IOWA STATE UNIVERSITY

COUNSELING PSYCHOLOGY GRADUATE STUDENT HANDBOOK

COUNSELING PSYCHOLOGY HANDBOOK

Introduction

The University

Iowa State University (ISU) started in 1858 as the Iowa Agricultural College and in 1864 was awarded status as a land-grant university. In 1959, the college was officially renamed Iowa State University of Science and Technology. The focus on technology has led directly to many research patents and inventions including the first binary computer (the ABC), Maytag blue cheese, and the round hay baler. ISU is one of three regent universities in the state of Iowa. It's a culturally diverse student body with students from all 50 states and more than 110 countries. ISU has 7 colleges, with 112 academic programs offering masters and doctoral degrees. ISU is accredited by the North Central Association of Colleges and Schools and is classified as a Carnegie Doctoral/Research-Extensive university.

Department of Psychology

The psychology department officially started in 1904 and in 1960 the department was officially authorized to offer doctoral studies. The department of psychology resides in the College of Liberal Arts and Sciences and prepares graduate students in three doctoral areas: Cognitive Psychology, Counseling Psychology, and Social Psychology.

Counseling Psychology

The ISU Counseling Psychology program was founded in the late 1960s in the Department of Psychology. The American Psychological Association has accredited the Counseling Psychology Program at Iowa State University since 1973 (Office of Program Consultation and Accreditation American Psychological Association, 750 1st Street, NE, Washington, DC 20002 / Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation). The program provides doctoral training in health service psychology, specifically Counseling Psychology, which is a substantive area of professional psychology as defined in the Committee on Accreditation's Guidelines and Principles for Accreditation of Programs in Professional Psychology.

Counseling Psychology Program

Overview and Philosophy

The Counseling Psychology program at ISU is committed to a scientist-practitioner model that accords dual emphases to the acquisition of scientific knowledge and research skills, along with the development of professional competencies in line with the American Psychological Association's Standard of Accreditation in Health Service Psychology. This commitment to science and practice is reflected in an integrated curriculum that involves students in research, classroom instruction, and applied activities starting in their first semester and continuously thereafter. Among the many strengths of this program are opportunities to develop the competencies, skills, and experiences necessary for a career as a scholar in an academic or other research setting or as a scientifically-based practitioner in an applied setting. Students receive these opportunities through active mentoring by faculty and exposure to diverse practicum experiences. Consistent with our Counseling Psychology identity, the program places emphasis upon counseling activities that maximize

strengths, enhance development, and foster strong coping skills, while also providing education and training in psychopathology and remediation.

A major emphasis in all aspects of our training program is a commitment to issues of multiculturalism and diversity. The faculty is dedicated to infusing diversity issues throughout the curriculum. Courses, seminars and practica are designed to increase awareness, tolerance, and respect for individual differences and to promote sensitivity to the influence of culture, religion, gender, sexual orientation, and other areas of diversity on persons and their behavior. Given this focus, and in line with Iowa State University priorities, the program does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515 294-7612, Hotline: 515-294-1222, email eooffice@iastate.edu.

The Counseling Psychology program is designed to provide a broad generalist training in the core competencies of health service psychology. However, the program also seeks to maintain flexibility in the development of programs of study and selection of practicum, teaching, and research experiences, in order to enable students to tailor their programs to their specific interests and aspirations. A broad generalist training provides the necessary foundation for subsequent scientific and/or professional specialization. As such, all students will have theoretical and foundational course work across areas of psychology as well as training in the provision of counseling, diagnosis, assessments, and supervision. In turn, individual mentoring by faculty allows students to select practicum, teaching, and research experiences in line with their long-term goals.

The Advising Relationship

One foundational aspect of the Counseling Psychology program is the relationship that students share with their advisors. Each student will have a primary faculty advisor (also called the major professor) who provides mentoring, support, guidance, and overall evaluation of student progress. The faculty advisor serves as the thesis and dissertation chair. The general expectation is that students will stay with the same faculty advisor for the duration of their academic training. However, in some cases (e.g., incompatible research interests) it is necessary or prudent for students to change advisors. An advisor change can be initiated by either the student or the faculty member following these steps. The initiating member, of the original advising pair, shares their intent to change with the other party (e.g., student tells faculty member they wish to change), and the two privately discuss the issue. Often, differences or concerns can be resolved without a change of advisor. However, if that is not possible, the faculty member and/or student will seek to find another faculty member who is willing to accept the student. Once this is determined, the faculty member will inform the Director of the Counseling Psychology area of the desired change, and if there are no administrative reasons why this switch cannot occur, the student will be assigned to the new faculty member.

In situations of conflict between an advisor and advisee, we first recommend that the two discuss the concern and attempt to address the conflict privately. Should that not be possible, the students should address the concern at the most local level possible. They can address their concerns (in this order) with the Director of the Counseling Psychology area, the Psychology Department Director of Graduate Education, the Chair of the Psychology Grievance Committee, or the Chair of the Psychology Department. This order might not be followed in situations in which there is an apparent conflict of interest. Students may also reach out to the Associate Dean of the Graduate College who is appointed to support graduate students and resolve issues graduate students experience at Iowa State.

Counseling Psychology Ph.D. Program Requirements

Effective mastery of knowledge in psychology and the development of research and counseling competencies

require a full-time, continuous commitment to graduate study (see Appendix A for sample schedule by year). Students entering the program with a bachelor's degree are required to spend a minimum of four years in full-time study on campus, with a fifth year spent on a required internship. For students admitted with a master's degree a minimum of three years of full-time study on campus before completing the required internship. Student entering with previous graduate level class work may be able to waive non-practicum courses if the student has taken a similar course at another university. Policies for waiving class requirements in the department are documented in Graduate Education in Psychology Handbook.

Program requirements:

I. Fulfillment of all Graduate College Ph.D. requirements as delineated in the current *Iowa State University Catalog* and the Graduate College's Graduate Student Handbook. The Graduate College requires that 72 graduate credits be completed for the doctoral degree, of which at least 36 must be earned at Iowa State University. All work must be completed within seven years.

II. Completion of all Psychology Department doctoral degree requirements and completion of a M.S. thesis and a Ph.D. dissertation is required. These requirements, as well as expectations for timely completion of research endeavors and written and preliminary oral examination policies are described in the Psychology Department's document, Graduate Education in Psychology Handbook.

III. The following required and recommended courses, seminars and practica, as well as a calendar year internship, are designed to foster the development of knowledge and competencies in Counseling Psychology. A grade of B or better is required in all required coursework. For student who do not achieve a B or better for any of these courses, a remediation plan will be created by the student's Program of Study Committee with input from the instructor of the course in which the student did not meet the minimum requirement. This remediation plan will be used to provide the student with the opportunity to achieve and demonstrate competency in the given area.

A. Required Counseling Core Courses & Seminars

The student must complete 27 semester hours as follows.

Course	Title	Credits
Psych 661	Psychopathology and Behavior Deviations	3
Psych 596A	Seminar: Supervision	3
Psych 596B	Seminar: Research	3
Psych 596C	Seminar: Multicultural Counseling	3
Psych 596D	Seminar: Professional Issues and Ethics	3
Psych 621	Psychological Counseling: Theory and Process	3
Psych 621L	Techniques in Counseling	3
Psych 623	Vocational Behavior	3
Psych 626	Group Counseling	3

Note: Psychology 661 and 621 can also be used to fulfill the department core course requirement in Individual Psychology (Core Course Group IV) and Applied Psychology (Core Course Group V).

B. Required Psychological Breadth

To ensure a breadth of knowledge within psychology, to optimally prepare for licensure and to meet APA accreditation requirements, students must also complete, on a graded basis, each of the following courses, a

total of fifteen (15) semester hours as follows:

Course	Title	Credits
Psych 505	History of Psychology	3
Psych 519	Cognitive Neuropsychology	3
	or NUTRS 589 (Systems Neuroscience)	
Psych 516	Advanced Cognition	3
Psych 580	Advanced Social Psychology	3
HDFS 510	Theories of Human and Family Development	3

C. Required Research Methodology and Data Analysis

The student must complete six (6) credits from the following list and may wish to complete other related methodology and data analysis courses.

Course	Title	Credits
Psych 501	Foundations of Behavioral Research	3
	One of the following two classes.	
Stat 402	Stat Design and the Analysis of Experiments	3
Stat 404	Regression for Social & Behavioral Research	3

D. Required Assessment Courses and Assessment Practicum

The student must complete eight (9) credits from the following list and may wish to complete other related measurement courses or assessment related practicum experiences.

Course	Title	Credits
Psych 542	Applied Psychological Measurement	3
Psych 544	Practicum in (Cognitive) Assessment	3
Psych 562	Personality Assessment	3

E. Required Counseling Practica

The student must complete at least five semesters of required practica (a minimum of 15 credits) plus 621L (Techniques of Counseling) and fulfill Counseling Psychology program clock hour requirements (see note below). All clock hours of experience gained in Psych 691A, B, C, D, and G count toward fulfillment of total practicum clock hour requirements.

Course	Title	Credits
Psych 691A	Practicum in Psychology: Beginning Counseling	3
Psych 691B	Practicum in Psychology: Intermediate Counseling	6
Psych 691C	Practicum in Psychology: Advanced Counseling	6

With the exception of unusual circumstances, as assessed by the Counseling Psychology faculty, all students will complete Psychology 691B for two semesters (6 credit hours) at the Student Counseling Service (SCS). Typically, students will also complete two additional semesters (6 credit hours) of Psychology 691C at the same site (SCS). However, some students with the permission of the Counseling Psychology faculty and consistent with their career goals, may pursue Psychology 691D at off-campus sites after successful completion of two semesters of Psychology 691B.

Most students also complete additional advanced practicum (Psychology 691D) beyond the two semester minimum requirement. Each semester the Advanced Practicum Coordinator will email all students to let them know about external practicum placement opportunities and meet with those interested to discuss the sites and fit with the students' interests. This meeting will usually occur before Oct. 1 for Spring semester and March 1 for the Summer and Fall semesters.

Many students, in addition to the above practicum, also choose to complete the group counseling practicum (Psych 691G: Practicum in Psychology: Group Counseling). Students interested in taking this should speak with the instructor of this practicum.

To be eligible for practicum experiences both on campus and off, students will need to secure the following:
1. All required immunizations
2. Liability Insurance
    a. Students need to maintain minimum coverage of $1million per occurrence and $3 million aggregate.
    b. Students often secure this through the APA student insurance program.

Students may also need to allow a criminal background check depending on the agency. Students are responsible for securing and paying for these services and may need to provide documentation to their practicum sites or supervisors that these requirements have been met. Students who have questions about how to complete these requirements can discuss them with their faculty advisor or the Training Director.

*NOTE: The Counseling Psychology program requires the doctoral student to complete a minimum of 1000 clock hours of on-site practicum experience prior to beginning an internship. At least 400 hours of the total 1000 hours must be in direct service (counseling and assessment) experience, and at least 150 hours must be in formally scheduled supervision at least 100 of which in individual supervision. Students in this program typically exceed the minimal required number of practicum clock hours with many students completing 1200 or more total clock hours of pre-internship practica. However, more than 1200 clock hours are not expected and students are encouraged to take only one practicum placement at a time. While there is keen national competition for quality APA approved internships, students from this program have been quite successful in national internship selection and match processes.

F. *Required Internship (Psychology 697)*

A calendar year, 12-month, full-time professional psychology internship year, in a setting approved by the Counseling Psychology faculty, is required. Successful completion of an APA-approved internship in a counseling center, hospital, mental health clinic, or related agency is the manner in which this requirement is fulfilled. All students must participate in the APPIC match and apply to programs that are members of APPIC and are APA-approved internships.

To be eligible to apply for internship the student must have completed the following sequence of requirements: have both a Graduate College approved doctoral advisory committee and a Ph.D. Program of Study, have passed the department written preliminary examination, and have passed the Graduate College preliminary oral exam (i.e., doctoral candidacy exam, which for our program is the dissertation proposal). Thus, being a doctoral candidate and having a committee-approved dissertation proposal are prerequisites for internship application. In addition, the student who is eligible for internship application will have completed all courses and seminars before beginning the internship year.

By the start of the fall semester in which the student plans to apply, they must notify the Counseling Psychology Training Director (TD) of their intent. The TD will provide a due date for a list of internship sites to which the student plans to apply (this is typically the first week of October). The list will be reviewed by and approved by the Counseling Psychology faculty.

The student will enroll in Psychology 697-Internship in Counseling Psychology, for R credit, for three consecutive semesters (Fall, Spring, and Summer) during the internship year.

Note on Licensure. Upon completion of the coursework, dissertation, and internship, new Ph.D.s interested in providing counseling or supervision need to be licensed to practice psychology in their state of residence. Each state may have distinct requirements, but in general licensure requires completion of an APA-approved doctoral program, completion of an APA-approved pre-doctoral internship, one year of full-time supervised post-doctoral psychological experience, and successful performance on the Examination to Practice Professional Psychology (EPPP) and state ethics and laws exam.

Generally, licensure falls under the purview of the state Psychology Board. It is the State Board that will review your credentials, approve your experiences, and administer the state exam. Details of state-specific requirements can be found on the website of respective state's Department of Regulation and Licensure. For additional information regarding the licensure process, contact The Association of State and Provincial Psychology Boards (ASPPB), which is the umbrella organization of psychology licensing boards. For a review of state-specific requirements, consult: http://www.assessmentpsychology.com/states.htm

G. Counseling Psychology Electives

Students are encouraged to consider taking electives in an area(s) of interest to them and relevant to their future goals. Some relevant electives by topic area are:

Course/Seminar	Title	Credits
Diversity:		
Psych 688	Cultural Psychology	3
Soc 534	Race, Class and Gender Inequality	3
Soc 527A	Seminar: Race and Ethnicity Inequity	3
Soc 527B	Seminar: Sociology of Gender	3
Marriage and Family Theory:		
Psych 684X	Close Personal Relationships	3
HDFS 511	Family Theory	3
HDFS 579	Family Interaction Dynamics	3
Adult Development:		
Geron 534	Adult Development	3
Geron 501A	Women and Aging	3
Geron 501M	Spirituality and Aging	3
Teaching:		
Psych 633	Teaching of Psychology	3
Psych 691T	Practicum in Teaching	1
Measurement:		
Psych 594A	Psychometric Theory	1
Psych 594B	Modern Psychometric Methods	1
Psych 594C	Construct Validation	1
Data Analysis:		
Psych 594D	Multidimensional Scaling Techniques	1

Psych 594E	Cluster Analysis	1
Psych 594F	Meta-Analysis	1
Psych 594G	Longitudinal Data Analysis	1
HDFS 603	Advanced Quantitative Methods	3
Soc 512	Factor Analysis	3
Soc 613	Advanced Theory Construction and Causal Modeling	3

Qualitative Methods:

HDFS 504	Qualitative Research	3
ELPS 580	Qualitative Research Techniques	3
Soc 513	Qualitative Research Methods	3

H. Thesis and Dissertation Evaluation

Counseling Psychology graduate students must meet all of the requirements for theses and dissertations listed in the Graduate Education in Psychology Handbook. In addition, students completing their thesis defense, dissertation proposal, and dissertation defense are evaluated by their POS committee members with a standard rating form (see Thesis and Dissertation Rating Form in Appendix B).

Procedures for Evaluating Theses/Dissertations

1. All Counseling Psychology student thesis equivalency projects, thesis defense, dissertation proposals, and dissertation defenses will be rated by each member of the POS committee using a standard form.

2. Each committee member receives a copy of the rating form when they receive the dissertation or thesis document from the student. The student is responsible to submit these forms along with the document (either paper or electronic copy as preferred by the individual committee members).

3. The chair of the students' POS committee is responsible to bring copies of the rating form (one copy for each committee member) to the dissertation or thesis proposal or defense meeting.

4. Following the meeting, while the student is dismissed from the room the committee members will complete the rating form. The forms will be collected by the committee chair.

5. The chair will not share the individual rating forms with the student. Instead, the chair will compute means for each item (i.e., science of psychology, research methods, statistics, measurement, research writing, and research presentation) following the meeting and give those to the student within one week of the date of the meeting.

6. The chair will then give the rating forms to the Psychology Department administrative staff to be filed in the student's official file.

Note about theses and dissertations: The length of a Master's thesis proposal document will always be contingent upon what is necessary to include in the proposal to ensure a thorough coverage of the theory and empirical evidence relevant to the specific research study proposed. The judgment of the sufficiency of the proposal document lies with the POS Committee in consultation with the student's major professor. Based upon past experience, the Counseling Psychology faculty firmly maintains that a sufficiently developed Master's thesis proposal must have a text length of at least 30 pages (in Chapters 1, 2, and 3), not including title page, abstract, references, appendices, copies of instruments, and IRB application materials. The

Counseling Psychology faculty fully expect that doctoral dissertation proposals will be more substantial in both content and length. Students should also check for any applicable fees or enrollments required by the Graduate College during the semesters they plan to hold a thesis or dissertation defense, especially surrounding anticipated defenses during the summer months.

Seeking Your Own Counseling Experience

Personal counseling is not a requirement of the program but is strongly encouraged. Seeking counseling is a great way to learn about yourself, find out what it is like to be a client, and to work through personal difficulties and life stresses. Students that seek counseling often find they are better counselors after seeking therapy as it helps improve self-awareness as well as allows them to work on areas of difficulty in their lives. All graduate students on assistantship can access 3 free sessions through the ISU Employee Assistance Program. The health insurance provided to you as a graduate student will also pay much (even all) of the costs of seeing a counselor in the community. Please note: your decision to received counseling is confidential and is not tracked by the faculty, department, or program, nor does it in any way enter into any evaluations of you as a student.

Respect for Students

As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. They are responsible for socializing students into being members of our profession. Faculty members foster honest academic conduct and evaluate student work with respect to its true academic merit. They respect the special nature of the relationship between professor and student. They do not exploit, harass, or improperly discriminate against students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

Respect for Diversity

Respect for diversity and for values different from one's own is a central value of the ISU Counseling Psychology program. The faculty endeavor to create a climate of understanding and to respect differences including differences in ethnic and racial heritage, gender, sexual orientation, age, socio-economic standing, religion, and physical abilities. The program fully endorses the Council of Counseling Psychology Training Programs (CCPTP) Counseling Psychology Model Training Values Statement as well as the APA guidelines on Multicultural Education, Training, Research, Practice for Psychologists, Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations, and Psychological Practice with Lesbian, Gay, and Bisexual Clients. The ISU program is committed to fostering diversity as well as cultural awareness, sensitivity, and respect for individual differences in our students. The faculty encourages student attendance at department and university colloquia and diversity events including the Iowa State Conference on Race and Ethnicity (ISCORE). Furthermore, students are expected to appreciate how one's own culture impacts both personal and professional relationships, be knowledgeable about a range of cultural variables that may impact the counseling process, teaching and pedagogy activities, as well as research results, and be knowledgeable about methods for conducting culturally-sensitive counseling, teaching, and research.

Annual Multicultural Training Retreat

The Counseling Psychology program's Annual Multicultural Training Retreat (initiated in 2014) is an opportunity for the Counseling Psychology program's students and faculty to reflect on and explore together some facet(s) of diversity and multiculturalism. In this half-day event—usually held on the third Friday of

September—faculty and students participate in varied activities that typically surround a theme related to diversity. The event is planned by the first-year counseling students and is offered in their second year. A Counseling Psychology faculty member advises the class through their first year as they decide a topic, develop the format, and invite speaker(s) or create other opportunities to learn about a specific area of multiculturalism, diversity, and/or inclusion. The students are not expected to teach this material or lead the day itself. Instead, this is an opportunity for them to organize the event and have others with expertise in the topic area to present the material. The Counseling Psychology program provides up to $500 to support the financial needs associated with the event. The organizers are encouraged to seek other funds that may be available locally (e.g., university funds) or nationally (e.g., American Psychological Foundation) to support programs like this.

Attendance at Multicultural Day is expected of all faculty and students in the program and may also include staff from the Student Counseling Service or clinicians from the community. (If a student feels attendance would be too difficult for personal or professional reasons, they should speak with their faculty advisor or the Training Director). Students should inform their teachers and supervisors about their absences in classes and practicum/assistantships as soon as they can (i.e., at the beginning of the semester). If there are any concerns about being released from any of these duties, students are encouraged to talk with their major professor or the Counseling Psychology Training Director.

Diversity Travel Grant

The Diversity Travel Grant is an annual award made to one or more students to help defray the cost of attending or presenting at a conference or training related to some aspect of diversity (approximately $350 depending on number of awards and other limitations on the Counseling Psychology budget). Students can apply at any time of the year via email to the Training Director. The Counseling Psychology faculty will then decide whether the student(s) should be funded.

Student Evaluation

Department-Level Evaluation

Students are evaluated on their academic and professional progress on an ongoing basis. The major evaluation feedback mechanisms that exist for all psychology graduate students are: annual student evaluations and feedback, thesis defense and subsequent approval to continue to doctoral study, written qualifying examination and preliminary oral defense, and dissertation defense. These evaluations are described in the Graduate Education in Psychology Handbook and Counseling Psychology students are evaluated on the same criteria as other students in the department in terms of progress towards completion of department milestones such as thesis, prelims, and dissertation. Students receive written feedback and meet with their advisor to discuss their progress each year.

Program-Level Evaluation

In addition, the Counseling Psychology program at Iowa State University has a responsibility to protect clients, students, faculty, and the public from harm. The program also has a responsibility to protect students' rights. With both of these principles in mind and following the American Psychological Association's Ethical Principles and Code of Conduct, the program needs to ensure that Counseling Psychology students who complete the program are competent to manage future professional relationships (e.g., client, collegial, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Toward that end, Counseling Psychology students are developmentally evaluated on the profession-wide competencies as outlined in the Standards of Accreditation for Health Service Psychology by the Commission on Accreditation of APA.

The specific outcomes and how those are directly assessed within the ISU Counseling Psychology program are detailed in the table below. Of note, there are nine profession-wide competencies in which our program seeks to train students. Each competency is assessed with various outcome measures as indicated below.

Profession-Wide Competency	Outcome Assessments to Support Competency Achievement
Research	B or better in Intro Stats (e.g., Stat 401; Psych 501) B or Better in Psychological Measurement (i.e., Psych 542) B or better in Advanced Stats class (e.g., Stat 402/404) Attended a Scholarly Conference Submit Research to a Scholarly Conference Pass Thesis 3.0 or Better Score on Thesis Defense Rating Form 3.0 or Better Score on Diss. Proposal Rating Form Pass Dissertation 3.0 or Better Score on Diss. Defense Rating Form 3.0 or Better on Written Qualifying Exam 3.0 or Better Score Written Qualifying Exam: Research Question
Ethical Legal	B or Better in Course on Ethical and Legal Standards (e.g., Psych 596D) B or Better on Psych 596D Ethics Paper B or Better in Beginning Practicum (e.g., Psych 691A) B or Better in Intermediate and Advanced Practicum (e.g., Psych 691B/C) At or Above Expected Competency in Second Semester Advanced Prac Ethics Evaluation (e.g., Psych 691C/D) Pass Thesis 3.0 or better on Written Qualifying Exam 3.0 or Better Score on Written Qualifying Exam Ethics Question Pass Dissertation Successfully Complete Internship
Diversity and Inclusion	B or Better in Cultural Diversity Course (i.e., Psych 592A/596C) B or Better on Psych 596C Diversity Paper B or Better in Beginning Practicum (e.g., Psych 691A) B or Better in Intermediate and Advanced Practicum (e.g., Psych 691B/C) At or Above Expected Competency in Second Semester Advanced Prac Diversity Evaluation (e.g., Psych 691C/D) 3.0 or better on Written Qualifying Exam 3.0 or Better Score on Written Qualifying Exam Diversity Question Participation in Multicultural Training Retreat Planning and Implementing Multicultural Training Retreat Attendance at least one external Diversity Event
Professionalism	B or Better in Professional Issues and Ethics Course (e.g., Psych 596D) B or Better in Basic Helping Skills Laboratory (e.g., Psych 621L) B or Better in Beginning Practicum (e.g., Psych 691A) B or Better in Intermediate and Advanced Practicum (e.g., Psych 691B/C) At or Above Expected Competency in Second Semester Advanced Prac Professionalism Evaluation (e.g., Psych 691C/D) Approved for Continuation to Year Two in the Program Approved for Continuation to Year Three in the Program Approved for Continuation to Year Four in the Program Approved for Continuation to Year Five in the Program Approved for Continuation to Year Six and Beyond in the Program Successfully Complete Internship
Interpersonal Skills	B or Better in Basic Helping Skills Laboratory (e.g., Psych 621L)

	B or Better in Beginning Practicum (e.g., Psych 691A) Passed Beginning Practicum (Psych 691A) Clinical Tape Review B or Better in Intermediate and Advanced Practicum (e.g., Psych 691B/C) At or Above Expected Competency in Second Semester Advanced Prac Communications and Interpersonal Skills Evaluation (e.g., Psych 691C/D) B or better in Final Clinical Case Presentation (e.g., Psych 691C) Successfully Complete Internship
Assessment	B or Better in Psychological Measurement (e.g., Psych 542) B or Better in Personality Assessment (e.g., Psych 562) B or Better on Personality Assessment Report (e.g., Psych 562)? B or Better in Cognitive Assessment (e.g., Psych 544/544C) B or Better on Cognitive Assessment Report (Psych 544C)? At or Above Expected Competency in Second Semester Advanced Prac Assessment Evaluation (e.g., Psych 691C/D)
Intervention	B or Better in Basic Helping Skills Class (e.g., Psych 621L) B or Better in Group Counseling Class (e.g., Psych 626) B or Better on Time-Limited Group Intervention Paper (Psych 626) B or Better in Beginning Practicum (e.g., Psych 691A) B or Better in Intermediate and Advanced Practicum (e.g., Psych 691B/C) At or Above Expected Competency in Second Semester Advanced Prac Intervention Evaluation (e.g., Psych 691C/D) 3.0 or better on Written Qualifying Exam 3.0 or Better Score on Written Qualifying Exam Intervention/Theoretical Orientation Question Successfully Complete Internship
Supervision	B or Better in course on supervision (e.g., Psych 596A) B or Better on Comprehensive Exam in Psych 596A Pass Assignment to Provided Clinical Supervision (e.g., Psych 422L Student)
Consultation	B or Better in Supervision Course Covering Consultation (e.g., Psych 596A) B or Better on Comprehensive Exam in Psych 596A B or Better in Group Counseling Course Covering Consultation (e.g., Psych 626) B or Better in Intermediate and Advanced Practicum (e.g., Psych 691B/C) Achieve a rating of 3 or better on supervisor's rating of consultation provided to at least one group external to the field (Items 1 and 2 of *Rating Form: Consultation and Outreach*)

Practicum placements are an important time for student evaluation. During practicum placements (Psych 691A, B, C, and D) students are evaluated twice each semester (at mid-term and at end of the semester). Feedback from the mid-term evaluation is provided verbally, whereas the feedback at the end of the semester is provided both in written and verbal forms. A copy of written evaluations will also be made available to the major professor and kept in student permanent folders. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories): (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds and histories): (c) openness to the process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in constructive processes in order to resolve problems/issues).

Remedial Procedures

Few students experience major concerns with their academic, professional, or clinical performance. However, it is important to describe the procedures for identifying, verifying, and addressing concerns that may arise during the course of professional training.

Identification. Concerns about a student's performance can be identified in a variety of ways. In addition to problems identified during the yearly student evaluations and practicum evaluations, any faculty member, supervisor, or student may raise an issue at any time. The concerned person should initially discuss their concerns with the program Training Director, who will gather more information and if warranted take the information to the program faculty for discussion. In the case of student reporting the problem, the program Training Director will protect the confidentiality of the student reporting the potential problem. Concerns taken to the program faculty will be discussed in the meeting they are raised and if the concern appears to be valid, a formal review will take place as described below.

In the case of a concern occurring at a specific practicum site and the concern appears developmental in nature and only entails specific behaviors that the students is likely to be able to address then the concern may not always be presented to the full program faculty. Instead, the practicum site in conjunction with input from the program Training Director, student, and advisor (e.g., the practicum Training Director may be involved in the verification and development of the remediation plan if necessary) would follow the procedures addressed below. If the issue is larger in scope or entails a potentially more serious concern then the issue would be presented to the full faculty.

Verification. Valid concerns will fall into one of four categories: Problematic behaviors, Impairment, Incompetence, and Ethical misconduct.

1. **Problematic behaviors:** Problematic behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.
2. **Impairment:** Impairment is defined as an interference in professional functioning that is reflected in the (a) inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; (b) inability to acquire professional skills and reach an accepted level of competency; or (c) inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.
3. **Incompetence:** Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency.
4. **Ethical misconduct:** Ethical misconduct occurs when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) are not followed (see full code at http://www.apa.org/ethics/code/index.aspx).

When a concern is identified that fits with one of the above categories the program Training Director will gather information regarding the concern and meet with the student to determine whether a problem actually exists. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported impairment or problem behavior. The following questions are examples of those that would be posed at this

stage (adapted from Lamb, Cochran, & Jackson, 1991): (1) What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?; (2) How and in what settings have these behaviors been manifested?; (3) What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?; (4) Who observed the behaviors in question?; (5) Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?; (6) What was the frequency of this behavior?; (7) Has the student been made aware of this behavior before the meeting, and if so, how did they respond?; (8) Has the feedback regarding the behavior been documented in any way?; (9) How serious is this behavior on the continuum of ethical and professional behavior?; (10) What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more severe concern: (1) The student does not acknowledge, understand or address the concern when it is identified; (2) The problem is not merely a reflection of a skill deficit that can be rectified by training; (3) The quality of service delivered by the person suffers; (4) The concern is not restricted to one area of professional functioning; (5) The behavior has the potential for ethical or legal ramifications if not addressed; (6) A disproportionate amount of attention by training personnel is required; (7) The behavior does not change as a function of feedback; and (8) The behavior negatively affects the public image of the agency or the university or the training site. After gathering the additional information and meeting with the student, the program Training Director will meet with faculty and/or practicum representatives to determine whether a problem exists.

Addressing Concerns. If it is determined that there is a problem, a written plan for remediation or a recommendation for dismissal will be formulated and a meeting will be scheduled to discuss this plan with the student as soon as possible but no more than four weeks after the initial meeting with the student. Students may submit their own ideas for remediation for consideration to the program Training Director or their advisor. The student's recommendations will be considered in developing the recommendation or remediation plan. The program Training Director in conjunction with the faculty and/or practicum representative will document the plan.

After the planned recommendations are presented to the student and their questions are answered, the student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to accept the proposed recommendations they can sign the plan. Alternatively, they can decide to provide a rebuttal. If they do so the program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, they may follow the grievance procedures outlined in the [Graduate College Handbook](#) (see Chapter 9.7). Regardless of the outcome of the feedback meeting, the student's advisor(s) will schedule a follow-up meeting to evaluate the student's adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

If the student accepts the remediation plan the process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan are steps for improving specific clinical skills or professional behaviors, an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, and/or a leave of absence. Progress must be reviewed at least once every semester for the fall and spring semesters. Additional reviews may be scheduled as necessary. After each review, a copy of the current remediation plan including student comments and faculty signatures must be filed in the student's permanent file. If faculty view progress towards remedial goals as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Appeals and Grievances

If a graduate student believes they have been treated unfairly or unprofessionally or that their scholarly or professional competence has not been evaluated fairly, a grievance may be filed through the procedures outline in the [Graduate College's grievance policy](#) (see Chapter 9.7). In all cases, students should first discuss the complaint with the person or persons most directly involved in the matter (see APA ethics code, 2002). Exceptions to this are when the student is concerned for their safety (e.g., sexual harassment by another student or faculty member) in which case the student should immediately contact the Training Director or Department Chair. In cases in which a graduate student has significant concerns about approaching a student or other students with whom they have a problem, the student may ask their faculty advisor or the Training Director to meet with them and the other student(s) involved in the matter. In cases in which a graduate student has significant concerns about approaching a faculty member with whom they have a problem, or if the student believes involving a third party can help to affect a resolution in an especially difficult or on-going situation, the student may ask either their faculty advisor or the Training Director to meet with them and the faculty member involved in the matter. If direct discussion with the person or persons involved does not result in a resolution of a concern, the student may next request to meet with the Department Chair and the person or persons with whom they have a problem. If the above procedures do not result in a resolution of the concern and further adjudication is desired, the student may submit a formal grievance, which must be in writing, to the Department Chair. The Chair should respond in writing within twelve class days per graduate college policies. A graduate student unsatisfied with the department's action may appeal in writing to the Dean of the Graduate College within 14 days of the department's decision. A new grievance appeal committee per the Graduate College's policies will submit its recommendation regarding the appeal to the Dean of the Graduate College for action. Graduate student(s) still unsatisfied with the disposition of the grievance-on matters of procedure only-may appeal in writing to the Provost and, if necessary, to the President of the University.

Social Networking Statement

Students who use electronic communication and social networking sites (e.g., Instagram) should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a psychologist. To this end, students using social network sites should set all security settings to "private" and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients or students (for whom they are currently involved in a professional relationship) as part of their social network, since doing so constitutes a boundary violation.

Counseling Psychology Graduate Student Awards

Counseling Psychology graduate student awards include the John A. and Elaine V. Bath Outstanding Counseling Psychology Graduate Student Award, the Outstanding Contribution to Diversity Award, the Excellence in Applied Practice Award, and the Excellence in Research Award.

Nomination Procedures
To be considered for the counseling program award(s), students in Counseling Psychology will initiate the nomination process by submitting the following to the Training Director in one pdf document. All students are eligible to submit a nomination, although awards typically go to more advanced students.

> **(1)** Self-nomination statement from graduate student (one page maximum)

        (2) Current vita from graduate student
        (3) A statement of support from faculty and/or supervisor (one page maximum)

Up to 2 statements of support may be submitted per nominee. Statement of support may be obtained from any faculty and/or clinical supervisor. It is recommended, but not required, that one of the letters be from the student's faculty advisor. An individual cannot receive more than one Counseling Psychology student award per year. For student's self-nominating for the Bath award, they may indicate that they would also like that nomination to be considered for one other award (e.g., to be considered also for the Applied Practice or Research award).

Selection of Award Recipients
All counseling faculty will rate each of the nomination packets on a 1 ("well below award criteria") to 7 ("well above criteria, exceptional") scale. Faculty members will not rate any students for whom they have written supporting statements. Faculty will rate nominations on their own. The Training Director will tabulate and rank students for each award based on the ratings. The TD will then provide a copy of the rankings and the individual ratings by each faculty member confidentially to all faculty. The Counseling Psychology faculty will then openly discuss the rankings that emerge from the ratings in a faculty meeting. Final winners will be determined by faculty vote following discussion.

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Description of the Awards

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John A. and Elaine V. Bath *Outstanding Counseling Psychology Graduate Student* Award
This award recognizes excellence for the most well-rounded Counseling Psychology graduate student and comes with a cash stipend to be received over the summer month following the award (amount is about half to one-month stipend, dependent upon market conditions). Individuals nominated for this award will have demonstrated excellence in multiple domains that are relevant to scientist-practitioner model of graduate education. Nominees must have exhibited outstanding achievements in *both Practice and Research*, as well as in at least one of the following areas pertinent to the field of Counseling Psychology:
        - Outreach, Advocacy, Teaching, Consultation, and/or Supervision

Outstanding Contribution to Diversity Award
The Outstanding Contribution to Diversity Award recognizes a Counseling Psychology graduate student who has demonstrated a commitment to diversity in Counseling Psychology as demonstrated by excellence in diversity research, advocacy for social change and/or significant contributions related to diversity program development.

Excellence in Applied Practice Award
The Excellence in Applied Practice Award recognizes a Counseling Psychology student who has a substantial record of achievements in practice that well exceeds the program's expectations for clinical training. Nominees for this award will have demonstrated high quality and extensive clinical service. In addition to a nomination letter, two additional letters of support will need to be submitted for this award. A current or prior clinical supervisor who has had direct supervisory experience with the nominee and has observed the excellent clinical practice of the nominee must submit one of the support letters.

Excellence in Research Award
This award recognizes a Counseling Psychology graduate student who has demonstrated exceptional achievements in research. Nominees for this award will have demonstrated research proficiency and productivity through publications which reflect a leading role in multiple research products, including refereed empirical research articles, refereed concept papers, reflective work on innovative methodologies or approaches, and active involvement in convention paper/poster presentations.

APPENDIX A: TYPICAL COURSE SCHEDULE

Entering Odd # Years (e.g., Fall 2021)		Entering Even # Years (e.g., Fall 2022)	

Year 1 – Fall

Psych 501	Behavioral Research	Psych 501	Behavioral Research
Psych 621	Counseling Theory	Psych 621	Counseling Theory
Psych 621L	Techniques in Counseling	Psych 621L	Techniques in Counseling
Psych 661	Psychopathology	Psych 580	Social Psychology

Year 1 – Spr

Psych 596D	Pro Issues and Ethics	Stat 404	Regression
Psych 596C	Multicultural Counseling	Psych 542	Applied Psych Measurement
Psych 623	Vocational Behavior	Psych 626	Group Counseling
Psych 691A	Practicum: Beginning	Psych 691A	Practicum: Beginning

Other priorities in the first year: Propose thesis

Year 2 - Fall

Stat 404	Regression	Psych 661	Psychopathology
Psych 544	Practicum in Assessment	HDFS 510	Human Development
Psych 691B	Practicum: Intermediate	Psych 691B	Practicum: Intermediate
Psych 699	Research	Psych 699	Research

Year 2 – Spr

Psych 626	Group Counseling	Psych 596C	Multicultural Counseling
Psych 542	Applied Psych Measurement	Psych 596D	Pro Issues and Ethics
Psych 505	History of Psychology	Psych 623	Vocational Behavior
Psych 691B	Practicum: Intermediate	Psych 691B	Practicum: Intermediate
Psych 699	Research	Psych 699	Research

Other priorities in the second year: Defend thesis

Year 3 - Fall

Psych 544	Practicum in Assessment	Psych 516	Advanced Cognition
Psych 516	Advanced Cognition	Psych 596A	Counseling Supervision
Psych 580	Social Psychology	Psych 691C	Practicum: Advanced
Psych 691C	Practicum: Advanced		

Year 3 – Spr

Psych 633	Teaching of Psych (optional)	Psych 633	Teaching of Psych (optional)
Psych 596B	Research Issues in Counseling	Psych 562	Personality Assessment
Psych 691C	Practicum: Advanced	Psych 405/505	History of Psychology
Psych 519	Cognitive Neuropsychology (OR NUTRS 589)	Psych 691C	Practicum: Advanced

Other priorities in the third year: Complete prelims (summer after third year)

Year 4 - Fall

			Year 4 - Fall	
HDFS 510	Human Development		Psych 544	Practicum in Assessment
Psych 596A	Counseling Supervision		Psych 691D	Practicum: External (optional)
Psych 691D	Practicum: External (optional)		Psych 699	Research
Psych 699	Research			

Year 4 – Spr

			Year 4 – Spr	
Psych 562	Personality Assessment		Psych 519	Cognitive Neuropsychology (OR NUTRS 589)
Psych 691D	Practicum: External (optional)		Psych 596B	Research Issues in Counseling
Psych 699	Research		Psych 691D	Practicum: External (optional)
			Psych 699	Research

Other priorities in the fourth year: Propose dissertation

Year 5 - Fall

			Year 5 - Fall	
Psych 691D	Practicum: External (optional)		Psych 691D	Practicum: External (optional)
Psych 699	Research		Psych 699	Research
	Elective (optional)			Elective (optional)

Year 5 – Spr

			Year 5 – Spr	
Psych 691D	Practicum: External (optional)		Psych 691D	Practicum: External (optional)
Psych 699	Research		Psych 699	Research
	Elective (optional)			Elective (optional)

Other priorities in the fifth year: Apply for internship; Defend dissertation

Year 6 - Fall

			Year 6 - Fall	
Psych 697	Internship		Psych 697	Internship

Year 6 – Spr

			Year 6 – Spr	
Psych 697	Internship		Psych 697	Internship

Year 6 – Sum

			Year 6 – Sum	
Psych 697	Internship		Psych 697	Internship

Appendix B: Competency Rating Forms

RATING FORM FOR COUNSELING PSYCHOLOGY STUDENT THESES/DISSERTATIONS

Student Name: _____   Date: _____

Rating based on (circle one):   Thesis Defense   Dissertation Proposal   Dissertation Defense

Based on the thesis/dissertation document and presentation please rate the student's competency in each of the following areas using the following scale:

1 = poor   (student did not meet expectations, showed very little competence and well below expected level)
2 = unsatisfactory   (student did not meet expectations, showed some competence but not at expected level)
3 = pass   (student met expectations, showed competence of what would be expected at this level)
4 = strong pass   (student exceeded expectations, showed strong competence above what would be expected)
5 = outstanding   (student exceeded expectations, competence is obvious and well beyond expected level)

Rating	Core Competency	Description
_____	The science of psychology	Knowledge of the scientific foundations of psychology, including relevant research and theory related to the student's content area
_____	Research methods	Knowledge of appropriate methodology for evaluating the validity of published research and for conducting valid research studies in the student's area
_____	Statistics	Knowledge of statistics, including how to select, conduct, interpret, and report analyses and limitations of findings, relevant to the student's content area
_____	Measurement	Knowledge of psychological measurement (e.g., validity and reliability) and its impact on the assessment of psychological constructs
_____	Research writing	Evidence of proficiency in writing effective research reports that convincingly argue a rationale for the study, accurately convey the methods and results, and discuss these in light of previous research
_____	Research presentation	Evidence of proficiency in presenting research effectively, including an efficient but thorough communication of the background research, the methods, results, and discussion of the research conducted

Note: All scores will be averaged across committee members to create a composite score for each competency.

Committee member: _____ (printed name)   _____ (signed)

Revised May 2021

RATING FORM FOR CONSULTATION AND OUTREACH

Student Name: _____   Date: _____

Group or individual receiving the consultation/outreach: _____

Based on the student's performance, please rate the student's competency in each of the following areas using the scale:

1 = poor   (student did not meet expectations; knowledge and/or skill well below expected level)
2 = unsatisfactory   (student did not meet expectations; knowledge and/or skill not at expected level)
3 = pass   (student met expectations; demonstrated knowledge and/or skill expected at this level)
4 = strong pass   (student exceeded expectations; demonstrated knowledge and/or skill above what would be expected)
5 = outstanding   (student exceeded expectations; demonstrated knowledge and/or skill well beyond expected level)

Rating	Competency	Description
_____	1. Knowledge of and respect for other professions	Demonstrates knowledge of and respect for the roles and perspectives of other professions.
_____	2. Knowledge of consultation models and practices	Demonstrates knowledge of effective consultation models and practices and implements that knowledge with a group outside the field of psychology.
_____	3. Knowledge integration	Demonstrates the ability to integrate knowledge across multiple discipline-specific areas, such as affective, cognitive, and behavioral aspects of behavior and applies them to consultation.

Supervisor: _____   _____   _____
                (printed name)   (signed)   (position)

Revised May 2021

RATING FORM FOR EMOTION-FOCUSED THERAPY CASE PRESENTATION

Student Name: _____   Date: _____

Based on the EFT Case Presentation, please rate the student on each of the items below using the scale:

1 = poor   (student did not meet expectations; knowledge and/or skill well below expected level)
2 = unsatisfactory   (student did not meet expectations; knowledge and/or skill not at expected level)
3 = pass   (student met expectations; demonstrated knowledge and/or skill expected at this level)
4 = strong pass   (student exceeded expectations; demonstrated knowledge and/or skill above what would be expected)
5 = outstanding   (student exceeded expectations; demonstrated knowledge and/or skill well beyond expected level)

Rating	Knowledge and Skill	Description
_____	Affective aspects of behavior	Demonstrate knowledge of the scientific foundations of mood and emotion, including relevant research and theory related to affective aspects of behavior
_____	Apply knowledge of affective aspects of behavior to psychological treatment	Demonstrate the ability to effectively and accurately apply knowledge about affective aspects of behavior to psychological treatment in an effective way.
_____	Knowledge integration	Demonstrate the ability to integrate knowledge across multiple discipline-specific areas, such as affective, cognitive, and behavioral aspects of behavior to understand and intervene with clients.

Instructor: _____   _____
                   (printed name)   (signed)