerequisite: MCC 503

- **MCC 506 Counseling Practicum**

In the counseling practicum, students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments and individual and group interventions appropriate to a variety of adult counseling settings. Course includes a minimum of 100 clock hours of practicum. At least 40 hours of the practicum experience involved direct client contact.

- **MCC 520 Human Development Throughout the Lifespan**

This course surveys theories, scholarship, and research on human development throughout the lifespan. Students examine biological, neurological, cognitive, emotional, and social-cultural factors influencing individual development within a multicultural framework. The reciprocal influences of crises; transitions; normal and abnormal development; psychopathology; and familial and community relationships are addressed. Particular attention on the application of these concepts to the work of professional counselors is explored.

- **MCC 530 Ethical, Legal and Professional Issues in the Practice of Counseling**

This course addresses ethical, legal, and professional issues commonly associated with the practice of professional counseling consistent with Council on Accreditation for Counselor and Related Educational Programs (CACREP) standards and the American Counseling Association's (ACA) Code of Ethics. National, regional, state licensure, and credentialing issues are addressed. This course identifies the systematic processes of identifying, implementing, and resolving ethical dilemmas mindful of various stakeholder concerns, including acting in the best interests of the client. The course explores personal and professional value systems, standards of practice, and legal issues in terms of how they impact decision-making processes and professional behavior.

- **MCC 540 Assessment**

This course explores the history, development, and effective use of various types of assessment tools for evaluation and diagnosis purposes within a variety of professional counseling settings and applications. Students explore the ethical use and interpretation of standardized and non-standardized assessment tools including conducting behavioral observations, clinical interviewing, mental status examinations, symptom inventories, suicidal assessments, and personality assessments. Students further examine various factors influencing the use of assessment tools with multicultural and diverse populations. Prerequisite: MCC 501, MCC 502, MCC 504, and MCC 520.

- **MCC 550 Theories of Psychopathology**

This course will explore evidence-based conceptualizations of both normal and disordered mental states, together with an examination of the etiology, development, manifestation, and potential treatment of mental disorders in infants, children, adolescents, and adults. Prerequisite: MCC 540.

### **Advanced Courses (21 credit hours)**

- **MCC 600 Diagnosis of Mental and Behavioral Disorders**

The taxonomy and nosology of psychopathology will be reviewed using the structure and guidelines of the current editions of both the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) Manual. This course examines the disorders of infancy, childhood, adolescence, and adulthood. Emphasis will be placed upon differential diagnosis for the purposes of case formulation and treatment planning. Prerequisite: All Foundation Courses

- **MCC 610 Group Processes and Facilitation**

This course is an experiential study of group dynamics, processes, and application within a legal and ethical framework. Group stages, tasks and skills of group members and leaders, and the importance of developing an understanding of the therapeutic value of group, are covered. This course involves role-played participation in a group designed to closely resemble a real-life group experience as leaders and group members.

Prerequisite: All Foundation Courses

- **MCC 638 Social and Cultural Diversity**

This course explores how cultural factors, such as race, ethnicity, gender, sex, sexual orientation, socioeconomic status, religion, and disability status, shape, inform, and impact minority populations, marginalized populations, diverse groups, and dominant culture. Experiential methods of learning will be emphasized, including the development of self-awareness in the counselor, along with an appreciation for the experiences of others from different backgrounds and experiences. Traditional counseling theories, as well as more recent approaches to counseling diverse groups, will be analyzed for ethical and practical implications including their integration into assessment, diagnosis, and treatment issues. The counselor's role in addressing advocacy and justice will be explored including issues of power and privilege. Prerequisite: All Foundation Courses

- **MCC 640 Medical and Psychosocial Aspects of Alcohol/Drug Use**

This course addresses the physiological, psychological, and sociological impact of alcohol/drug use, abuse and dependence including signs, symptoms, and behavior patterns. The basic classifications and pharmacological action of drugs on human body systems will be covered as well as the etiological, behavioral, cultural, and demographic aspects and belief systems associated with alcohol/drug use. Prerequisite: All Foundation Courses

- **MCC 645 Career Development**

This course introduces students to the theories of career development as well as the assessment tools and counselor practices associated with helping clients achieve congruence in their career development pattern. Students will explore interrelationships between factors such as age, gender, family, life roles, and multicultural issues as they relate to career and educational planning. Prerequisite: All Foundation Courses

- **MCC 650 Couples and Family Counseling**

This course introduces students to a broad range of theoretical approaches and interventions in the field of couples and family counseling with an emphasis on the systemic and relational components commonly associated in working with couples and families. The impact of societal changes, trauma, and mental health disorders on the family system will be studied. Theories and models of couple and family resilience as well as the promotion of wellness over the family life span will be introduced. Knowledge of how to effectively counsel couples and families, including problem identification, treatment planning, intervention, family wellness education, and relapse prevention will be emphasized. Prerequisite: All Foundation Courses

- **MCC 670 Advanced Counseling Skills, Techniques, and Practices**

This course builds upon foundational and advanced coursework reinforcing the applied aspect of counseling skills, techniques, and evidenced-based intervention. Topics include case conceptualization, assessment, diagnosis, treatment planning, termination, and documentation. Students examine and discern how personal counselor characteristics, belief systems, bias, and attitudes influence the overall therapeutic process; and, students discuss effective strategies for monitoring and managing these issues. Students demonstrate the successful use of counseling skills and techniques appropriate for varying client issues, needs, and situations. Prerequisite: All Foundation Courses, MCC 600, MCC 638, and MCC 640.

### **Advanced Elective Courses (3 credit hours)**

*Choose one of the following:*

- **MCC 661 Applied Neuroscience and Psychopharmacology**

This overview and introduction to the role and function of the central nervous system in psychopathology, and its pharmaceutical treatment, will prepare the mental health professional to both have a basic understanding of psychopharmacology, and to work with prescribing physicians to maximize the effectiveness of medication, and to quickly detect adverse effects. This course is one of three elective courses that can be used to meet clinical counseling degree requirements. Prerequisite: All Foundation Courses

- **MCC 662 Treatment of Child and Adolescent Disorders**

Treatment methods for children and adolescents, both historical and those that are well established and/or based upon evidentiary support are reviewed. The applications of specific techniques are examined with respect to specific diagnoses, and practice in their application is provided. Included are cognitive-behavioral therapy, behavior modification, token economy programs, habit reversal and control, parent training programs, and play therapy. The pros and cons of “manualized treatment” for children and adolescents will be examined, as will be concerns regarding ethics and multicultural issues with respect to children and adolescents. This course is one of three elective courses that can be used to meet clinical counseling degree requirements. Prerequisite: All Foundation Courses

- **MCC 663 Human Sexuality**

This course is designed for counseling and human service professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. Information about human sexuality across the lifespan will be included. The course is designed to develop: a) students’ knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) students’ skills in assessment and intervention techniques with sexuality issues, and d) increased awareness of one’s personal perceptions, attitudes and affect related to sexuality issues. Course participants will become more effective in identifying, assessing and intervening with human sexuality related clinical counseling issues. Prerequisite: All Foundation Courses

### **Internship Courses (9 credit hours)**

- **MCC 691 Clinical Internship I**

The internship is an arranged, supervised opportunity for the student to perform all the activities that a regularly employed clinical mental health counselor would be expected to perform. The internship requires a minimum of 300 clock hours on site each semester with a minimum of 180 clock hours in direct service work. Direct service work includes: (a) individual counseling, (b) group counseling, (c) family counseling, (d) psycho-educational groups, and (e) consultation. Prerequisites: Foundation Courses with a cumulative grade point average of 3.0 or higher; students must provide proof of professional liability insurance. Director of Internship approval, or their designee, is required before being enrolled in this course. Prerequisite: All Foundation Courses, Program Director approval, and a 3.0 GPA.

- **MCC 692 Clinical Internship II**

The internship is an arranged, supervised opportunity for the student to perform all the activities that a regularly employed clinical mental health counselor would be expected to perform. The internship requires a minimum of 300 clock hours on site each semester with a minimum of 180 clock hours in direct service work. Direct service work includes: (a) individual counseling, (b) group counseling, (c) family counseling, (d) psycho-educational groups, and (e) consultation. Prerequisites: Foundation Courses with a cumulative grade point average of 3.0 or higher; students must provide proof of professional liability insurance. Director of Internship approval, or their designee, is required before being enrolled in this course. Prerequisite: All Foundation Courses, Program Director approval, and a 3.0 GPA.

- **MCC 693 Clinical Internship III**

The internship is an arranged, supervised opportunity for the student to perform all the activities that a regularly employed clinical mental health counselor would be expected to perform. The internship requires a minimum of 300 clock hours on site each semester with a minimum of 180 clock hours in direct service work. Direct service work includes: (a) individual counseling, (b) group counseling, (c) family counseling, (d) psycho-educational groups, and (e) consultation. Prerequisites: Foundation Courses with a cumulative grade point average of 3.0 or higher; students must provide proof of professional liability insurance. Director of Internship approval, or their designee, is required before being enrolled in this course. Prerequisite: All Foundation Courses, Program Director approval, and a 3.0 GPA.

**Bellevue University**  
**MCC 502**  
**Introduction to Counseling Theory**

**Prerequisites:** Admission into Clinical Counseling Program

**Credit:** 3

**Catalog Description:** The focus of this course is on learning to integrate insights and principles from counseling theories to clinical applications commonly encountered in human services roles. Course content includes major traditional counseling theories, including psychoanalytic, cognitive/behavior, humanistic/existential, and family. The students learn to evaluate selected research that supports and enhances the validity and application of each theory and they gain insights into how to apply each theory in a manner appropriate to the complexity of problems presented by clients. Multi and cross cultural implications and adaptations are addressed, as well as ethical and risk assessment methods. This course provides important preparation for internship experiences.

**Purpose:** This course is a required foundational course in the master's program in Clinical Counseling.

**Objectives:** Students who successfully complete this course should be able to:

1. Compare and contrast the major counseling theories in terms of internal consistency, research validation, multi/cross cultural adaptability, and clinical applicability.
2. Document insights about one's own assumptions, attitudes, and personal style that are important for flexible application of counseling theory for varied clients and contexts.
3. Analyze case examples to gain new insights about dysfunction and pathology related to development, patterns of reinforcement, family dynamics, personality, and behavioral dialectics.
4. Improve skills and competencies, e.g., through analysis of cases in published videotapes, related to observation of clinically relevant behavior during the therapy process.
5. Demonstrate flexible applications of counseling theories by developing systematic counseling plans that take into account individual differences, show empathy to client needs and approaches to meaning in life, address barriers to therapeutic success, and incorporate realistic assessment of daily living contexts of clients.
6. Demonstrate awareness of ethical standards, in case analysis and counseling plans that must guide mental health practitioners in a variety of clinical situations.
7. Gain new knowledge from published research related to course content and report in writing and/or orally in a manner useful to other human services professional.

**Topic Outline:**

- I. Person & Professional Aspects of the Counselor
- II. Psychoanalytic Therapy
- III. Adlerian Therapy
- IV. Existential Therapy
- V. Person-Centered Therapy
- VI. Gestalt Therapy
- VII. Behavioral Therapy
- VIII. Cognitive Behavioral Therapy
- IX. Reality Therapy
- X. Feminist Therapy
- XI. Postmodern Approaches
- XII. Family Systems Therapy
- XIII. Integrative Perspectives

**Bellevue University Syllabus**  
**MCC 691**  
**Clinical Internship I**

**Prerequisites:** Successful completion of the MSMCC foundation and framework courses; must provide proof of professional liability insurance.

**Credit:** 3 Credit Hours

**Catalog Description:** The internship is an arranged, supervised opportunity for the student to perform all the activities that a regularly employed clinical mental health counselor would be expected to perform. The internship requires a minimum of 300 clock hours on site each semester with a minimum of 180 clock hours in direct service work. Direct service work includes: (a) individual counseling, (b) group counseling, (c) family counseling, (d) psycho-educational groups, and (e) consultation.

**Purpose:** This course is required for completion of the Master of Science in Clinical Counseling degree.

**Objectives:** Students who successfully complete this course should be able to:

1. Establish effective clinical communication skills.
2. Learn basic counseling roles and practices.
3. Learn new practice insights from clinical supervision.
4. Learn professional ethical standards.
5. Assess self-care opportunities.
6. Accurately self-assess performance in interviewing contexts.

**Topic Outline:**

- I. Orientation to Counseling Internship
  - A. Techniques
  - B. Weekly supervision
- II. Assessment of Counseling Internship Experience
  - A. Self-care plan
  - B. Supervisor evaluation and verification of student hours
  - C. Student self-assessment

**Bellevue University Syllabus**  
**MCC 692**  
**Advanced Clinical Internship II**

**Prerequisites:** MCC 615, with a grade of B or higher, students must provide proof of professional liability insurance; permission of the instructor is required.

**Credit:** 3 Credit Hours

**Catalog Description:** The internship is an arranged, supervised opportunity for the student to perform all the activities that a regularly employed clinical mental health counselor would be expected to perform. The internship requires a minimum of 300 clock hours on site each semester with a minimum of 180 clock hours in direct service work. Direct service work includes: (a) individual counseling, (b) group counseling, (c) family counseling, (d) psycho-educational groups, and (e) consultation.

**Purpose:** This course is required for completion of the Master of Science in Clinical Counseling degree.

**Objectives:** Students who successfully complete this course should be able to:

1. Increase self-efficacy for a range of counseling strategies.
2. Coordinate community resources to augment counseling.
3. Grow professionally from all available forms of supervision and mentoring.
4. Apply ethical principles to guide clinical decisions and problem solving.
5. Implement effective self-care practices.
6. Accurately self-assess performance in assessment, diagnosis and treatment planning contexts.

**Topic Outline:**

- I. Orientation to Counseling Internship
  - A. Weekly supervision with site supervisor
  - B. Clinical intervention
  - C. Resource development
- II. Assessment of Counseling Internship
  - A. Student self-care plan
  - B. Supervisor evaluation and verification of student hours
  - C. Student self-assessment

**Bellevue University Syllabus**  
**MCC 693**  
**Clinical Internship III**

**Prerequisites:** MCC 620, with a grade of B or higher; students must provide proof of professional liability insurance; permission of the instructor is required.

**Credit:** 3 Credit Hours

**Catalog Description:** The internship is an arranged, supervised opportunity for the student to perform all the activities that a regularly employed clinical mental health counselor would be expected to perform. The internship requires a minimum of 300 clock hours on site each semester, with a minimum of 180 clock hours in direct service work. Direct service work includes: (a) individual counseling, (b) group counseling, (c) family counseling, (d) psycho-educational groups, and (e) consultation.

**Purpose:** This course is required for completion of the Master of Science in Clinical Counseling degree.

**Objectives:** Students who successfully complete this course should be able to:

1. Establish a client-focused professional identity.
2. Apply a strength-based meta-cognitive perspective to client challenges.
3. Prepare a professional development plan for the provisional period of licensure.
4. Incorporate treatment challenges into a philosophy of empowerment.
5. Grow personally by establishing consistency between values and actions.
6. Accurately self-assess quality of counseling performance in challenging contexts.

**Topic Outline:**

- I. Orientation to Counseling Internship
  - A. Establish professional identity
  - B. Apply strength-based perspective to counseling
  - C. Demonstrate philosophy of empowerment
- II. Assessment of Counseling Internship Experience
  - A. Professional development plan
  - B. Supervisor evaluation of student performance and verification of student hours
  - C. Student self-assessment of internship experience

**Bellevue University**  
**MCC 520**  
**Human Development Throughout the Lifespan**

**Prerequisites:** Admission into Clinical Counseling Program

**Credit:** 3

**Catalog Description:** This course provides students with a comprehensive understanding of the nature and needs of persons at all the developmental levels and in multicultural contexts. Individual and family developmental theories and transitions, as well as theories of learning and personality development, including knowledge about neurobiological behavior will be emphasized. Knowledge about human behavior as it relates to developmental crises, trauma-causing events, psychopathology, disability, and other factors that influence normal and abnormal behavior will be presented. Theories and etiology of addictions, knowledge about assisting optimal development and wellness, and resilience across the life span will be explored. A framework for understanding and developing interventions for extraordinary capabilities will be introduced.

**Purpose:** This course is a required foundational course in the master's program in Clinical Counseling.

**Objectives:** Students who successfully complete this course should be able to:

1. Understand individual and family developmental theories and transitions across the life span, including theories of learning and personality development.
2. Understand theories and etiology of addictions, including prevention, intervention, and treatment approaches.
3. Explain methodologies for facilitating optimal development and wellness over the life span, including models for understanding resilience.
4. Apply knowledge about human behavior as it relates to developmental crises, trauma-causing events, psychopathology, disability, and other factors that influence normal and abnormal behavior.
5. Apply a framework for understanding and developing interventions for extraordinary capabilities.
6. Present an analysis and evaluation of a major developmental theory appropriate to the human services field.

**Topic Outline:**

- I. Theories of Human Growth and Development
- II. Beginnings of Human Life
  - a. Heredity
  - b. Environment
  - c. Conception
- III. Neural and Cognitive Development Throughout the Lifespan
  - a. Early Years
  - b. Middle Childhood

- c. Adolescence
- d. Adulthood
- IV. Physical Development Throughout the Lifespan
  - a. Early Years
  - b. Middle Childhood
  - c. Adolescence
  - d. Adulthood
- V. Social and Emotional Development Throughout the Lifespan
  - a. Early Years
  - b. Middle Childhood
  - c. Adolescence
  - d. Adulthood
- VI. Issues of Late Adulthood, Aging, and Death

**Bellevue University**  
**MCC 550**  
**Theories of Psychopathology**

**Prerequisites:** Admission to graduate school and enrollment in the MSCC program.

**Credit:** 3 Credit Hours

**Catalog Description:** An examination of the evidence-based understanding of both normal and disordered mental states will be conducted. The etiology, development, manifestation, and potential treatment of mental disorders in infants, children, adolescents, and adults will be emphasized. Current theoretical and evidence-based models will be explored including bio-medical, behavioral, cognitive, developmental, humanistic, interpersonal, psychoanalytic and trait models.

**Purpose:** This required course provides the theories and applications in psychopathology as the foundation to its use in diagnosis and treatment of mental disorders.

**Objectives:** Students who successfully complete this course should be able to:

1. Identify the major issues that characterize the study of psychopathology.
2. Describe the major theoretical approaches used to explain the etiology of psychological disorders during childhood, adolescence, and adulthood.
3. Evaluate the factors that contribute to the onset and duration of psychological disorders.
4. Identify the major categories of psychological disorders according to the etiology, signs, symptoms, and expected age of appearance.
5. Demonstrate an understanding of the impact race, culture and gender have on diagnosis and treatment.
6. Have a working knowledge of the diagnostic criteria of the major psychiatric diagnoses.
7. Demonstrate the ability to apply an analytic process to client information and to differentiate between various forms of psychopathology.
8. Demonstrate critical thinking in written and oral assignments.

**Topic Outline:**

- I. Introduction to Classification of Psychopathology
  - A. Developmental pathogenesis
  - B. Defining abnormality
  - C. Understanding the context of psychopathology
- II. Depression
  - A. Symptoms signs and etiology
  - B. Cognitive-behavioral links to depression
- III. Bipolar Depression
  - A. Erroneous beliefs
  - B. Genetic predisposition
  - C. Difference between bipolar and major depression
- IV. Anxiety Disorders
  - A. Reactive attachment
  - B. Childhood anxiety disorders

- C. Phobias and panic
- D. Obsessions and compulsions
- E. Malingering
- F. Somatization disorders
- V. Ace Study
  - A. Childhood antecedents of physical health problems
- VI. Behavioral Disorders/Substance Abuse
  - A. Eating disorders
  - B. Etiologies of substance abuse
  - C. Comorbidity
- VII. Intellectual and Neurological Disorders
  - A. Intellectual disabilities
  - B. ADHD
  - C. Autism spectrum disorders
- VIII. Personality Disorders
  - A. How are they different from other disorders?
  - B. How to research information
- IX. Schizophrenia and Psychotic Disorders
  - A. Etiology, signs and symptoms
  - B. Positive versus negative symptoms
  - C. Understanding psychosis
- X. Impulse Control Disorders
  - A. Differentiating impulse control disorders
  - B. Etiology, signs, and symptoms

**Bellevue University Syllabus**  
**MCC 640**  
**Medical and Psychosocial Aspects of Alcohol and Drug Use**

**Prerequisites:** Completion of MCC Foundation Courses

**Credit:** 3 Credit Hours

**Catalog Description:** This course addresses the physiological, psychological, and sociological impact of alcohol/drug use, abuse and dependence, including signs, symptoms, and behavior patterns. The basic classifications and pharmacological action of drugs on human body systems are covered as well as the etiological, behavioral, cultural, and demographic aspects and belief systems associated with alcohol/drug use.

**Purpose:** This course is required for completion of the Master of Science in Clinical Counseling degree.

**Objectives:** Students who successfully complete this course should be able to:

1. Identify and assess the physiological, psychological and sociological aspects of alcohol and drug use, abuse and dependence.
2. Evaluate the health effects experienced by those abusing alcohol and drugs, including those of the brain and central nervous system.
3. Identify the major signs, symptoms, behavior patterns and belief systems associated with the assessment of alcohol/drug abuse and dependence.
4. Evaluate the efficacy of chemical dependency treatment modalities.

**Topic Outline:**

- I. Physiological aspects of drug and alcohol use
  - A. Health effects
  - B. Pharmacology
- II. Psychological aspects of alcohol and drug use
  - A. Signs
  - B. Symptoms
  - C. Behaviors
  - D. Beliefs
- III. Sociological aspects of alcohol and drug use
  - A. Social Patterns
  - B. Social Issues
  - C. Family Stressors
- IV. Treatment Modalities for those abusing alcohol and drugs
  - A. Appropriate to continuum of care
  - B. Models
  - C. Assessment

**Bellevue University**  
**MCC 661**  
**Applied Neuroscience and Psychopharmacology - ELECTIVE**

**Prerequisites:** Admission to graduate school and enrollment in the MSCC program.

**Credit:** 3 Credit Hours

**Catalog Description:** This course provides an overview and introduction to the role and function of the central nervous system in psychopathology, and its pharmaceutical treatment. It will prepare the mental health professional to both have a basic understanding of psychopharmacology, and to work with prescribing physicians.

**Purpose:** This course is to provide important skills and knowledge as a requirement for all students obtaining the Masters of Science in Clinical Counseling.

**Objectives:** Students who successfully complete this course should be able to:

1. Develop a professional vocabulary appropriate to the use of knowledge in clinical neuroscience and psychopharmacology in a counselor role.
2. Describe the micro- and macro-anatomy of the CNS and the basic mechanisms of neurotransmission.
3. Articulate the relationships between CNS anatomy, neurotransmission, and the key actions of psychopharmacology.
4. Explain the relationship between neurological homeostasis and the maintenance of biopsychosocial wellbeing.
5. Apply the fundamentals of pharmacokinetics and pharmacodynamics in the use of psychopharmaceuticals.
6. Identify possible adverse reactions and drug interactions in managing the treatment of clients with mental disorders.

**Topic Outline:**

- I. Emerging Knowledge and History
- II. Central Nervous System
  - A. Micro-anatomy
  - B. Macro-anatomy
- III. Neurotransmitters
- IV. Homeostasis
- V. Neurophysiology and Psychopharmacology
- VI. Anxiety Disorders
  - A. Possible neurological causes
  - B. Medication treatment
- VII. Mood Disorders
  - A. Possible neurological causes
  - B. Medication treatment
- VIII. Schizophrenia
  - A. Possible neurological causes
  - B. Medication treatment
- IX. Substance Abuse
  - A. Relation to neurotransmitters

- B. Long term effects on the brain
- X. Childhood and Development
  - A. Normal brain development
  - B. Toxic interactions
- XI. Ethical Issues and Adverse Reactions to Medications

**Bellevue University**  
**MCC 662**  
**Treatment of Child and Adolescent Disorders**

**Prerequisites:** Admission to graduate school and enrollment in the MSCC program.

**Credit:** 3 graduate semester hours; elective

**Catalog Description:** Treatment methods for children and adolescents are reviewed including cognitive-behavioral therapy, behavior modification, token economy programs, parent training programs, and play therapy. Issues related to assessing and diagnosing disorders specific to childhood and adolescence are discussed.

**Purpose:** The purpose of this course is to provide important skills and knowledge as a requirement for all students obtaining the Masters of Science in Clinical Counseling.

**Objectives:** Students who successfully complete this course should be able to:

1. Identify the unique skills needed to interview children and adolescents.
2. Demonstrate the experiential aspects of developing therapeutic rapport with clients who are children or adolescents.
3. Apply current research and theory to plan treatment strategies for the various disorders occurring in childhood and adolescence.
4. Demonstrate the basic techniques of leading therapeutic interventions such as Cognitive-Behavioral Therapy and Play Therapy with children and adolescents.
5. Integrate multiple perspectives including human development, family systems and culture diversity to conceptualize and plan treatment.
6. Assess the unique assessment, diagnostic, and treatment needs of children and adolescents.

**Topic Outline:**

- I. Conceptualization and Treatment
  - A. Applying Theory
  - B. Developmental Considerations
- II. Introduction to Play Therapy
  - A. Theory
  - B. Techniques
- III. Developmental foundations to the pediatric interview and assessment
  - A. for children and adolescents
  - B. Interviewing infants and toddlers
  - C. Interviewing young children & interviewing parents
- IV. Treatment and diagnosing childhood disorders including impulse-control and Adjustment disorders
- V. Pediatric treatment of Mood and related Disorders.
- VI. Treating Autistic spectrum disorders
- VII. Treating Attention Deficit Disorder
- VIII. Treating Oppositional-Defiant and Conduct Disorders

- IX. Treatment of Anxiety Disorders
- X. Treating PTSD, Eating Disorders, Teen substance use
- XI. Interpreting child – therapist interactions

**Bellevue University**  
**MCC 638**  
**Social and Cultural Diversity**

**Prerequisites:** Admission to graduate school and enrollment in the MSCC program.

**Credit:** 3 Credit Hours

**Catalog Description:** This course addresses cultural, social, religious, and economic factors applicable to cultural, ethnic, and minority populations, both from the perspective of the culturally diverse client, and the counselor. Experiential methods of learning emphasized, including the development of self-awareness in the counselor. Traditional counseling theories, as well as more recent approaches to counseling diverse groups, are analyzed for ethical and practical implications. The counselor's role in addressing advocacy and justice is explored.

**Purpose:** This course is to provide important skills and knowledge as a requirement for all students obtaining the Masters of Science in Clinical Counseling.

**Objectives:** Students who successfully complete this course should be able to:

1. Compare/contrast their own world view to those of others significantly different from oneself in terms of experiences related to cultural, religious, socioeconomic, gender, disability, sexual orientation and other individual difference factors.
2. Identify cultural, social, and economic factors applicable to specific cultural, ethnic, and racial minority populations, including immigration, poverty, and welfare policy.
3. Propose culturally-sensitive guidelines for assessing culturally diverse clients for Diagnostic and Statistical Manual of the American Psychiatric Association (DSM) diagnoses.
4. Apply current literature and research evidence to plan effective assessment and treatment when working with specific populations of clients.
5. Identify their professional role as an advocate for clients and the profession at the local state and national levels to improve access and quality of services for mental health clients.

**Topic Outline:**

- I. Professional Standards
  - A. ADDRESSING Model
  - B. Association for Multicultural Counseling & Development
  - C. American Counseling Association Code of Ethics
- II. Multicultural Competency
  - A. Self-assessment
- III. Building Rapport & Respect
  - A. Cultural Identity
  - B. Communication/language differences
- IV. Culturally Responsive Assessment
  - A. Appropriate Instruments
  - B. Limits to validity
- V. Working with specific populations

- A. Native Americans
- B. Latino
- C. African Americans
- D. Conservative Religious groups
- E. Asians
- F. Lesbian, Gay, Bisexual, Transgender
- G. Aging populations and individuals with disabilities

**Bellevue University Syllabus**  
**MCC 501**  
**Helping Relationships and Orientation to the Counseling Profession**

**Prerequisites:** None

**Credit:** 3 Credit Hours

**Catalog Description:** MCC 500 serves as an introduction to the counseling profession examining basic concepts and function of the helper in various professional work settings. The focus is on the demands and strains of the helping professions and their effects on the helper. Stages of the helping process, with a brief discussion of the skills and knowledge required to be a successful helper at each of the stages. As emerging professionals, candidates will be expected to demonstrate the beginning skills of literature review research writing. In addition, ethics and standards of the profession are addressed, as well as professional issues related to credentialing, licensing, accreditation, preparation standards, and membership in professional organizations.

**Purpose:** This course is required for completion of the Master of Science in Clinical Counseling degree.

- Objectives:** Students who successfully complete this course should be able to:
1. Develop an understanding of counselor characteristics and behaviors that influence the helping process.
  2. Build an understanding of essential interviewing and counseling.
  3. Establish self-awareness of the therapeutic counselor-client relationship in order to maintain appropriate professional boundaries.
  4. Develop knowledge about ethical and legal considerations related to counseling.
  5. Demonstrate knowledge about departmental procedures and requirements for Practicum and Internship.

**Topic Outline:**

- I. Professional Orientation of Counselors
  - A. Characteristics
  - B. Behaviors
- II. Counselor Skill Overview
  - A. Interviewing
  - B. Counseling
- III. Counselor Self-Awareness
  - A. Defining
  - B. Applying
  - C. Assessing
- IV. Professional Ethics
  - A. Identification of industry standard
  - B. Application of professional code of ethics in counseling setting
  - C. Programmatic expectations
- V. Master of Science in Clinical Counseling Overview
  - A. CACREP requirements
  - B. State licensure requirements

**Bellevue University**  
**MCC 670**  
**Advanced Counseling Skills, Techniques and Practices**

**Prerequisites:** Admission to graduate school and enrollment in the MSCC program. All foundation courses.

**Credit:** 3 graduate semester hours

**Catalog Description:** Integration of the knowledge and skills needed for effective counseling including interviewing, clinical data gathering, diagnosis, treatment planning, treatment delivery, and clinical recording. Self-awareness and self-assessment will be emphasized as a basis for professional growth and ethical practice. Knowledge and skills are directly applied to evidence-based counseling methods in the assessment, diagnosis and treatment of adult mental health disorders.

**Purpose:** This course is a requirement towards the completion of a master's degree in clinical counseling, and is considered an advanced course promoting the direct application of counseling practices and psychotherapeutic skills and approaches.

**Objectives:** Students who successfully complete this course will be able to:

1. Propose patient-based case formulation, emphasizing the basic theory and concepts of evidence-based practice including data gathering and clinical interviewing.
2. Demonstrate therapeutic rapport with patients and various therapeutic techniques and methods for different patient diagnoses.
3. Formulate comprehensive treatment plans that integrate assessment data, theory selection, and psychotherapy techniques.
4. Evaluate issues, practices, contexts, and interpersonal dynamics that are personally and professionally related to ethical practice.
5. Solve problems related to barriers inherent in the counselor-patient relationship.
6. Adhere to CACREP accreditation standards for professional identity.

**Topic Outline:**

- I. A framework for clinical case formulations
- II. Gathering data
- III. Defining problems, setting outcome goals
- IV. Organizing & presenting the database, creating the formulation
- V. Writing the treatment plan
- VI. Crisis, stressful situations, transitions, & trauma, body & emotions
- VII. Cognitive models
- VIII. Behavior & learning models
- IX. Existential & spiritual models
- X. Psychodynamic models
- XI. Social, cultural, & environmental factors
- XII. Practice, practice, practice

**Bellevue University**  
**MC 650**  
**Couples and Family Counseling**

**Prerequisites:** Admission to graduate school and enrollment in the MSCC program.

**Credit:** 3 Credit Hours

**Catalog Description:** This course is designed to help students comprehend the theoretical concepts and intervention techniques in the field of family therapy. The impact of societal changes, trauma and mental health disorders on families will also be studied. Theories and models of couple and family resilience as well as the promotion of wellness over the family life span will be introduced. A systems perspective which will provide an understanding of marriage, family, and systems theories and models of functioning, as well as related interventions, will be emphasized.

**Purpose:** This course is required for the Masters of Clinical Counseling program.

**Objectives:** Students who successfully complete this course should be able to:

1. Compare/contrast several major family counseling systems theories in terms of assessment approaches, type of interventions, and research evidence.
2. Summarize patterns of developmental changes that impact healthy and dysfunctional families.
3. Explain models of treatment for families and how to assess their effectiveness.
4. Apply a systems perspective to promote understanding of family functioning, as well as to increase effectiveness of family counseling.
5. Analyze the personal biases and beliefs that a therapist brings to a family counseling approach.
6. Assess family functioning, develop family treatment goals, and assess therapy progress.
7. Evaluate a variety of therapeutic approaches to family and marriage counseling with traditional and non-traditional families and couples.
8. Apply the professional Codes of Ethics.
9. Analyze their personal/professional strengths in the area of family counseling.
10. Demonstrate adequate preparation for completion of the MCC Comprehensive Examination and the national licensing examination.

**Topic Outline:**

- I. Different Theorists and their Applications
  - A. Solution-Focused Therapy
  - B. Structural Family Therapy
  - C. Bowen Family Systems
  - D. Contextual Family Therapy
  - E. Symbolic-Experiential Family Therapy
  - F. Human Validation Process Therapy
  - G. Strategic Family Therapy
  - H. Narrative Family Therapy
  - I. Emotionally Focused Therapy
  - J. Cognitive Behavior Therapy

- II. Practical Skills Working with Families
  - A. Structuring the first session
  - B. Utilization of family genogram
  - C. Beginning stages of family therapy
  - D. Family Secrets
  - E. Dealing with resistance
  - F. Termination
- III. Couples Counseling
  - A. How couples counseling differs from family counseling
  - B. Understanding how your beliefs/attitudes affect your role as a therapist
  - C. Ethical and cultural considerations
  - D. Dealing with hostility and anger

**Bellevue University**  
**MCC 610**  
**Group Processes and Facilitation**

**Prerequisites:** Admission to graduate school and enrollment in the MSCC program.

**Credit:** 3 Credit Hours

**Catalog Description:** This course provides students with a theoretical and experiential understanding of group work, including group types, purposes, dynamics, developmental stages, theories, methods, skills and approaches to practice as a professional counselor in a multicultural society. The principles of group dynamics, group facilitation styles and approaches, theories and methods of group counseling provide the framework for this course. In addition, a workshop environment will be used to demonstrate techniques and to ensure individual skill development. Students will develop the ability to assess how their own methods and the dynamics of group interaction facilitate cognitive, emotional and behavioral change. Students will be provided with a minimum of ten hours of group experience, with at least one hour of group facilitation experience.

**Purpose:** This is a required course in the MCC program.

**Objectives:** Students who successfully complete this course should be able to:

1. Compare and contrast several theories of group process and facilitation, especially in terms of recommendations for how to begin and end groups, what elements of group process influence behavior change most, qualities and skills of effective leaders, and research support for major assertion of each theory.
2. Understand the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.
3. Apply assessment data gained through observation of client reactions in group contexts to the selection of therapy goals and documentation of therapeutic progress.
4. Evaluate, on the basis of participation in a group, personal strengths as well as skill improvement goals related to being an effective group process leader.
5. Understand group counseling methods, including counselor orientation and behaviors, appropriate selection criteria and methods, and method of evaluation of effectiveness.
6. Identify the ethical requirements that must guide mental health practitioners who use group process and facilitation.
7. Demonstrate group facilitation skills and techniques.

**Topic Outline:**

- I. Introduction to Group Work
  - A. Psychoeducational groups
  - B. Overview of group dynamics
  - C. Overview of group constructs
  - D. Inpatient versus outpatient group therapy
- II. The Work of Group Therapy
  - A. Working in the here and now

- B. Process versus content
- C. Transference and countertransference
- III. Composition/Selection/Creation of a Group
  - A. Designing a therapy group
  - B. Early stages of a group
  - C. Resolving conflicts
  - D. Problematic group members
  - E. Encouraging involvement/ risk taking
- IV. Alternate Group Settings
  - A. 12 step groups
  - B. Change-producing group experience
- V. Ethical/Cultural Considerations
- VI. Termination and Assessment
  - A. Elements essential to successful termination
  - B. Assessment of group and group leader
- VII. Experiential Component
  - A. Participation as group member
  - B. Participation as group leader

**Bellevue University**  
**MCC 645**  
**Career Development**

**Prerequisites:** Successful completion of the MSMCC foundation and framework courses.

**Credit:** 3 Credit Hours

**Catalog Description:** This course introduces students to the theories of career development, as well as to the assessment tools and counselor practices associated with helping clients achieve congruence in their career development pattern. Students will explore interrelationships between factors, such as age, gender, family, life roles, and multicultural issues as they relate to career and educational planning.

**Purpose:** This is a professional practice course and is required for the MSCC degree

**Objectives:** Students who successfully complete this course should be able to:

1. Distinguish among the major career development theories.
2. Evaluate the validity of central constructs from career counseling approaches.
3. Accurately apply predictive data from career inventories.
4. Integrate career information with the personal development and life experiences of individuals from varied family and cultural backgrounds.
5. Document personal development of career decision-making and goal setting skills.

**Topic Outline:**

- I. Career Development Theories
  - A. Trait and factor theory
  - B. Work adjustment theory
  - C. Holland's theory of types
  - D. Myers-Briggs type theory
- II. Career Development Across the Life-span
  - A. Super's Theory
  - B. Childhood career development
  - C. Adolescent career development
  - D. Late adolescent and adult career development
  - E. Career crises and transitions
- III. Constructivist and Narrative Approaches to Career Development
- IV. Relational Approaches to Career Development
- V. Social Learning Theory Approach
- VI. Career Inventories
  - A. Types
  - B. Application
  - C. Evaluation

**Bellevue University**  
**MCC 540**  
**Assessment**

**Prerequisites:** Admission to graduate school and enrollment in the MSCC program.

**Credit:** 3graduate semester hours

**Catalog Description:** Introduces testing and measurement with emphasis on clinical assessment applications. Students examine a variety of psychological tests, learn the basics of measurement statistics, and consider assessment methods, such as standardized instruments, behavior checklists, and projective techniques.

**Purpose:** The purpose of this course is to provide an important requirement for all students obtaining the MSCC degree.

**Objectives:** Students who successfully complete this course should be able to:

1. Gain historical knowledge about testing and measurement, including recognition of patterns of change over time, and the assumptions regarding measurement of psychological variables.
2. Demonstrate an understanding of how counselors would utilize statistical information about psychological assessments.
3. Recommend, for a specific setting or circumstance, best practices for ethical issues involved in test administration and interpretation; in particular, discriminate between the technical issue of "test bias" and the social value issues referred to as "test fairness" when judging the ecological validity and ethical appropriateness of measures for a specific setting or circumstance.
4. Apply criteria from research and professional guidelines to assess the quality of measurement tools used by clinical or educational professionals within a specific human services agency or practice environment.

**Topic Outline:**

- I. Core Assessment Skills
- II. Assessment Professionalism
- III. Cognitive Assessment
- IV. Mental Health Assessment
- V. Life/Career Assessment

**Bellevue University**  
**MCC 600**  
**Diagnosis of Mental and Behavioral Disorders**

**Prerequisites:** Admission to graduate school and enrollment in the MSCC program.

**Credit:** 3 Credit Hours

**Catalog Description:** The taxonomy and nosology of psychopathology is reviewed, using the structure of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), which examines the disorders of infancy, childhood, adolescence, and adulthood. The emphasis will be placed upon differential diagnosis for the purposes of case formulation and treatment planning.

**Purpose:** This course is a requirement of the Masters of Science in Clinical Counseling Program.

**Objectives:** Students who successfully complete this course should be able to:

1. Develop a process for collecting relevant client information for the purpose of formulating diagnoses of mental disorders.
2. Apply an analytic process to client information and formulate appropriate DSM diagnoses.
3. The structure of the current edition of the DSM and be able to use the terminology and information within, and related to, this text.
4. Report a formal mental health diagnosis using professional terminology and format, including appropriate codes.
5. Explain the diagnostic criteria of the major psychiatric diagnoses.
6. Analyze the impact of race, culture, and gender on psychiatric diagnosis and treatment.
7. Use appropriate models to assess and diagnose co-morbidity, including assessing the relevance of medical disorders for treatment planning.

**Topic Outline:**

- I. Overview of Terminology
  - A. DSM 5
  - B. V codes
  - C. ICD 9/10 codes
- II. Diagnostic Process
  - A. Differential diagnosis
  - B. Co-morbidity
  - C. Application to cases
- III. Neurodevelopmental and Neurocognitive Disorders
- IV. Disruptive, Impulse Control and Conduct Disorders
- V. Trauma Related Disorders
  - A. Post-Traumatic Stress Disorder
  - B. Adjustment Disorders
  - C. Reactive Attachment Disorder
- VI. Psychosis Related Disorders
  - A. Mental Status Exam

- B. Schizophrenia
- VII. Bipolar Related Disorders and Depressive Disorders
- VIII. Anxiety Disorders and Obsessive Compulsive and Related Disorders
- IX. Eating Disorders, Sleep Disorders, Sexual, and Gender Disorders
- X. Substance-Related and Addictive Disorders
  - A. New addictive disorders
  - B. Dual-diagnosis
- XI. Dissociative Disorders and Somatic Disorders
- XII. Personality Disorders
- XIII. Professional Issues
  - A. History
  - B. Cultural
  - C. Ethical issues

**Bellevue University**  
**MCC 503**  
**Statistics and Quantitative Research Methods**

**Prerequisites:** Admission into the master's program in clinical counseling at Bellevue University.

**Credit:** 3 Credit Hours

**Catalog Description:** In this course students will explore research models in the human services. Standard research design issues and procedures will be addressed including experimental, program evaluation, quasi-experimental, qualitative, and case study designs. Skills in reading empirical reports, evaluating the quality of such reports, and integrating research evidence into practice will be emphasized.

**Purpose:** This is a required foundations course in the MSMCC program.

**Objectives:** Students who successfully complete this course should be able to:

1. Articulate, differentiate, and apply quantitative, qualitative, mixed, and single-case research methods designs used in professional counseling and human services.
2. Illustrate how to use research to enhance clinical practice and programming.
3. Identify sources of bias that influence reliability and validity of research results.
4. Prepare a research proposal for testing an empirical hypothesis related to program evaluation or counseling outcomes.
5. Articulate and apply ethical standards and practice associated with the protection of human subjects.

**Topic Outline:**

- I. Contemporary Issues in Counseling Research
  - A. Scientist-practitioner model
- II. Elements of Research
  - A. Scientific method
  - B. Hypothesis testing
  - C. Sampling
  - D. Reliability and validity
- III. Writing a Literature Review
  - A. Scholarly source identification
  - B. Researching a topic
  - C. APA format
- IV. Variables and Measurement
  - A. Types of variables
  - B. Operationalization of variables
  - C. Measurement errors and biases
- V. Basic Statistical Concepts
  - A. Levels of measurement
  - B. Descriptive statistics
  - C. Assessing validity
  - D. Normal scores/ Z scores/ T scores

**Bellevue University**  
**MCC506**  
**Counseling Practicum**

**Prerequisites:** Admission to graduate school and enrollment in the MSCC program.

**Credit:** 3 graduate semester hours

**Catalog Description:** The Counseling Practicum is designed to support and expand students' learning about the counseling field and their growth in professional identity as introduced in MCC500 (Helping Relationships) and other foundation courses. In addition to weekly individual and small group supervision meetings with the instructor, practicum students must account for 100 hours of supervised experience in a human services agency setting. Forty of the 100 hours must involve face-to-face observation or interactions with clients. The remainder of the hours will be completed through course assignments. Attaining an assessment mindset and improvement of reflection skills are essential to success in the course.

**Purpose:** Completion of this course is necessary to meet state and national licensing standards for mental health practitioners. In addition, the Counseling Practicum affords graduate students important opportunities to observe mental health practitioners in professional settings and to role play professional counseling micro skills.

**Objectives:** Students who successfully complete this course should be able to:

1. Negotiate, with instructor assistance, a practicum setting for appropriate pre-professional experiences and supervision.
2. Improve counseling communication skills from the micro skills model.
3. Observe professional roles, functions, and communication with other professionals and agencies.
4. Reflect on observed helping models, referrals, record keeping, and case management.
5. Assess quality of personal and professional growth from the practicum experiences and supervision.

**Topic Outline:**

- I. Orientation to the Counseling Practicum
  - A. Negotiate a practicum site (Obj. 1).
  - B. Introduction to role playing (Obj. 2).
  - C. Practicum journal requirements (Obj. 5).
  - D. Personal practicum contract (Obj. 1).
  - E. Agency/Supervisor contract (Obj. 1 & 3).
  - F. Informed consent contract (Obj. 2 & 5).
- II. Motivational Interviewing (Obj. 2)
  - A. Techniques.
  - B. Client responsibility.
  - C. Counseling styles.

III. Agency documentation

- A. Intake forms (Obj. 3 & 4).
- B. Progress notes and charting (Obj. 3 & 4).
- C. Treatment plans (Obj. 3 & 4).
- D. Attending skills (Obj. 3 & 4).
- E. Care planning (Obj. 3 & 4).
- F. Discharge summaries (Obj. 3 & 4).
- G. Role playing assessment and treatment processes (Obj. 4 & 5).
- H. Observing assessment and treatment processes (Obj. 3 & 5).

IV. Assessment of Counseling Practicum experience

- A. Student Practicum Journal (Obj. 5).
- B. Supervisor documentation of student hours (Obj. 5).
- C. Supervisor evaluation of student performance (Obj. 5).

**Bellevue University**  
**MCC 530**  
**Ethical, Legal and Professional Issues in the Practice of Counseling**

**Prerequisites:** Admission into Clinical Counseling Program

**Credit:** 3

**Catalog Description:** In this course students will consider theoretical and practical ethical standards for working with individuals in a variety of human service settings. Students will self-assess their values and professionalism and prepare for future professional growth. Emphasis will be on ethical codes of professional organizations and case examples.

**Purpose:** This course is a required foundational course in the master's program in Clinical Counseling.

**Objectives:** Students who successfully complete this course should be able to:

1. Analyze how their own personal values and experiences may impact their work in the human services.
2. Assess potential risks for burnout and strategies to avoid these risks.
3. Formulate advice to colleagues on issues of confidentiality, diagnosis, research ethics, and professional competence.
4. Analyze the special ethical issues involved in supervision, consultation, and work with specific populations including couples, families, and multicultural clients.
5. Evaluate the ethical and legal implications of managing boundaries and multiple relationships with clients.
6. Analyze legal codes of their state as they relate to their personal career in human services work.
7. Create a professional consent form incorporating ethical codes and issues related to consent from minors.
8. Select appropriate goals and strategies for continued professional growth.

**Topic Outline:**

- I. Introduction to Professional Ethics
- II. Counselor as a Person & Professional
- III. Values and the Helping Relationship
- IV. Multicultural Perspectives & Diversity Issues
- V. Client Rights and Counselor Responsibilities
- VI. Confidentiality: Ethical and Legal Issues
- VII. Managing Boundaries and Multiple Relationships
- VIII. Professional Competence and Training
- IX. Issues in Supervision and Consultation
- X. Issues in Theory and Practice
- XI. Ethical Issues in Couples and Family Therapy
- XII. Ethical Issues in Group and Community Work)