



PROFESSIONAL COUNSELOR SECTION

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

Room 121C, 1400 East Washington Avenue, Madison

Contact: Dan Williams (608) 266-2112

August 11, 2015

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 MPSW Joint Board may be present.

AGENDA

9:00 A.M.

CALL TO ORDER – ROLL CALL – OPEN SESSION

- A. **Adoption of the Agenda (1-3)**
- B. **Approval of the Minutes of April 15, 2015 (4-8)**
- 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 (9-11)**
 - 1) Scope Amending MPSW 14.01 Relating to Internship
 - 2) Update on Legislation and Pending or Possible Rulemaking Projects
- E. **Education and Examination Matters – Discussion and Consideration**
 - 1) 60 Credit Program Review Requests
 - a. Alverno College **(12-31)**
 - b. SNHU **(32)**
 - 2) Colorado Christian University Inquiry **(33)**
 - 3) Mount Mary University Notification **(34-35)**
- F. **Section Goals – Discussion and Consideration**
- G. **Informational items-Discussion and Consideration**
 - 1) CORE/CACREP Merger **(36)**

H. 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)

I. 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.).

J. **Deliberation of Credentialing Matters**

- 1) APPEARANCE – Katherine Elgin **(37-38)**
- 2) Sarah Gavin – Education and Supervised Hours Review **(39-69)**

K. **Deliberation on Order Fixing Costs in the Matter of Disciplinary Proceedings Against Deanne Weiler (ORDER0003366)(DHA case number SPS-14-0009)(DLSC case number 13 CPC 010) (70-77)**

L. **Deliberation of Division of Legal Services and Compliance (DLSC) Matters**

- 1) Administrative Warnings
 - a. 15 CPC 001 (D.M.M.) **(78-79)**
- 2) Proposed Stipulations, Final Decision and Order
 - a. 13 CPC 014 (S.M.A.) **(80-85)**
 - b. 14 CPC 004 (D.N.) **(86-92)**
 - c. 14 CPC 007 (J.T.K.) **(93-98)**
- 3) Case Closings
- 4) Monitoring
 - a. James L. Harrison, III, CSAC, LPC – Requesting Full Licensure **(99-112)**

M. **Application Review(s)**

N. 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) Petitions for Extension of Time
- 12) Proposed Interim Orders
- 13) Petitions for Assessments and Evaluations
- 14) Petitions to Vacate Orders
- 15) Remedial Education Cases
- 16) Motions
- 17) Petitions for Re-Hearing
- 18) Appearances from Requests Received or Renewed

O. 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 26, 2015

**PROFESSIONAL COUNSELORS SECTION
MEETING MINUTES
April 15, 2015**

PRESENT: Allison Gordon, Charles Lindsey, Leslie Mirkin

STAFF: Dan Williams – Executive Director, Nilajah Madison-Head – Bureau Assistant, Sharon Henes – Administrative Rules Coordinator, and other DSPS Staff

CALL TO ORDER

Charles Lindsey called the meeting to order at 12:06 p.m. A quorum was confirmed.

ADOPTION OF AGENDA

Amendments to the Agenda:

- *Under Item I (2) Proposed Stipulations, Final Decision and Order: Add (e.)15 CPC 003 (J.A.E.)*

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

APPROVAL OF MINUTES OF DECEMBER 19, 2014

MOTION: Leslie Mirkin moved, seconded by Allison Gordon, to approve the December 19, 2014 minutes as published. Motion carried unanimously.

ADMINISTRATIVE MATTERS

Election of Officers

Chair

NOMINATION: Charles Lindsey nominated Allison Gordon for the Office of Chair.

Dan Williams called for nominations three (3) times.

Allison Gordon was elected as Chair by unanimous consent.

Vice Chair

NOMINATION: Leslie Mirkin nominated Charles Lindsey for the Office of Vice Chair.

Dan Williams called for nominations three (3) times.

Charles Lindsey was elected as Vice Chair by unanimous consent.

Secretary

NOMINATION: Allison Gordon nominated Leslie Mirkin for the Office of Secretary.

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

Leslie Mirkin was elected as Secretary by unanimous consent.

2015 ELECTION RESULTS	
Chair	Allison Gordon
Vice Chair	Charles Lindsey
Secretary	Leslie Mirkin

Appointment of Liaisons

The Chair appoints the following members to:

2015 LIAISON APPOINTMENTS	
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)

Delegation of Authority

MOTION: Charles Lindsey 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: Leslie Mirkin moved, seconded by Charles Lindsey, 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:** Leslie Mirkin moved, seconded by Allison Gordon, that Section Counsel or another Department attorney is formally authorized to serve as the Section’s designee for purposes of Wis. Admin. Code SPS § 1.08(1). Motion carried unanimously.
- MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to delegate credentialing authority to DSPS for those submitted applications that meet the criteria of Rule and Statute and thereby would not need further Section or Section liaison review. Motion carried unanimously.
- MOTION:** Leslie Mirkin moved, seconded by Allison Gordon, to adopt the “Roles and Authorities Delegated to the Monitoring Liaison and Department Monitor” document. Motion carried unanimously.
- MOTION:** Charles Lindsey 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:** Leslie Mirkin moved, seconded by Allison Gordon, to delegate authority to the Education and Examination Liaison(s) to address all issues related to continuing education and examinations. Motion carried unanimously.

LEGISLATIVE AND ADMINISTRATIVE RULE MATTERS

Amendments to MPSW 10, 11, 12, 14 – Relating to Professional Licensure, Education, Examination, and Supervised Practice

- MOTION:** Leslie Mirkin moved, seconded by Charles Lindsey, to designate the Chair to approve the revisions of MPSW10, 11, 12, and 14 relating to Professional Licensure, Education, Examination, and Supervised Practice for posting for economic impact comments and submission to the Clearinghouse. Motion carried unanimously.

Update on Legislation and Pending or Possible Rulemaking Projects

- MOTION:** Charles Lindsey moved, seconded by Leslie Mirkin, to request DSPS staff draft a Scope Statement revising MPSW 14.01 relating to Internship. Motion carried unanimously.

CLOSED SESSION

- MOTION:** Charles Lindsey 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 investigation with administrative warning (ss.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.). Allison Gordon 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 1:52 p.m.

RECONVENE TO OPEN SESSION

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

The Section reconvened into Open Session at 4:00 p.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION

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

DELIBERATION OF DIVISION OF LEGAL SERVICES AND COMPLIANCE (DLSC) MATTERS

Administrative Warning

14 CPC 045 – D.M.R.

MOTION: Charles Lindsey moved, seconded by Leslie Mirkin, to issue an Administrative Warning in the matter of DLSC case number 14 CPC 045 (D.M.R.). Motion carried unanimously.

Proposed Stipulations, Final Decision and Order

14CPC 010 – K.M.E.

MOTION: Charles Lindsey moved, seconded by Allison Gordon, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Katherine M. Elgin, DLSC case number 14CPC010. Motion carried unanimously.

14CPC 015 – P.J.B.

MOTION: Charles Lindsey moved, seconded by Leslie Mirkin, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Peter J. Bartoszewicz, DLSC case number 14CPC015. Motion carried unanimously.

14CPC 020 – S.A.K.

MOTION: Charles Lindsey moved, seconded by Leslie Mirkin, to reject the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Sally A. Klossner, DLSC case number 14CPC020. Motion carried unanimously.

MOTION: Charles Lindsey moved, seconded by Leslie Mirkin, to close DLSC case number 14 CPC 020, for Prosecutorial Discretion (P5- flag). Motion carried unanimously.

14CPC 032 – Recusal Discussion

MOTION: Allison Gordon moved, seconded by Leslie Mirkin, to delegate decision making authority to Mike Berndt, Chief Legal Counsel, in the matter of disciplinary proceedings against Marcia M. Thompson, DLSC case number 14CPC032. Motion carried unanimously.

15 CPC 003 - J.A.E.

MOTION: Leslie Mirkin moved, seconded by Charles Lindsey, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Jennifer A. Elliot, DLSC case number 15CPC003. Motion carried unanimously.

CASE CLOSINGS

MOTION: Charles Lindsey moved, seconded by Leslie Mirkin, to close DLSC case number 14 CPC 047 (S.S.), for Prosecutorial Discretion (P7). Motion carried unanimously.

CREDENTIALING MATTERS

MOTION: Leslie Mirkin moved, seconded by Allison Gordon, to require the appearance at the next Section meeting of Katherine M. Elgin to answer questions relating to her application for a Licensed Professional Counselor. Motion carried unanimously.

ADJOURNMENT

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

The meeting adjourned at 4:02 p.m.

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Sharon Henes Administrative Rules Coordinator		2) Date When Request Submitted: 3 August 2015 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: Professional Counselor Section			
4) Meeting Date: 11 August 2015	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Legislation and Rule Matters – Discussion and Consideration 1. Scope amending MPSW 14.01 Relating to Internship 2. Update on Pending Legislation and Pending and Possible Rulemaking Projects	
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 type="checkbox"/> No	9) Name of Case Advisor(s), if required:
10) Describe the issue and action that should be addressed:			
11) Authorization			
<i>Sharon Henes</i>		<i>3 August 2015</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.			

STATEMENT OF SCOPE

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

Rule No.: MPSW 14.01

Relating to: Internship

Rule Type: Permanent

1. Finding/nature of emergency (Emergency Rule only): N/A

2. Detailed description of the objective of the proposed rule:

The objective of the proposed rule is to clarify that the 6 semester hours credit in a supervised internship includes a class component.

3. Description of the existing policies relevant to the rule, new policies proposed to be included in the rule, and an analysis of policy alternatives:

The Board would like to clarify the requirements for the supervised internship counseling experience is similar to the supervised practicum counseling experience in that that the experience includes group supervision that is provided on a regular schedule throughout the internship by a program faculty member or a student supervisor.

4. Detailed explanation of statutory authority for the rule (including the statutory citation and language):

§ 15.08(5)(b) Each examining board shall promulgate rules for its own guidance and for the guidance of the trade or profession to which it pertains, and define and enforce professional conduct and unethical practices not inconsistent with the law relating to the particular trade or profession.

§ 457 .03(1) Upon the advice of the social worker section, marriage and family therapist section, and professional counselor section, promulgate rules establishing minimum standards for educational programs that must be completed for certification or licensure under this chapter and for supervised clinical training that must be completed for licensure as a clinical social worker, marriage and family therapist, or professional counselor under this chapter and approve educational programs and supervised clinical training programs in accordance with those standards.

5. Estimate of amount of time that state employees will spend developing the rule and of other resources necessary to develop the rule:

75 hours

6. List with description of all entities that may be affected by the proposed rule:

Applicants and schools offering education equivalent to a degree in professional counseling

7. Summary and preliminary comparison with any existing or proposed federal regulation that is intended to address the activities to be regulated by the proposed rule:

None

Rev. 3/6/2012

8. Anticipated economic impact of implementing the rule (note if the rule is likely to have a significant economic impact on small businesses):

None to minimal. It is not likely to have a significant economic impact on small businesses.

Contact Person: Sharon Henes, Administrative Rules Coordinator, (608) 261-2377

Department Head or Authorized Signature

Date Submitted



ALVERNO COLLEGE
ESTABLISHED 1887

Date: 2/25/15

To: Wisconsin Department of Safety and Professional Services, Professional Counselor Section

From: Alverno College, Department of Psychology

Re: Application for pre-approval as an educational program in Professional Counseling

We at Alverno College would like to submit a request to be considered for approval as a 60-credit educational program in Professional Counseling in the state of Wisconsin. Our Master of Science in Community Psychology (Professional Counseling Track) is currently a pre-approved program under the existing standards. We have realigned our program in order to be consistent with the new 60-credit standard. Please note that when we originally applied for pre-approval, we had two distinct tracks in our program (Professional Counseling Track, Community Research and Consultation Track). We have eliminated the Community Research and Consultation Track, and thus exist solely with the Professional Counseling Track.

Within these application materials, please find the following information:

- Description of program outcomes
- Demonstration of how our curriculum aligns with the required counseling domains
- Descriptions of each course

If any additional information is needed, please do not hesitate to contact me:

Kim Skerven, PhD
Chair, Department of Psychology
Alverno College
PO Box 343922
Milwaukee, WI 53234-3922

414-382-6461
kimberly.skerven@alverno.edu

Thank you,

Kim Skerven

Description of Program Outcomes

1. *Theoretical reasoning related to the individual and community*: Engage in the complex dimensions of theory related to the individual and to the systems that mutually affect individuals and communities, particularly as these theories encompass an understanding of prevention strategies, counseling, and research. Specifically, the theoretical areas include, but are not limited to: the history and philosophy of counseling, social and cultural diversity, human growth and development, learning, physiological psychology, wellness and prevention, personality development, group dynamics, trauma, stress, abnormal behavior, career development, family systems, addiction and treatment, helping relationships, research, measurement and evaluation, and ethics and professional practice.
2. *Methodological proficiency and relevance*: Accurately and ethically apply theory and methods of prevention, counseling, research, and evaluation within a variety of social and cultural contexts. Furthermore, apply a practical grasp of civics for the purpose of aiding the welfare of specific client populations, as well as society as a whole.
3. *Professional interaction*: Effectively communicate with people across a variety of professional contexts, including relationships with clients, other service providers, inter-organizational collaborations, interdisciplinary management, community research, program evaluation and consultation. Build coalitions by structuring and facilitating multidisciplinary teams.
4. *Self monitoring and reflection*: Incorporate frameworks of professional practice in discerning the quality of self performance and self awareness related to ethical professional practice, including multicultural competence. Use supervision and consultation to monitor and enhance professional performance
5. *Ethical insight and action*: Respond to the needs of others with sensitivity to various perspectives, including cultural, national, economic, racial, ethnic, gender, sexual orientation, and spiritual differences. To act both interpersonally and in working with groups, with a clear grasp of civics, integrity, initiative, and vision in relationship to the ACA and APA Codes of Ethics and the APA Guidelines for Serving Diverse Populations. Make ethical decisions and moral responses to complex, real-world dilemmas where multiple ethical frameworks and varied interests may be involved.

Alignment of Courses with Professional Counseling Domains

DOMAIN	COURSE	CREDITS
Required Courses		
Supervised Practicum	MCP 699 – Supervised Practicum	3
Supervised Internship	MCP 700 – Supervised Internship I	3
	MCP 720 – Supervised Internship II	3
Counseling Theory	MCP 680 – counseling Theory: Individual, Group, Family	3
Human Growth and Development	MCP 611 – Human Development in Community Contexts	3
Social and Cultural Foundations	MCP 627 – Culturally Engaged Counseling	3
Helping Relationship	MCP 620 – Helping Relationships: Prevention, Intervention, Systems	3
Group Dynamics Processing and Counseling	MCP 655 – Group Dynamics Processing and Counseling	3
Lifestyle and Career Development	MCP 685 – Lifestyle and Career Development	3
Assessment and Testing	MCP 660 – Individual Appraisal, Assessment, and Measurement	3
Research and Evaluation	MCP 651 – Research and Statistical Methods	3
Professional Counseling Orientation	MCP 688 – Professional Ethics and Legal Issues	3
Foundations in Clinical Mental Health Counseling	MCP 600 – Foundations of Community Psychology and Counseling	3
Clinical Mental Health Counseling Diagnosis and Treatment Planning	MCP 625 – Clinical Mental Health Counseling: Diagnosis and Treatment	3
Crisis and Trauma Counseling	MCP 640 – Trauma Counseling	3
Abnormal Behavior and Psychopathology	MCP 682 – Evidence-Based Approaches to Abnormal Behavior and Psychopathology	3
Addictions Counseling	MCP 671 – Substance Abuse Counseling	3
Family, Partnership, and Couples Counseling	MCP 645 – Family, Partnership, and Couples Counseling	3
Total Credits from Required Courses		54
Elective Courses		
	MCP 677 – Physiological Psychopharmacology	3
	MCP – Topics in Community Psychology and Counseling	3
	MCP 750 – Community-Based Research	3
	MCP 695 – Grant Writing	3
	MCP 605 – Statistics	3
	MCP 771 – Supervised Substance Abuse Internship	3
	MCP 630 - Topics in Community Psychology	3
Total Credits from Elective Courses		6
Total Program Credits		60

Descriptions of Required Courses

Course Title	MCP 699 – Supervised Practicum	
Content Domain	Supervised Practicum	
Course Description	<p>This course is the first of three required clinical field experiences for students in the MSCP program. In this course students will be supervised as they acquire and apply the principles of community and counseling psychology at an approved practicum site. Students will complete a minimum of 100 hour practicum hours with at least 40 of those hours being of direct service. Students will experience one hour per week of individual or triadic supervision from an on-site supervisor and an average of 1 ½ hours per week of group supervision provided by a program faculty member. Students will learn and apply a variety of strategies for professional counseling and intervention while gaining an understanding of community resources and system dynamics. Students will then utilize this knowledge to advocate for clients at multiple levels of practice. Students will engage in the practicum experience with significant attention to multicultural competencies and to the ethical and legal issues that impact their practice. Upon course completion, students will participate in a formal evaluation process in conjunction with the supervisor.</p>	
Course Outcomes	Graduate Level Outcomes	MCP 699 Course Outcomes
	<i>Theoretical Reasoning</i>	1. Applies the theories and principles of community and counseling psychology in practice, including prevention, intervention, advocacy, program evaluation and consultation at individual, group family or organizational levels
	<i>Methodological Proficiency and Relevance</i>	2. Acquires the necessary skills to apply the principles and models of clinical evaluation and utilize appropriate crisis screening and intervention 3. Acquires and incorporates various family and community systems in the treatment process develops appropriate education for relevant constituents including clients, families, groups and community organizations.
	<i>Professional Interaction</i>	4. Acquires a familiarity with and uses a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). 5. Uses strategies to maintain information regarding community resources and promotes the client understanding of and access to a variety of community resources.
	<i>Ethical Insight and Action</i>	6. Applies the ACA Code of Ethics and the APA guidelines for serving diverse populations to clinical practice and acquires an understanding of how living in a multicultural society affects individuals and systems.
	<i>Self Monitoring and Reflection</i>	7. Uses shadowing, supervision and consultation to accurately discern the quality of

Alverno College 60-Credit Program

		his/her performance. 8. Understands the current literature pertaining to practice recognizing his/her limitations as to the scope of practice as and practitioner.
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Course Title	MCP 700 – Supervised Internship I	
Content Domain	Supervised Internship	
Course Description	<p>This course is the first of two required internship experiences for students in the MSCP program. In this course students will be supervised as they acquire and apply the principles of community and counseling psychology at an approved site. Students will complete a total of 300 hours, with at least 125 of those hours being of direct service. Students will experience one hour per week of individual or triadic supervision from an on-site supervisor and an average of 1.5 hours per week of classroom consultation provided by a program faculty member. Students will learn and apply a variety of strategies for psychological intervention and professional counseling while gaining an understanding of community resources and system dynamics. Students will then utilize this knowledge to advocate for clients at multiple levels of practice. Students will engage in the practice of community psychology with significant attention to multicultural competencies and to the ethical and legal issues that impact their practice. Upon course completion, students will participate in a formal evaluation process in conjunction with the supervisor.</p>	
Course Outcomes	Graduate Level Outcomes	MCP 700 Course Outcomes
	<i>Theoretical Reasoning</i>	9. You will apply the theories and principles of community and counseling psychology in practice, including prevention, intervention, advocacy, program evaluation and consultation at individual, group family or organizational levels
	<i>Methodological Proficiency and Relevance</i>	10. You will apply the principles and models of clinical assessment and evaluation and use appropriate crisis screening and intervention methods.
	<i>Professional Interaction</i>	11. You will engage in a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings.) 12. You will maintain information regarding community resources and assist client understanding of and access to a variety of community resources
	<i>Ethical Insight and Action</i>	13. You will apply the APA Code of Ethics and the APA guidelines for serving diverse populations to counseling practice and you will show your awareness of how living in a multicultural society affects individuals and systems.

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	<i>Self Monitoring and Reflection</i>	<p>14. You will effectively use supervision and consultation to accurately discern the quality of your performance.</p> <p>15. You will reflect on and apply the current literature pertaining to practice recognizing your limitations as to the scope of practice as a practitioner</p>
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Course Title	MCP 720 – Supervised Internship II	
Content Domain	Supervised Internship	
Course Description	<p>This course is the second of two required internship experiences for students in the MSCP program. In this course students will be supervised as they further develop and apply the principles of community and counseling psychology at an approved site. Students will complete a total of 300 hours with at least 125 of those hours being of direct service. Students will experience one hour per week of individual or triadic supervision from an on-site supervisor and an average of 1.5 hours per week of classroom consultation provided by a program faculty member. Students will further develop and apply a variety of strategies for psychological intervention and professional counseling while gaining a greater understanding of community resources and system dynamics. Students will then utilize this knowledge to effectively advocate for clients at multiple levels of practice. Students will actively engage in the practice of community psychology with significant attention to multicultural competencies and to the ethical and legal issues that impact their practice. Upon course completion, students will participate in a formal evaluation process in conjunction with the supervisor.</p>	
Course Outcomes	<p>Graduate Level Outcomes</p> <p><i>Theoretical Reasoning</i></p> <p><i>Methodological Proficiency and Relevance</i></p> <p><i>Professional Interaction</i></p>	<p>MCP 720 Course Outcomes</p> <p>1. Applies the theories and principles of community and counseling psychology in practice, including prevention, intervention, advocacy, program evaluation and consultation at individual, group family or organizational levels</p> <p>2. Further develops the necessary skills to apply the principles and models of clinical evaluation and utilize appropriate crisis screening and intervention</p> <p>3. Further develops and incorporates various family and community systems in the treatment process and begins to develop appropriate education for relevant constituents including clients, families, groups and community organizations.</p> <p>4. Further develops a familiarity with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings.)</p> <p>5. Further develops strategies to maintain information regarding community resources and promotes the client understanding of and access</p>

Alverno College 60-Credit Program

		to a variety of community resources
	<i>Ethical Insight and Action</i>	6. Applies the APA Code of Ethics, the APA guidelines for serving diverse populations and the ACA Code of Ethics to counseling practice and acquires an enhanced understanding of how living in a multicultural society affects individuals and systems.
	<i>Self Monitoring and Reflection</i>	7. Develops the ability to use supervision and consultation to accurately discern the quality of his/her performance. 8. Understands the current literature pertaining to practice, recognizing his/her limitations in the scope of practice. 9. Appropriately identifies the need for further continuing education.

Course Title	MCP 680 – Counseling Theory: Individual, Group, Family	
Content Domain	Counseling Theory	
Course Description	This course has been designed to prepare students in the Masters of Science in Community Psychology and Professional Counseling (MSCP) program for counseling practice across a variety of different client populations. The course focuses on the acquisition and practice of essential skills involved in therapeutic psychological intervention, covering a wide range of theoretical models (e.g., psychodynamic, cognitive-behavioral, feminist, person-centered, existential, behavioral, etc.).	
Course Outcomes	Graduate Level Outcomes	MCP 680 Course Outcomes
	<i>Theoretical Reasoning</i>	1. Students will demonstrate understanding of a variety of counseling theories, including multicultural counseling, crisis intervention, and evidence-based practice 2. Students will demonstrate understanding of counseling theory as related to a variety of clients, including individuals, groups, and family systems
	<i>Methodological Proficiency</i>	3. Students will competently utilize the <i>Diagnostic and Statistical Manual of Mental Disorders</i> , including application of diagnostic criteria and diagnostic decision trees 4. Students will demonstrate an ability to identify co-occurring disorders, as well as dual diagnosis and substance abuse disorders
	<i>Professional Interaction</i>	5. Students will reflect on the importance of interacting with clients and other professionals in a collaborative and respect-based manner, and practice this skill in the classroom 6. Students will articulate their understanding of relevant professional roles and functions, as well as their place within the

Alverno College 60-Credit Program

		broader profession
	<i>Self Monitoring and Reflection</i>	7. Students will begin to develop and practice the self observation skills involved in assessing their own professional practice 8. Students will demonstrate counselor characteristics and behaviors that positively influence the helping process, including sound self care strategies
	<i>Ethical Insight and Action</i>	9. Students will incorporate the ACA and APA Codes of Ethics and the APA guidelines for serving diverse populations into their practice, as well as the field's interest in promoting cultural self-awareness, social justice, and wellness

Course Title	MCP 611 – Human Development in Community Contexts	
Content Domain	Human Growth and Development	
Course Description	In MCP 611 students engage with a variety of theoretical perspectives that pertain to human development and learning. They will apply these perspectives to broadly themed issues of identity, adjustment and normal, as well as abnormal behavior. These applications will be made within an informed understanding of the impact of community contexts on both individual and group behavior. As students explore the processes of human development over the life span, they will consider the role of family, school, agency and government in the process of an individual's development.	
Course Outcomes	Graduate Level Outcome <i>Theoretical Reasoning</i>	MCP 611 Course Outcomes 1. Students will use a broad base of theoretical perspectives in developmental psychology, learning theory, cognition theory, motivation theory, and principles of community psychology to explore the ways these perspectives impact the health and welfare of individuals and the communities that embrace them. 2. Students will draw upon theories of development, learning and motivation to analyze needs of diverse individuals and populations, including theories of multi-cultural counseling, identity development and social justice and apply this analysis to his/her own life and work. 3. Students will use multiple tools and paradigms of research and study, including electronic searches and discussion groups.
	<i>Methodological Proficiency and Relevance</i>	4. Students will draw upon her/his understanding of varied theoretical perspectives to construct well developed arguments and defend her/his choice of particular approaches to prevention, individual well-being, analysis or action.

		5. Students will draw upon varying theoretical perspectives to explore different strategies for prevention, intervention and treatment within specific community settings.
	<i>Professional Interaction and Communication</i>	6. Students will communicate effectively in modes of speaking, writing, group interaction and technologically assisted communication with varied audiences, including professional peers. 7. Students will search out professional literature to support her/his own development as a professional and to integrate in presentations related to his/her profession.

Course Title	MCP 627 – Culturally Engaged Counseling	
Content Domain	Social and Cultural Foundations	
Course Description	The purpose of this course is to orient students to the major theoretical perspectives and concepts of multicultural and cross-cultural counseling. This is a discussion-based course that will include some didactic and experiential activities. Students in this course will: actively participate in class activities, projects and discussions; review literature on the major concepts and issues regarding multicultural counseling; complete an immersion experience; research a specific diverse group and review issues relevant to mental health practice with this group; and examine potential ethical and legal issues related to multicultural counseling.	
Course Outcomes	Graduate Level Outcome	MCP 627 Course Outcomes
	<i>Theoretical Reasoning</i>	Students will analyze a variety of frameworks related to diversity in community psychology and will appropriately choose between frameworks that most successfully address issues of diversity and how to work with an array of client populations.
	<i>Methodological Proficiency and Relevance</i>	Students will use relevant and appropriate approaches to address issues pertinent to diversity, including specific evidence-based and culturally-sensitive treatment or research approaches. Students will adhere to APA guidelines when involved in scholarly writing and research.
	<i>Professional Interaction and Communication</i>	Students will appropriately identify the tools of either treatment or research to effectively address the area of diversity in community psychology. Students will have the opportunity to interact with others in professional settings while learning about a diverse population. Students will practice communication skills through formal and informal presentation of scholarly research.
	<i>Self Monitoring and Reflection</i>	Students will engage in reflective processes that will help deepen their knowledge of diversity issues and discover and challenge their own

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		personal biases or incorrect assumptions about others. This process of self-monitoring and reflection will help inform students in their own future professional practice.
	<i>Ethical Insight and Action</i>	Students will gain awareness into the complex and deeply-rooted discrimination patterns and mindset that some people ascribe to and be prepared to advocate against this and work toward social justice for all.

Course Title	MCP 620 – Helping Relationships: Prevention, Intervention, Systems	
Content Domain	Helping Relationship	
Course Description	This course has been designed to provide students with a broad understanding of the philosophic bases of the helping processes, counseling theories and their applications. Basic and advanced helping skills will be explored in the context of developing effective empathic listening skills. Consultation theories will be discussed and applied to case examples that address client and helper self-understanding and self-development. Students will explore the process of change as facilitated by a framework of strength and multiple models of prevention and intervention will be addressed through developing an understanding of the complex systems which impact helping relationships.	
Course Outcomes	Graduate Level Outcomes	MCP 620 Course Outcomes
	<i>Theoretical Reasoning</i>	1. Analyze and apply frameworks, ethical principles and methods associated with helping relationships with attention given especially to prevention, intervention and consultation.
	<i>Methodological Proficiency and Relevance</i>	2. Develop advanced empathic listening skills through role playing, supervision and practice. 3. Consider the impact of policies and practices on the well-being of individuals and diverse populations and formulate effective plans for communicating these issues to appropriate individuals and systems in order to influence policy and change.
	<i>Professional Interaction</i>	4. Demonstrate the ability to accurately assess individual and systemic problems and work professionally to identify referrals that are appropriate for the situation while integrating knowledge of community and organizational resources.
	<i>Ethical Insight and Action</i>	5. Apply the ACA and APA Codes of Ethics and guidelines for serving diverse populations to clinical practice and acquires an enhanced understanding of how living in a multicultural society affects individuals and systems. 6. Formulate value judgments reflecting a respect for the dignity and individuality of every

		person as well as a consideration of the unique obstacles individuals or groups can encounter when there is a systemic bias relative to their background.
	<i>Self Monitoring and Reflection</i>	7. Identify how individual background, beliefs and experiences influence one's own affective and cognitive reactions in helping relationships and develop an understanding of ways to manage the those components while selecting the most helpful responses, especially in times of crisis and/or conflict.

Course Title	MCP 655 – Group Dynamics Processing and Counseling	
Content Domain	Group Dynamics Processing and Counseling	
Course Description	This course has been designed to prepare students to work effectively with groups, including those in the community, within organizations, and in a counseling setting. In this course, students will be introduced to theory and research pertaining to group dynamics. This information, applicable to groups in the community and organizations alike, will then be used as a basis for analysis of group process. Additionally, students will explore theoretical models specifically related to group counseling. This will include review of various types of group counseling frameworks and approaches. Finally, students will apply this knowledge to the practice of group facilitation skills. This will include opportunities for in-class practice of counseling group facilitation.	
Course Outcomes	Graduate Level Outcomes	MCP 655 Course Outcomes
	<i>Theoretical Reasoning</i>	1. Students will demonstrate understanding of group dynamics, including specific theoretical frameworks related to general group processes 2. Students will demonstrate understanding of a variety of group counseling theories, including multicultural counseling, formats of counseling groups, and evidence-based practice 3. Students will articulate and demonstrate understanding of the fundamental similarities and differences between individual and group counseling
	<i>Professional Interaction</i>	4. Students will reflect on the importance of interacting with clients and other professionals in a collaborative and respect-based manner, and practice this skill in the classroom
	<i>Self Monitoring and Reflection</i>	5. Students will begin to develop and practice the self observation skills involved in assessing their own professional practice as it pertains to group facilitation 6. Students will demonstrate counselor characteristics and behaviors that positively influence the helping process, including sound self care strategies
	<i>Ethical Insight and Action</i>	7. Students will incorporate the ACA and

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		APA Codes of Ethics and guidelines for serving diverse populations into their practice, as well as the field's interest in promoting cultural self-awareness, social justice, and wellness
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Course Title	MCP 685 - Lifestyle and Career Development	
Content Domain	Lifestyle and Career Development	
Course Description	This course is designed to prepare counselors for the inevitable need to engage in career guidance and decision-making which so often happens in the counseling process. The course will also be of help to those who are preparing for community research and consultation as the issue of employment is a key issue for both individuals and organizations within the community. In this course, students will work with models of career counseling, career assessment inventories and interviews, theories of motivation and processes of decision-making as they relate to career needs and choices. The course will also engage students in the multi-faceted issues of unemployment and the support resources that are needed for the unemployed and under-employed.	
Course Outcomes	Graduate Level Outcomes	MCP 685 Course Outcomes
	<i>Theoretical Reasoning</i>	1. Students will demonstrate understanding of theories of motivation as the concepts of motivation relate to career and employment issues.
	<i>Methodological Proficiency</i>	2. Students will select, administer and interpret career inventories as appropriate to particular career counseling settings. 3. Students will apply theories of motivation, efficacy and systems to solve a variety of problems related to employment.
	<i>Professional Interaction</i>	4. Students will practice career counseling approaches and articulate their own approach to career counseling.
	<i>Self Monitoring and Reflection</i>	5. Students will practice the self observation skills involved in assessing their own professional practice. 6. Students will demonstrate counselor characteristics and behaviors that positively influence the helping process, including sound self care strategies.
	<i>Ethical Insight and Action</i>	7. Students will incorporate the ACA and APA Codes of Ethics and guidelines for serving diverse populations into the practice of career counseling and/or consultation, as well as the field's interest in promoting cultural self-awareness, social justice, and wellness.

Course Title	MCP 660 – Individual Appraisal, Assessment, and Measurement
Content Domain	Assessment and Testing
Course Description	This course has been designed to prepare students for assessment practice across a

	<p>variety of different client populations. The course uses an ecological perspective to prepare learners to make sound, culturally sensitive choices in assessment. Students will explore the history of assessment and connect this history to current practices and issues. Student will gain knowledge of theories related to the practice of assessment, have hands-on experience in administering and scoring selected tests, and learn the importance of the role of supervision. Focus will be on both individual and systems assessment.</p>	
Course Outcomes	<p>Graduate Level Outcomes</p> <p><i>Methodological Proficiency and Relevance</i></p>	<p>MCP 660 Course Outcomes</p> <p>1. Students will demonstrate understanding of various models and approaches to clinical measurement and appraisal as well as their appropriate uses</p> <p>2. Students will appropriately integrate theories and concepts related to measurement, intelligence, personality and systems as related to the process of assessment in a multicultural society</p>
	<p><i>Professional Interaction</i></p>	<p>3. Students will reflect on the importance of interacting with clients and other professionals in a collaborative and respect-based manner, and practice this skill both in and outside of the classroom</p> <p>4. Students will demonstrate their understanding of relevant professional roles and functions, as well as their place within the broader profession</p>
	<p><i>Ethical Insight and Action</i></p>	<p>5. Students will incorporate the APA and ACA Codes of Ethics and guidelines for serving diverse populations into their practice, as well as the field's interest in promoting cultural self-awareness, social justice, and wellness</p> <p>6. Students will reflect on and demonstrate their ability to utilize ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments</p>

Course Title	MCP 651 – Research and Statistical Methods	
Content Domain	Research and Evaluation	
Course Description	This course focuses on the acquisition and practice of essential skills involved in psychological research and statistics.	
Course Outcomes	<p>Graduate Level Outcome</p> <p><i>Theoretical Reasoning</i></p>	<p>MCP 651 Course Outcomes</p> <p>1. Students will utilize psychological theory to formulate a specific research question and design an appropriate methodology for investigating this question</p>
	<p><i>Methodological Proficiency</i></p>	<p>2. Students will articulate their understanding of the importance of research in advancing the profession, including evidence-based practice</p>

		<p>3. Students will demonstrate their understanding of a broad range of research and evaluation methods, including qualitative, quantitative, single-case designs, action research, and outcome-based research</p> <p>4. Students will demonstrate their understanding of key skills involved in the research and evaluation process, including research question development, research implementation, program evaluation, needs assessment, publication of research information, and ethical and legal considerations</p>
	Ethical Insight and Action	<p>5. Students will demonstrate ethical and culturally relevant strategies for all phases of conducting research, incorporating the ACA and APA Codes of Ethics and guidelines for serving diverse populations</p> <p>6. Students will complete an IRB review process in accordance with current standards in the field</p>

Course Title	MCP 688 – Professional Ethics and Legal Issues	
Content Domain	Professional Counseling Orientation	
Course Description	<p>In this course, students carefully examine ethical considerations related to a variety of issues in both counseling and research practice. They engage in reflection on their own attitudes, values and practice as these relate to multi-cultural competency and issues of social justice. They review ethics practices in the fields of community counseling and community psychology and relate these practices to case studies as well as to their own professional (or pre-professional) experience. They identify the core values of the discipline and relate these values to the ethics code of the discipline, as well as to their own value stance. Students review a wide variety of theoretical sources for understanding appropriate ethical action and will apply relevant literature to their own intended practice.</p>	
Course Outcomes	<p>Graduate Level Outcomes</p> <p><i>Ethical Insight and Action</i></p>	<p>MCP 688 Course Outcomes</p> <p>1. Apply the ethical standards related to the professions of counseling and psychology to specific cases from a related setting.</p> <p>2. Examine issues of jurisprudence related to both the professions of counseling and psychology within the State of Wisconsin and relate these issues to their own intended practice as well as to given case studies.</p> <p>3. Consider their role in “eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination” (CACREP, p.9) within the context of counseling practice or within the context of community research and find ways to help others to do so as well.</p>

	<p><i>Self Monitoring & Reflection</i></p> <p><i>Professional Interaction & Communication</i></p> <p><i>Theoretical Reasoning</i></p>	<p>4. Consider the core values of community psychology and counseling, as well as their own core values and make relevant connections between the two, applying them to their own intended practice.</p> <p>5. Examine their own beliefs and attitudes toward their own and other cultures and analyze the source and meaning of those beliefs for their own practice, being cognizant of attitudinal changes they intend to make.</p> <p>6. Begin the process of professional credentialing and participation within a relevant professional community (NCA, APA, etc).</p> <p>7. Conduct a professional level literature review on an ethical issue related to counseling and or community psychology practice.</p>
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Course Title	MCP 600 – Foundations of Community Psychology and Counseling	
Content Domain	Foundations in Clinical Mental Health Counseling	
Course Description	<p>In this course, emphasis is given to examination of the major perspectives in community psychology and their application within, cultural, global, historic, and contemporary contexts. The student explores an array of strategies and policies designed to promote individual growth, high level community cohesion along with prevention and treatment of social and mental health problems. Across the semester, the student develops skills in constructing reasonable psychosocial explanations for complex behavior and is able to solve problems by evaluating and drawing upon a variety of psychosocial methods, including system analysis. Particular attention is given to developing strategies that promote community-level change. In addition, the student studies the field of mental health counseling, including its history and development, theories, and principles (e.g., prevention, consultation, and advocacy).</p>	
Course Outcomes	Graduate Level Outcome	MCP 600 Course Outcomes
	<i>Theoretical Reasoning</i>	<p>1. Students will demonstrate critical thinking abilities about the promotion of individual growth, high level community cohesion along with prevention and treatment of social and mental health problems.</p> <p>2. Students will study the field of mental health counseling and apply its theories and principles, including prevention, consultation, and advocacy.</p>
	<i>Methodological Proficiency and Relevance</i>	<p>3. Students will study and evaluate an array of programs and policies designed to foster wellness.</p>
	<i>Professional Interaction</i>	<p>4. Students will demonstrate understanding of</p>

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		the core principles of community psychology. 5. Students will demonstrate understanding of the major perspectives in community psychology and their application within cultural, global, historic, and contemporary contexts.
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Course Title	MCP 625 – Clinical Mental Health Counseling: Diagnosis and Treatment	
Content Domain	Clinical Mental Health Counseling Diagnosis and Treatment Planning	
Course Description	This course prepares students for work in mental health counseling. Emphasis is given to counseling activities including diagnosis and treatment planning. Specifically, students learn diagnosis and differential diagnosis through the DSM system, and how this information is then used for the purposes of planning treatment. Across the semester, students study and evaluate a variety of diagnostic and therapeutic approaches and settings. Students develop critical thinking abilities about complex issues in mental health, including how values play a role as well as prevention issues.	
Course Outcomes	Graduate Level Outcome	MCP 625 Course Outcomes
	<i>Theoretical Reasoning</i>	1. Develop critical thinking about complex issues in mental health with emphasis on competency-based assessment within a community context.
	<i>Methodological Proficiency</i>	2. Demonstrate proficiency in using the DSM, including differential diagnosis and substance use disorders.
	<i>Professional Interaction</i>	3. Interact and communicate effectively in an array of community-based settings, including on clinical teams.
	<i>Ethical Insight and Action</i>	4. Apply the ACA and APA Codes of Ethics and guidelines for serving diverse populations to an array of settings. 5. Demonstrate awareness and sensitivity to how living in a multicultural society affects individuals and systems.
<i>Self-Monitoring and Reflection</i>	6. Examine an array of complex mental health issues through her/his system of values and accurately discern the quality of his/her performance in various roles and settings.	

Course Title	MCP 640 – Trauma Counseling
Content Domain	Crisis and Trauma Counseling
Course Description	This course will provide an overview of the issues and impacts of interpersonal trauma (primarily domestic and sexual violence). Trauma victims will be conceptualized within a variety of contexts, including family, culture, community, and society. Course content will include the following topics: (1) Exploration of Trauma and Its Impacts; (2) Tactics of Offenders and Differential Impact on

	<p>Victims; (3) Trauma During Childhood and Adulthood; (4) Traumatic Meaning-making within the Context of Culture/Identity; (5) Trauma in the Context of Poverty and Oppression.</p> <p>Through this course, students will gain a broad knowledge of issues and impacts related to interpersonal trauma and will develop skills in presentation, consultation, case conceptualization, and scholarly research.</p>	
Course Outcomes	Graduate Level Outcome	MCP 640 Course Outcomes
	<i>Ethical Insight and Action</i>	<ol style="list-style-type: none"> 1. Students will <i>incorporate</i> the APA and ACA Codes of Ethics and guidelines for serving diverse populations into their written assignments. 2. Students will <i>reflect on and demonstrate</i> their ability to <i>conceptualize ethical strategies</i> for intervention with trauma clients.
	<i>Theoretical Reasoning</i>	<ol style="list-style-type: none"> 3. Students will <i>demonstrate understanding via case conceptualization</i> that includes social and cultural contexts, personality development, trauma, family systems, and ethical/professional practice. 4. Students will <i>incorporate</i> theoretical reasoning in class discussions and written assignments.
	<i>Professional Interaction and Communication</i>	<ol style="list-style-type: none"> 5. Students will <i>reflect on the importance of</i> interacting with clients and other professionals in a collaborative and respect-based manner, and practice this skill in classroom discussions. 6. Students will <i>demonstrate</i> their understanding of relevant professional roles and functions, as well as their place within the broader profession.

Course Title	MCP 682 – Evidence-Based Approaches to Abnormal Behavior and Psychopathology	
Content Domain	Abnormal Behavior and Psychopathology	
Course Description	<p>This course has been designed to prepare students for counseling practice at an advanced level, and across a variety of different client populations. The course will focus on interventions that have an empirical base of support for their efficacy. Given the current landscape of mental health treatment, which tends to emphasize empirically-supported treatments, this elective course will be valuable to students intending to enter clinical practice.</p>	
Course Outcomes	Graduate Level Outcomes	MCP 682 Course Outcomes
	<i>Theoretical Reasoning</i>	<ol style="list-style-type: none"> 1. Students will <i>demonstrate</i> understanding of psychotherapy models that have empirical support, such as behavioral and cognitive behavioral interventions 2. Students will <i>demonstrate</i> their ability to

		apply these models to assessment, diagnosis, case conceptualization, and treatment planning
	<i>Methodological Proficiency</i>	3. Students will demonstrate an ability to apply the above theoretical models with a range of clients through implementation of specific therapeutic interventions, including treatment of a range of DSM disorders
	<i>Professional Interaction</i>	4. Students will reflect on the importance of interacting with clients and other professionals in a collaborative and respect-based manner, and practice this skill in the classroom 5. Students will articulate their understanding of relevant professional roles and functions, as well as their place within the broader profession
	<i>Self Monitoring and Reflection</i>	6. Students will continue to develop and practice the self-observation skills involved in assessing their own professional practice, including ways to assess and monitor their own effectiveness as a counselor 7. Students will demonstrate counselor characteristics and behaviors that positively influence the helping process, including sound self-care strategies
	<i>Ethical Insight and Action</i>	8. Students will incorporate the ACA and APA Codes of Ethics and guidelines for serving diverse populations into their practice, as well as the field's interest in promoting cultural self-awareness, social justice, and wellness

Course Title	MCP 671 – Substance Abuse Counseling	
Content Domain	Addictions Counseling	
Course Description	This course allows students to review a variety of approaches to addressing the treatment of a range of addiction disorders. Students will review some of the physiological mechanisms of addiction as well as identify a wide variety of addictive substances including alcohol, stimulants, depressants, pain killers and others. Students will familiarize themselves with various models for explaining addiction including, but not limited to, the Stages of Change Model. They will practice treatment methods and will observe clients in treatment related settings.	
Course Outcomes	Graduate Level Outcome	MCP 671 Course Outcomes
	<i>Theoretical Reasoning</i>	1. Students will analyze a variety of frameworks related to addiction and treatment and will appropriately choose between frameworks that most successfully support specific addiction issues.
	<i>Methodological Proficiency and Relevance</i>	2. Students use relevant and appropriate approaches to address different client needs related to addiction.
	<i>Professional Interaction</i>	3. Students will engage in treatment approaches

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		through facilitated group simulation and peer evaluation of technique and rationale for treatment decision-making.
	<i>Self Monitoring and Reflection</i>	4. Students will integrate their knowledge of addictions and addiction treatment into counseling, consultation, or research practices.

Course Title	MCP 645 – Family, Partnership, and Couples Counseling	
Content Domain	Family, Partnership, and Couples Counseling	
Course Description	This course has been designed to prepare students for counseling practice at an advanced level, and across a variety of different client populations. The course will focus on therapeutic work with intimate partner couples and families, including blended families, single-parent families, and families of choice. In this class students will look at both the construction of family units and they will study and engage in intervention practices for couple and family problems.	
Course Outcomes	Graduate Level Outcomes	MCP 645 Course Outcomes
	<i>Theoretical Reasoning</i>	1. Students will demonstrate understanding of family constructions and constellations including how family definitions changes across cultural, ethnic and gender contexts. 2. Students will review and describe a variety of therapeutic methods that have credibility and efficacy in working with couples and families.
	<i>Methodological Proficiency</i>	3. Students will demonstrate an ability to apply theoretical models of families with a range of clients through implementation of specific therapeutic interventions for couples and families.
	<i>Professional Interaction</i>	4. Students will reflect on the importance of interacting with clients and other professionals in a collaborative and respect-based manner, and practice this skill in the classroom 5. Students will articulate the challenges in working with issues of balance and boundary when working with couples and families.
	<i>Self Monitoring and Reflection</i>	6. Students will continue to develop and practice the self-observation skills involved in assessing their own professional practice, including ways to assess and monitor their own effectiveness as a counselor 7. Students will demonstrate counselor characteristics and behaviors that positively influence the helping process, including sound self-care strategies
	<i>Ethical Insight and Action</i>	8. Students will incorporate the ACA and APA Codes of Ethics and guidelines for serving diverse populations into their practice, as well as

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		the field's interest in promoting cultural self-awareness, social justice, and wellness
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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: MPSW Joint Board - Professional Counselor Section			
4) Meeting Date: 8/11/15	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? SNHU inquiry – Discussion and Consideration	
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? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <p>Hi Dan,</p> <p>We would like to start working on becoming pre-approved for the new educational requirements for an LPC that will become effective Sep. 2018. We are currently pre-approved. How do we go about that?</p> <p>Thanks,</p> <p>Michal (Michelle) Eakin, Ph.D. Assistant Academic Coordinator Graduate Program in Community Mental Health SNHU-VT Programs 463 Mountain View Drive, Suite 101 Colchester, VT 05446 800-730-5542;802-655-7235 Fax:802-655-0236 E-mail: m.eakin@snhu.edu</p>			

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

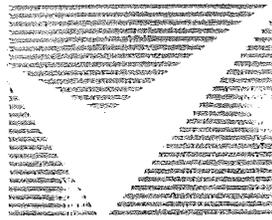
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4) Meeting Date: 8/11/15	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Colorado Christian inquiry – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <p>My name is Elisabeth Tuten and I am the Program Assistant for Colorado Christian University’s Master of Arts in Counseling Program. I am in need of assistance to complete research in relation to our Online Master of Arts in Counseling Program.</p> <p>Our professional counseling degree is accredited by the Higher Learning Commission and CACREP, and does require 700 clinical hours. For our online students these clinical hours would be completed in the state where the student resides. After research of your coursework requirements I would like to clarify more specifically regarding the online component. Being that our coursework and core curriculum is CACREP approved, the 2 specific elements of online coursework and in-state clinical hours are additionally what I want to ensure will be accepted when our students would seek licensure within your state.</p> <p>We would like to know if your Board of Examiners would require approval for our online program? And if so, what is the process for obtaining approval in your state?</p> <p>If Colorado Christian University was part of the State Authorization Reciprocity Agreements (SARA), would the SARA agreement eliminate the need for a separate authorization by your Board of Examiners?</p> <p>If you could please assist or direct me to the answer to these questions I would greatly appreciate it!</p> <p>Thank You! Elisabeth Tuten CAGS Social Sciences and Humanities Program Assistant - Master of Arts in Counseling etuten@ccu.edu 303.963.3110</p>			

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4) Meeting Date: 8/11/15	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Mount Mary University notification – Discussion and Consideration	
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? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <p>It has come to my attention that we never provided the DSPS, Professional Counselor Section, with proof that we received CACREP accreditation in 2015. Please find the document from NBCC verifying our status attached, and let me know if you need anything else.</p> <p>Respectfully,</p> <p>Tammy H. Scheidegger, Ph.D., LPC, NCC Associate Professor Practicum & Internship Coordinator Mount Mary University M.S. in Counseling Program 2900 N. Menomonee River Parkway Milwaukee, WI. 53222 414-258-4810, ext. 468 scheidet@mtmary.edu "Celebrating 100 Years of Excellence"</p>			



CACREP

COUNCIL FOR ACCREDITATION OF COUNSELING
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Certificate of Accreditation

to the program designated below

at

Mount Mary
University

for successful fulfillment of the standards of the Council

For the entry-level program in

Clinical Mental Health Counseling

(March 31, 2017)

M. Sylvia Fernandez

Council Chairperson

Carol J. Koble

President and CEO

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

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3) Name of Board, Committee, Council, Sections: MPSW Joint Board - Professional Counselor Section			
4) Meeting Date: 8/11/15	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? CORE / CACREP merger – Discussion and Consideration	
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? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A
10) Describe the issue and action that should be addressed: <p>On July 20, 2015, the counseling profession’s two major accrediting organizations – the Council on Rehabilitation Education (CORE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) – signed a Plan of Merger Agreement. The Plan, approved by both the CORE Board and CACREP Board at their respective summer meetings, represents several years of discussions on strengthening the counseling profession through the establishment of a single unified accreditation process for counselor preparation programs. CORE and CACREP had entered into an historic affiliation agreement in 2013 to accomplish this on behalf of all future counselors and their clients. The two organizations believe their vision for a unified counseling profession is better realized through a merger of both organizations.</p> <p>CORE and CACREP will immediately begin taking steps toward implementing the terms of the merger agreement, which will be concluded effective June 30, 2017. Beginning July 1, 2017, CACREP will carry on the mission of both organizations. In the interim, CORE will continue to conduct the business of accreditation on behalf of its programs and will complete its current standards revision process for rehabilitation counseling programs. CACREP and CORE will jointly appoint a committee to examine the reformatting of CORE Standards to fit into the CACREP review structure, as well as to recommend how disability concepts can be more fully and clearly infused into the CACREP Standards to strengthen the future preparation of <i>all</i> counselors.</p> <p>The benefits to the profession and the public have been of paramount importance as CACREP and CORE entered into merger discussion. Recognizing the prevalence of disability in our society, both organizations have agreed that counselors will be better prepared to meet the needs of <i>all</i> clients if there is a unified set of standards that can be supported by the counseling profession. According to the US Census Report “Americans with disabilities: 2010”, approximately 20% of our country’s citizens are living with some form of disability. This prevalence increases exponentially with age and reaches a frequency of seven in ten individuals age 80 and older. These data indicate that all counselors need knowledge of disability regardless of setting in which they practice.</p> <p>CORE and CACREP will be providing additional information regarding the details of the merger agreement on their respective websites. Please visit the websites periodically at www.core-rehab.org (see <i>What’s New?</i>) and www.cacrep.org (see <i>CACREP/CORE Updates</i>) to obtain the most updated information. The two organizations will ask to make presentations at ACA, ACES, NCRE, and AASCB and other counseling conferences. Every effort will be made to keep our constituents informed as the merger progresses.</p>			