UNIVERSITY OF NORTHERN COLORADO

Counseling Psychology (PhD)

APA-accredited*

Program Handbook

This handbook is for doctoral students in the Counseling Psychology program. It provides information about policies and procedures for the management and completion of your degree. The content of this document is provided for general information and is accurate at the time of its writing but is subject to change with notice as deemed necessary by the program faculty, University President and/or University Board of Trustees. An attempt will be made to inform you of any changes to this document however you will want to be in close consultation with your faculty to ensure you have the most current information. The guidance provided here does not supplant that which is given in the UNC Catalog, Graduate School Handbook, Graduate School Thesis and Dissertation Manual, and Psychological Services Clinic Manual. Students are responsible for familiarizing themselves with all information relevant to their program. Students should also be aware that no individual faculty/staff member can change or modify the policies/procedures described. Modifications can only be made after a vote by the entire Counseling Psychology faculty. We hope that this handbook will serve you well in addressing frequently asked questions concerning the completion of a doctoral program in Counseling Psychology. If you have any questions regarding the content of this document, please contact your advisor or the program coordinator.

Please note: All electronic communication must be done through your UNC student email account.

I have read, understand, and agree to abide by the policies/procedures described in this handbook.

Revised 8/14/24

_____

Print Name

_____ _____

Signature Date

*Accredited by the Commission on Accreditation of the American Psychological Association.

**Questions related to the program's accredited status should be directed to the Commission on Accreditation:*

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

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Welcome

Your entrance into the doctoral program in Counseling Psychology is an achievement. You have been selected to pursue this degree out of many other qualified applicants. The students who have gone before you have forged a fine reputation for the Counseling Psychology program at UNC. Our faculty is confident that you will maintain and enhance the reputation of our program through your excellence as a student and your future performance in the field as a counseling psychologist in health service psychology. The Counseling Psychology program and the University of Northern Colorado embrace the diversity embodied within individual and group differences. We strive to create an environment that is welcoming and free of discrimination. Each member of the University is responsible for valuing and supporting interactions among diverse populations, thus creating a rich and inclusive community of learners. We are happy to have you here!

History

Graduate education at UNC dates back to 1908 and the university has been training mental health professionals since 1906 when the first psychological services training clinic was established. UNC began to offer a PsyD in Counseling Psychology in 1984. The Counseling Psychology program at UNC was accredited by the American Psychological Association in 1995 as a PsyD program. In 2009, the university modified the program's curriculum and changed the degree that it awarded to a PhD. The PhD program was accredited by APA in January 2010. For more information regarding program accreditation, contact the APA's Office of Program Consultation and Accreditation, 750 1st Street, NE, Washington, DC 20002-4242 or at (202) 336-5979 or at http://www.apa.org/ed/accreditation/

CP was housed under the School of Professional Psychology (PPSY) which was renamed the School of Applied Psychology and Counselor Education (APCE) in 2005. In the summer of 2010, the School of Applied Psychology and Counselor Education (APCE) underwent reorganization. The organization included three departments: the Department of Counseling Psychology (CP), which included the APA-accredited doctoral program in Counseling Psychology; the Department of Counselor Education and Supervision (CES), which included a CACREP-accredited doctoral program; and the Department of School Psychology (SP), which included an APA-accredited doctoral program in School Psychology as well as an EdS in School Psychology. In 2013 a new reorganization reunited Counselor Education and Counseling Psychology to create the Department of Applied Psychology and Counselor Education (APCE). The reunification made sense for administrative purposes and organizational efficiency. The Department offers a PhD in Counseling Psychology (APA Accredited), a PhD in Counselor Education and Supervision (CACREP accredited), and the Professional Counseling programs, which offer CACREP-accredited master's degrees in Clinical Mental Health Counseling, Marriage/Couples and Family Counseling/Therapy, and School Counseling. The APCE department has its own chair as does the Department of School Psychology. The two departments share resources such as the student resource room, the main office, the Psychological Services Clinic, and the Diagnostic Materials Library (DML).

Mission

University Mission: The Mission of the University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards that offers a comprehensive array of baccalaureate programs and master's and doctoral degrees.

College Mission: The College of Education and Behavioral Sciences' stated mission is to "contribute to the betterment of society through research, professional service, and the preparation of a diverse and comprehensive array of education professionals (i.e., *counseling psychologists in health service psychology*) who are life-long learners, skilled in pedagogy and content, knowledgeable of standards and assessment, and capable of working effectively with all populations in a changing global environment.

Counseling Psychology Mission: The Counseling Psychology program follows the College of Education and Behavioral Sciences' stated mission to "contribute to the betterment of society through research, professional service, and the preparation of future counseling psychologists in health service psychology, who through research, professional service, clinical practice, and skilled lifelong learning, are capable of working effectively with all populations in a changing global environment."

Vision

University Vision: The University of Northern Colorado strives to be a leading student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service. As a Doctoral University: Higher Research Activity, the University of Northern Colorado's graduate programs emphasize advanced scholarship within a discipline and acquisition of professional abilities for career advancement. Graduate education includes a variety of master's degrees that complement the University's mission and purposes and a select number of doctoral programs that emphasize scholarship and research, clinical practice, pedagogy, or performance.

College Vision: The College of Education and Behavioral Sciences supports the belief that education is transformational; that candidates who successfully complete our professional education programs can make a difference in the lives of their students and clients. The vision of the College of Education and Behavioral Sciences is to lead conversations around issues of human enlightenment, social conscience, and mutual caring. Our vision is to inspire in candidates a heightened and consequential sense of responsibility for stewardship of our schools and our communities.

Counseling Psychology Vision: The broad purpose at UNC is, "to prepare a well-educated citizenry whose understanding of issues enables them to be contributing members of a rapidly changing, technologically advanced, diverse society." Aligning with the College's vision that education is transformational and we can make a difference in the lives of others, the vision of the Counseling Psychology program expands upon this idea. We envision doctoral training to be a developmental process, in which course sequencing and mentoring relationships assist in moving students from a learner role into one of increasing independence and competence. The CP program fosters the development of scientific mindedness, professional competencies in health service psychology, social conscience, and mutual caring. As a result, our graduates acquire increased

awareness, knowledge and skills to positively impact the lives of diverse others and their communities. We are honored to witness our graduates making a difference in the lives of their clients, their supervisees, and their students, and contributing to the advancement of the field of health service psychology as counseling psychologists.

Program Overview

The Counseling Psychology program at UNC has been in existence since 1984. It became accredited by the American Psychological Association (APA) in 1995 as a PsyD program. The curriculum was modified to offer only the PhD in Counseling Psychology and has been accredited by APA since January 15, 2010. For more information about APA accreditation, contact the American Psychological Association's Office of Program Consultation and Accreditation at 750 1st Street, NE, Washington, DC 20002-4242, by phone at (202) 336-5979, or on the web at http://www.apa.org/ed/accreditation/.

In our doctoral program at the University of Northern Colorado, we offer a Major Area of Study in Counseling Psychology with at least three years of didactic course work and supervised clinical training in that Major Area of Study, which includes completing a dissertation that is consistent with the field of Counseling Psychology; students also complete one additional year of pre-doctoral internship. Students that complete our program are appropriately trained in health service psychology to be eligible for licensure as doctoral level psychologists. We offer students experience in being trained in treatment interventions from multiple modalities by completing: two individual practica courses, one couples and family practicum course, and a group practicum course. Live supervision is provided for these practica courses at our on-site training clinic that provides professional psychological services to community members and university students. Students are also exposed to psychological assessment by completing a cognitive assessment course and a personality assessment course, as well as the option of completing additional assessment courses. Furthermore, our students are trained to create, disseminate, and utilize scholarly research to engage in evidence-based practice. Our program places a greater concentration on training related to research. Students take six courses in the area of research and have the option of completing one additional research course in order to receive a doctoral minor in applied statistics and research methods.

Integration of Empirical Evidence and Practice

The Counseling Psychology PhD program at UNC adheres to the integration of empirical evidence and practice (practice is evidence-based, and evidence is practice-informed). We place great emphasis on both research training and practitioner training. Inherent in this approach is the assumption that health service psychologists can best benefit society and serve client well-being through the understanding and practical applications of empirical research knowledge and science. Empirical research is fundamental to our students' training. Our program believes that it is important for our students to become contributors to and informed consumers of psychological research. As a PhD program, we place relatively greater emphasis upon training related to research and the faculty are strongly committed to training future counseling psychologists who can create, disseminate, and utilize psychological research to engage in evidence-based practice. In pursuit of this, training in research and evidence-based practice in psychology is integrated throughout

coursework and practica experiences. Upon graduation, our students are able to demonstrate expertise and an evidence-based approach to practice in health service psychology as counseling psychologists, and have demonstrated competency in the areas of research, intervention, assessment, supervision, consultation, ethical and legal standards, communication, professionalism, and diversity. Graduates obtain employment in a variety of settings (e.g., university counseling centers, private practice, community, health care, academic, VA settings).

Individual Cultural and Diversity

Our program values individual cultural differences and diversity and integrates these areas throughout students' training. Individuals from underrepresented groups are strongly encouraged to apply to our program. Psychologists work with individuals and systems from unique and evolving backgrounds, cultures and lifestyles; as such, it imperative that we train our students to strive for life-long learning in cultural competency. Our doctoral training emphasizes the importance of understanding the needs of diverse populations in order to produce culturally sensitive graduates who are attuned to evolving cultural, ethnic, gender and lifestyle concerns within a global community.

We engage in actions that indicate respect for and understanding of cultural and individual differences and diversity. Students in our program should demonstrate the ability to work collaboratively with others and possess a commitment to diversity and social justice. While in the program, students are expected to demonstrate knowledge, awareness, sensitivity, and skills related to cultural and diversity issues in all areas of professional work/activities of health service psychology. These issues are incorporated into students' training across the curriculum. Students are also regularly evaluated by the CP faculty in the area of individual culture and diversity. In addition to classroom and practicum training experiences, students are provided regular ongoing opportunities to engage in actions to increase their knowledge, awareness, sensitivity, and skills related to cultural and diversity issues. We require all students (until they begin their internships) to receive additional training/workshop experiences related to increasing their individual culture and diversity competency beyond the expectations of any course. This is then evaluated as part of the students' annual review and the faculty discuss the students' competency in this area and provide their evaluations to ensure all students are prepared to navigate cultural and individual differences in research and practice, as well as value conflicts or other tensions.

Program Details

Our APA-accredited counseling psychology doctoral program in health service psychology provides general education and training in discipline-specific knowledge (DSK) and profession-wide competencies (PWC). Therefore, our Counseling Psychology (PhD) program is designed to train students according to current APA competency standards that will prepare them to practice in health service psychology through broad knowledge of psychology and profession wide competencies in the areas of research, ethical and legal standards, diversity, professionalism, communication, assessment, intervention, supervision, and consultation. Our curriculum addresses all of the domains required for accreditation (i.e., DSK & PWC) in health service psychology and trains students in the specialty area of counseling psychology. Our approach to training promotes

a strengths-based perspective, prevention, life span development, vocational psychology, social justice and advocacy.

Our program is distinguished from others by the breadth and intensity of our clinical training, as well as by our dedication to live supervision. We provide training in at least three core treatment modalities: Individual, Group, and Couples and Family. Doctoral students are supervised by licensed psychologists during their clinical practica experiences and receive live supervision from behind a one-way mirror. Students receive feedback immediately after finishing sessions and review real-time feedback dubbed onto session video recordings. Our on-site training clinic also utilizes electronic medical records (e.g., Titanium), and trains students in the proper use of this system as well as in best practices for protection of electronic client records. In addition to completing clinical practica in the three core treatment modalities, all students complete a practicum in Clinical Supervision of individual therapy and have further opportunities to supervise both Group and Couples and Family practica. Students also engage in clinic administration and outreach opportunities, and have the opportunity to gain additional experience through external practica in a variety of settings (e.g., University Counseling Centers, Veterans Administration, Medical/Integrated Care, Correctional Facilities, Community Mental Health Centers, etc).

Reflective of our dedication to promoting evidence-based practice, our program places strong emphasis on the acquisition of assessment skills. Our students complete a minimum of one year of coursework and training in assessment. The assessment core emphasizes the acquisition of knowledge and competency regarding how to use numerous cognitive, educational, behavioral and personality tests in order to assess, diagnose and treat, as well as the evaluation of intervention effectiveness. The school has its own Diagnostic Materials Library, which contains well over 100 different tests and computerized assessment and scoring programs for many popular assessment instruments. Students learn how to conduct psychological assessments in our psychological services clinic as part of their counseling psychology training. Students desiring specialized training in neuropsychological assessment also have the opportunity to work in the school's Neuropsychology Laboratory. Additional training opportunities in assessment are available at nearby VA Medical Centers/Clinics and community mental health centers.

The program's academic curriculum encapsulates each of the required Discipline-Specific Knowledge Areas (DSK). The DSK areas include intensive courses in History and Systems of Psychology, Affective Aspects of Behavior, Biological Aspects of Behavior, Developmental Aspects of Behavior, and Social Aspects of Behavior. Students are also trained in an advanced integration of at least two of the previous six domains (e.g., social cognitive neuroscience).

Our program believes that it is important for students to become contributors to and informed consumers of psychological research. Consequently, they receive training in quantitative research methods and psychometrics. Students complete a rigorous statistics sequence as well as courses in qualitative methodologies. They participate in program evaluation research projects and pursue individual research through the CP program. All students present at national (e.g., APA) and/or regional (e.g., Rocky Mountain APA) professional conferences, as well as at local venues. While still in the program, many students have submitted manuscripts for peer review and publication. Students' research training culminates in the doctoral dissertation, which includes a publication-ready manuscript.

Program Aim and Outcomes

Program Aim. Our program aim is to prepare students to be competent counseling psychologists in health service psychology.

To achieve our program aim, students acquire foundational discipline-specific knowledge (DSK) in the areas of: 1) history and systems of psychology, 2) basic knowledge in scientific psychology, 3) integrative knowledge in scientific psychology, and 4) methods of inquiry and research. Students use the discipline-specific knowledge to develop profession wide competencies (PWC) in the areas of: 1) research, 2) ethical and legal standards, 3) individual and cultural diversity, 4) professional values, attitudes, and behavior, 5) communication and interpersonal skills, 6) assessment, 7) intervention, 8) supervision, and 9) consultation and interprofessional/interdisciplinary skills. These nine PWCs are operationally defined using multiple elements for each competency area and student evaluations are linked to the respective nine PWC areas (see *CP PWC Evaluation Form*). Students achieve competency as defined by the elements that are associated with each of the nine PWC areas. Program wide outcomes are evaluated accordingly.

Outcomes. Outcomes for the discipline-specific knowledge areas and each of the nine profession wide competency areas include the following:

Discipline-Specific Knowledge Outcomes:

1. Students demonstrate knowledge of the history and systems of psychology
2. Students demonstrate knowledge of the basic content areas in psychology related to different aspects of behavior (i.e., affective, biological, cognitive, developmental, and social)
3. Students demonstrate integrative knowledge in scientific psychology
4. Students demonstrate knowledge of methods of inquiry and research (i.e., quantitative methods and psychometrics)

Profession Wide Competency Outcomes: Students must demonstrate competency in all nine profession wide competency areas. Summary descriptions based on the respective elements for each competency area include the following:

1. Research
   Students demonstrate an ability to formulate, conduct, evaluate, and disseminate research (based on knowledge of scientific methods, procedures, and practices).
2. Ethical and Legal Standards
   Students demonstrate knowledge of and act in accordance with ethical, legal, and professional standards of counseling psychology in all areas of professional work of health service psychology (e.g., research, practice). Students must demonstrate the ability to recognize ethical dilemmas, apply ethical decision making processes to resolve dilemmas, and conduct themselves in an ethical manner.
3. Individual and Cultural Diversity

Students demonstrate knowledge, awareness, sensitivity, and skills related to cultural and diversity issues (defined broadly) in all areas of professional work/activities (e.g., research, practice) of health service psychology.

4. Professional Values, Attitudes, and Behavior
   Students demonstrate knowledge of the professional values and attitudes reflective of the professional identity of counseling psychologists (e.g., holistic worldview, developmental strength-based perspective, prevention focus, vocational issues, social justice orientation) and behavior that also reflects the professional values and attitudes of health service psychology (e.g., integrity, accountability, deportment, concern for others, self-reflection, self-care, open to feedback/supervision, independence).
5. Communication and Interpersonal Skills
   Students demonstrate effective communication (oral/written) and interpersonal skills in all professional interactions with others (e.g., colleagues, supervisors, organizations, those receiving professional services) using professional language and concepts.
6. Assessment
   Consistent with conducting evidence-based assessment in health service psychology, students demonstrate knowledge and ability to apply knowledge related to diagnostic systems and processes, while understanding functional and dysfunctional behaviors within its context (e.g., social, cultural) from a counseling psychology perspective (e.g., holistic, strength-based, developmental focus). Students demonstrate knowledge and skills in selecting, applying, interpreting, and communicating (oral/written) assessment data/results based on current empirical literature that reflect science of measurement/psychometrics and professional standards of health service psychology.
7. Intervention
   Consistent with evidence-based interventions in health service psychology and derived from a variety of theoretical orientations, students demonstrate an ability to establish and maintain effective professional relationships in service-related activities while considering cultural, diversity, and contextual issues. Students demonstrate an ability to develop, implement (based on current research), adapt, modify, and evaluate evidence-based approaches/interventions that are consistent with a counseling psychology perspective (e.g., holistic worldview, developmental strength-based perspective, prevention focus, vocational issues).
8. Supervision
   Students demonstrate knowledge of supervision models and practices.
9. Consultation and Interprofessional/Interdisciplinary Skills
   Students demonstrate knowledge and respect for the roles and perspectives of other professions and knowledge of consultation models and practices.

Professional Identity

You are studying to become a counseling psychologist in health service psychology and an important part of your education will be to become familiar with the professional organizations that promote and support our profession. Starting your first semester, you will be expected to become a Student Affiliate member of the American Psychological Association (APA). By becoming a member, you will receive important professional publications, *The American Psychologist* and the *APA Monitor*, and be eligible for discounts on other journals. One other APA

journal that we encourage you to subscribe to is the *Journal of Counseling Psychology (JCP)*. Student affiliates will also become members of the American Psychological Association of Graduate Students (APAGS). Membership to APAGS will permit you to get information specifically related to the needs and interests of graduate students. We also require that our students become members of the Society of Counseling Psychology (Division 17). With your membership to the society, you will receive *The Counseling Psychologist*, the other primary journal for Counseling Psychologists. It is anticipated that your relationship with APA and other psychological associations will continue long after you have graduated from UNC. You can apply for membership to APA and the Society of Counseling Psychology on the web at www.apa.org/membership and div17.org.

Peer Interactions, Support and Socialization

Meaningful peer interactions, support, and socialization in our program are ensured in several ways. First, the sequential nature of our curriculum provides a natural cohort peer group for students in the program. Students entering the program together will take the majority of their classes together. They also often work on research projects, and prepare for their comprehensive examinations and internship applications together. Secondly, new students are assigned an advanced "student mentor" their first year on campus. The student mentors meet regularly with new students, especially during their first semester on campus. A third way of interaction, support and socialization is ensured by having students participate in various aspects of the program including admission workshops, attending talks from outside speakers, participating in research groups, and having student representatives at faculty meetings. Informal student/faculty gatherings are hosted by the faculty each fall as a way to welcome new students. The student resource room serves as a place for students to gather and socialize when not in class. Furthermore, the CP Student Organization (CPSO) was created in Spring 2011 in order to build a vibrant academic community, offer support and guidance for the doctoral program, and provide opportunities for professional growth and development. CPSO also brings in outside speakers. In Fall 2011, a CP doctoral program newsletter was created in order to welcome new students, announce professional publications and presentations, and to further build community within the program. The newsletter can also serve to help connect current students with program graduates by having featured sections of interviewing alumni, as well as sharing past internship locations and employment positions.

Counseling Psychology Core Faculty

http://www.unco.edu/cebs/applied-psychology-counselor-education/counseling-psychology/faculty/

Dr. Brian Johnson

Brian Johnson, Ph.D., is a Professor of Counseling Psychology at the University of Northern Colorado who has been here since 1997. He served as the CP Director of Clinical Training from 2000-2010 and the Director for the Psychological Services Clinic from 2014-2018. He earned his Ph.D. in Counseling Psychology from the University of Iowa (APA-accredited) in 1993. He is a licensed psychologist in the State of Colorado and an active member of various professional organizations. He works from a cognitive-behavioral lens and his area of research interests includes issues related to parenting, childhood behaviors, and attachment. He has also earned several awards and accolades for his book, *7 Skills for Parenting Success*.

Dr. Kenneth Parnell
Kenneth Parnell, Ph.D., is an Assistant Professor of Counseling Psychology at the University of Northern Colorado who has been at UNC since 2017. Previously he taught at the University of Kentucky. He earned his Ph.D. in Counseling Psychology, from the University of Nebraska-Lincoln (APA-accredited) and a Masters degree in Couple and Family Therapy from the University of Maryland (AAMFT-accredited). He is a Licensed Psychologist in the State of Colorado. He operates from an interpersonal/systems perspective (EFT, IPT), and his research interests include: intimate relationships, help-seeking, couple therapy, and gratitude.

Dr. Jeffrey Rings
Jeffrey Rings, Ph.D., is an Associate Professor of Counseling Psychology at the University of Northern Colorado who has been at UNC since 2011. He earned his Ph.D. in Counseling Psychology from the University of Denver (APA-accredited) in 2009. He is a Licensed Psychologist in the State of Colorado. He is currently serving as the Director for our on-site training clinic (i.e., Psychological Services Clinic). He operates from object relations/psychodynamic and humanistic lenses and his research interests and areas of specialization include clinical supervision, crisis intervention, grief and loss, suicide risk assessment and prevention, and Veterans' issues.

Dr. Lu Tian
Lu Tian, Ph.D., is an Assistant Professor of Counseling Psychology at the University of Northern Colorodo who has been at UNC since 2015. She received her Ph.D. in Counseling Psychology (APA-accredited) from the University of Missouri-Columbia. She has numerous publications and professional presentations and has taught at the University of Memphis. Dr. Tian specializes in coping/stress management, career- related issues, multicultural competency, and mindfulness. Her primary research interest is in the area of coping/applied problem solving, particularly related to proactive coping and multiculturalism. She conceptualizes and works from a Humanistic/Solutions-focused approach. Dr. Tian has research, teaching, and clinical experience at the international level and was mentored by Div 17 past president (2005) Puncky Paul Heppner, Ph.D. She is a licensed psychologist in the State of Colorado.

Dr. Stephen Wright
Stephen Wright, Ph.D., is a Professor of Counseling Psychology at the University of Northern Colorado who has been at UNC since 2008; he has been serving as the Counseling Psychology Program Coordinator and Director of Clinical Training since 2015. He earned his Ph.D. in Counseling Psychology, with a specialization in psychological assessment from Ball State University (APA-accredited) in 2008, and is a licensed psychologist in the State of Colorado. He operates from an interpersonal/psychodynamics perspective, and his research interests include: attachment theory, college students, career development, scale development, gifted adults, and work-family interface.

Student Admissions Outcomes and Other Data

We have extensive information related to our Counseling Psychology doctoral program on our website. For specific program data, please visit the below web link to review our "Student Admissions Outcomes and Other Data." http://www.unco.edu/cebs/counspsych/studentData.html

Admissions/Recruitment

The CP program is advertised online through the University's website and informally at national and regional conferences. Applicants from all backgrounds are encouraged to apply. We accept applications year-round through the Graduate School, but all application materials must be received by December 1st for consideration of being admitted to the program to start in the fall. Through the admissions process, applicants are individually screened by the CP core faculty. As a group, the faculty discuss the various applicants and reach a consensus on extending invitations for an in-person interview day. At the end of the interview day, CP faculty members decide as a group, along with considering input from current students, on the applicants that we are recommending to the Graduate School to offer admission to join our program. If financial assistance is offered with the recommendation for admittance to our program, applicants do not need to make a decision prior to April 15th. We follow all of the University's non-discrimination policies. Individuals from diverse backgrounds are strongly encouraged to apply to our program. Applicants to our program should demonstrate the ability to work collaboratively with others and possess a commitment to diversity and social justice. Complete application information can be found at our program's website http://www.unco.edu/cebs/counspsych/index.html and the Graduate School's website: https://www.unco.edu/graduate-school/

Time to Completion:

We admitted our first cohort of students entering with a BA/BS degree in 2006 and the program is structured so that those entering with a bachelor's degree can complete the program in 5 years and those entering with a masters' degree can complete it in 4 years. See "*Student Admissions Outcomes and Other Data*" on our website for specific "Time to Completion" information for the past 10 years.

Residency Requirements

At least 4 full-time academic training years in residence (in addition to the required 1-year pre-doctoral internship) are required for our students entering the program with a baccalaureate degree, and at least 3 full-time academic years in residence (in addition to the internship) are required for those entering with Master's degrees.

The degree requirements listed below are consistent with the descriptions of CP such as those provided by Division 17 (https://www.div17.org & https://www.div17.org/counseling-psychology-training) and the Council of CP Training Programs (CCPTP; https://www.ccptp.org).

Degree Requirements

123 Credits*

Accredited by the American Psychological Association. For more information regarding program accreditation, contact the APA's Office of Program Consultation and Accreditation, 750 1st Street NE, Washington, DC 20002-4242 or at (202)336-5979 or at www.apa.org/ed/accreditation/

Required Major Credits

Introductory Core Required — 17 hours

APCE 658	Diagnosis and Treatment Planning	3
APCE 612	Practicum in Individual Counseling	5
APCE 660	Psychological Consultation: Theory and Practice	3
APCE 669	Advanced Methods: Couples and Family Therapy	3
SRM 600	Introduction to Graduate Research	3

Suggested Introductory Core Electives

APCE 665	Family Systems	3

Counseling Psychology Core — 8 hours

APCE 616	Career Theory, Counseling and Assessment	3
APCE 701	Professional Development Seminar in Counseling Psychology	1
PSY 530	Life Span Developmental Psychology	3

Research Core — 18 hours

APCE 733	Seminar in Research Methods in CP	3
SRM 602	Statistical Methods I	3
SRM 603	Statistical Methods II	3
SRM 610	Statistical Methods III	3
SRM 680	Introduction to Qualitative Research	3
SRM 700	Advanced Research Methods	3

Suggested Electives for Students Completing Quantitative Dissertations:

SRM 607	Non-Parametric Statistics	3
	or	
SRM 609	Sampling Methods	3
	or	
SRM 625	Applied Multiple Regression Analysis	3
	or	
SRM 627	Survey Research Methods	3

Suggested Electives for Students Completing Qualitative Dissertations:

SRM 685	Educational Ethnography	3
	or	
SRM 686	Qualitative Case Study Research	3
	or	
SRM 687	Narrative Inquiry	3
	or	
SRM 688	Writing as Analysis of Qualitative Research	3

Practica Core Required — 28 hours

APCE 694	Practicum in Couples and Family Therapy	4
APCE 702	Practicum in Counseling	4
APCE 712	Advanced Practicum in Individual Counseling	4
APCE 714	Practicum in Supervision of Counseling	3 - 6
APCE 715	Seminar in Counselor Supervision and Theory	2
APCE 762	Practicum in Group Facilitation	4
APCE 793	Practicum in Clinic Administration and Service Delivery	3
APCE 794	Advanced Practicum in Clinic Administration and Service Delivery	1
APCE 795	External Practicum in CP	3

APCE 714: 3 credits required.

Suggested Practica Electives:

APCE 617	Play Therapy: Theory and Practicum	3
APCE 713	Practicum in Supervision of Play Therapy	3
APCE 773	Practicum in Supervision of Group Facilitation	3
APCE 774	Practicum in Supervision of Family Therapy	3
APCE 785	Advance Practicum in Community Engagement: Campus Connections	1

Assessment Core Required — 9 hours

APCE 674	Assessment for Intervention: Cognitive and Academic	4
APCE 678	Assessment for Intervention: Personality and Behavior	4
APCE 677	Psychometrics	1

Suggested Assessment Elective:

APCE 782	Introduction to Rorschach Administration and Scoring	3

Licensing Core — 28 hours

APCE 623	Understanding and Counseling Diverse Populations	3
APCE 657	Legal and Ethical Aspects of Counseling and Psychology	3
APCE 682	Biological Aspects of Behavior	3
APCE 707	Seminar in Personality and Counseling Theories	3
PSY 587	Social Cognitive Neuroscience	3
PSY 540	Theories and Principles of Learning	3
PSY 590	Seminar in History and Systems	3
PSY 664	Advanced Social Psychology	3
APCE 683	Affective Aspects of Behavior	1

Internship - 3 hours

APCE 791	Internship in Counseling Psychology	1 - 5

APCE 791: 1 Year, 2000 Hours

Research Proposal/Dissertation — 16 hours

APCE 797	Doctoral Proposal Research	1 - 4
APCE 799	Doctoral Dissertation	1 - 12

APCE 797: Take 4

APCE 799: Take 12

NOTES: * A student entering with previously completed graduate coursework equivalent to coursework required for the PhD degree may have course(s) waived with advisor consent and may significantly reduce the total number of hours required to complete the program. A student who possesses only a baccalaureate degree must earn a minimum of 94 semester hours of graduate credit beyond the baccalaureate degree. This includes a minimum of 78 semester hours of graduate level discipline content courses and 16 semester hours of research credit.

In addition to formal course requirements, students are required to successfully complete a doctoral comprehensive examination, a dissertation and a one-year, 2000-hour internship.

Sequence of Courses

The Counseling Psychology Faculty have attempted to carefully structure your program in a sequential manner so that each semester you are being exposed to a mixture of didactic and applied experiences permitting you to integrate theory, research and practice. Individuals in your admission class represent your "cohort group," and many classes throughout the program have been reserved for only students in your cohort. As a result, many classes are "reserved" for you, but only for a specific semester. This is why part time completion of the program is not possible. As you progress in the program, you will experience greater flexibility in course scheduling, and you will be given opportunities to assume more independence and responsibility. The minimum number of credits required for the doctoral degree at UNC (excluding dissertation and internship) is 78 semester hours. Our program requires 123 hours (including dissertation and internship).

Courses have been grouped together into various academic "Cores." The PhD Advising Worksheet (see Appendix A) lists all the core areas and corresponding courses. Each semester, we attempt to have you complete coursework in more than one core area. For example, during your first semester in the program, you will be taking coursework in Seminar in Personality and Counseling Theories, Statistical Methods and Individual Practicum. We believe that by taking courses related to theory, research and practice concurrently, across several semesters, it will be easier for you to appreciate the multiple ways that theory and research direct and inform clinical practice.

Record Keeping Procedures

Program Record Keeping: All student materials (e.g., application materials, evaluations, program correspondence) are retained for at least 10 years. Information is stored in locked file cabinets in McKee 248 while currently enrolled in the program. Subsequently, the student file is locked in file cabinets in McKee 201. Any formal grievances or program complaints are not stored in student files, but are stored in a separate locked file cabinet in the Graduate Student and Faculty Support Specialist administrator's office.

Keeping Records for Your Protection: It is strongly suggested that you maintain records of all forms concerning your degree program. These forms might include recommendation or practicum evaluations, client contact summaries, annual review feedback, plan of study, committee assignments, course syllabi, grade reports, IRB approval forms, and dissertation proposal and proposal approval page. *Please note,* it is the student's responsibility to keep copies of all of these records and they are often needed in the future. For example, clinical hour logs are often referenced for APPIC applications and post degree licensure applications.

Course Sequence for Students Entering with a MA/MS

Coursework in **BOLD** to be taken at that time with your cohort

***Please Note*: This is only a sample sequence. School needs and faculty circumstances may prevent some courses from being offered during the semesters indicated. You will need to be sure to stay in close consultation with your advisor and/or program coordinator for the most current recommended sequence of courses**.

MA	Fall Semester	Spring Semester	Summer Semester
Year 1	**APCE 701: Pro Development Sem (1)** **APCE 702: Individual Practicum (4)** **APCE 707: Personality Seminar (3)** **APCE 682: Biological Aspects of Behavior (3)** *Research Core (e.g., SRM 602)* *Licensure Core* **APCE 623: Understanding and Counseling Diverse Populations(3) (recommended early in program)** *APCE 665: Family Systems-optional* *11 credits*	**APCE 712: Adv. Individual Practicum (4)** **APCE 674: Cog/Ach Assessment Prac (4)** **APCE 677 Psychometrics (1)** **PSY 540: Theory & Princ of Learning (3)** *Research Core (e.g., SRM 603)* *Licensure Core* *13 credits*	**PSY 664: Advance Social Psychology (3)** ***APCE 683 – Affective Aspects of Behavior (1)*** *APCE 616: Career Theory (3)* *APCE 660: Psy Consult Theory (3)* *Research Core (e.g., SRM 610)* *Introductory Core*
Year 2	**APCE 678: Per/Beh Assessment (4)** **APCE 793: Clinic Admin & Serv (3)** **PSY 590: History and Systems (3)** **APCE 733: Research Methods in CP (3)** *Research Core (e.g., SRM 680 or 700)* *External practicum (APCE 795)* *12 credits*	**APCE 714: Prac in Supervision (2)** **APCE 715: Sem Super & Theory (3)** **PSY 587: Social Cog Neuroscience (3)** **APCE 669: Adv. Methods (3)** **APCE 794: Adv. Clinic Admin & Serv (1)** *Licensure and/or Research Core* *Intro. to Rorschach (APCE 782)* *External practicum (APCE 795)-optional* *12 credits*	**PSY 530: Lifespan and Development (3)** *Licensure and/or Research*
Year 3	**APCE 694: CFT Practicum** *APCE 797: Proposal Research* *Licensure and/or Research Core* *External practicum (APCE 795)-optional*	**APCE 762: Group Facilitation Prac** *APCE 799: Doctoral Dissertation* *External practicum (APCE 795)-optional*	*APCE 799: Doctoral Dissertation*
Year 4	*APCE 799: Doctoral Dissertation* *APCE 791: Internship*	*APCE 799: Doctoral Dissertation* *APCE 791: Internship*	*APCE 799: Doctoral Dissertation* *APCE 791: Internship*

***PSY 587 Social Cognitive Neuroscience**: You must take PSY 540 Theory and Principles of Learning AND PSY 664 Advance Social Psychology prior to being able to take PSY 587 due to the advance integrative knowledge of the two basic discipline-specific content areas (i.e., social & cognitive) that are covered in PSY 587.

Course Sequence for Students Entering with a BA/BS

Coursework in **BOLD** to be taken at that time with your cohort

***Please Note*: This is only a sample sequence. School needs and faculty circumstances may prevent some courses from being offered during the semesters indicated. You will need to be sure to stay in close consultation with your advisor and/or program coordinator for the most current recommended sequence of courses.**

BA	Fall Semester	Spring Semester	Summer Semester
Year 1	**APCE 701: Pro Development Seminar** **APCE 658: Diagnosis & Treatment Plan** **APCE 707: Personality Seminar** **APCE 682: Biological Aspects of Behavior** **SRM 600: Intro to Grad Research** *Licensure Core* **APCE 623: Understanding and Counseling Diverse Populations (recommended early in program)**	**APCE 657: Legal & Ethical** **APCE 612: Individual Practicum** **PSY 540: Theory & Principles of Learning** *Research Core (e.g., SRM 602)* *Licensure Core*	**PSY 664: Advance Social Psychology** ***APCE 683 – Affective Bases of Behavior (1)*** *Research Core (e.g., SRM 603)* *Introductory Core*
Year 2	**APCE 702: Individual Practicum** **PSY 590: History and Systems** *Research Core (e.g., SRM 610)* *Licensure Core (e.g. APCE 616)* *APCE 665: Family Systems-optional*	**APCE 712: Adv. Individual Practicum** **APCE 674: Cog/Ach Assessment Prac** **APCE 677 Psychometrics (1)** **PSY 587: Social Cognitive Neuroscience*** *Licensure Core*	PSY 530: Lifespan and Development *Licensure Core* *Research Core (e.g., SRM 680 or 700)* *APCE 660: Psy Consult Theory (3)*
Year 3	**APCE 678: Per/Beh Assessment** **APCE 793: Clinic Admin & Serv (3)** **APCE 733: Research Methods in CP (2)** *Research Core (e.g., SRM 680 or 700)* *APCE 795: External practicum*	**APCE 714: Prac in Supervision** **APCE 715: Sem Super & Theory** **APCE 669: Adv. Methods** **APCE 794: Adv. Clinic Admin & Serv (1)** *Licensure and/or Research Core* *APCE: 782 Intro to Rorschach-optional* *APCE 795: External practicum-optional*	*Licensure and/or Research*
Year 4	**APCE 694: CFT Practicum** *APCE 797: Proposal Research* *Licensure and/or Research Core* *APCE 795: External practicum-optional*	**APCE 762: Group Facilitation Prac** *APCE 799: Doctoral Dissertation* *APCE 795: External practicum-optional*	*APCE 799: Doctoral Dissertation*
Year 5	*APCE 799: Doctoral Dissertation* *APCE 791: Internship*	*APCE 799: Doctoral Dissertation* *APCE 791: Internship*	*APCE 799: Doctoral Dissertation* *APCE 791: Internship*

***PSY 587 Social Cognitive Neuroscience**: You must take PSY 540 Theory and Principles of Learning AND PSY 664 Advance Social Psychology prior to being able to take PSY 587 due to the advance integrative knowledge of the two basic discipline-specific content areas (i.e., social & cognitive) that are covered in PSY 587.

Systematic Integration of Research

As an APA-accredited Counseling Psychology PhD program that adheres to the integration of empirical evidence and practice in professional training, research is a core part of our students' training. Our program is strongly committed to training future counseling psychologists who can create, disseminate, and utilize psychological research to engage in evidence-based practice. Thus, doctoral students in the Counseling Psychology program at UNC are introduced to research and mentored in research skills in a systematic manner:

- A rigorous sequence of courses is required through the department of Applied Statistics and Research Methods (SRM), including: SRM 600, SRM 602, SRM 603, and SRM 610. Students are not only introduced to the principles of research, design, and analysis, but they also master statistical concepts ranging from descriptive statistics to multiple regression, various forms of ANOVA, and factor analysis while increasing their familiarity of computer statistics packages. For a description of SRM courses, please visit http://catalog.unco.edu. Completion of the required research core will leave students one course (3 credits) short of earning a Doctoral Minor in Applied Statistics and Research Methods

- At the outset, students are required to complete an online training series in the Responsible Conduct of Research through the Collaborative Institutional Training Initiative (CITI) in order to demonstrate initial basic competencies in ethical research practices (see Appendix B in CP Handbook)

- Training in evidence-based practice in psychology is integrated throughout coursework and practica experiences

- All students are engaged in pre-dissertation research experiences. Students are on research teams or work individually with faculty to be mentored on research beginning in their first year. On these teams students may: compile IRB materials, conduct literature reviews, further existing research projects or start new ones, develop manuscripts, run statistical analyses, edit, and/or submit their work for relevant journals and professional conferences (e.g., RMPA, APA). Students are encouraged to present and to be co-authors on team or class-based research projects. As a result of these activities, many of our current students and recent graduates have made professional presentations or coauthored articles with members of the faculty. Students have relationships with multiple faculty members for professional support in developing one's areas of expertise

- The annual UNC Research Day allows students to present their research work to colleagues and faculty and to gain valuable experience in the dissemination of research; this annual event is a program requirement for all students for each year their research has not been accepted to national or regional conference until students begin their internships. Students must have been in a leadership role on the research project.

- Other opportunities to gain experience in the dissemination of research results are available within the university such as SRM Research Night.

- Faculty presents their professional interests and research in APCE 701- Professional Development Seminar in Counseling Psychology. In this course students are also introduced to the process of program evaluation, theory, and methodology through both didactic and experiential components, wherein students may collect, compile, analyze, and present their findings from a program evaluation project, such as projects related to evaluation of our in-house clinic or campus connections program. Students collaboratively develop a professional poster with the intention of presenting the poster at a national convention/conference.

- Faculty actively pursue a wide variety of research interests and act as research mentors and role models for students. Our doctoral program has received the "Program Academic Excellence in Scholarship Award" from the UNC Provost Office. Faculty have also received the "College Scholar Award"

- Faculty mentorship frequently moves to the individual level at some point during one's second year, as students closely work with a chosen faculty member and work with them on writing, research, and professional scientific and scholarly endeavors that align with their research interests. Students gain experience working collaboratively in the planning, application, and/or dissemination of a research project related to the field of Counseling Psychology and develop a repertoire of research skills.

- Students are required to take APCE 733 – Seminar in Research Methods in Counseling Psychology. This course has a heavy emphasis on preparing students in formulating a rigorous research project that resembles a dissertation proposal. Students also learn how to critically evaluate research, as well as conduct scientific research. At the end of the course, students complete a masked manuscript that consist of an introduction section, method section, and a description of their proposed data analysis to carry out the study.

- Our program values the unique contributions of both quantitative and qualitative research methodologies. Thus, students are trained in both quantitative and qualitative methodologies, as all students are required to take SRM 680- Introduction to Qualitative Research and SRM 700- Advanced Research Methods. SRM 680 and 700 are intensive research methodology courses which require students to write and submit an application for IRB approval, to design and conduct a complete research project, and to report the results in a manuscript suitable for submission for publication.

- Depending on whether one chooses a quantitative or qualitative route for their dissertation, students must take additional specialized coursework in their respective research methodology. At minimum, students must complete advanced courses, such as SRM 686- Qualitative Case Study Research; SRM 606- Multiple Linear Regression Analysis; SRM 629- Structural Equation Modeling.

- Students choose their dissertation topic based on their research interests, which may or may not overlap with faculty research interests; however, all dissertations must be within the field of Counseling Psychology. Faculty supports student research growth based on student interests. The faculty's role is to mentor students' research learning process

- In preparation for their dissertation, students enroll in APCE 797- Doctoral Proposal Research. This class leads to the dissertation proposal and working closely with one's Research Advisor and dissertation committee. Additionally, students must enroll in APCE 799- Doctoral Dissertation while working on their dissertation. The dissertation must be defended and approved before one's dissertation committee in order to graduate.

- Students must also prepare an extra chapter in the dissertation, which is a manuscript that is ready for submission for publication or presentation to the APA National Convention or other regional conferences (e.g., Rocky Mountain Psychological Association).

Sequence of Research and Statistical Experiences

First Year:

- Students are expected to have some level of background knowledge and experience with statistics and research methodology prior to admission to the graduate program (e.g., undergraduate and/or master's level statistics courses, prior research experience, and if applicable, a master's level thesis). Depending upon the level of one's prior course work, select classes may be substituted with more advanced ones. This research-based foundation is continually built upon throughout the program, starting in the first year

- Over the course of the first year, students typically enroll in the following research courses: SRM 600- Introduction to Graduate Research (*note: this course is frequently waived for students with their Masters' degree that have taken an equivalent research course*), SRM 602- Statistical Methods I, and SRM 603- Statistical Methods II (*note: some students with a Bachelor's degree may decide to take SRM 603 in their second year*). Students are introduced to the principles of research, design, and analysis, and they also master statistical concepts ranging from descriptive statistics to multiple regression and various forms of ANOVA while increasing their familiarity of computer statistics packages

- APCE 701- Professional Development Seminar in Counseling Psychology introduces students to the process of program evaluation through both didactic and experiential components, wherein students will collect, compile, analyze, and present their findings from a program evaluation of our in-house clinic or approved community project

- Training in evidence based practice in health service psychology is integrated throughout coursework and practicum experiences

- At the outset, students are required to complete an online training series in the Responsible Conduct of Research through the Collaborative Institutional Training Initiative (CITI) (Appendix B in CP Handbook) in order to demonstrate initial basic competencies in ethical research practices

- Faculty actively pursue a wide variety of research interests and act as research mentors for students. First year students are further ushered into the research process through their participation in faculty-led research teams, often as part of their graduate assistantship.

Students may compile IRB materials, conduct literature reviews, further existing research projects or start new ones, develop manuscripts, run statistical analyses, edit, and/or submit their work for relevant journals and professional conferences

- Students are strongly encouraged to submit class- and team-based research projects to both regional and national APA conferences/conventions starting from their first year onward, wherein they gain valuable experience as presenters and co-authors

- Students must present their research on an annual basis in which they have been in a leadership role on the research project. Thus, students whose research has not been accepted to a regional or national conference are required to present at the annual UNC Research Day, which allows students to present their research work to colleagues and faculty and to gain valuable experience in the dissemination of research results locally

- Other opportunities to gain experience in dissemination of research results are available within the University such as SRM Research Night

Second Year:

- Second year students continue their didactic and experiential learning of the research process in advanced quantitative and qualitative research methods courses. Students are required to take both SRM 680- Introduction to Qualitative Research and SRM 700- Advanced Research Methods. In addition to classroom-based learning, both classes culminate in a student-led research project that students must present at SRM Research Night. Students are strongly encouraged to subsequently submit their work to conferences and for publication

- Depending on whether one chooses a quantitative or qualitative route for their dissertation, students must take additional specialized coursework in their respective research methodology. At minimum, students must complete one of these advanced courses

- Students are required to continually expand their research base by enrolling in both SRM 610- Statistical Methods III during their second or third year, and elective statistical courses throughout the remainder of their program. *Note: students with a Bachelor's degree should take SRM 603 in their second year if not completed during their first year*

- Many second year students continue to participate as part of faculty-led research teams. Students may continue their work on existing research projects, though most begin to work on additional projects. Second year students may be assigned additional responsibilities as it reflects their increased knowledge base and understanding of the research process. Students are again strongly encouraged to submit their work for conference presentations and publication

- Faculty mentorship frequently moves to the individual level at some point during one's second year, as students closely work with a chosen faculty member and work with them on writing, research, and professional scientific and scholarly endeavors that align with their research interests. Students gain experience working collaboratively in the planning,

application, and/or dissemination of a research project related to the field of Counseling Psychology and develop a repertoire of research skills. Faculty pairing is frequently based on methodological and topical alignment, though faculty certainly supports student research growth based on their individual interests

- Students are required to take APCE 733 – Seminar in Research Methods in Counseling Psychology. This course focuses on research methods in counseling psychology, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; meta-analysis; and quasi-experimentation. This course has a heavy emphasis on preparing students in formulating a rigorous research project by completing a "Result Masked Review Manuscript" (e.g., resembles a dissertation proposal in form, but the coherence of a well-constructed journal manuscript with results masked for review). Students also learn how to critically evaluate research and perform a result masked review of a manuscript. *Note: students with a Bachelor's degree often take this course in their third year*

Third Year and Beyond:

- Third year students elect to take advanced courses in statistics and research methodology, such as SRM 686- Qualitative Case Study Research; SRM 606/625- Multiple Linear Regression Analysis; or SRM 629-Structural Equation Modeling. These choices are often influenced by a students' decision to conduct either a quantitative or qualitative dissertation study

- Students choose their dissertation topic based on their research interests, which may or may not overlap with faculty research interest; however, research topics must be within the counseling psychology field

- In preparation for their dissertation, students enroll in APCE 797- Doctoral Proposal Research. This class leads to the dissertation proposal and working closely with one's Research Advisor and dissertation committee. One's proposal is typically scheduled at the beginning of the fall semester and is required before students can apply to internship. Faculty members continue to mentor students throughout the dissertation process. Please see the **Internship Procedures** section in the handbook for additional information related to expectations for internship eligibility.

- Additionally, students must enroll in APCE 799- Doctoral Dissertation while working on their dissertation. The dissertation must be successfully defended and approved before one's dissertation committee in order to graduate. Students are strongly encouraged to do so prior to beginning their internship at the start of their fourth or fifth year

- Lastly, UNC students are required to compile an extra chapter in their dissertation, which is a manuscript, ready for submission for professional publication in a peer-reviewed journal and/or presentation to the APA National Convention or Regional conferences (e.g., Rocky Mountain Psychological Association).

Clinical Practica

The required practica courses are highly integrated into the overall program, and the hands on experience students receive with clients in the Psychological Services Clinic (PSC) is complemented by appropriately sequenced didactic training in the developmental, biological, cognitive, affective, and social aspects of behavior, history and systems of psychology, psychological measurement, psychometrics, research methodology and data analysis, professional values and standards, legal and ethical issues, psychopathology/dysfunctional behavior, theories and methods of assessment, diagnosis, and effective intervention, diversity, supervision, consultation, evaluation of interventions, and the cultivation of attitudes conducive to life-long learning and professional problem solving. In addition, the practica courses provide intensive and ongoing opportunities for processing clinical experiences with the core faculty members. Faculty supervisors continually observe live counseling sessions through one-way mirrors in these practica, provide comments which are dubbed on the recorded sessions, and also provide each student with weekly supervision. In addition, students participate in weekly group discussion and supervision in each practicum course, which provides yet another forum for the discussion of the practicum experience. Students are required to purchase liability insurance in all clinical practica, on and off campus.

Consistent with our program's aim to be a counseling psychologist in health service psychology, practicum training at UNC is sequential, cumulative and graded in complexity and is designed to ensure students attain competency in evidence-based interventions consistent with health service psychology. Interventions may be derived from a variety of theoretical orientations or approaches. Students have the opportunity to be trained in three different therapeutic treatment modalities (individual, group, and couples and family), and become competent in evidence-based practice. Our program is also designed to prepare students for further organized training during their internship experience. Students in our program are required to complete at least 28 practica semester hours across six separate courses. Students entering with BAs take three semesters of individual practica with live supervision in our clinic, while students entering with MAs take two semesters. In addition, students take a one semester practicum in couples and family therapy, a one semester practicum in supervision, and a one semester practicum in facilitation of group therapy. They also continue to see clients independently (under supervision) for one or more semesters in our in-house clinic.

Students entering with BAs take APCE 612 Practicum in Individual Counseling their second semester, followed by APCE 702 Practicum in Counseling and APCE 712 Advanced Practicum in Individual Counseling, a course that systematically integrates evidence-based interventions consistent with health service psychology. Students entering with MAs begin the practicum sequence with APCE 702. By the end of APCE 712 the level of live supervision is individualized as appropriate for students' developmental level. All students are expected to have demonstrated competency at the minimum level of achievement (MLA) in the appropriate Profession Wide Competency areas related to the course at the completion of APCE 712 (MLA=3 on the CP Profession Wide Competency form). If a student does not meet the minimum level of achievement on each item on the 712 CP PWC form, an individualized plan will be developed (in consultation with the CP faculty) for the student to obtain competency in the related area.
Once appropriate competency is obtained, students typically take APCE 694 Practicum in Couples & Family Therapy the first semester of the third year for students entering with MAs and the fourth

year for student entering with BAs. Having received advanced training in evidence-based practices in individual therapy as well as training in systemic approaches, students are prepared for APCE 714 Practicum in Supervision of Counseling, in which they work with a faculty member in supervising MA level trainees.

Starting in the Fall semester of the second year (third year for students entering with a BA), students in APCE 793 see individual clients in the clinic (under the supervision of the Clinic Director), and function as staff clinicians conducting intake sessions, counseling, psychological assessments, making recommendations for treatment, performing community outreach, participating in clinic administrative duties and consultation activities with interprofessionals. In APCE 794, students have additional opportunities to conduct counseling and psychological assessments with one or two clients in the clinic under supervision of the Clinic Director. The final in-house practicum APCE 762 Practicum in Group Facilitation is typically taken in the third year for MA students (4th year for BA students). Students in this practicum receive supervised experience in the role of group facilitator and leader. In addition to our in-house practica, students are eligible for APCE 795 External Practicum after completing APCE 712 Advanced Practicum in Individual Counseling. External practica training is intended for students who want to gain additional clinical experience to become more competitive for APA-accredited internships.

Please note: Practica are graded on a Satisfactory/Unsatisfactory basis. Students who earn a grade of Unsatisfactory in a practicum course (e.g., 612, 694, 702, 712, 714, 762, 793, 794) must re-take the same APCE practicum and the program faculty will determine the conditions under which and when the student may re-take the APCE practicum. Students who do not satisfactorily complete the APCE practicum in their second enrollment will receive notification that their program has been terminated.

External Practica

Eligible students (i.e., successful completion of practica sequence through APCE 712 and approval of the External Practicum Coordinator) may apply for an external practicum placement by enrolling in APCE 795 External Practicum (repeatable for a maximum of 15 credits). While the onus of initiative falls on the individual student, the faculty, the individual site supervisor and the External Practicum Coordinator determine final approval of external practicum placement. All External Practicum sites are approved by the CP faculty during a regular program meeting. The External Practicum Coordinator must also approve of the individual site (e.g., developmentally appropriate experiences available, student/site goal alignment, and weekly onsite supervision from a licensed psychologist or other approved mental health professional). When the supervisor is not a licensed psychologist (LP) on-going weekly opportunities exist for students to be supervised by faculty on campus who are LPs. The objective is for students to gain diverse supervised experience in clinical and/or assessment practice at a clinical site outside of the UNC Psychological Services Clinic while furthering their communal networking skills; ideally the type of setting will align with student internship goals. Ongoing placement evaluation will be conducted through: student self-report, site supervisor evaluation, regular meetings with the External Practicum Coordinator, and in-class discussion of any issues that arise during the fieldwork experience (e.g., ethical, multicultural, supervisory, clinical, critical issues currently impacting the field). Students attend bi-weekly group supervision meetings (and additional supervision as needed). The External Practicum Coordinator will make site visits. The site must provide a wide range of training and

educational experiences through applications of evidence-based practice procedures. Students are a) encouraged to apply to sites that have an APA accredited internship training program and are supervised by an LP, b) sites that have an APPIC internship and are supervised by a licensed psychologist, c) other sites under the supervision of a licensed psychologist, and lastly on a case-by-case basis d) other sites supervised by a mental health professional (*please note*, supervision and evaluation must occur by a licensed psychologist). Students typically complete a minimum of two semesters of this course. Liability insurance is required for students in External Practica. Sites also must be able to provide Direct Observation of the trainees' clinical work and be in compliance with the APA Standards of Accreditation practicum requirements.

In order for students' clinical experiences/activity to be program sanctioned and the hours to count during their doctoral training, they must be registered for an APCE practicum (e.g., 795, 794, 678, 674, 694, 714) and appropriate supervision of their clinical work that will approve and sign off on the hours (please follow APA Standards of Accreditation practicum requirements). All clinical activity must be prior approved with the supervisor. The CP Director of Training must approve any exception to this policy.

As you can see, you will be extremely busy during your time on campus. Many of our students elect to spend an additional year on campus in order to spread out the workload. Those that use this option have considerably more flexibility when sequencing their plans of study, usually take optional courses of interest and complete most of their dissertation research before leaving on internship. It is important to note that certain courses must be completed with your entering cohort, especially those in the Practicum and Assessment Cores.

Plan of Study

After the completion of the first semester of study in the doctoral program, each student is required to file an approved plan of study with the Graduate School. This plan is typed on a Graduate School form that is available from the graduate school website at:
https://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx
The plan of study lists all courses proposed for the doctoral program. The completed form is approved and signed by your advisor before it is forwarded to the Graduate School. The plan must be accepted by the Graduate School before you can sit for your written comprehensive examinations (see Appendix C). For students completing the statistics minor, make sure to include that you are doing the SRM Minor in your plan of study.

Distance Education and Electronically Mediated Course Delivery

At this time, the CP program does not currently offer APCE classes online. Some of the SRM and PSY classes (e.g., SRM600, SRM602, PSY530) are sometimes offered online. Only UNC students enrolled in the course have access to the class through the University's registration process and have their own unique number that identifies them in the university computer systems. Activities and assignments delivered through Canvas are provided to supplement the direct instruction provided in class, and provide students the opportunity to review the material again or participate in videoconferencing between class sessions (e.g., Zoom through Canvas). When a student takes a complete online course delivered using Canvas, each student's account is password protected.

Consistent with UNC's Student Code of Conduct and policy on Academic Integrity, any student who registers for a course, but then allows someone else to participate in and complete the course would be found in violation. Further, all students are assessed through a comprehensive exam process on the various competencies covered in these courses, which provides an indirect method for assuring that students are responsible for learning the course content. In regard to the verification of students in online or distance learning contexts, please see the policies regarding academic misconduct at:
https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf
https://www.unco.edu/dean-of-students/

The university assigns students a permanent, unique number, called the Bear Number, that identifies them in the university computer systems. In order to activate student accounts in the computer system, the student must enter their Bear Number, their birth date, and the last four digits of their social security number. In order to login to a distance/online learning course through the Canvas Learning Management System platform, the student must enter their University email address and password. Online courses are charged a $15.00 per credit hour fee.

Minimal Level of Acceptable Achievement (MLA)

The MLAs in our program follow our aim of producing counseling psychologists in health service psychology. For example, our students must demonstrate the Profession Wide Competency of Intervention, which relates to competent evidence-based interventions consistent with the scope of health service psychology in clinical practica such as APCE 702, APCE 712, etc. The practicum evaluation form provides a numerical rating on a 5-point scale ranging from 1-5 for competencies including evidence-based interventions with an MLA consistent with students' developmental progression in the practicum (i.e., APCE 612=2; APCE 702=2.5; APCE 712=3). At the end of students' individual practicum sequence (i.e., APCE 712) and all subsequent practica (e.g., 714, 694, 762, 795), the MLA is a rating of "3" on all items on the CP Profession Wide Competency form. Prior to applying for internship, students must meet the Minimal Level of Achievement (i.e., 3) in all areas of evaluation (e.g., all items on the CP Profession Wide Competency form; annual evaluation prior to applying for internship, comprehensive exams). The MLAs for grades for all courses are set as a grade of "B-". In instances a grade of "B-" is not achieved, the course has to be retaken. For the SRM classes, B is considered the lowest MLA grade.

Comprehensive Examinations

Doctoral comprehensive examinations have a written and an oral component. Each doctoral student must pass a written comprehensive examination that may not be taken until the student: (a) has a program committee; (b) has filed with the program and graduate school an approved plan of study (Appendix C); (c) has completed a request to take written comps the semester prior to taking them (Permission Form to Take Written Comprehensive Examination, see Appendix D) (d) has completed at least 36 semester hours applicable toward the degree, including required courses for written comprehensive exams (see Appendix E); (e) has maintained a grade point average of at least 3.00; and (f) has received satisfactory overall ratings on the Annual Review (see evaluation procedures**).** ***It is required that these forms are filed one semester before one intends to take the comprehensive examination.*** Typically, students will be completing comprehensive exams during

the spring semester of their 2nd year for those entering with a master's degree and during the spring semester of your 3rd year for those entering with a bachelor's degree. Doctoral Written Comprehensive Examinations are administered once a year during the spring semester. Dates and times of the examinations will be posted at least 8 weeks prior to the scheduled exam date. The Director of Training (or another CP faculty member) will conduct a mandatory informational meeting and workshop on comprehensive examinations; this meeting and workshop is usually offered at least the semester before the written examinations.

Comprehensive Exam Process:
"The Examination for Professional Practice in Psychology: EPPP (Part 1-Knowledge) is developed and owned by the Association of State and Provincial Psychology Boards (ASPPB). It is the foundational knowledge exam that is presently in place in all US states, US territories, and Canadian provinces as a requirement for licensure as a Psychologist. This is a critical assessment as it provides licensure boards with information on their Candidates' general knowledge of psychology. This includes important psychological theories in areas such as cognition, affect, development, and general knowledge of intervention and assessment, research, factors impacting psychological functioning as well as many other aspects of the foundational knowledge that psychologists are taught in graduate school." See ASPPB for more information.

Written Comprehensive Exams:
Written comprehensive exams will be administered by a 3rd party company (i.e., Triad) that is used to successfully prepare individuals to take the "Examination for Professional Practice in Psychology" (EPPP). The written comprehensive exam will consist of 225 multiple choice items assessing all APA accreditation required outcomes consisting of the discipline-specific knowledge (DSK) areas and each of the nine profession wide competency (PWC) areas. This secure exam has been developed based on the EPPP preparation process and there is an approximately 90% overlap with the EPPP preparation exam by Triad. Students will have 4.5 hours to take the 225-item secure exam at UNC (e.g., Psychological Services Clinic) and all items are maintained in a separate database for security purposes. The following scoring criteria are used:

- **Pass**: students must receive a score of 50% or higher on all 10 individual areas (i.e., each of the DSK and the PWC areas). This is not an average total combined score.
- **May pass when conditions are met**: students receive this result when they have a score of 50% or higher on at least six or more of the 10 areas (i.e., DSK and PWC areas). A remediation exam is administered by Triad and individually developed for the student, which consist of the specific area(s) that the student did not receive a score of 50% or higher. The student must take the remediation exam approximately 8 weeks after they have taken the initial secure exam. Conditions are met if the student receive a score of 50% or higher for each individual area on the remediation exam. If conditions are not met, then the student has failed comps.
- **Failed**: If a student does not receive a score of 50% or higher on at least six of the 10 areas (i.e., DSK and PWC areas), then they have failed comps and the entire secure exam with all 10 areas must be retaken with faculty approval.
    - The Graduate school's instructions on Comprehensive Exams apply for comps. Failing your comprehensive examination two times results in your termination from the program.

Timeline for comprehensive exams and preparation steps:

- **Last week of fall semester** (e.g., Dec 1st). APA pre-assessment comps exam/practice test is administered. Students will take a pre-assessment exam developed and administered by Triad. The exam will be 225 multiple choice items and cover all 10 APA areas (DSK and PWC areas). Students will have 4.5 hours to complete the exam. Students will receive individual item level feedback from their exam and correct answers will be provided for each individual item. The student's performance on the pre-assessment comps exam/practice test does not count towards their comps scores and is not used for evaluating their written comprehensive exam performance.
- **Written Comprehensive Exams**: Eight weeks after the start of the spring semester (e.g., March 1st). The secure Comprehensive Exam is administered. Students will take the secure comps exam developed and administered by Triad. The exam will be 225 multiple choice items and cover all 10 APA areas (DSK and PWC areas). Students will have 4.5 hours to complete the exam. Results are reported as percentage correct for each of the 10 APA areas (i.e., DSK and PWC areas) and students will not have access to any individual items. See above for scoring criteria.
- **Last week of spring semester**: (e.g., May 1st). Remediation secure APA comp exam is administered if a student receives a comps exam result of "may pass when conditions are met." See above for scoring criteria.

Please note. Students will be responsible for the cost of the APA pre-assessment comps exam/practice test and the secure APA comps exam. The program will regularly pursue outside funding opportunities to help students with the cost. Students will have access to printed study materials developed by Triad. The program has purchased one set of study materials designed to help prepare students to successfully pass the EPPP; these study materials are stored in the Psychological Services Clinic and can be accessed at any point during the students' program. Per the test developer, there is a 90% item overlap with the APA secure exam and the EPPP preparation secure exam developed by Triad. Students will be responsible for any additional materials needed for the secure exam and students are provided the option to purchase their own set of study materials at a reduced cost.

Oral Comprehensive Exams

The Oral Comprehensive Examination: After passing the written comprehensive examination, you must then pass your oral comprehensive examination. You will arrange the date, time, and place of the oral examination after consultation first with your Research Advisor and then your program committee. You will need to notify the Graduate School by forwarding a completed "Request to Schedule Doctoral Examinations" form (see Appendix F) at least two weeks prior to the oral examination date or the graduate school will not allow orals. The oral examination will not be authorized until the written examination report is filed with the Graduate School indicating that the student has passed.

Orals comprehensive exams will be based on the integration of science and practice that may cover all 10 APA areas (i.e., DSK and PWC areas).

- Science/Research. Students will develop an original and comprehensive empirical research proposal idea for oral comps. Two weeks prior to oral comps, students will send all committee members a two-page (maximum) single spaced overview of their research proposal idea. The two-page limit does not include references and must be 12-point font, Times New Roman, with 1-inch margins. This overview should include the following:

rationale or justification; purpose of the study; methodology (including data analysis). In-text citations in APA format should be used throughout this two-page overview. A reference list should be included.

- Practice/Clinical Case. Two-weeks prior to the oral comprehensive exam, students will be provided with a case study with psychological assessment data. Students will then be expected to address any questions related to the practice of a counseling psychologist provider in health service psychology.

The student's performance on the oral examination will be evaluated as: (a) pass; (b) may pass when conditions are met; or (c) fail, retake permitted; or, (d) fail, retake not permitted, program terminated. At least three-fourths of the committee must agree on the final evaluation. To pass comprehensive exams, the student must demonstrate competency in all APA areas at the minimum level of achievement (i.e., 3). See Graduate School policy related to comprehensive exams for doctoral students.

Dissertation Procedures

Proposal Hours: Four semester hours of Proposal Research are required of all doctoral students. Theoretically, these hours are to be taken during the term in which one expects to do the research for and write the proposal. To register for this class students must have their advisor's permission, and the permission of the Program Coordinator. The forms, Course Credit Agreement Form and Directed Study/Non-Scheduled Course Registration, may be obtained in the departmental office. ***Please Note: You cannot register for dissertation hours to work on your proposal. You must have successfully defended your dissertation proposal before you can register for dissertation hours.***

Dissertation Hours: Twelve semester hours of Doctoral Dissertation are required for all doctoral students. You may only register for these hours after you have been admitted to candidacy (see following section entitled "Admission to Candidacy"). These hours may be taken all at once or over several terms. **You must register for at least 1 credit hour the semester that you graduate.** To register, you need the permission of your Research Advisor and the Program Coordinator. The forms, Course Credit Agreement Form and Directed Study/Non-Scheduled Course Registration, may be obtained in the departmental office.

Admission to Candidacy: To be eligible for admission to candidacy for a doctoral degree, each student must satisfy the following requirements: (a) have a GPA of at least 3.00; (b) have passed the written and oral comprehensive examinations; (c) have filed with the Graduate School a Research Proposal for the Dissertation; (d) have registered for four semester hours of APCE 797 - Dissertation Proposal.

Continuous Registration Following Admission to Candidacy: All graduate students need to be enrolled for at least 1 credit hour each academic semester (fall and spring). Students register continuously from the time they first enroll in their graduate degree program until the semester or term in which they graduate. Students must also register for at least 1 semester hour the semester (or summer term) in which they take examinations (including written and oral comprehensive examinations and dissertations defenses) and the semester or summer term in

which they graduate. For more information about the policy please see the Graduate School website http://www.unco.edu/grad/forms/index.html.

The Two Week Rule: Your faculty will make every attempt to provide you with timely feedback on drafts of your written materials (e.g., dissertations, internship applications, recommendation letters, etc.). While we are often able to provide feedback more quickly, you should not expect it before two weeks have passed (excluding university holidays and breaks). This rule applies not only to your final drafts before dissertation proposal and defense meetings, but also to rough drafts of your written documents. So please plan accordingly. During the summer months faculty availability varies and it is difficult to convene the dissertation committee. If faculty is on a sabbatical leave and conducting research, they may not be available for periods of time for proposal or dissertation meetings. Students are responsible for scheduling committee meetings while taking into account faculty schedules and leaves.

Dissertation Proposal Defense: A formal defense is required for approval of the dissertation proposal. If the committee approves the proposal at this time, the student may file the approved copy with the Graduate School and begin the research for the Dissertation once approved by the Graduate School. A signed signature page is required with all committee members' signatures in order to pass the proposal. Students also must file a Verification of Research Subject or Participant Compliance form (see Appendix G or https://www.unco.edu/graduate-school/pdf/verification-research-subject-compliance.pdf
NOTE: Students are encouraged to avoid scheduling defenses in the summer, as it is often difficult to convene the committee due to much variation in teaching schedules. It should not be assumed that committee members will be available for summer proposal or defense meetings. Your Dissertation Proposal and Defense will be evaluated by your Research Committee. The Research Committee is composed of 4 faculty members. You will be able to personally select three of them (in consultation with your advisor) and a fourth member, the Faculty Representative, will be assigned by the Graduate School or in consultation with your Research Advisor. The composition of your committee must meet the following:

Committee Member Selection

	Counseling Psychology PhD criteria	UNC Graduate School Criteria
Research Advisor (or One Co-Research Advisor)	Core Counseling Psychology Faculty	Graduate Faculty with Doctoral Research Endorsement
One Committee Member	Core Counseling Psychology Faculty, or from within the program/discipline area with Research Advisor approval (i.e., Licensed Psychologist)	Graduate Faculty Status
One Committee Member	Counselor Education & Supervision, or School Psychology, or other related discipline/area of inquiry with Research Advisor approval	Graduate Faculty Status
Faculty Representative (1 Member) Nominated by the student to the Graduate School	Not from Counseling Psychology, Counselor Education & Supervision, or School Psychology; needs to be outside the program discipline	Graduate Faculty Status
Additional Optional Members	By Permission of Research Advisor	Any faculty with Graduate Lecturer Status or above.

Internal Review Board: All research conducted under the auspices of UNC must be approved by a review committee, known as the Human Subjects Review Board. The review process is conducted to determine whether the rights of the participant in the study are being protected. No research may be conducted until the Human Subjects Review Board has approved the proposed study. Thus, all students intending to conduct a study for their dissertation must complete relevant forms that can be found on the Office of Research and Sponsored Programs and Research Integrity & Compliance webpage https://www.unco.edu/research/office-of-sponsored-programs/

Dissertation Format: A dissertation is required for all doctoral students in Counseling Psychology. The dissertation must conform to the requirements set forth in the most current Publication Manual of the American Psychological Association and the Graduate School Doctoral Dissertation Publication Manual (https://www.unco.edu/graduate-school/pdf/thesis-capstone-dissertation/Dissertation-Capstone-Format-Manual.pdf)
The dissertation resource section is also available to help guide you during the process. See: https://www.unco.edu/graduate-school/student-resources/current-students/thesis-capstone-dissertation-resources.aspx).
Students must also fill out a Verification of Research Subject or Participant Compliance form (see Appendix G or https://www.unco.edu/graduate-school/pdf/verification-research-subject-compliance.pdf). Please note that policy now states that all dissertations in the department will have a manuscript length summary included as an (Manuscript Policy Appendix H) to the dissertation. Some useful guidelines for writing dissertations are offered in Appendix I "Guidelines for Doctoral Dissertation".

Dissertation Defense: After the dissertation research has been completed and written, you must defend the study to your Research Committee. All committee members must be given a bound copy of the dissertation at least 2 weeks prior to your defense. Check with committee members in advance if they prefer an electronic copy or a hardcopy. ***Do not assume that emailing them a copy is acceptable.*** Once the committee approves your dissertation, it can be filed with the Graduate School. Please be aware that the Counseling Psychology faculty has limited availability for dissertation proposals or defenses during the summer term. In scheduling the dissertation defense date, contact your Research Advisor to discuss possible dates for the defense. Once you have a date that works for the committee the request for dissertation defense form must be signed by your Research Advisor. It is the student's responsibility to send the form to the graduate school at least two weeks before the defense date. If a candidate wishes to graduate at the end of the summer term, the dissertation should be completed and defended no later than the end of spring term (see Graduate School policy for current dates). It is also the student's responsibility to ensure that all Graduate School deadlines have been met. You will want to be in close contact with the Graduate School regarding their requirements. ***You need to register for at least 1 dissertation hour the semester that you graduate.*** Students who have defended their dissertation prior to going on internship may petition for exception for this requirement (please see the Graduate School web site for the Graduate Student Petition for Exception form).

Internship Procedures

Internship is a 12-month, 2000-hour experience required of all students in the PhD program. The internship is taken after all coursework has been successfully completed, the written and oral Comprehensive Examinations have been passed and you have successfully defended your dissertation proposal. You will be permitted to apply for internship only after the successful completion of the above requirements. As of April 11th, 2013, the CP faculty decided that effective with the incoming cohort of fall 2013, the expectations for internship eligibility are those adopted on February 9, 2013 by the Counseling of Counseling Psychology Training Programs (CCPTP) – see Appendix J for complete list of expectations. In accordance of the CCPTP's expectations for internship eligibility, "*trainee's dissertation proposal must be accepted at the time of application to internship."* If the trainee's proposal has not been successfully defended by the time of application to internship, the student will not be allowed to apply for an internship or register/participate in the APPIC match system that year. Please note that the vast majority of internship applications are due November 1st or before.

The Spring semester before the Fall semester in which students apply for internship, students must submit the Internship Readiness Form (Appendix N) as part of their annual evaluation to their advisor and the Director of Clinical Training (DCT) for approval and to assess their readiness for internship. Arrangements for the internship should begin by attending a mandatory Internship Meeting usually scheduled during the spring or early summer of the year you plan to apply for internship. Most internship sites have application deadlines in late October or early November. During this meeting, an Internship Manual will be given to each student providing information for seeking an internship. While on internship, you will need to register for 1-5 semester hours in each of the fall, spring and summer semesters. Effective 2011, the faculty implemented a policy in relation to internships effective for any student applying for internship fall 2012. Students will be allowed to apply only to APA accredited internships. If students do not match in Phase I, they can petition to the faculty to apply for APPIC listed non-APA-accredited internships in Phase II. Again, as of April 11th, 2013, all CP students must follow the CCPTP's expectations for internship eligibility (see Appendix J). Accordingly, students are required to seek APA-accredited internships as their future licensure/job eligibility may be affected. It should be noted that only internships that are currently APA-accredited will be approved by the Director of Clinical Training without getting approval from the entire Counseling Psychology faculty.

Permission to apply for internship should be received from the DCT before completing the application for any site. Under special circumstances, the program faculty will approve non-accredited, sites meeting the standards for APA-accreditation for internship programs. Students complete an application to the program faculty and assume all responsibility for obtaining and maintaining the necessary internship documentation required for licensure (see Appendix K). The DCT expects that all essays, vitas and cover letters will be ready by Sept. 1 of the internship application year for review by the student's advisor and/or the DCT.

Internship Registration: Students must register and complete at least three consecutive semesters of internship (APCE 791), summer, fall, and spring (this is also needed for licensure in many states). However, depending on the internship start and end date, students may need to register/complete additional semesters of internship. For example, if a student's internship starts during the summer, the student should register for internship the summer the student starts (e.g., June or July). In addition, the student will register for fall and spring internship. Per Graduate school policy, you must also be registered for at least 1 credit hour the semester you complete all degree requirements (e.g., finishing internship in June or July). Please make sure you are registered for at least 1 credit hour the semester you complete internship; you should work with your advisor to determine what to register for (e.g., internship, dissertation). Any exception to this policy must be prior approved by the CP faculty or the Director of Clinical Training. *Please note:* for Financial Aid considerations, students may need to complete required form(s) while on internship (e.g., Certification as a Half-or-Full-time Enrollment Status Form) and should work with the Financial Aid office accordingly.

Communication Between Doctoral and Internship Programs: Throughout the internship year, there is communication between our program (e.g., via DCT) and the internship program. The nature and frequency of this communication depends on the needs. Communication occurs prior to starting internship and then typically at midpoint and then again at the end of the training year. Additional communication occurs if problems arise with interns. The internship should send formal written intern evaluations to the doctoral program at or near the midpoint of the training year and again at internship completion. All formal evaluations/communications are retained in the student files and used to evaluate student competencies required for degree completion.

Awarding the Doctoral Degree Prior to Completion of the Internship: Per UNC and APA accreditation policy, *"All accredited program requirements, including the internship, should be satisfactorily completed prior to awarding the doctoral degree in the student's substantive area of health service psychology"*(APA, Standards of Accreditation; C-15 D, 2017). For example, if a student completes internship one day after the official UNC graduation date, then the student will officially graduate the following term. This policy is also related to many state licensing boards.

Letters of Recommendation: It is likely that you will need letters of recommendation during your program for such eventualities as scholarships, assistantships, jobs, and internship placement. Faculty members receive numerous requests for recommendations and need sufficient time to complete the letters. At least a two-week period before the letter is needed is both courteous and appreciated. The two-week rule also applies to your APPIC application that needs to be reviewed and signed by the Counseling Psychology Program Training Director. Frequently, faculty members will request a copy of your vita and a description of the type of position you are applying for and what you are hoping the faculty member can say about you.

Evaluation Procedures

Each year, the entire CP core faculty evaluates each student in the program as a part of the Counseling Psychology Annual Review Student Feedback. Our Annual Review was updated in 2017 to correspond to the competencies areas in health service psychology and evaluates students in the nine Profession Wide Competency areas of: 1) research, 2) ethical and legal standards, 3) individual and cultural diversity, 4) professional values, attitudes, and behavior, 5) communication and interpersonal skills, 6) assessment, 7) intervention, 8) supervision, and 9) consultation and interprofessional/interdisciplinary skills (see Appendix L & M).

Students are evaluated at numerous points during their training, and feedback is frequently given both informally and formally. Opportunities for formal feedback include: assignment & course grades, Practica Evaluations, instructors completing the Doctoral Screening Form (both fall and spring semesters), student Annual Reviews (completed every spring), Comprehensive Exams (written & oral), Dissertation Proposal Meeting, Dissertation Defense, Internship Readiness Form, and Internship Evaluations. If you are perceived as being overly challenged in the program, you will likely be aware of it long before it is presented to you as formal, or written, feedback. Throughout your program, faculty are evaluating you to ensure that you not only have the foundational knowledge in psychology but also that you demonstrate requisite competencies that are important for counseling psychologists in health service psychology (see Appendix O for CP Profession Wide Competency Evaluation Form).

- With regard to course grades, all students are expected to maintain at least a 3.0 GPA. Courses in the Practica Core must receive a "Satisfactory" grade and courses in all other courses must be passed with at least a B- grade, or the course will need to be retaken. For those completing the SRM Minor, lowest grade is a B.
- Practica include the evaluation of both applied and didactic activities. The applied activities include areas such as clinical skills, progress notes, and openness to supervision. The evaluation of more didactic activities may include case presentations or papers. The CP Profession Wide Competency Evaluation Form will be used to evaluate your performance and additional Practicum Evaluation Forms for practicum related class are often utilized (e.g., APCE 612, 702, 712, 762, 694 - see Appendix P).
- The Annual review involves completing the Counseling PhD Annual Student Review Form (see Appendix L). Students distribute the Mid-semester Doctoral Screening Forms to all of their instructors and GA supervisors during a given semester (see Appendix Q). It is the student's responsibility to give the form at mid semester (if weekend format at the end of the first weekend) to all the instructors (an electronic link to the Qualtrics form can also be provided by you to your instructor). Information collected from the Annual Review form and Doctoral Screening Forms will be reviewed by the faculty and written feedback will be given to students, usually in late Spring early summer, on the Counseling Psychology Annual Review Student Feedback Form (see Appendix M). If students have not received the feedback by the first week in June please contact the DCT. Students meeting the minimal level of achievement on competency areas will be reevaluated in 1 year. Those receiving below the minimal level of achievement (MLA) will be reevaluated early Fall semester. The student is expected to take initiative to contact their advisor to begin their reevaluation process. Upon being reevaluated, if the student continues to be rated below the MLA, he/she will be immediately referred for Review and Retention (see Appendix R for the Student Review and Retention Policy). In the past, some reasons for students to be

rated below the MLA have included not making progress on their dissertations, not being timely in completing paperwork and not completing their remediation plans.

Below are some of the critical evaluation events and periods:

- The Written Comprehensive Examination is taken the spring semester prior to applying for internship (see Comprehensive Examinations).
- The Oral Comprehensive Examination usually occurs about a month after the results of your written exam and can only be scheduled if you passed your written exam (see Comprehensive Examinations).
- Participation in the UNC Research Day or a national or regional conference in a leadership role
- Dissertation Proposal and Defense (see Dissertation Procedures)
- Faculty reviews the Internship Readiness Form and gives feedback as to readiness
- When required, internship evaluations (formal or informal) are sent to the Director of Clinical Training throughout the internship year and the faculty uses this feedback to evaluate progress on internship.
- We work very hard to ensure that all students admitted into our program make successful progress to degree completion. Occasionally, some students may have their programs terminated. Before a student's program is terminated, the Review and Retention procedure will be followed (see Appendix R).

Upon graduation and at different timelines alumni will be asked to complete surveys as a way for us to evaluate how well we prepared students for achieving the aim of our program and the profession wide competency areas. Also, licensure data, employment information, professional roles and activities, number of presentations and publications, and other achievements will be part of the survey. This is important for us to integrate feedback from our graduates, our self-study and APA accreditation.

Advising Procedures

Initial Advisement: Upon acceptance into the program, students are notified by letter to schedule a meeting with the Director of Clinical Training (DCT) to evaluate their transcripts and plan the selection of courses. The DCT acts as the "Contact Advisor" from the time of acceptance into the program to coming onto campus. For students with advanced standing (i.e., Masters degree) who wish to have courses transferred or waived, the DCT, often in consultation with faculty who teach the courses asked to be waived, coordinates the review of transcripts and course syllabi to determine which prior coursework can be waived from the plan of study requirements. Transfer is not recommended because the Graduate School starts the clock for the PhD from the oldest course completed (see the Graduate Catalog for complete policy). Depending on the number of courses waived program completion may vary. In order to waive APCE 657 the APA Ethical Principles and Code of Conduct must have been covered in the previous class. Courses must have been taken within the past 5 years, and approved as equivalent by the DCT and/or instructor who typically teaches the class at UNC. Students must take a minimum of 16 hours in the Research Core. If SRM courses are waived, students must select from the Quantitative or Qualitative Dissertation Research courses to complete the minimum hours requirement (or SRM related courses with prior DCT approval). The Minimum Level of Achievement for the respective course being waived must be obtained and verified by student's transcript.

New students are also provided a two-hour orientation meeting early in the fall semester. During the orientation, an overview of the program is provided for students including a description of faculty research interests. Following the orientation meeting, any remaining advising questions are answered and students will be assigned early in the semester a "Temporary Advisor" from the Counseling Psychology faculty. In addition, new doctoral students are required to register for APCE 701 - Professional Development Seminar: Counseling Psychology for two semesters. The instructor of that course frequently answers advising questions until students have had an opportunity to get better acquainted with program faculty. The temporary advisor can become the student's permanent Research Advisor, unless the student specifically requests for a change in advisors. It is important for new doctoral students to become acquainted with counseling psychology faculty so that a permanent research advisor may be selected (See section on Research Advisor below).

Research Advisor: After the student has had the opportunity to become acquainted with the faculty in counseling psychology (after at least one semester), the student is encouraged to select a permanent research advisor for the program using the Change of Advisor Form (see Appendix S). A faculty member must agree to serve as a student's research advisor and have space available to accept new advisees (note: the Graduate School has a policy on the number of doctoral committees faculty can serve on). The research advisor is responsible for sending the proper forms to the coordinator and the Graduate School for final appointment (Appointment of a Doctoral Committee Request Form). Forms can be obtained from the Graduate School web site: http://www.unco.edu/grad/forms/index.html. The duties of the Research Advisor include: (1) advising for course selection (see Sequence of Courses in Appendix A); (2) preparation of the plan of study; (3) summarizing and presenting evaluation materials for the student's annual review on the Doctoral Student Feedback form (see evaluation procedures); (4) approving members of the program committee; (5) approving requests for written and oral comprehensive examinations; and, (6) serving as the research advisor of the student's oral examination, (7) serving as the research advisor for the doctoral proposal meeting and the doctoral dissertation defense meeting. The research advisor is a faculty member in Counseling Psychology program approved by the Graduate School as a Doctoral Research Faculty member who agrees to be the research advisor for the doctoral committee. The research advisor works closely with the student in the selection of a topic, preparation of the research proposal, the administration of the proposal defense, preparation of the dissertation and the final dissertation defense. This faculty member's responsibilities end when the student has been hooded at the graduation ceremony and a final draft of the dissertation has been filed with the graduate school.

Research Committee: The program committee consists of a minimum of four Graduate faculty members: the research advisor, who should be a member of the core Counseling Psychology faculty, one additional faculty member from the core Counseling Psychology faculty; one member from the Department of Counselor Education and Supervision or the Department of School Psychology, or another department in a related discipline or area of inquiry with the research advisor's approval for cases in which the dissertation topic relates to the faculty expertise and a fourth faculty member (outside the program discipline) that is nominated by the student and approved/appointed by the Graduate School. The members of the committee are selected and nominated by the student, with agreement from the selected faculty. The duties of the program committee are: (1) approval of the student's course of study, (2) administration of the oral

examination, and (3) the committee is responsible for all phases of the student's dissertation and conducts the proposal defense and dissertation defense. This committee's responsibilities end when the student has successfully completed the dissertation defense. Please note, if a dissertation is taking longer than anticipated to be completed, the Research Advisor or a committee member may choose to no longer serve on a student's committee and it is the student's responsibility, upon consultation with his or her research advisor, to find a suitable replacement.

Faculty Representative: This faculty member comes from some program other than counseling psychology, school psychology, counselor education and supervision, and is outside the program discipline and is nominated by the student and appointed by the Graduate School. The responsibilities of the Faculty Representative are to ensure that the student's rights are observed by the committee and that the standards and expectations of the Graduate faculty and the Graduate School are upheld.

For more information on committees, see the explanation included in the UNC Graduate Catalog.

Registration Procedures

Registration: The Registration Center is located in the University Center. Dates for your registration times are printed in the Schedule of Classes. Details on registration can be found on the UNC Registrar homepage: http://www.unco.edu/regrec/.

Residency Requirements: Doctoral students' residency requirements are set by the University and detailed information on residency requirements and petitioning for tuition classification changes can be found on the UNC Registrar homepage: http://www.unco.edu/regrec/. For program Residency Requirements see above.

Permission Courses: Some courses in Counseling Psychology, are restricted in terms of the number of persons who can be enrolled or by prerequisite requirements. Enrollment in these courses is controlled by requiring students to preregister with either a particular instructor or by a sign-up procedure prior to actual registration. If a class is labeled "permission of instructor," then the student should contact that individual instructor. If the class is labeled "permission of the practicum coordinator," then there will be a sign-up week approximately three weeks after the beginning of the Fall and Spring semesters. In the Fall, the sign-up is for classes in the Spring semester. In Spring, the sign-up is for the Summer and Fall classes. Look for announcements in the Graduate Student Resource Room and for announcements in classes for these important sign-up times, as well as information distributed on the listserv or UNC email. NOTE: If you have been assigned space in a permission class and decide not to enroll, please immediately inform the faculty member in charge of the course or the practicum coordinator so that it may be assigned to another student. Once a practicum has been accepted by a student, he or she is not permitted to drop except in cases of extreme hardship and approval from the Director of Clinical Training.

Alternate List for Permission Courses: Typically, there will be an alternate list for all permission courses. It is important to sign up so that a list may be constructed. If the name of an alternate comes up, the alternate will be contacted by the faculty member in charge of the particular course.

Supervised Practicum Meeting Times: Doctoral level supervised practicum meetings begin the day on which they are noted in the Schedule of Classes. If an enrolled student does not attend the first class meeting, it is possible that the student will be dropped and an alternate student contacted for the opening. Also, please note that many practica require more hours than are scheduled in the Schedule of Classes and times are arranged for client contact, supervision, and staffing.

Application for Graduation: Doctoral students ***need to apply*** for graduation. Upon a student's admission to doctoral candidacy, the Graduate School will conduct a preliminary graduation check. The student will be notified of the status of the graduation check. The student must notify the Graduate School ***before*** the semester he or she wishes to graduate by completing the Application for Graduation form; all forms and procedures can be found on the Graduate School web site (http://www.unco.edu/grad/). Students must be familiar with all relevant deadlines for applying for graduation. In addition, students need to be familiar with graduate school policies such as having to take 1 credit the semester they graduate, and continuous registration when not taking classes post-internship.

Academic Appeals Procedure

The following information is from the Academic Appeals policy. The entire current and complete Academic Appeals policy can be found on the Office of the Registrar's website: http://www.unco.edu/registrar/current-students/ and the direct link is: http://www.unco.edu/registrar/pdf/academic_appealprocess.pdf

1. Academic Appeal procedures are used when a complaint involves an academic decision. All of the following criteria must be met for the complaint to be routed to the Academic Appeals procedures.
    1. (I) The behavior described in the complaint involves an academic decision made according to standards or practices that are specific to a course (e.g., grades, class policies, exam practices), discipline, program, department, school, or college.
    2. (II) The complaint concerns an academic decision that the complainant considers arbitrary, capricious, or contrary to University policy.
        - arbitrary: disparate treatment of persons in essentially identical circumstances
        - capricious: no discernible relationship between the act or decision complained of and the legitimate interests or considerations affecting or motivating such act or decision
        - violations of policy: misinterpretations, misapplications, or violations of authorized University policies.

The purpose of the Academic Appeal procedures is to provide an easily implemented means for appealing and resolving disputes concerning an academic decision which a student considers arbitrary, capricious, or contrary to University policy. Before initiating these procedures, or between any of the appeals steps outlined below, students may, and are encouraged to, seek advice from their academic advisors or, in the case of graduate students, the Dean of the Graduate School.

It is the responsibility of the student to initiate the appeals procedure at each level: faculty member, school director/chair or designee, dean of the college, Undergraduate or Graduate Appeals Officer, and the Academic Appeals Board. If the student fails to pursue the matter in the manner provided

in UNC's policy, after the conference with the appropriate individual identified above, the original academic decision will be final. The student should also bring to the various conferences and to the Academic Appeals Board hearing all evidence on which he or she intends to rely. Extension of the initiation deadline for each required conference can be allowed by the responsible academic officer receiving the appeal if requested by the student with good cause shown. The length of such extension shall be appropriate to accommodate the cause of the delay. It is expected that all of the parties involved at each step of the appeals process will make a good faith effort to resolve the issues.

Below is a summary of the steps that may be involved during an Academic Appeals process. Please note that each step is time sensitive and there are specific timelines (i.e., number of days) that must be followed in each step. Please see the complete policy for detailed information that must be followed http://www.unco.edu/registrar/pdf/academic_appealprocess.pdf

Step 1. *Appeal Based on Action by Faculty Member*: the student who has a grievance regarding an academic action taken by a faculty member, shall send (by mail or email) a written description of the student's grievance and note how he/she believes the action is arbitrary, capricious, or in violation of University policy. The student or faculty member may request a conference to take place before rendering a decision. Time sensitive policy applies – see complete Academic Appeals policy.
Appeal Based on Action by Departmental, Program Area, or School Committee: If the student is appealing an action taken by a Department, School, or constituent body thereof, the student shall begin the appeal process by requesting a conference with the Department Chair or School Director. In the case of an appeal of a program area termination decision, the student shall begin the appeal process by requesting a conference with the Dean of the Graduate School. Time sensitive policy applies – see complete Academic Appeals policy.

Step 2: *Conference with the Department Chair or School Director*. If the student does not believe that the initial informal conference or formal written appeal with the faculty member has resolved the problem, he or she may request a conference with the faculty member's Department Chair or School Director. The student shall submit in writing a description of the problem or grievance and note how the action is arbitrary, capricious, or in violation of University policy. The student should indicate if any conferences occurred. Time sensitive policy applies – see complete Academic Appeals policy.

Step 3: *Conference with the Dean of the Graduate School*. If the student does not believe that the conference with the Department Chair or School Director has resolved the problem, or if the student is appealing termination from an academic program, a graduate student may request a conference with the Dean of the Graduate School. The student shall submit in writing a description of the problem or grievance and note how the action is arbitrary, capricious, or in violation of University policy. The student should indicate if any prior conferences have occurred. Time sensitive policy applies – see complete Academic Appeals policy.

Step 4: *Request for Academic Appeals Board Hearing*. If the student is not satisfied with the decision rendered by the Dean, the student may file a request to the Chair of the AAB for a formal hearing. Time sensitive policy applies – see complete Academic Appeals policy.

See complete Academic Appeals policy for the remaining process related to the Academic Board membership, pre-hearing procedures, hearing, and decision process.

Student Funding

Students are eligible for federal loans, scholarships and grants. Although funding varies annually, the program is committed to provide some type of funding to all first-year students and second year students, and it is often possible to secure some type of funding for more advanced students as well (all funding is *contingent on performance)*. Funding usually comes in the form of graduate research assistantships, teaching assistantships, administrative assistantships, and clinic coordination assistantships. The Graduate School has some financial support for out-of-state graduate students, as well as support for students from diverse backgrounds. Students may also apply for scholarships by completing the UNC Universal Scholarship Application for other available scholarships. Multiple incoming CP students have been awarded the Graduate Dean's Scholarship Program (GDSP) based on the nominations of the faculty. Historically, this has consisted of a $1000 stipend each semester for all years that the student is enrolled full time in our program. Currently, the CP faculty have more flexibility on the length and the amount of the award (e.g., annually). Some of our students obtain clinically relevant employment in various university departments, such as the University Counseling Center, Center for Career Readiness, Disability Resource Center, or community agencies, such as local community mental health centers. Some students have become live-in residence hall directors, where they receive tuition assistance, a monthly stipend and room and board. Additionally, Teaching Assistantships are typically obtained from the School of Psychological Sciences in the College of Education and Behavioral Sciences.

The graduate school web page (www.unco.edu\grad\) frequently has a listing of on campus assistantships that have vacancies. Some students obtained assistantships across the campus (e.g., Center for Career Readiness, Disability Resource Center, University 101, Cultural Centers, School of Psychological Sciences). More information regarding financial aid, grants, loans, scholarships, veterans' benefits and on campus employment can be obtained from the Office of Student Financial Resources web page at http://www.unco.edu/ofa/index.asp. The UNC graduate tuition estimator provides an approximation of a student's billing calculation: https://apps.unco.edu/tuitioncalc/

Western Interstate Commission for Higher Education's (WICHE): The cost of attending UNC varies depending upon residency status and the number of credits taken in a semester. The Counseling Psychology Program is a member of the Western Interstate Commission for Higher Education's (WICHE) Western Regional Graduate Program. What membership in the WRGP means is that applicants who are residents of 15 western states (i.e., Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming) can qualify for resident tuition status starting their first year in the program. Applicants who are US citizens, but residents from other states would need to pay nonresident tuition their first year on campus, but could then qualify for resident tuition status after 1 year in Colorado. International students currently remain classified as nonresidents throughout their degree program. Current information regarding tuition and fees can be found on the Costs website by going to: http://www.unco.edu/costs/. For more information regarding the Western

Interstate Commission for Higher Education (WICHE) go to: http://www.wiche.edu/. For more information regarding WICHE's Western Regional Graduate Programs (WRGP) go to: http://wrgp.wiche.edu/

Guidelines for Graduate Assistantships: As graduate assistants, it is expected that the majority of your time will be devoted to faculty research or scholarly activity, possibly resulting in a published work citing your contribution (scholarly activity is defined as work resulting in a professional publication or presentation). In addition, the assistant may collect data for accreditation reports, but is not expected to write the report. Acceptable activities are literature search, library research, grant proposals, and data collection. Assisting in teaching of classes or other class related activities are also acceptable activities. Violations of the GA procedure should be reported to your advisor and the department chair. The consequences to faculty members who misuse GA will be determined by the Program Coordinators; the supervising faculty may not be assigned a GA for a specified length of time. All GAs are required to sign a confidentiality form (see Appendix T), and a monthly timesheet to be signed by your immediate faculty supervisor (see Appendix U).

Student Employment: The faculty recognizes that students frequently need to obtain off campus employment in order to help cover the expenses of graduate study. If your employment involves providing direct service (e.g., counseling, assessment, mental health consultation), you need to receive prior approval from the CP faculty or Director of Training. The faculty is most concerned that you are being adequately supervised and not being asked to provide services that are beyond your level of expertise. Under no circumstances are you to represent yourself as an employee or representative of UNC at your place of employment.

Departmental Resources

Student Listserv: Upon your admission to the program, you will be given a UNC email account and access to the student listserv. This listserv is a very important source of communication for the department and program. Syllabi for all courses are distributed on the listserv. Paper copies of syllabi are not handed out in class. If you do not have access to the listserv, let the department know and they can help you get set up. Please Note: It is very important that you keep your personal contact information (i.e., address, phone and email address) current with the university. At times information that is not relevant or appropriate to be sent on the listserv will be emailed directly to you.

Graduate Student Representatives: Each year, 1-2 students are elected to serve as Graduate Student Representative for the program. The student representative(s) attend faculty meetings and are permitted to vote on important program decisions (Student Representatives have 1 vote, if there are two representatives, each would have ½ vote). The role of the student representative is to provide input in faculty meetings regarding students problems or concerns, help organize the admission workshop each spring, and to be a contact person to answer questions of prospective students/new students about the program.

Counseling Psychology Student Organization: the doctoral students founded the CPSO organization in the 2011 academic year to support graduate students in the CP program and provide an academic and research community among program's students. Students may serve as

representatives in this organization by election of members, and are encouraged to participate in and help to organize events such as trainings, guest speakers, luncheons, and coffee/tea social mixers. A counseling psychology faculty member serves as a mentor to this organization.

Psychological Services Clinic: The Psychological Services Clinic (PSC) is a shared unit between the Counseling Psychology, Counselor Education & Supervision, and School Psychology departments and provides professional psychological services to members of the community and university. Fees are collected from clients for services provided by an advanced doctoral student enrolled in APCE 793 or APCE 794 (Psych. Services Clinics I & II). Otherwise counseling services are provided for a minimal fee. Psychological assessments are conducted and billed at a low cost rate. As a training facility, the clinic provides supervised experiences from licensed psychologists in working with persons from a variety of backgrounds and presenting concerns. The clinic has its own clinic manual and you will need to familiarize yourself with the clinic's policies and procedures.

Clinic Waiting Room, McKee 247: This waiting room area is for client use and for students to obtain information and program forms. It should not be used for social meetings or small group gatherings. It is important that a professional atmosphere be maintained in this area at all times. It should be noted that the departmental office should not be used for social gatherings either.

Graduate Student Resource Room: We are pleased to have a Graduate Student Resource Room located directly across the hall from the departmental main office. It is available for study, social gatherings, relaxation, and information dissemination. Student mailboxes are located in this room and frequently announcements are posted and course schedules in this area. Standing files containing most of the forms needed in the program are housed in the Resource Room. Students are responsible for keeping the room clean and attractive. Computers, microwave and refrigerator are available for student use in the Resource Room. Students are expected to behave in the utmost professional manner at all times in this resource room, maintaining client confidentiality at all times.

McKee 201: Research and Conference Room: Room 201 is designated for research related activities, including meeting of research groups, and holding dissertation proposal and defense meetings. The room also has file cabinets where you can store your research data and measures. Finally, the room has tech carts containing laptop computers and projectors that can be checked out for you to make Power-Point presentations for classes or at professional meetings. Room 201 can be reserved for use in the departmental office.

McKee 282: Conference Room: Room 282 is a large conference room that is frequently used for students and faculty meetings. McKee 282 is also where comprehensive oral exams and dissertation proposals and defenses are usually held. You can reserve room 282 for use in the departmental office.

McKee 255: Diagnostic Materials Library (DML): The DML houses testing materials, manuals, and protocols for over 200 cognitive, personality, neuropsychological, vocational, behavioral, and developmental tests that are needed for selected psychology courses. In addition, it contains testing related resources and computerized scoring/interpretation software, as well as iPads for commonly used assessment instruments.

Clinic GA Offices: Room 257 is an office for the Counseling Psychology student who has the clinic GA, and for those students enrolled in Psychological Services Clinic I (APCE 793) and II (APCE 794).

The Merle & Marian Graham Fund to Support the Rights of Children: The Graham fund provides grants in the amount of up to $1,500 to support graduate students in the Counseling Psychology, Counselor Education and Supervision, School Psychology, or Professional Counseling programs at UNC who have advisor support to conduct research. The grant is intended to encourage research relevant to the rights of children in preschool to 12th grade, improving their well being, advocating for children's rights through outreach and education, and conducting training to school counselors and related personnel. Priority will be given to projects whose aim is to further our understanding of children's mental health, investigate methods of helping children, those which improve psychological or educational services to children, and those that impact Colorado. The fund offers grants twice a year (fall and spring semesters) and there is an application process with an anonymous review. Look for information about the grant competition on the student listserv, usually in October and February.

College Resources

Statistical Consulting Laboratory: On the fifth floor of McKee hall, the university houses the Statistical Consulting Laboratory. The Laboratory is operated by the Department of Applied Statistics and Research Methodology. At the laboratory, you can schedule individual consultation with a statistician regarding your study's design, analyses and/or interpretation. The Laboratory also has numerous computers where you can run the latest statistical software on your data.

Computer and Technology Center: The computer and technology center is housed on the first floor of McKee Hall. It contains numerous computers that can be used for word processing, making presentations and running statistics. In addition, online searches can also be conducted from these computers. The technology center also has carts with computers and projectors that can be checked out for Power-Point presentations.

Smart-Classrooms: Various classrooms within the college are being equipped to function as "smart classrooms," where students have access to computers on every desk.

Color Printing Plotter: The College of Education Dean's Office, in collaboration with other UNC offices, has access to a color printing plotter that can be used to create large posters for professional presentations. No student posters can be printed unless the student is presenting with a faculty member at a conference, either pre-graduation or post-graduation; faculty must be a coauthor on the poster. Timeline notification for printing off a poster is at least one week. Should a student need a poster in less than a week they can contact MAST. MAST will print-off a poster for approximately a $35 fee. There are also local copy shops that also provide this service (e.g., The Copy Shop, Fed Ex, Office Depot).

University Resources

Graduate School: The Graduate School is located in room 2007 Carter Hall. The Graduate School website is especially valuable for obtaining information related to graduate assistantships, scholarships, financial aid, international graduate students, important deadlines, Internal Review Board forms, and Graduate School forms. The Graduate School's web page can be found at www.unco.edu/grad/. You are strongly encouraged to visit this website regularly.

Graduate Student Association: The Graduate Student Association (GSA) is a chartered organization of the Student Senate and is open to all students in the Department of Applied Psychology and Counselor Education. Officers are elected annually from the total student membership. The GSA plans professional and social activities, produces a newsletter, and elects student representatives to college committees and offers financial support for students to attend professional conferences and conduct research. Funding is available for students to attend conferences. The faculty encourages and supports your participation in this organization. It can be an important part of your doctoral program at UNC. https://www.unco.edu/graduate-student-association/

Career Placement Services: The University maintains a full service placement service where credentials may be assembled and mailed to prospective employers. Graduates of UNC, not just current students, can use the placement service for free. http://www.unco.edu/careers/

Disability Resource Center: For students with documented disabilities (or for those needing documentation of disabilities) and needing academic accommodations should contact this office. https://www.unco.edu/disability-resource-center/

UNC Student Health Center and Counseling Center: No cost or low cost physical and mental health services are offered at the Student Health center, located on the first floor of Cassidy hall and the Counseling Center is on the 2nd floor. Student Health Center: https://www.unco.edu/student-health-center/ & Counseling Center http://www.unco.edu/counseling/

UNC Cultural Centers: The University has several cultural centers that are often located in small houses around campus. These centers provide support and cultural exchanges for all university students. The centers include:

- Asian/Pacific American Student Services
- Center for international Education
- César Chávez Cultural Center
- Marcus Garvey Cultural Center
- Native American Student Services
- Gender and Sexuality Resource Center
- Veterans Services
- Center for Women's and Gender Equity

Faculty/Student Conduct

Ethical and Legal Behavior: Students and Faculty are expected to demonstrate the highest level of ethical and legal professional behavior as set forth by the American Psychological Association (2002; amendments 2010, 2017; see Appendix V) and the Colorado Statutes regulating the practice of psychotherapy. Unethical and/or illegal behavior on the part of students will be considered by

the Review and Retention Committee of the Departments of Applied Psychology and Counselor Education, and School Psychology and may be cause for dismissal from the program at any time. Unethical and/or illegal behavior on the part of a faculty member will be subject to the consideration of the Counseling Psychology faculty, the Director of Clinical Training, the Chairperson, and/or the University Administration per Board Policy Manual.

Students should accurately represent their roles and responsibilities. If engaged in activity (e.g., employment) that is not required for academic education or university employment, students should not represent their university affiliation as part of the services they are providing.

Academic Integrity and Student Code of Conduct

Academic integrity is essential in the university environment. The Dean of Students website provides detailed information related to Academic Integrity and Student Code of Conduct. Student Rights and Responsibilities must be maintained throughout the program. For complete information please see: https://www.unco.edu/community-standards/students.aspx

The following statement related to Academic Integrity was obtained directly from the "Student Code of Conduct" from the Dean of Students website:
https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf

> "In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not tolerate any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals.
>
> Consequently, students who are judged to have engaged in some form of academic misconduct may be subject to (1) a zero or an "F" on the work in question, (2) an "F" in the course, (3) other academic penalties as outlined in the professor's course requirements and expectations, (4) disciplinary action as specified in the Sanctions for Misconduct section below, or (5) any combination thereof. Procedural due process, including the right to appeal, is to be followed in making a determination of whether academic misconduct has occurred.
>
> Generally, a student's intentions will not be the primary consideration in the determination of whether academic misconduct has occurred. A student's intentions will usually be considered only during the process of deciding on the appropriate sanctions or penalties.
>
> Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work, but also the lifting of a substantial or essential portion thereof.

> Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations.
>
> As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.
>
> Cheating is the act of using or attempting to use, in examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to: Using books, notes, cell phones, PDAs, calculators or copying from or conversing with others during an examination (unless such external aids or communication are permitted by the instructor); having someone else do research, write papers, or take examinations; doing research, writing papers, or taking examinations for someone else. Prior approval of the instructor(s) is required before submission of all or part of the same academic work for more than one course.
>
> Fabrication is the invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to: inventing the data for a scientific experiment; inventing the title and author of a publication in order to use the invented publication as a source; or knowingly attributing material to an incorrect source."

For additional information, refer to the "Student Code of Conduct" from the Dean of Students website: http://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf

UNC's University Standards for Student Code of Conduct: Students at the University assume an obligation to exhibit conduct in a manner compatible with the University's function as an educational institution, and every student should review and be familiar with the Student Code of Conduct available online at: http://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf. Students who violate Student Code of Conduct are subject to university disciplinary action and the matter may then be taken up by the CP faculty and/or the Review and Retention Committee. The decision of the CP faculty and/or the Review and Retention Committee with regard to violating the Student Code of Conduct could result in the possibility that the student be dismissed from his or her respective program and from UNC.

Students may be held independently accountable to both civic authorities and to the University for acts that constitute violations of law and/or violations of University policies, regulations, or procedures. Disciplinary action will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed, reduced, or are in process.

Please Note: In addition to the University's standard for conduct, students in the Counseling Psychology program are also expected to fully adhere to the ethical principles as described in the American Psychological Association's (2002) Ethical Principles of Psychologists and Code Of

Conduct and the 2010 and 2017 amendments, as well as the policies and procedures outlined in the Psychological Services Clinic Manual. See Appendix V and APA website: http://www.apa.org/ethics/code/

Generative artificial intelligence (AI)

Students are prohibited from using AI for their dissertations, any course assignments, or any activity related to their degree requirements. Exceptions to this policy require written permission for each specific activity and instance of AI use (e.g., editorial assistance, data/thematic analysis).

If AI is utilized, students must clearly specify how AI was employed and the specific information it provided. Additionally, students must verify that all information is accurate and appropriate. When disclosing AI usage, it is essential that you identify the content generated by AI-assisted technologies.

Applying the AI technology should be done with human oversight and control, and students should carefully review and edit the result, as AI can generate authoritative-sounding output that can be incorrect, incomplete or biased. AI and AI-assisted technologies should not be listed as an author or co-author, or be cited as an author/student. Authorship implies responsibilities and tasks that can only be attributed to and performed by humans. Policy statement adapted by Elsevier's publishing ethics. Violation of this policy may be cause for dismissal from the program.

Procedures for Resolving Student/Faculty Conflict

Students and faculty follow the APA ethical principles in resolving conflict, as well as university policy. The Division of Student Affairs office https://www.unco.edu/student-affairs/ provides additional information and resources related to resolving conflict. To help resolve conflict the Office of Community Standards and Conflict Resolution can be contacted: https://www.unco.edu/community-standards/. If conflict is experienced, the individuals involved with the conflict should work to informally resolve the conflict (if appropriate). Below is an outline of procedures that students can use to resolve conflict with a faculty member (if appropriate).

Step 1. The student who has a specific conflict shall first discuss his/her concern with the faculty member in question. In the event that the student has justifiable reasons for not communicating directly with the faculty member, the student may proceed directly to Step 2. However, the student should be prepared to defend his/her decision not to talk directly with the faculty member.

Step 2. If the student does not believe that the initial conference with the instructor has resolved the conflict, a request may be made for a conference with the faculty member's department chairperson. The chairperson may confer with both the student and the instructor. If the student has not yet communicated directly with the faculty member and has justifiable reasons for not doing so, anonymity may be requested at this step. If the instructor is the department chairperson, the student may proceed directly to Step 3.

Step 3. If the student does not believe that the conference at Step 2 has resolved the conflict, a request may be made for a conference with the college's academic dean. At this point, the student will be expected to present his/her concerns in writing, and this, along with the student's identity, will be provided to the faculty member in question. However, the dean may decide that anonymity at this stage is appropriate if the faculty member is the department chairperson.

Non-amorous Relationship Policy

1-1-503 Amorous Relationships.
Members of the University Community, whether faculty members, students, supervisors, or supervisees, put academic and professional trust and ethics at risk when they engage in an amorous romantic/sexual relationship with persons whom they have a direct evaluative relationship. Because these relationships may give rise to the perception on the part of others that there is favoritism or bias in academic or employment decisions, the university discourages such relationships. The atmosphere created by such appearances of bias or favoritism has the potential to undermine the spirit of trust and mutual respect essential to a healthy work and academic environment. Even when the parties have initially consented to such relationships, they can render the parties and the institution vulnerable to possible later allegations of sexual harassment in light of the power differential that may exist. All members of the University Community are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest, favoritism, or bias. When an amorous romantic/sexual relationship exists, effective steps should be taken to ensure unbiased evaluation or supervision of the student or employee. Failure to take such steps shall constitute a violation of BOT Policy 1-1-502, Conflict of Interest.

Sometimes is it not always easy to determine if a non-amorous student/faculty relationship is appropriate or not. To help determine if a non-amorous relationship is appropriate, the faculty has put together a mechanism to help determine if a student/faculty relationship is appropriate (see Appendices X & Y).

The Counseling Psychology Program views consensual romantic/sexual relationships between the school's faculty and students as having a particularly damaging effect on students, faculty, and staff (see Appendix X). Consequently, if such a relationship should occur, both the student and the faculty member will be held accountable. The student will be recommended for review and retention procedures and the faculty member will be held accountable through procedures outlined by the university and our professional organizations.

UNC Discrimination and Sexual Harassment Policy and Procedures

Please review and be familiar with UNC's Board of Trustees Policy Manual, which can be accessed at the following web site: http://www.unco.edu/trustees/policy_manual.pdf
(UNC Equal Opportunity Policy, Non-Discrimination Policy, Sexual Harassment Policy, and Non-Retaliation Policy were Amended April 2015):

1-1-508 Equal Opportunity.

The President is charged with the implementation of the University's Equal Opportunity Policy.

1-1-508(1) Purpose. It is the purpose of this Equal Opportunity Policy, and the Discrimination Complaint Procedures contained in the University Regulations, to eliminate discrimination and sexual harassment through education, information and discussion, and to provide procedures to investigate complaints of those subjected to alleged acts of discrimination, sexual harassment and/or retaliation prohibited under applicable Federal and State laws and under this Equal Opportunity Policy. A University employee, official or student who violates any provision of the Equal Opportunity policy will be subject to discipline including but not limited to termination of employment of expulsion. The President is charged with the implementation of the University's Equal Opportunity Policy.

1-1-508(2) Non-Discrimination Policy. The University will not engage in unlawful discrimination against any person with respect to employment or the provision of educational services because of race, color, religion, sex, age, national origin, disability, sexual orientation (heterosexuality, homosexuality, bisexuality, transgender status, or another individual's perception thereof), gender identity, gender expression, or veteran status, as prohibited under the applicable provisions of the Title VI of the Civil Rights Act of 1964. Title VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, the Family Medical Leave Act of 1993, the Uniformed Services Employment and Reemployment Rights Act, the Vietnam Veterans' Readjustment Assistance Act of 1974 and the Colorado Anti-Discrimination Act. It is the University's policy to prohibit discrimination in employment or the provision of educational services on the basis of political affiliation. The University will take affirmative action to ensure that applicants for employment, its employees, applicants for student admission, and its students are treated by the University without regard to race, color, religion, sex, age, national origin, disability, sexual orientation, gender identity, gender expression, veteran status, or political affiliation. Affirmative action will include training programs, outreach efforts, recruiting activity and other positive steps in accordance with the laws of the United States and the State of Colorado. The University will post in conspicuous places notices setting forth the provisions of this University's Equal Opportunity Policy.

1-1-508(3) Sexual Harassment Policy. It is the policy of the BOT of the University to maintain the University as a place of work, study, and residence, free of sexual harassment and exploitation of its students, faculty, staff, and administrators. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is so frequent or severe that it creates a hostile or offensive employment or educational environment. Notwithstanding the foregoing, the definitions of discrimination and sexual harassment shall not include conduct, discourse, materials or methodologies which serve legitimate education purposes and are protected by the accepted tenets of academic freedom, the First Amendment, or are otherwise constitutionally protected. Violation of this policy is absolutely prohibited on the campus or in relationship to any University programs wherever located. The University is committed to take appropriate action against those who violate the University's policy prohibiting sexual harassment, including corrective and disciplinary action. In addition, the University will take all reasonable steps to prevent or eliminate sexual harassment by non-employees including customers, clients, and suppliers who are likely to have contact with University students, faculty or employees.

1-1-508(4) Non-Retaliation Policy. The University will not tolerate retaliation of any kind against an individual who in good faith: complaints of discrimination, sexual harassment and/or retaliation under applicable law or this Equal Opportunity Policy; provides information with respect to any complaint regarding prohibited discrimination, sexual harassment or retaliation; or participates in an investigation of such complaint.
Please review and be familiar with UNC's Board of Trustees Policy Manual, which can be accessed at the following web site: http://www.unco.edu/trustees/
http://www.unco.edu/trustees/policy_manual.pdf

UNC Discrimination, Harassment, and/or Retaliation Complaint Procedures

3-6-125 Discrimination Complaint Procedures - Purpose and Scope: Please review and be familiar with UNC's Board of Trustees University Regulations manual, which can be accessed at the following web site: http://www.unco.edu/trustees/pdf/University_Regulations.pdf (UNC Equal Opportunity Policy, Non-Discrimination Policy, Sexual Harassment Policy, and Non-Retaliation Policy were Amended April 2015 & Aug 2020):

3-6-125 Discrimination Complaint Procedures - Purpose and Scope. Consistent with Board Policy 1- 1-508 and applicable Federal and State law, these Discrimination Complaint Procedures of the University of Northern Colorado ("DCP") apply to all Complaints of Discrimination, Harassment and/or Retaliation, as those terms are defined below, with respect to students, faculty and/or staff. For additional provisions applicable to "formal complaints" of "sexual harassment" alleged to have occurred on or after August 14, 2020 as described in the "Title IX Rule" referenced in Section 3-6-135, below, should the Title IX Rule be in force and effect on or after August 14, 2020, please see Sections 3-6-135 through 145.

The DCP contains the only University processes that can be utilized by University students, faculty and/or staff for claims of Discrimination, Harassment and/or Retaliation and no other review, grievance or appeal processes of any type (including but not limited to those contained in Board Policy 2-2-106 and 2-3-1201) may be utilized unless specifically stated to the contrary in the DCP. If an allegation of Discrimination, Harassment and/or Retaliation is made during any other review, grievance or appeal process, such review, grievance or appeal will be held in abeyance pending resolution of such allegation under the DCP.

3-6-126: Definitions are provided that apply to the DCP (see UNC's Board of Trustees University Regulations manual)

3-6-127 General Procedures - Filing a Complaint. A Complaint under the DCP is initiated by contacting the appropriate person described below and submitting the Discrimination Complaint Form described in subsection (3), below. The contacts described below may be face-to-face, by telephone or electronic/online means:

(a) If the Complainant is a student, by contacting the Assistant Dean of Students/Office of Student Engagement ("Asst DOS") or the Title IX Coordinator.
(b) If the Complainant is faculty or staff, by contacting the Director of Human Resources Services ("Dir HR").

(c) If the Complainant is a person who is not a student, faculty or staff, by contacting the Title IX Coordinator or Dir HR.
(d) If the Respondent is the Asst DOS, Dir HR, and/or the Title IX Coordinator, by contacting the Senior Vice President/Chief Academic Officer.

Additional detailed description on the university policy related to discrimination, harassment, and/or retaliation complaint procedures can be found UNC's Board of Trustees University Regulations manual from the following web site: http://www.unco.edu/trustees/pdf/University_Regulations.pdf

Sexual Misconduct/Title IX: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member or university employee, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

Students should refer to the Office of Institutional Equity and Compliance to file a complaint related to any misconduct (e.g., discrimination, harassment, retaliation, sexual misconduct). Please see: https://www.unco.edu/institutional-equity-compliance/

UNIVERSITY OF NORTHERN COLORADO

COUNSELING PSYCHOLOGY (PhD)

STUDENT HANDBOOK

APPENDICES

Appendix A:
PhD Advising Worksheet/Sequence of Courses

Counseling Psychology

Student's Name: _____
Semester Admitted: _____ MA/BA Degree: Institution/Program _____
Date of Graduation _____

Introductory Core – 17 semester hours	Taken in MA (Date)	Taken/Will Take @UNC (Semester)
SRM 600 Introduction to Graduate Research (3)	_____	_____
APCE 658 Diagnosis and Treatment Planning (3)	_____	_____
APCE 612 Practicum in Individual Counseling (5)	_____	_____
APCE 669 Advanced Methods: Couples & Family Therapy (3)		
APCE 660 Psychological Consultation (3)	_____	_____

(Some courses may be waived, with program consent, if similar coursework was completed during the Master's Degree. Course must have been taken within past 5 years, and approved as equivalent by instructor who typically teaches class at UNC or the Director of Training)

Suggested Introductory Core Electives

APCE 665 Family Systems (3) _____ _____

Counseling Psychology Core (All Required) – 7 semester hours

APCE 616 Career Theory, Counseling and Assessment (3) _____ _____
PSY 530 Life Span Developmental Psychology (3) _____ _____
APCE 701 Pro. Dev. Seminar in Counseling Psych (1) _____

Research Core (All Required) - 18 semester hours

Research Methodology (Both Required)

SRM 700 Advanced Research Methods (3) _____
SRM 680 Introduction to Qualitative Research (3) _____

Techniques of Data Analysis (All Required)

Applied Statistics

SRM 602 Statistical Methods I (3) _____ _____
SRM 603 Statistical Methods II (3) _____ _____
SRM 610 Statistical Methods III (3) _____

(Students must take a minimum of 16 hours in the Research Core. If courses are waived students can select from the Quantitative or Qualitative Dissertation courses below to complete the minimum hour requirement)

Applied Research Methods

APCE 733 Seminar in Research Methods in Counseling Psychology (3) _____

Depending on the methodology students intend to use for their dissertation, students are strongly encouraged to take one or more courses listed below and to complete a doctoral minor in Statistics and Research Methods (SRM). The SRM minor is a total of 15 credits. All courses must be taken at UNC to count towards the SRM doctoral minor. SRM 680, 602, 603, 610, and any of the courses below should count towards the SRM minor, as well as additional classes related to the minor - please see the current UNC catalog for a complete list of SRM doctoral minor classes that count.

Quantitative Dissertation	Date
SRM 607 Non-Parametric Statistics (3)	
SRM 609 Sampling Methods (3)	
SRM 625 Applied Multiple Regression Analysis (3)	
SRM 627 Survey Research Methods (3)	
SRM 629 Structural Equation Modeling (3)	

Qualitative Dissertation	Date
SRM 685 Educational Ethnography (3)	
SRM 686 Qualitative Case Study Research (3)	
SRM 687 Narrative Inquiry (3)	
SRM 688 Writing as Analysis of Qualitative Research (3)	

Additional Elective

EII 705: Quasi-Experimental Methods in Education Research (3)

Practicum Core (All Required) - 24 semester hours

APCE 702 Practicum in Counseling (4) _____
APCE 712 Advanced Practicum in Individual Counseling (4) _____
APCE 714 Practicum in Supervision of Counseling (3) _____
APCE 715 Seminar in Counselor Supervision and Theory (2) _____
APCE 762 Practicum in Group Facilitation (4) _____
APCE 694 Practicum in Family Therapy (4) _____
APCE 793 Psych Services Clinic (3) _____

Suggested Practica Electives

APCE 794 Psych Services Clinic (1) _____
APCE 795 External Practicum in Counseling Psychology (3) _____
APCE 773 Practicum in Supervision of Group Facilitation (3) _____
APCE 774 Practicum in Supervision of Family Therapy (3) _____
APCE 617 Practicum in Play Therapy (3) _____
APCE 713 Practicum in Supervision of Play Therapy (3) _____

Assessment Core (All Required) - 9 credit hours

APCE 674 Assessment for Intervention: Intellectual & Academic (4) _____
APCE 677 Psychometrics in Counseling Psychology (1) _____
APCE 678 Assessment for Intervention: Personality & Behavioral (4) _____

Suggested Assessment Elective 3 credit hours

APCE 782 Intro. to Rorschach Administration and Scoring (3) _____

Licensing Core – 25 credit hours

Biological Aspects of Behavior

APCE 682 Biological Aspects of Behavior (3) _____ _____

Cognitive Aspects of Behavior

PSY 540 Theories and Principles of Learning (3) _____ _____

Affective Aspects of Behavior

APCE 683 Affective Aspects of Behavior (1) _____ _____

Social Aspects of Behavior

PSY 664 Advanced Social Psychology (3) _____ _____

Individual Behavior

APCE 707 Seminar in Personality & Counseling Theories (3) _____

AND

Professional Ethics

APCE 657 Legal/Ethical Aspects-Couns. Psych (3) _____ _____

(In order for this course to be waived APA Ethical Principles and Code of Conduct must have been covered. The course must also have "Legal and Ethical" in the title.)

History & Systems

PSY 590 Seminar in History and Systems (3) _____ _____

Cultural & Individual Differences

APCE 623 Understanding & Counseling Diverse Pops. (3) _____ _____

Integrated Sciences

PSY 587 Social Cognitive Neuroscience (3) _____ _____

Internship Core

APCE 791 Internship in Counseling Psychology (3-18); 1 Year, 2000 Hours _____

Dissertation Core

APCE 797 Doctoral Proposal Research (4) _____
APCE 799 Doctoral Dissertation (12) _____

(The Program requires a minimum of 78 credit hours of coursework in addition to APCE 797 & APCE 799)

Note: All courses require a grade of Satisfactory or at least a B- in order to be passed; otherwise the course must be repeated. For the SRM Minor, a B is considered the lowest passing grade.

Student Signature:_____ Date:_____

Faculty Advisor:_____ Date:_____

May 2016 sw

Appendix B: Collaborative Institutional Training Initiative (CITI)

The CITI Program was co-founded by Karen Hansen and Paul Braunschweiger Ph.D to provide web based courses related to research www.citiprogram.org . At the most basic level, CITI Program content is organized into modules, which can be thought of as lessons. Modules are composed of text, images, and video content. That content usually begins with an introduction of the topic(s) to be covered, then provides a set of learning objectives; after that comes the main material, broken up into sections, followed by a concluding summary section. Modules typically include a quiz made up of multiple-choice questions. Achieving a passing score on the set of quiz questions is required to "complete" the module. When a learner passes a quiz, feedback is usually provided for each question, which includes guidance on why the answer selected was correct or incorrect.

Learning modules include:

- Basic Courses in the Protection of Human Research Subjects.
    - Biomedical Focus
    - Social and Behavioral Focus
    - Refresher Courses
- Good Clinical Practice Courses.
    - Good Clinical Practice Course Drugs and Devices (FDA-Focused)
    - Good Clinical Practice Course for Clinical Trials Involving Drugs (ICH-Focused)
    - Good Clinical Practice Course for Clinical Trials Involving Devices
- Health Information Privacy and Security Course (HIPS) including HITECH
- Laboratory Animal Research Courses For Investigators and IACUC Members
    - Animal Model Specific Courses.
- Responsible Conduct of Research (RCR) Courses.
    - Biomedical Research Focus
    - Social, Education, Behavioral Research Focus
    - Physical Sciences Research Focus
    - Scholarly Activities in The Humanities Focus
    - RCR for Engineers
    - RCR for Science Administrators
- Bio-Safety and Bio-Security

Required courses for UNC CP students

1) **Human Subjects Research, Social & Behavioral Research Investigators, Stage 1**

This basic course provides an introduction to issues that arise in the context of social and behavioral research involving human subjects. The modules include:

- Belmont Report and Course Introduction
- History and Ethical Principles
- Defining Research with Human Subjects
- The Regulations and the Social and Behavioral Sciences
- Assessing Risk in Social and Behavioral Sciences
- Informed Consent
- Privacy and Confidentiality

- Research with Prisoners
- Research with Children
- Research in Public Elementary and Secondary Schools
- International Research
- Internet Research
- Unanticipated Problems and Reporting Requirements in Social and Behavioral Research

2) CITI Good Clinical Practice, Basic Course

This course is intended for research personnel involved in conducting drug, device, or biologic studies and who would benefit from FDA-focused training. Modules include:

- Overview of New Drug Development
- International Conference on Harmonization (ICH) Overview
- ICH – Comparison Between ICH, GCP, E6, and U.S. FDA Regulations
- Conduction Investigator-Initiated Studies
- Investigator Obligations
- Managing Investigational Agents
- Conducting Clinical Trials of Medical Devices
- Informed Consent
- Detection and Evaluation of Adverse Events
- Reporting Serious Adverse Events
- Monitoring of Clinical Trials by Industry Sponsors
- Audits and Inspections in Clinical Trials

3) CITI Health Information Privacy and Security (HIPS) for Clinical Investigators, Basic Course

The CITI Program's Health Information Privacy and Security (HIPS) courses provide an overview of the elements of data protection, focusing on the privacy and information security requirements of the Health Insurance Portability and Accountability Act (HIPAA).

HIPS courses are divided into two groups

- Focus on privacy: The legal-regulatory limits on uses and disclosures of health information, which primarily depend on the purposes for that access (and to some degree on the type of information). Modules include:
    - Basics of Health Privacy
    - Health Privacy Fundamentals
    - Health Privacy Issues for Clinicians
    - Health Privacy Issues for Fundraisers
    - Health Privacy Issues for Marketers
    - Health Privacy Issues for Researchers
    - Health Privacy Issues for Students and Instructors
- Focus on security: The practices necessary to protect sensitive information across the spectrum of common computer applications. Modules include:
    - Basics of Information Security
    - Picking and Protecting Passwords
    - Protecting Your Computer
    - Protecting Your Identity
    - Protecting Your Portable Devices

- Safer E-mailing and Messaging
- Safer Web Surfing
- Security for Work/Workers Off-Site

4) Responsible Conduct of Research for Social, Behavioral & Educational, Stage 1

This course provides an introduction to Responsible Conduct of Research in the Social, Behavioral, & Educational sciences. Modules include:

- Research Misconduct
- Data Management
- Authorship
- Peer Review
- Mentoring
- Conflicts of Interest
- Collaborative Research
- Human Subjects Research
- Using Animal Subjects in Research
- Export Controls and National Security
- Plagiarism

Appendix C: Sample Plan of Study

Please see the graduate school web site for the Plan of Study form:
https://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx

https://www.unco.edu/graduate-school/

Appendix D: Permission Form to Take Written Comprehensive Exams

UNIVERSITY OF NORTHERN COLORADO

Applied Psychology and Counselor Education

Permission to Take Ph.D. Written Comprehensive Exam

SECTION A

Name _____ _____
Last First Bear #

Local Address _____

Phone: _____ UNC Email: _____

Semester/Date of Exam: _____ Degree and Program (including emphasis): _____

I request permission to take the written comprehensive examination.

Student Signature _____

Sections B-D Are Completed By Advisor

SECTION B

THE STUDENT MUST HAVE APPROVAL OF THE PROGRAM ADVISOR TO TAKE THE WRITTEN COMPREHENSIVE EXAMINATION. ADVISOR SIGNATURE VERIFIES THAT THE STUDENT HAS SUCCESSFULLY COMPLETED COURSEWORK REQUIRED FOR COMPREHENSIVE EXAM. AS OUTLINED IN THE PROGRAM HANDBOOK.

_____ _____
Print name of Program Advisor Signature of Program Advisor(s)

SECTION C (For Office Use Only)

GUIDELINES FOR ISSUING A DOCTORAL COMPREHENSIVE PERMIT

1. Plan of study on file with the Graduate School.
2. Successful completion of all coursework required for the comprehensive exam as specified in the program handbook.
3. Doctoral committee approved by Graduate School.
4. Must have minimum grade point average for your program as specified in the program handbook.

_____ Eligible _____ Ineligible _____ _____
Initial Date

SECTION D

The records of the above named student have been checked. The student is in good standing in his/her/their degree program and is hereby authorized to take the written comprehensive examination.

To the Program Advisor: If you do not give the exam to this student this semester, the student must apply for a new permit for the semester in which he/she takes the examination.

PLEASE CHECK ONE:

Passed Failed Did Not Take

_____ _____
Signature of Program Advisor Date

Rev 9/2020

Appendix E: Required Courses for Comprehensive Exams

In order to take the comprehensive examination in Counseling Psychology, a student must have successfully completed the following coursework:

Introductory Core – 11 semester hours

- SRM 600 Introduction to Graduate Research (3)
- APCE 658 Diagnosis and Treatment Planning (3)
- APCE 612 Practicum in Individual Counseling (5)
- APCE 660 Psychological Consultation (3) co-requisite

Counseling Psychology Core – 4 semester hours

- APCE 616 Career Theory, Counseling and Assessment (3)
- APCE 701 Pro. Dev. Seminar in Counseling Psych (1)

Research Core - 9 semester hours required

Research Methodology

- SRM 700 Advanced Research Methods (3)

OR

- SRM 680 Qualitative Research (3)
- **OR**
- APCE 733 Seminar in Research Methods in Counseling (3)

Techniques of Data Analysis

- SRM 602 Statistical Methods I (3)
- SRM 603 Statistical Methods II (3)

Practicum Core (All Required) – 13 semester hours

- APCE 702 Practicum in Counseling (4)
- APCE 712 Advanced Practicum in Individual Counseling (4)
- APCE 715 Seminar in Counselor Supervision and Theory (2) co-requisite
- APCE 714 Practicum in Supervision of Counseling (3) co-requisite

Assessment Core (All Required) - 9 semester hours

- APCE 674 Assessment for Intervention: Intellectual & Academic (4)
- APCE 677 Psychometrics in Counseling Psychology (1)
- APCE 678 Assessment for Intervention: Personality & Behavioral (4)

Licensing Core – 9 semester hours

Individual Behavior

- APCE 707 Seminar in Personality & Counseling Theories (3)

Professional Ethics

- APCE 657 Legal/Ethical Aspects-Counseling & Psychology (3)

Cultural & Individual Differences

- APCE 623 Understanding and Counseling Diverse Populations (3)

Any modification to the required course plan by a student must be prior approved by the CP faculty

Appendix F: Request to Schedule Doctoral Examination

Please see the graduate school web site for the Request to Schedule Doctoral Examination:

https://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx

Appendix G: Verification of Research Subject or Participant Compliance

Please refer to the Graduate School website for the most up-to-date form
http://www.unco.edu/grad/forms/index.html

Verification of Research Subject or Participant Compliance
(To be filed with dissertation proposals, final dissertations, final theses, and final capstones)

Student Name: _____ Last 4 numbers of Bear ID:_____
Student's BearMail: _____ Date Submitted to Grad School: _____
Degree Program: _____
Department/School: _____

All researchers planning to examine data from human participants or animal subjects for which IRB or IACUC approval is necessary, according to the procedures of these entities, are required by the University of Northern Colorado to obtain approval prior to the initiation of any data collection.

This form must be turned in to the Graduate School at the same time the documents for the Dissertation Proposal, Final Dissertation, Final Master's Thesis, or Final Capstone are being submitted. It is understood that circumstances may arise in which the researcher may need to alter some aspect of the research plan necessitating filing of a Change in Protocol to IRB or IACUC. Failure to maintain the necessary records of research review and approval is a violation of Federal Law and could result in suspension of federal research funds to the University of Northern Colorado. Non-compliance with filing this form will significantly delay graduation for the student by disallowing the inclusion of any dissertation, thesis, or capstone data collected while out of compliance. In addition, non-compliance could result in scientific misconduct for the student's advisor (see section on IRB Non-Compliance and Reported Irregularities during Research in the Procedures for Research Involving Human Participants).

Check **one** of the following:
_____Institutional Review Board Approval (Please attach IRB approval)
Approval date: _____ Expiration date: _____ Last date of data collection (if applicable): _____

_____IACUC Board Approval (Please attach IACUC approval)
Approval date: _____ Expiration date: _____ Last date of data collection (if applicable): _____

_____No Approval from either IRB or IACUC needed (Please provide an explanation, which will be reviewed by the Graduate School)

If you are submitting a **final dissertation**,
Yes___ No___ Have you amended your IRB since submitting your dissertation proposal to the Graduate School?
Yes___ No___ Have you acquired a continuation since submitting your dissertation proposal to the Graduate School?
If you are submitting a **final doctoral capstone or master's thesis**,
Yes___ No___ Did you receive IRB or IACUC approval prior to data collection?
If "no," please explain:

Student Researcher's Signature (Required): _____ Date: _____

Research Advisor's Signature (Required): _____ Date: _____

Appendix H: Dissertation Manuscript Policy

Department of Applied Psychology and Counselor Education Doctoral Dissertation Manuscript Summary Policy

The Department of Applied Psychology and Counselor Education is dedicated to the development of doctoral level graduates who make both applied and scientific contributions to their professional areas of study. Therefore, all doctoral dissertations completed in Counseling Psychology will include a summary of the study's findings. This summary will be written in manuscript format and should be suitable for submission to a professional journal. This manuscript summary will be a separate Appendix to the formal doctoral dissertation. The format for the manuscript summary will follow the current publication guidelines from the American Psychological Association, or guidelines recommended by the student's professional organization or guidelines recommended by a professional journal to which the student would like to submit the manuscript.

- Dissertation Committees may make recommendations on ways to improve the manuscript. Any substantive changes made to the traditional sections of the doctoral dissertation (e.g., chapters 1-5) following the dissertation defense, should be reflected in the manuscript as well.

- Students are not required to submit their manuscripts for publication as a condition of completing their doctoral studies.

- If a manuscript is submitted for publication, current APA ethical guidelines should be followed for the reporting and publishing of scientific information. This includes, but is not limited to, publication credit.

Adopted 5/4/06

Appendix I: Guidelines for Doctoral Dissertation

(See Graduate School's Dissertation Handbook for More Details)

Typical Dissertation Outline (Each chapter needs a title and subheadings)

Chapter 1: Introduction
Need for study
Statement of purpose
Research questions
Definition of terms
Limitations of the study

Chapter 2: Review of literature
Introduction
Summary

Use subheadings for major topics/theories.

Chapter 3: Methodology
For quantitative dissertations:
Research design
Subjects
Instruments
Procedure
Data analyses
Hypotheses
For qualitative dissertations*:*
Research Design
Participants
Role of Researcher
Information Collection
Procedures
Information Analysis
Objectives of the project

Chapter 4: Results
For quantitative dissertations:
Descriptive statistics (e.g. age, gender, ethnicity)
Reliabilities for your sample
Tables of data

For qualitative dissertations:
Data analysis and results, organized according to the research question(s)
Validity/trustworthiness
Data displays (e.g. tables & figures)

Chapter 5: Discussion
Implications

How your results advance traditional counseling psychology

Appendices: Manuscript from your dissertation
IRB Forms
Copies of Questionnaires

Steps on the Dissertation Path

1. Get your stats courses completed ASAP. Keep in mind that if you plan on doing a qualitative dissertation, you will need to take an additional sequence of stats courses.
2. Read in your general area of interest. Book chapters are usually better at providing general reviews of literature than are journal articles.
3. Brainstorm ideas for research projects.
4. Talk to peers, faculty, and advisor(s) about your ideas to get some feedback.
5. Narrow your interest to a specific topic (this is harder than it sounds and crucial).
6. Identify research advisor and discuss the project. It is your research advisors job to help you turn your research ideas into a project that is practical and doable.
7. Download and review dissertation manual from the Graduate School.
8. Write your Research Questions and Hypotheses.
9. Review and make a written summary of the 5-15 most significant pieces of literature related to your key constructs.
10. Write a rationale for your study and write out your research design.
11. Consult with your advisor and/or a statistician regarding your Research Questions, Hypotheses, Methodological Design and Statistics. Be sure that your Design and Statistics make sense given your research question and hypotheses.
12. Begin submitting drafts to your research advisor (expect lots of corrections!). It is often helpful to start with chapter 1, then chapter 3 then chapter 2. You will only need the first three chapters for your dissertation proposal.
13. Choose a window for your proposal defense, having a deadline is more motivating than not. Remember you cannot defend during the last 2 weeks of any semester, and that many faculty are not on contract to serve on committees during the summer semester.
14. Select committee- Your Research Advisor or a co-Research Advisor must be Counseling Psychology faculty members. Your committee must be a total of 4 individuals. At least 1 (including your Research Advisor) must be from the core Counseling Psychology faculty, and one must be from the Departments of Counselor Education & Supervision or

School Psychology. At least one must be from outside the school and serves as the Faculty Representative. The Graduate School requires that your Research Advisor or at least one co-Research Advisor have Graduate Faculty with Doctoral Research Endorsement status.

15. Consult with your Research Advisor or a statistician for advice and troubleshooting on Chapter 3.
16. More editing and drafts.
17 Schedule time for your proposal-defense with committee members- this is harder than it sounds, stay flexible.

Essential Elements Checklist for the Dissertation

Chapter 1
___Introduction
___Need for study
___Statement of purpose
___Research questions
___Definition of terms
___Limitations of the study

Chapter 2
___Introduction
___Review of literature relevant to each key construct in the study
___Theory, relating to key constructs, underpinnings of your study
___Overview of available measures
___History
___Summary

Chapter 3
For Quantitative Dissertations:
___Methodology
___Research design
___Subjects, desired sample size, effect size, power analysis
___Independent and dependent variables
___Instruments, reliability, validity, argument for the measures you chose to use
___Procedure
___IRB permission
___Data analyses
___Hypotheses

For Qualitative Dissertations:
___Methodology
___Research Design
___Participants
___Role of Researcher
___Information Collection
___Procedures
___IRB permission
___Information Analysis
___Objectives of the project

Chapter 4

For Quantitative Dissertations:
___Descriptive statistics (e.g. number of participants, age, gender, ethnicity)
___Reliabilities for the sample
___Statistics are named, described
___Values needed for significance are stated
___Means, standard deviations clearly stated
___Results presented are relevant to the study
___Results presented in logical order
___Tables
___Figures
___Analyses address all hypotheses

For Qualitative Dissertations:
___Data analysis and results, organized according to the research question(s)
___Results presented are relevant to the study
___Results presented in logical order
___Tables
___Figures
___Analyses addresses all objectives

Chapter 5
___Discussion
___Summary of findings, clearly stated
___Interpretation of findings
___How do findings fit with previous research
___Implications: theoretical, methodological, applications
___Integration for Practice Implications
___Limitations of your study: internal & external validity, measurement, statistics
___How your results relate to future directions in counseling psychology

References
___Comprehensive
___Includes only those references cited in the body of the dissertation
___APA style followed

Appendices
___ Manuscript Length Summary
___ Copy of Questionnaires

Cone, J.D., & Foster S.L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. American Psychological Association: Washington, DC.

- Follow this link for a helpful citation and reference tool:
- https://reciteworks.com

Appendix J: Council of Counseling Psychology Training Programs (CCPTP) - Expectations for Internship Eligibility

http://www.ccptp.org/expectations-for-internship-eligibility

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.

2. Trainee successfully completed a pre-dissertation research experience.

3. Trainee passed program's comprehensive or qualifying exams (or equivalent) by internship application.

4. Trainee's dissertation proposal has been accepted at the time of application to internship.

5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).

6. Trainee completed at least 450 face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee's work.

7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
   a. Submitting a manuscript for publication (e.g., journal article, book chapter) as an author or co-author,

      or

   b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.

8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Adopted by CCPTP February 9, 2013

Adopted by UNC Counseling Psychology Program April 11, 2013

Appendix K: Procedures for Applying to a Non-APA Accredited Internship

An internship is an organized training program which is designed to provide students with a planned, programmatic sequence of training experiences that are primarily focused on assuring breadth and quality of training. Internships are **NOT** supervised experiences or on-the-job training. Applying to an internship that is not accredited by APA is ***not permitted*** by the Counseling Psychology Program faculty.

Effective 2011, the faculty implemented a new policy in relation to internships effective for any student applying for internship fall 2012. Students will be allowed to apply only to APA accredited internships. If students do not match in Phase I, they can petition to the faculty to apply for APPIC listed non-APA-accredited internships in Phase II. Students are required to seek APA-accredited internships as your future licensure/job eligibility may be affected. It should be noted that only internships that are currently APA-accredited will be approved by the Director of Clinical Training without getting approval from the entire Counseling Psychology faculty. Permission to apply for internship should be received from the Director of Clinical Training before completing the application for any site. Under special circumstances, the program faculty will approve non-accredited, APPIC equivalent sites for internship. Students complete an application to the program faculty and assume all responsibility for obtaining and maintaining the necessary internship documentation required for licensure.

By applying to a non-accredited internship, students assume ***all responsibility*** for ensuring that their experiences will meet state licensure board requirements for a predoctoral internship experience. In that regard, students also assume ***all responsibility*** for documenting their internship activities in a manner that will be acceptable to licensure boards.

At a non-accredited internship site, the student has little recourse if the site fails to deliver on what was promised. In addition, the program faculty has little influence if it tries to intervene on a student's behalf. At accredited sites, the accrediting bodies can, and do, intervene on a student's/program's behalf.

While the Counseling Psychology Program faculty may approve non-APA accredited internships on an extremely limited case-by-case basis, all students applying for a non-APA accredited internship must fully complete the following documentation.

A. Complete an APPIC Application form for the non-accredited site.

B. The student must document how his/her site meets the APA criteria for an internship site (these criteria can be found online at www.apa.org, Standards of Accreditation, Office of Program Consultation and Accreditation). You must clearly indicate how training activities align with all APA profession wide competencies required for interns to achieve at the completion of internship. Students who wish to apply for a non-accredited internship program for Counseling Psychology faculty approval must respond to each standard for internship accreditation. Link to APA Office of Program Consultation and Accreditation: http://www.apa.org/ed/accreditation/index.aspx.

C. In addition to documenting the APA criteria for the specific internship site, you must also address the following:
    i. the nature and appropriateness of the training activities;
    ii. frequency and quality of supervision;
    iii. credentials of the supervisors;
    iv. how the internship evaluates student performance;
    v. how interns demonstrate competency at the appropriate level;
    vi. documentation of the evaluation of its students in its student files.

Please Note. Internship sites that meet the following requirements will only be considered:

1. The internship has an identified person (i.e., Training Director) who is responsible for the entire internship training, who oversees supervisors participating in internship training, and engages in regular communications with the Director of Clinical Training of the intern's doctoral program.
2. The intern can accumulate a total of 2,000 hours of training activities, including direct service, assessments, training and supervision, professional development, administrative work, and all other support activities for the internship. Of the 2,000 hours, a minimum of 500 hours must be devoted to direct service.
3. The intern will have the opportunity to engage in supervised learning experiences and training relevant to the acquisition and demonstration of the APA profession-wide competencies. The intern's supervised service activities must be equivalent to the kind of professional service provided by licensed psychologists in health service psychology. Such service typically includes individual counseling, group/couple/family counseling, assessments, outreach and psychoeducation programs, supervision of practicum trainees, consultation, and research.
4. The intern receives at least 4 hours of supervision per week. One or more doctoral level psychologists, who are appropriately trained and licensed for independent practice of health service psychology, are involved in ongoing supervisory relationships with an intern and have primary professional responsibility for the cases on which supervision is provided. The supervisor(s) must conduct a total of at least 2 hours per week of individual supervision with the intern during the course of the year. ***Supervision*** *is characterized as an interactive educational experience between the intern and the supervisor. This relationship: a) is evaluative and hierarchical, b) extends over time, and c) has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for those who are to enter the particular profession.*
5. The site provides access for the intern to have consultation and supervision during times they are providing clinical services.
6. The intern receives two formal written evaluations from the supervisor(s), at midyear and the end of internship. The written evaluations should cover all training activities during internship and evaluate all of the intern's Profession Wide Competencies and elements, as required by APA for interns (see APA Standards of Accreditation: IR C-8.I) and indicate the minimal level of achievement for each area. The internship Training Director provides an overall evaluation of the intern during midyear and the end of internship. The final

evaluation must indicate whether the intern has demonstrated competency for readiness for entry to practice. Each intern evaluation is based in part on direct observation (either live or electronic) of the intern. These midyear and final written evaluations are sent to the Director of Clinical Training of the intern's doctoral program.

7. The internship site keeps appropriate records of the intern's training activities, supervision, and evaluations.
8. When formal remediation actions are needed for the intern, the internship site provides a written remediation plan to the intern and the Director of Clinical Training of the intern's doctoral program, implements the remediation plan, and documents the outcomes which are communicated to both the intern and the Director of Clinical Training of the intern's doctoral program.
9. The internship Training Director signs an agreement with the University of Northern Colorado prior to the beginning of the internship, indicating agreement to fulfilling the aforementioned internship training requirements.

D. The student will provide the Counseling Psychology faculty with the vita/license number of their direct service supervisors and the Training Director.

E. The site's executive director will provide documentation that the student is covered by the agency's malpractice insurance, and that the agency is committed to providing the student a programmatic sequence of training experiences that are primarily focused on assuring breadth and quality of training.

F. Once the student has submitted all the required information about the non-APA accredited internship site, the CP program Director of Clinical Training contacts the identified internship Training Director and confirms the site is of appropriate quality and meets all the APA standards and program's requirements for completing non-APA internship sites as outlined above. Additionally, the program Director of Clinical Training confirms with the internship Training Director that the site will provide adequate training and learning experiences needed for the intern to have the opportunities to demonstrate student achievement and the development of competencies consistent with APA's profession wide competencies for interns (i.e., IR C-8.I). The Director of Clinical Training also confirms with the internship Training Director that the site's two formal written evaluations at midyear and at the end of internship will evaluate all of the intern's profession wide competencies and elements, as required by APA for interns. A copy APA's profession wide competencies IR C-8.I are provided to the internship Training Director by the CP Director of Clinical Training. The Director of Clinical Training documents the information received by the internship Training Director, which will be part of the student's application materials and placed in the student's file.

G. The student's application cover letter must include the following sentence: *"I have been advised against applying to a non-accredited predoctoral internship site by my program faculty. I have chosen to disregard their advice. I have been informed that by completing a non-accredited internship, I may be jeopardizing my ability to become a licensed psychologist in some jurisdictions. I take full responsibility for this decision."*

H. The student must meet all other university and program criteria for internship application.

The student should give all application materials to his/her advisor. Applications for a non-accredited site will be reviewed once per year. This should give students who desire to go through Phase II and the APPIC Post-Match Vacancy Service sufficient time to match at a site there. Once the application has been reviewed by the program faculty, they can decide to do any of the following:

Accept the internship request
Accept the internship request with conditions
Deny the internship request
Request additional information

The faculty will be much more likely to accept an internship request for a site that is actively seeking APA accreditation. Students can appeal the program's decision using the same procedures used to appeal a course grade.

Policy adopted 7/05, revised 5/2016, revised 8/2022

Appendix L: Counseling Psychology PhD Annual Student Review Form

UNIVERSITY OF NORTHERN COLORADO

Department of Applied Psychology and Counselor Education
Counseling Psychology Program

Counseling Psychology PhD Annual Student Review Cover Page

Please complete your Counseling Psychology Annual Review for the academic year from May 1st (last summer) to this year's deadline. You must complete all areas of your Annual Review by **5:00 pm on the third Monday in April.**

1. **Qualtrics** - Complete the Qualtrics survey emailed to you

2. **Cover Page** – Sign this Cover Page and put a hard copy in your advisor's mailbox

3. **Counseling Psychology Annual Feedback Form – Profession Wide Competencies** – complete the form (i.e., Appendix M) by self-rating each profession wide competency area based on classes you have completed and relevant learning experiences
    a. If you are applying for Internship in the fall, please remember to complete the **Internship Readiness Form** at the end of the Counseling Psychology Annual Feedback From – Profession Wide Competencies. Turn in the Internship Readiness Form to your advisor by the annual review due date.

4. **Personal/Professional Development and Questions** (Maximum of 2 type single space pages) - put a hard copy in your advisor's mailbox
   Please answer the following questions:
    a. Attend a CP approved Diversity workshop/training experience (provide date and title).
    b. Presented research in a leadership role locally (e.g., UNC Research Day/Evening), regionally (e.g., RMPA), or nationally (e.g., APA). Provide reference in APA style with date.
    c. Describe at least two significant areas of your personal/professional development in which you have grown during this academic year (one of these areas must be related to individual and cultural diversity issues).
    d. Describe the feedback that you have received from your faculty and peer supervisors. How have you integrated this feedback?
    e. Identify at least two of your strengths as a future Counseling Psychologist (can be in any areas: Counseling/Clinical/Assessment, Research, Teaching, and Supervision).
    f. Identify and describe areas you need to develop during the next year.

5. **Curriculum Vita** - put a hard copy in your advisor's mailbox

6. **PDF file of Degree Works** - put a hard copy in your advisor's mailbox

It is your responsibility to put a hard copy of all materials (in the order listed above) in your advisor's mailbox by 5:00 pm on the third Monday in April. Please refer to your student handbook regarding consequences of not completing and returning these forms on time.

Name: _____ Date: _____

By signing below I acknowledge that all the information given is accurate.

_____ _____

Signature Date

Revised 4/18/19-sw

Appendix M: Counseling Psychology Annual Feedback Form – Profession Wide Competencies; Internship Readiness Form

Student Name:_____ Date: _____

Degree upon CP Program Enrollment: BA ☐ MA ☐

Year in Program: Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5 ☐ Year 6+ ☐

Complete pages 1-13 and submit this form to your advisor by the Annual Review deadline. Please be sure to also complete the Annual Review Qualtrics Survey provided by the CP Program Coordinator.
Students: Are you applying for internship in the fall? Yes ☐ No ☐

If 'yes,' please be sure to fill out the Internship Readiness section at the end of this document (page 14).

Evaluation is based on the learning experiences following the typical curriculum plan. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Trainees early in the program (e.g., year 1) will likely have consistent lower scores

Trainees later in the program (e.g., year 2, 3 & beyond) will likely have consistent higher scores

Minimum Level of Achievement for trainees applying for internship is a 3 in all areas

Instructions: Indicate the number that best describes the trainee's competence based on the descriptions:

RATING KEY				
1	**2**	**3**	**4**	**5**
Not at All/Slightly (Beginner) Student is in need of further training and/or requires additional growth, maturation, and change in order to be effective in the various skill areas; trainee should not be allowed to function independently	**Somewhat** (Advanced Beginner) Competence is below average but, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required	**Moderately** Competence is at least at the minimal level necessary for functioning with moderate supervision required:	**Mostly** Competence is above average, trainee can function independently with periodic supervision	**Very** Competence is well developed and trainee can function independently with little or no supervision required

If you have not had the opportunity to observe a behavior in question, please indicate this by **"No Opportunity to Observe" [N/O]**

PROFESSION-WIDE COMPETENCY						
1. Research						
ELEMENT 1A	Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 1B	Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 1ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all elements of research					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O

The following learning experiences apply to increasing competency in *Research*

RELEVANT LEARNING EXPERIENCES FOR RESEARCH			
APCE 701	SRM 602	Research Day	Presentations
APCE 733	SRM 603	Graduate Assistantship	Publications
	SRM 680	APA Convention	Dissertation Progress
	SRM 700	Rocky Mountain APA	Comprehensive Exams

Additional Relevant Learning Experiences:

PROFESSION-WIDE COMPETENCY						
2. Ethical & Legal Standards						
ELEMENT 2A	Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and, relevant professional standards and guidelines					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 2B	Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 2C	Conduct self in an ethical manner in all professional activities.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 2ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in an ethical manner					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O

The following learning experiences apply to increasing competency in *Ethical and Legal Standards*.

RELEVANT LEARNING EXPERIENCES FOR ETHICAL & LEGAL STANDARDS			
APCE 612	APCE 674	APCE 712	APCE 793/794
APCE 657	APCE 694	APCE 714	APCE 795
APCE 669	APCE 702	APCE 758	Comprehensive Exams

Additional Relevant Learning Experiences:

PROFESSION-WIDE COMPETENCY						
3. Individual & Cultural Diversity						
ELEMENT 3A	Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 3B	Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 3C	Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 3D	Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O

The following learning experiences apply to increasing competency in *Individual and Cultural Diversity*.

RELEVANT LEARNING EXPERIENCES FOR INDIVIDUAL & CULTURAL DIVERSITY			
APCE 612	APCE 674	APCE 707	APCE 758
APCE 623	APCE 678	APCE 712	APCE 793/794
APCE 657	APCE 694	APCE 714	APCE 795
APCE 660	APCE 702	APCE 733	Comprehensive Exams
APCE 669			

Additional Relevant Learning Experiences:

PROFESSION-WIDE COMPETENCY						
4. Professional Values & Attitudes						
ELEMENT 4A	Behave in ways that reflect values and attitudes of psychology, including integrity, deportment, the integration of science and practice, professional identity, accountability, and concern for the welfare of others.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 4B	Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being and professional effectiveness.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 4C	Actively seek and demonstrate openness and responsiveness to feedback and supervision.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 4ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues related to professional values and attitudes					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 4CP	Demonstrates the professional values and attitudes consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O

The following learning experiences apply to increasing competency in in *Professional Values and Attitudes.*

RELEVANT LEARNING EXPERIENCES FOR PROFESSIONAL VALUES & ATTITUDES			
APCE 612	APCE 660	APCE 694	APCE 714
APCE 657	APCE 669	APCE 702	APCE 733
APCE 616	APCE 674	APCE 707	APCE 758
APCE 623	APCE 678	APCE 712	APCE 793/794
Comprehensive Exams	Graduate Assistantship		APCE 795

Additional Relevant Learning Experiences:

PROFESSION-WIDE COMPETENCY						
5. Communication & Interpersonal Skills						
ELEMENT 5A	Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees and those receiving professional services					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 5B	Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 5C	Manage difficult communication well.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 5ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all communication and interpersonal interactions					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O

The following learning experiences apply to increasing competency in *Communication and Interpersonal Skills*

RELEVANT LEARNING EXPERIENCES FOR COMMUNICATION & INTERPERSONAL SKILLS			
APCE 612	APCE 660	APCE 694	APCE 714
APCE 657	APCE 669	APCE 702	APCE 733
APCE 616	APCE 674	APCE 707	APCE 793/794
APCE 623	APCE 678	APCE 712	APCE 795
Comprehensive Exams	Graduate Assistantship		

Additional Relevant Learning Experiences:

PROFESSION-WIDE COMPETENCY						
6. Assessment						
ELEMENT 6A	Demonstrate current knowledge and application of knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 6B	Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity considerations and contextual influences (e.g., family, social, societal, and cultural) of the service recipient.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 6C	Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 6D	Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 6ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in assessment					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O

The following learning experiences apply to increasing competency in *Assessment*.

RELEVANT LEARNING EXPERIENCES FOR ASSESSMENT			
APCE 669	APCE 678	APCE 712	APCE 793/794
APCE 674	APCE 694	APCE 714	APCE 795
Comprehensive Exams	APCE 702		

Additional Relevant Learning Experiences:

PROFESSION-WIDE COMPETENCY						
7. Intervention						
ELEMENT 7A	Establish and maintain effective relationships with the recipients of psychological services.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 7B	Develop and implement evidence-based intervention plans specific to the service delivery goals informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. This includes the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 7C	Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing progress evaluation.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 7ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in interventions					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 7CP	Demonstrates interventions consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O

The following learning experiences apply to increasing competency in *Intervention*.

RELEVANT LEARNING EXPERIENCES FOR INTERVENTION			
APCE 612	APCE 694	APCE 762	APCE 795
APCE 669	APCE 702	APCE 793/794	Comprehensive Exams
APCE 674	APCE 712		

Additional Relevant Learning Experiences:

PROFESSION-WIDE COMPETENCY						
8. Supervision						
ELEMENT 8A	Demonstrate knowledge of supervision models and practices					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 8B	Demonstrate knowledge of contemporary evidence-based supervision literature					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 8ICD	Demonstrates knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in supervision					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O

The following learning experiences apply to increasing competency in *Supervision*.

RELEVANT LEARNING EXPERIENCES FOR SUPERVISION			
APCE 702	APCE 714/715	APCE 793/794	Comprehensive Exams
APCE 712			

Additional Relevant Learning Experiences:

PROFESSION-WIDE COMPETENCY						
9. Consultation & Interprofessional/Interdisciplinary Skills						
ELEMENT 9A	Demonstrate knowledge and respect for the roles and perspectives of other professions.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 9B	Demonstrate knowledge of consultation models and practices.					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O
ELEMENT 9ICD	Demonstrates knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in consultation and interprofessional/interdisciplinary skills					
Student Self Rating	1	2	3	4	5	N/O
Faculty Rating	1	2	3	4	5	N/O

The following learning experiences apply to increasing competency in *Consultation and Interprofessional/Interdisciplinary Skills.*

RELEVANT LEARNING EXPERIENCES FOR CONSULTATION & INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS			
APCE 657	APCE 678	APCE 714/715	Comprehensive Exams
APCE 660	APCE 702	APCE 793/794	
APCE 674	APCE 712		

Additional Relevant Learning Experiences:

DISCIPLINE-SPECIFIC KNOWLEDGE (DSK)

DSK 1

History and Systems of Psychology

Relevant Learning Experiences	Grade/Evaluation	Semester(s)	Instructor/Supervisor
History & Systems (PSY 590)			

DSK 2

Basic Content Areas in Scientific Psychology

Relevant Learning Experiences	Grade/Evaluation	Semester(s)	Instructor/Supervisor
Affective Aspects of Behavior (APCE 683)			
Biological Aspects of Behavior (APCE 682)			
Cognitive Aspects of Behavior (PSY 540)			
Developmental Aspects of Behavior (PSY 530)			
Social Aspects of Behavior (PSY 664)			

DSK 3

Advanced Integrative Knowledge in Scientific Psychology

Relevant Learning Experiences	Grade/Evaluation	Semester(s)	Instructor/Supervisor
Advance Integrative Knowledge of Basic Discipline-Specific Content Areas (PSY 587)			

DSK 4

Research and Quantitative Methods

Relevant Learning Experiences		Grade/Evaluation	Semester(s)	Instructor/Supervisor
RESEARCH METHODS	SRM 700			
	SRM 680			
	APCE 733			
QUANTITATIVE	SRM 602			
	SRM 603			
	SRM 610			
PSYCHOMETRICS	APCE 677			

*** Minimum Level of Achievement**: Courses must be passed with at least a B-, a Satisfactory Grade "S", or a B for SRM Minor course; otherwise the course must be repeated.

ADDITIONAL LEARNING EXPERIENCES			
ASSISTANTSHIPS	**Assistantship Assignment**	**Semester**	**Faculty Supervisor**

PROFESSIONAL DEVELOPMENT	**Workshops/Trainings**	**Duration/Expertise Attained**

Next Year's Goals:

Faculty Comments:

Faculty Name:_____ **Date:**_____

ANNUAL REVIEW COMPETENCY MAP											
Relevant Learning Experience Corresponding to Competency Area ***(Primary LE Areas are noted "P")***	Research	Ethical & Legal Standards	Individual & Cultural Diversity	Professional Values & Attitudes	Communication & Interpersonal Skills	Assessment	Intervention	Supervision	Consultation & Interprofessional/ Interdisciplinary Skills	**STUDENTS:** For each Learning Experience (LE), fill in the grade and the semester in which each LE was completed. Leave LEs you have yet to complete *blank*. **Grade/ Evaluation**	**Semester(s) Completed**
APCE 612		x	x	x	x		P				
APCE 616			x	x	x						
APCE 623			P	x	x						
APCE 657		P	x	x	x				x		
APCE 660			x	x	x				P		
APCE 669		x	x	x	x	x	x				
APCE 674		x	x	x	x	P	x		x		
APCE 678		x	x	x	x	P			x		
APCE 694		x	x	x	x	x	x				
APCE 702		x	x	x	x	x	P	x	x		
APCE 707		x	x	x	x		x				
APCE 701	P		x	x	x						
APCE 712		x	x	x	x	x	P	x	x		
APCE 714/715		x	x	x	x	x	x	P	x		
APCE 733	P		x	x	x						
APCE 793/794		x	x	x	x	x	x	x	x		
APCE 795		x	x	x	x	x	x	x	x		
Comprehensive Exams	x	x	x	x	x	x	x	x	x		
Graduate Assistantship	x		x	x	x						
SRM 602	x										
SRM 603	x										
SRM 680	x										
SRM 700	x										
UNC Research Day	P										
APA Convention	x										
RMPA/Conference	x										
Publications	x										
Dissertation Progress	P										

Appendix N: Internship Readiness Form

INTERNSHIP READINESS FORM			
Student Section			
Submit this form to your advisor the *spring semester before applying for internship.* Once this Internship Readiness form is complete, continue to *Appendix K*: Expectations for Internship Eligibility.			
HOURS LOG	**TOTAL CLIENT CONTACT HOURS**		
	IN PHD PROGRAM	**IN MASTERS PROGRAM**	*Attach Clinical Hours Log*

ACADEMIC REQUIREMENTS FOR INTERNSHIP *Adapted from APPIC Application for Psychology Internship (AAPI) 2008-2009*			
Requirement	**Date Completed/Expected** (mm/yy)	**Courses Remaining**	
		YES	**NO**
Comprehensive Exam	/		
Academic Coursework (*excluding dissertation and internship hours if applicable)*	/		
Dissertation	/		
Proposal approved	/		
IRB approved	/		
Data collected	/		
Data analyzed	/		
Defended	/		

NEXT STEPS:
Respond to the below CCPTP Expectations for Internship Eligibility (from *Appendix K* in CP Student Handbook).

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.
2. Trainee successfully completed a pre-dissertation research experience.
3. Trainee passed program's comprehensive or qualifying exams (or equivalent) by internship application.
4. Trainee's dissertation proposal has been accepted at the time of application to internship.
5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
6. Trainee completed at least 450 face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee's work.
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
    c. Submitting a manuscript for publication (e.g., journal article, book chapter) as an author or co-author,
    or
    d. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.

INTERNSHIP READINESS FORM
Faculty Evaluation
Profession Wide Competencies: *Prior to applying for internship, the student has achieved the minimal level of competency (i.e., 3 or higher) for all areas per their annual review on the Counseling Psychology PWC Evaluation Form.*
1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values, Attitudes, and Behaviors
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

EVALUATION OF APPLICANT	*Adapted from APPIC Application for Psychology Internship (AAPI) 2016-2017*
	This student possesses the emotional stability and maturity to handle the challenges of graduate training to this point.
	This student possesses the theoretical/academic necessary foundation for effective counseling/clinical work.
	This student possesses the skills necessary for translating theory into integrated practice.
	This student demonstrates awareness of, and practices according to, the current ethical guidelines for psychologists.
	This student demonstrates the capacity to participate in supervision constructively and can modify his/her behavior in response to feedback.

Internship Readiness		
The faculty have determined that you have meet all Profession Wide Competencies and are recommending you apply for internship next fall with the expectation of completing all requirements prior to applying (e.g., approved dissertation proposal, CCPTP internship eligibility).	**YES**	**NO**

Faculty Comments:

Faculty Name:_____ **Date:**_____

CP Annual Review Supplemental Information

Your advisor may also request that you provide supplemental information to help complete your annual review. Please ask your advisor if additional information is needed.

The below information will be obtained through the Qualtrics survey and your PDF copy of Degree Works.

Qualtrics Survey

Instructions: *You will fill out the below information by completing the Qualtrics Survey that was emailed to you in April as part of your CP Student Annual Review.*

CP Student Annual Review Questions

Name: _____ Date: _____

APA Membership Number: _____ APA Division Numbers: _____

Date Plan of Study filed with Graduate School: _____

Comprehensive Exam: Written: _____ (Date) Oral _____ (Date)

Research Committee: Research Advisor: _____

Member: _____

Member: _____

Outside Member: _____

Personal/Professional Development Questions (Maximum of 2 typed pages total)

1. Describe three significant areas of your personal/professional development in which you have grown during this academic year.

2. Describe the feedback that you have received from your faculty and peer supervisors. How have you integrated this feedback?

3. Identify at least three of your strengths as a future Counseling Psychologist (can be in any areas: Counseling/Clinical/Assessment, Research, Teaching, and Supervision).

4. Identify and describe areas you need to develop during the next year.

Please complete the attached STUDENT DEMOGRAPHIC / STUDENT PROFESSIONAL ACTIVITY FORMS as well as the attached ANNUAL STUDENT REVIEW FORM REQUIRED COURSE LOG. Please remember to attach a **CURRENT VITA**.

THANK YOU!

By signing below I acknowledge that all the information given is accurate.

_____ _____
Signature Date

Please Indicate the Semester & Year You Entered the Counseling Psychology Program: _____ (e.g., Fall 2020)

APA STUDENT DEMOGRAPHIC FORM

	Please Circle			
1. What is your gender?	M	F	Transgender	Other
2. Are you subject to the Americans with Disabilities Act?	YES		NO	
3. Are you a Foreign National? (i.e., not US Citizen or Resident Alien)	YES		NO	

4. What is your Ethnicity? Please Indicate Just One

____ African American/Black
____ Caucasian
____ Hispanic/Latino
____ Asian/Pacific Islander
____ American Indian/Alaska Native
____ Multi-Ethnic (individuals identifying with more than 1of the above categories).

STUDENT PROFESSIONAL ACTIVITY FORMS

Indicate which professional activities apply to you during the past academic year	Please	Circle
1. Member of APA (Member Number _____)?	YES	NO
2. Member of other professional/research society?	YES	NO
3. *Authors/co-authors of papers or workshops at professional meetings? Number of professional presentations you made: _____ List in APA style all professional presentations in conferences/conventions	YES	NO
4. *Authors/co-authors of articles in professional and/or scientific journals? Number of articles you authored/co-authored: _____ List in APA style all professional publications	YES	NO
5. *Involved in grant-supported research? Name the grant supported research you are involved in and tasks performed	YES	NO
6. *Involved in teaching on an ongoing basis (e.g., T.A.)? List classes you were involved as a TA and list activities.	YES	NO
7. Involved part-time in delivery of professional services on or off campus (including externships & practicum placements, excluding internship)? Where:_____ Supervisor & Degree: _____	YES	NO
8. Applied for internship this academic year? Accepted for (circle one) APA APPIC Other APPIC Hours: Intervention _____ Assessment _____ Supervision _____ Site placement: _____	YES	NO

COUNSELING PSYCHOLOGY Ph.D. ANNUAL STUDENT REVIEW FORM
REQUIRED COURSE LOG
Please Note: The below information should be provided by printing a PDF version of your current course status from UNC Degree Works

COURSES	COMPLETED or GRADE	COMMENTS
INTRODUCTORY CORE: (All courses completed or transferred)	Yes NO	
PROFESSIONAL DEVELOPMENT SEMINAR: Pro. Development Seminar in CP (APCE 701 x 2 semesters)	Yes NO	
RESEARCH CORE: Research Methodology: Advanced Research Methods (SRM 700) Introduction to Qualitative Research (SRM 680)	 Grade: Grade:	
Techniques of Data Analysis:		
Statistical Methods I (SRM 602)	Grade:	
Statistical Methods II (SRM 603)	Grade:	
Statistical Methods III (SRM 610)	Grade:	
Seminar in Research Methods in Counseling Psy (APCE 733)	Yes NO	
Psychometrics (APCE 677)		
Additional Statistics Course:		
Eligible courses for Quantitative or Qualitative Dissertations	Course #/Grade :	
PRACTICA CORE: Practicum in Counseling Psychology (APCE 702)	 Yes NO	
Advanced Practicum in Counseling Psychology (APCE 712)	Yes NO	
Practicum in Supervision of Counseling (APCE 714) and Seminar in Counselor Supervision and Theory (APCE 715)	 Yes NO	
Practicum in Group Facilitation (APCE 762)	Yes NO	
Practicum in Family Therapy (APCE 694)	Yes NO	
Intake Practicum (APCE 793)	Yes NO	
Clinic Practicum (APCE 794)	Yes NO	
External Practicum (APCE 795)	Yes NO	
ASSESSMENT CORE: Assessment for Intervention: Cognitive/Academic (APCE 674)	 Grade:	
Psychometrics in Counseling Psychology (APCE 677)	Grade:	
Assessment for Intervention: Personality/Behav. (APCE 678)	Grade:	
LICENSING CORE: Biological Aspects of Behavior Biological Aspects of Behavior (APCE 682)	 Yes NO	
Cognitive Aspects of Behavior Theories & Principles of Learning (PSY 540)	Yes NO	
Affective Aspects of Behavior (APCE 683)	Yes NO	
Social Aspects of Behavior Advanced Social Psychology (PSY 664)	Yes NO	
Individual Behavior Seminar in Personality & Counseling Theories (APCE 707)	 Grade:	
Advanced Psychopathology (PSY 758)	Grade:	
Professional Ethics Legal/Ethical Aspects of Counseling & Psychology (APCE 657)	 Grade:	
History & Systems Seminar in History & Systems (PSY 590: or equivalent)	 Yes NO	
Cultural & Individual Differences (Indicate Course Taken) Understanding & Counseling Diverse Pops. (APCE 623)	 Grade:	
PSY 587 Social Cognitive Neuroscience	Grade:	
INTERNSHIP CORE: Internship in CP (APCE 791x 3 semesters)	Date of Completion: _____	
DISSERTATION CORE: Dissertation Proposal Research (APCE 797)	Defense Date: _____	
Doctoral Dissertation (APCE 799)	Defense Date: _____	

* Courses must be passed with at least a B-, a Satisfactory Grade "S", or a B for SRM Minor courses

Appendix O: Counseling Psychology Profession Wide Competency Evaluation Form

Counseling Psychology
Profession Wide Competency Evaluation Form

Student/Trainee Name:_____ Date of Evaluation: _____

Course or Practicum Placement:_____

Evaluator Name & Degree:_____ Licensed Psychologist: Yes or No

Dates of Training Experience this Evaluation covers:_____

Direct Observation of student was used to complete this evaluation form: Yes or No

Indicate all types of Direct Observation Used:
_____In-Person Observation (e.g., in-room or one-way mirror)
_____Audio or Video recording
_____Live simultaneous audio-video streaming
_____Frequency of Direct Observation (e.g., 1, 2, 3, weekly):
Type of Review: Midterm or Final

Training Level of Person Being Assessed: Year in Doctoral Program:

Evaluation is based on the learning experiences following the typical curriculum plan. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Trainees early in the program (e.g., year 1) will likely have consistent lower scores

Trainees later in the program (e.g., year 2, 3 & beyond) will likely have consistent higher scores

Minimum Level of Achievement for trainees applying for internship is a 3 in all areas

Instructions: Indicate the number that best describes the trainee's competence based on the descriptions:

RATING KEY				
1	**2**	**3**	**4**	**5**
Not at All/Slightly (Beginner) Student is in need of further training and/or requires additional growth, maturation, and change in order to be effective in the various skill areas; trainee should not be allowed to function independently	**Somewhat** (Advanced Beginner) Competence is below average but, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required	**Moderately** Competence is at least at the minimal level necessary for functioning with moderate supervision required:	**Mostly** Competence is above average, trainee can function independently with periodic supervision	**Very** Competence is well developed and trainee can function independently with little or no supervision required

If you have not had the opportunity to observe a behavior in question, please indicate this by **"No Opportunity to Observe" [N/O]**

PROFESSION-WIDE COMPETENCY						
1. Research						
ELEMENT 1A	Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 1B	Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 1ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all elements of research					
Supervisor Rating	1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY						
2. Ethical & Legal Standards						
ELEMENT 2A	Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and, relevant professional standards and guidelines					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 2B	Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 2C	Conduct self in an ethical manner in all professional activities.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 2ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in an ethical manner					
Supervisor Rating	1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY						
3. Individual & Cultural Diversity						
ELEMENT 3A	Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 3B	Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 3C	Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 3D	Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own.					
Supervisor Rating	1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY						
4. Professional Values & Attitudes						
ELEMENT 4A	Behave in ways that reflect values and attitudes of psychology, including integrity, deportment, the integration of science and practice, professional identity, accountability, and concern for the welfare of others.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 4B	Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being and professional effectiveness.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 4C	Actively seek and demonstrate openness and responsiveness to feedback and supervision.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 4ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues related to professional values and attitudes					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 4CP	Demonstrates the professional values and attitudes consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).					
Supervisor Rating	1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY

5. Communication & Interpersonal Skills

ELEMENT 5A	Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees and those receiving professional services					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 5B	Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 5C	Manage difficult communication well.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 5ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all communication and interpersonal interactions					
Supervisor Rating	1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY

6. Assessment

ELEMENT 6A	Demonstrate current knowledge and application of knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 6B	Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity considerations and contextual influences (e.g., family, social, societal, and cultural) of the service recipient.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 6C	Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 6D	Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 6ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in assessment					
Supervisor Rating	1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY

7. Intervention

ELEMENT 7A	Establish and maintain effective relationships with the recipients of psychological services.						
Supervisor Rating		1	2	3	4	5	N/O
ELEMENT 7B	Develop and implement evidence-based intervention plans specific to the service delivery goals informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. This includes the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.						
Supervisor Rating		1	2	3	4	5	N/O
ELEMENT 7C	Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing progress evaluation.						
Supervisor Rating		1	2	3	4	5	N/O
ELEMENT 7ICD	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in interventions						
Supervisor Rating		1	2	3	4	5	N/O
ELEMENT 7CP	Demonstrates interventions consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).						
Supervisor Rating		1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY

8. Supervision

ELEMENT 8A	Demonstrate knowledge of supervision models and practices						
Supervisor Rating		1	2	3	4	5	N/O
ELEMENT 8B	Demonstrate knowledge of contemporary evidence-based supervision literature						
Supervisor Rating		1	2	3	4	5	N/O
ELEMENT 8ICD	Demonstrates knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in supervision						
Supervisor Rating		1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY

9. Consultation & Interprofessional/Interdisciplinary Skills

ELEMENT 9A	Demonstrate knowledge and respect for the roles and perspectives of other professions.						
Supervisor Rating		1	2	3	4	5	N/O

ELEMENT 9B	Demonstrate knowledge of consultation models and practices.					
Supervisor Rating	1	2	3	4	5	N/O
ELEMENT 9ICD	Demonstrates knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in consultation and interprofessional/interdisciplinary skills					
Supervisor Rating	1	2	3	4	5	N/O

Comments:

Signature of Doctoral Student: _____ Date:_____

Signature of Supervisor: _____ Date:_____

Appendix P: Counseling Practicum Evaluation Forms (i.e., Individual, Couples & Family, Group)

APCE 612, APCE 702, APCE 712, and APCE 762

Practicum Evaluation Form

Name of Trainee and Program of Study: _____ **Date:** _____

Practicum Site: Psychological Services Clinic **Practicum course**: APCE 612, 702, 712, 762

Supervisor: _____ **Faculty Supervisor's License:** _____

Evaluation criteria being applied (circle): Beginning (typically 612) or Advanced practicum (typically 702, 712)

Directions: Evaluations should be based on current level of progress and competence in the practicum. Circle the number that best describes the trainee's competence as given in the descriptions below. Rate each category independently.

-1- Student is in need of further training and/or requires additional growth, maturation, and change in order to be effective in the various skill areas; trainee should not be allowed to function independently.

-2- Competence is below average but, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required.

-3- Competence is at least at the minimal level necessary for functioning with moderate supervision required.

-4- Competence is above average; trainee can function independently with periodic supervision.

-5- Competence is well developed and trainee can function independently with little or no supervision required.

-N- Insufficient data to rate at this time.

BASIC COMPETENCIES

	MIDTERM	1. Basic Therapeutic Skills	FINAL
1	N 1 2 3 4 5	a. Initiating sessions	N 1 2 3 4 5
2	N 1 2 3 4 5	b. Non-verbal attending (voice, body posture, proximity & content congruent)	N 1 2 3 4 5
3	N 1 2 3 4 5	c. Conveying accurate empathy and warmth	N 1 2 3 4 5
4	N 1 2 3 4 5	d. Paraphrasing	N 1 2 3 4 5
5	N 1 2 3 4 5	e. Reflecting feelings	N 1 2 3 4 5
6	N 1 2 3 4 5	f. Clarification	N 1 2 3 4 5
7	N 1 2 3 4 5	g. Use of Probes/Questions	N 1 2 3 4 5
8	N 1 2 3 4 5	h. Summarizing	N 1 2 3 4 5
9	N 1 2 3 4 5	i. Appropriate self-disclosure	N 1 2 3 4 5
10	N 1 2 3 4 5	j. Immediacy	N 1 2 3 4 5
11	N 1 2 3 4 5	k. Confrontation	N 1 2 3 4 5
12	N 1 2 3 4 5	l. Interpretation	N 1 2 3 4 5
13	N 1 2 3 4 5	m. Information gathering	N 1 2 3 4 5
14	N 1 2 3 4 5	n. Concreteness	N 1 2 3 4 5
15	N 1 2 3 4 5	o. Ending sessions smoothly	N 1 2 3 4 5
16	N 1 2 3 4 5	**2. Consultation Skills** - worked effectively with significant others (family members, teachers, relevant professionals) to meet client needs.	N 1 2 3 4 5
17	N 1 2 3 4 5	**3. Intervention Skills** - showed flexibility in using a variety of appropriate strategies to help clients work toward goals.	N 1 2 3 4 5
18	N 1 2 3 4 5	**4. Oral Communication Skills** –communicates effectively (direct, clear, appropriately) with clients, supervisors, and peers.	N 1 2 3 4 5
19	N 1 2 3 4 5	**5. Knowledge Base** - demonstrated good understanding of theories and research in psychology, development, counseling, assessment, and psychopathology	N 1 2 3 4 5
20	N 1 2 3 4 5	**6. Case Conceptualization Skills** - Can conceptualize clients concerns from within a coherent and empirically supported theoretical/ treatment model	N 1 2 3 4 5

	MIDTERM	ADVANCED CLINICAL SKILLS	FINAL
21	N 1 2 3 4 5	**1. Assessment Skills** - demonstrated appropriate knowledge and use of assessment instruments; was able to appropriately interpret and discuss test results with clients and peers as well as integrate in intake reports.	N 1 2 3 4 5
22	N 1 2 3 4 5	**2. Diagnostic Skills** - incorporated multiple sources of data; showed sensitivity to client concerns; demonstrated knowledge of DSM-V; used diagnosis to establish client goals and make appropriate referrals.	N 1 2 3 4 5
23	N 1 2 3 4 5	**3. Crises Management** - recognized and handled crises skillfully.	N 1 2 3 4 5

	MIDTERM	EVIDENCE-BASED PRACTICE	FINAL
24	N 1 2 3 4 5	**1. Demonstrates EBP Knowledge -** demonstrates basic knowledge about the value of evidence-based practice for intervention and assessment.	N 1 2 3 4 5
25	N 1 2 3 4 5	**2. Applies Knowledge -** applies knowledge of evidence-based practice, integrating research and clinical expertise in the context of client treatment.	N 1 2 3 4 5

	MIDTERM	PROFESSIONAL PRESENTATION AND BEHAVIOR	FINAL
26	N 1 2 3 4 5	**1. Professional Behavior** - showed readiness and ability to assume and discharge duties; initiated opportunities to gain and share skills.	N 1 2 3 4 5
27	N 1 2 3 4 5	**2. Self Presentation** - presented self in a professional manner through appearance/dress, composure, organization, confidence, and desire to help.	N 1 2 3 4 5
28	N 1 2 3 4 5	**3. Management of Personal Issues in a Professional Manner -** manages personal stress, psychological concerns, emotional reactions so they do not adversely affect case conceptualization, interactions with clients and their families, or relationships with supervisors and other professionals	N 1 2 3 4 5
29	N 1 2 3 4 5	**4. Ethical Knowledge and Practice** - demonstrated understanding of and conformed to ethical principles in professional work and practice.	N 1 2 3 4 5
30	N 1 2 3 4 5	**5. Knowledge and Practice of Diversity Issues** - demonstrated awareness and knowledge of diversity issues (ethnic, cultural, socioeconomic, sexual preference, and religious backgrounds); sought consultation from appropriate sources.	N 1 2 3 4 5
31	N 1 2 3 4 5	**6. Report and Case Notes** - completed reports, case, & process notes on time and included relevant information, written in a professional style (clear, succinct, and devoid of unnecessary jargon) and can be used and interpreted by other professionals	N 1 2 3 4 5

	MIDTERM	USE OF SUPERVISION	FINAL
32	N 1 2 3 4 5	**Supervisory Involvement** - actively sought supervision, discussed concerns and ideas, demonstrated openness to feedback, non-defensive, shows an ability to integrate feedback and used suggestions to improve clinical skills.	N 1 2 3 4 5
33	N 1 2 3 4 5	**Feedback** - Provides clear feedback and is able to work cooperatively with peers	N 1 2 3 4 5

Additional Comments:

Signatures. This evaluation will be placed in the trainee's file. These signatures attest that the signers have reviewed this evaluation and the practicum supervisor attests that the trainee has completed all of the responsibilities for this practicum.

Trainee: _____ **Date:** _____

Supervisor: _____ **Date:** _____

FAMILY PRACTICUM APCE 694
FAMILY PRACTICUM
EVALUATION FORM

University of Northern Colorado
Counseling Psychology

Name of Supervisee:_____Date:_____

Name of Supervisor:_____Site:_____

Address:_____

Please describe your style of supervision with this supervisee.
_____Observed supervisee directly via one way mirror or video circuit
_____Listened to or watched tapes of supervisee counseling
_____Read session notes
_____Discussed cases with supervisee
_____ Group supervision (6 supervisees or less)
_____Other (please describe)

What number of overall hours did the supervisee spend with:
_____ Direct client activities (counseling)
_____ Direct client contact with couples or families
_____ Indirect client activities (i.e. case conferences, staff meetings, administrative duties, etc.)

Logistical aspects:
Supervisee is on time for sessions and supervision_____

Case notes ready on time _____ Case notes well written_____

Treatment planning notes completed and modified with supervision_____

Systemic models used:_____

-1- Student is in need of further training and/or requires additional growth, maturation, and change in order to be effective in the various skill areas; trainee should not be allowed to function independently.

-2- Competence is below average but, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required.

-3- Competence is at least at the minimal level necessary for functioning with moderate supervision required.

-4- Competence is above average, trainee can function independently with periodic supervision.

-5- Competence is well developed and trainee can function independently with little or no supervision required.
-N- Insufficient date to rate at this time.

Interaction / Interview Skills

	Midterm		Final
1	N 1 2 3 4 5	Counselor establishes good rapport with family members	N 1 2 3 4 5
2	N 1 2 3 4 5	Counselor is in charge of direction of interview	N 1 2 3 4 5
3	N 1 2 3 4 5	Counselor is accepting and encouraging of family members' emotions, feelings, and expressed thoughts	N 1 2 3 4 5
4	N 1 2 3 4 5	Counselor is aware and accepting of family's cultural, religious, sexual orientation, ethnic, economic, gender and family life-cycle issues	N 1 2 3 4 5

Counselor Responses

5	N 1 2 3 4 5	Counselor's responses are appropriate in view of what family members are expressing and according to developmental level	N 1 2 3 4 5
6	N 1 2 3 4 5	Counselor is able to establish appropriate boundaries between therapist and family (i.e., counselor avoided being "caught" by family dynamics)	N 1 2 3 4 5
7	N 1 2 3 4 5	Counselor's values remain neutral when working with the family	N 1 2 3 4 5
8	N 1 2 3 4 5	Interventions are presented appropriately to the family members	N 1 2 3 4 5

Counseling Relationship

9	N 1 2 3 4 5	Therapeutic relationship was conducive to productive counseling	N 1 2 3 4 5
10	N 1 2 3 4 5	Counselor used appropriate language level with family	N 1 2 3 4 5
11	N 1 2 3 4 5	Counselor used language, tone of voice, and other behavior to convey an interest in all family members	N 1 2 3 4 5
12	N 1 2 3 4 5	Counselor communicated his/her interests, feelings and experiences to family members when appropriate	N 1 2 3 4 5

Client Conceptualization

13	N 1 2 3 4 5	Counselor understands/conceptualizes family's problem in its full perspective (i.e. systems)	N 1 2 3 4 5
14	N 1 2 3 4 5	Counselor reports family's behavior patterns accurately and supports reports with specific behavioral observations	N 1 2 3 4 5
15	N 1 2 3 4 5	Interventions reflect a clear understanding of the family's problem	N 1 2 3 4 5
16	N 1 2 3 4 5	Interventions are consistent with the systemic model being used to conceptualize the family	N 1 2 3 4 5
17	N 1 2 3 4 5	Counselor is able to establish a shift to systems thinking with the family	N 1 2 3 4 5
18	N 1 2 3 4 5	Counselor is able to demonstrate knowledge of principles and processes of theoretical framework underlying mode of treatment used	N 1 2 3 4 5
19	N 1 2 3 4 5	Treatment goals and plans reflect good case conceptualization and are consistent with the systemic model being used	N 1 2 3 4 5
20	N 1 2 3 4 5	Counselor assesses influence of other systems (i.e. school, work, medical etc) and acts accordingly	N 1 2 3 4 5

Termination

21	N 1 2 3 4 5	Counselor reviews goals with family members and prepares for closure	N 1 2 3 4 5
22	N 1 2 3 4 5	Termination was initiated and planned properly (was it a smooth transition from the counseling process)	N 1 2 3 4 5
23	N 1 2 3 4 5	Follow up phone calls, or referral was discussed	N 1 2 3 4 5

Case Conceptualization / Supervision

24	N 1 2 3 4 5	Counselor is able to observe/understand his or her own personal influence on the counseling relationship	N 1 2 3 4 5
25	N 1 2 3 4 5	Counselor is able to conceptualize and discuss cases meaningfully and insightfully with the supervisor	N 1 2 3 4 5
26	N 1 2 3 4 5	Counselor is open to address issues pertaining to personal/professional growth conceptually and/or behaviorally	N 1 2 3 4 5
27	N 1 2 3 4 5	Counselor seeks, is well prepared, and actively participates in the supervisory process	N 1 2 3 4 5
28	N 1 2 3 4 5	Counselor is open to entertaining new ideas and behaviors	N 1 2 3 4 5
29	N 1 2 3 4 5	Counselor is receptive to supervisor feedback	N 1 2 3 4 5
30	N 1 2 3 4 5	Conversations in supervision and feedback reflected in future counseling sessions	N 1 2 3 4 5

Use of Evidence Based Interventions and Literature

31	N 1 2 3 4 5	Supervisee made serious effort to integrate case with Evidence Based Interventions	N 1 2 3 4 5
32	N 1 2 3 4 5	Supervisee used literature to be more informed in regards to case conceptualization, and intervention	N 1 2 3 4 5

Miscellaneous

33	N 1 2 3 4 5	Supervisee actively participates in group supervision and provides other supervisees with feedback	N 1 2 3 4 5
34	N 1 2 3 4 5	Supervisee engages in conversations conducive to co-therapy	N 1 2 3 4 5
35	N 1 2 3 4 5	Supervisee actively pursues answers to ethical dilemmas as they arise in cases	N 1 2 3 4 5

Comments:

Trainee signature:_____

Faculty Supervisor signature:_____

- **A copy of this evaluation is to be included in the student's file upon course completion.**
- This form was originally developed for use by Lia Softas-Nall, Professor of Counseling Psychology, for use in Family Practicum. It appears as a published contribution in Hovestadt, C. et al (2002). *Practice management forms: Tools for the business of therapy*. Washington, DC: American Association for Marriage and Family Therapy.

Appendix Q: Counseling Psychology Mid-Semester Doctoral Screening Form

Counseling Psychology Doctoral students are responsible for giving this form (or the electronic link to Qualtrics where the form is completed) to each faculty instructor for each course, practica, GA supervisor, and other research activities every semester of their program at midterm (i.e., for weekend classes, this means after the first weekend). Instructors should return completed forms to the advisor **within two weeks**.

Program: Counseling Psychology

Name of Student: _____ Date _____

Student's Advisor: _____

Name of Evaluator: _____ Course(s) _____

Instructor: We would appreciate your help in providing us with information regarding the above named student for each of the following. Check the descriptor that most clearly reflects your impression of the student. **Please rate this student in relation to other graduate students you have had.** The descriptors are:

	Not enough information	Well below expectations	Below expectations	Meets expectations	Above expectations	Outstanding/ well above expectations
Professional Behavior (e.g., Maturity, Motivation)						
Self-awareness						
Self-care						
Open & Responsive to Feedback						
Appropriate Independence						
Develop/Maintain Professional Relationships						
Written Expression						
Verbal Expression						
Interpersonal Skills						
Ethical Knowledge, Awareness, & Behavior						
Individual Cultural & Diversity Awareness, Knowledge, & Skills						

Comments: (please use the reverse side if necessary)

This student should be:

_____ Encouraged to continue
_____ Reviewed after another semester
_____ Offered remedial assistance
_____ Discouraged from continuing in the program
_____ I do not know the student well enough to make a recommendation at this time.

Appendix R: Student Review and Retention Policy and Procedures

Student Review and Retention

Policy and Procedures

Faculty and Student Manual

Department of Applied Psychology and Counselor Education
Department of School Psychology
University of Northern Colorado
Greeley, Colorado 80639
Revised August 2018

STUDENT REVIEW AND RETENTION
Policy Document

Review and Retention Committee

The Review and Retention (R&R) Committee of the Department of Applied Psychology and Counselor Education (APCE) and the Department of School Psychology (SP) is appointed by the Department Chair(s) and is a standing committee consisting of faculty from the three training programs (i.e., Counseling Psychology, Counselor Education and Supervision, and School Psychology) who are appointed by the Department Chair(s). The committee consists of three members, one serving as the Chair of the Committee. The Department Chair(s) may appoint faculty to replace Committee members if a conflict of interest exists between a Committee member(s) and the student under review. The advisor of the student under review may not be a committee member. In situations where the advisor is a Committee member of the R&R Committee (or another conflict of interest exists between a Committee member(s) and the student under review, a designee(s) from that faculty member's program will be appointed to sit on that student's R&R Committee. ***Please note:*** *A student is required, and it is his or her responsibility, to keep his or her advisor informed of all aspects of any plan and progress throughout the Review and Retention process.*

The purpose of the R&R Committee is to develop, oversee, and coordinate recommendations concerning students brought to the Committee by program faculty in that student's Department. Students are referred to R&R when the program faculty's initial remediation attempts are unsuccessful or when the offense is so egregious as to warrant immediate referral to the Committee. The Committee will develop and review all remediation plans for students brought forth to the Committee and will have authority to make recommendations regarding such plans. The Committee will also have authority to recommend dismissal of students from any training program.

Confidentiality

Faculty comments and concerns regarding a student under review made during Committee deliberations about a student will be made in closed confidential sessions (executive sessions) of the Committee. A general summary of such comments and concerns will be reported by the Committee only to the student under review and will not be reported to other students. Other than such summary, and except as described below, faculty comments and concerns and any recommendation(s) regarding the student under review will be maintained in confidence by the R&R Committee and the respective program and/or appropriate faculty members.

Confidentiality of the information regarding a student under review by the Committee will not be required in the following situations:

1. If information is received that indicates an immediate danger to the health or safety any of person(s);
2. If a formal report must be provided to administrators of the University of Northern Colorado in support of a dismissal recommendation regarding a student;
3. If the student under review initiates legal action as a result of the faculty recommendation regarding the student's status in the training program and/or
4. If a legal action is initiated in which the evaluation of or recommendation regarding a student's status in the training program is relevant to a claim or defense asserted in such legal action.

Documentation

Documentation of all correspondence, comments, concerns, observed behaviors, telephone calls and messages, actions or procedures taken with respect to the Committee's recommendations regarding the student under review will be maintained by the Committee. The documentation will be dated and maintained in a secure manner by the R&R Committee. Access to such documentation and supporting materials will be limited to Committee members and those University administrators who have duties and responsibilities with respect to the issues raised about the student under review. All documentation will be maintained in this manner until a decision is made by the R&R committee, at which time documentation of all committees decisions will be retained in the student file".

Review and Retention Committee Meetings

R&R Committee meetings, or portions thereof, that involve discussions of students under review are to be held in closed confidential sessions (executive sessions). Only the decisions of the Committee made in these confidential sessions regarding the Committee's recommendations concerning a student under review are to be documented and reported to the persons specified in the Student Review and Retention Procedures.

R&R Committee meetings, or portions thereof, that involve general business of the Committee will be documented in the minutes of the meetings. Those minutes will be available to APCE faculty and the public at large.

Only members of the R&R Committee or its designee, the student under review, and a person chosen by the student under review to assist him/her in the student's presentation to the Committee may attend the scheduled meeting in which the student under review presents his or her case. No other persons may attend the meeting without specific authorization from the Committee Chair.

Student Evaluation

Successful completion of a program of study in the APCE Department and the SP Department is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty of APCE and SP have a professional responsibility to evaluate the knowledge, skills, and disposition of students in their training programs on a regular basis. Student reviews are conducted on a regular and as needed basis over the course of the academic year as part of the evaluation of the progress of students. Reviews are conducted on *all students* without exception. These evaluations and the procedures relating to them serve two major purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their knowledge, skills, and disposition.

2. To provide the faculty with information about the progress of students which will facilitate decision-making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession who has satisfactory academic performance, but exhibits weaknesses in required practical skills, or behaviors that are unethical, illegal, or unprofessional.

The Student Review and Retention Policy of the Departments of APCE and SP enables the faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress

during regularly scheduled program faculty meetings. The discussions of student performance and progress will be held in closed confidential sessions (executive sessions). At that time, any questions about students' behavior or performance may be raised for program faculty consideration.

Purposes of Student Evaluation

Faculty members in the APCE and the SP Departments are responsible for the evaluation of students in their respective professional training programs. Refer to the respective programs' student handbook for program specific student evaluation methods. The purposes of student evaluations are to:

1. Determine students' appropriateness for continuation in their particular training program;
2. Evaluate student competence in providing professional services;
3. Provide evaluative feedback to students regarding their competence in providing professional services;
4. Monitor and evaluate student efforts to achieve acceptable standards of practice;
5. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
6. Recommend avenues of remediation to assist students to demonstrate acceptable standards of practice;
7. Recommend discontinuance of a student in a training program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services.
8. Recommend discontinuance of a student in a training program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program.

Faculty Recommendation Options Following Student Evaluation

Student evaluation will occur in regularly scheduled program faculty meetings. At times, special meetings may be held to discuss immediate concerns about a student(s). The program coordinator will record comments and concerns expressed by the program faculty. Although each program will determine its own process for managing student concerns, the program faculty may, if they believe it is appropriate to do so, attempt to work with the student first (e.g., engage in instructor feedback or discussion with the student) prior to referring the student to the R&R Committee. For each student, the program faculty will recommend one of the following:

1. **Continuation in the Training Program (where student progress is satisfactory and no concerns are expressed by faculty)**
    a. If applicable, evaluative feedback will be provided to the student by the Program Coordinator or designee.
2. **Continuation in the Training Program with Attention to Specified Faculty Concerns (where some concerns are expressed by faculty with the expectation that the student can make improvements with minimal effort)**
    a. Evaluative feedback will be provided to the student by the Program Coordinator and it is expected that the student will develop/identify appropriate remediation procedures to address the specified faculty concerns.
    b. Although not required, it may be helpful for students to collaborate with their advisor in developing remediation procedures to address area(s) of concern.
    c. The next program faculty review of students will examine whether the student has demonstrated improvement and will provide feedback to the student regarding the extent of improvement.

Please Note. **The recommendations below (3-7) can be made by the program faculty to the R&R Committee. See the Student Review and Retention Procedures for detailed information regarding each recommendation.**

3. Continuation in the Training Program on Probationary Status and/or Formal Remediation (in which case a referral to the R&R Committee is made)
4. Continuation in the Training Program with Continuation of Probationary Status and Formal Remediation
5. Voluntary Resignation from the Training Program
6. Dismissal from the Training Program
7. Immediate Dismissal from the Training Program

STUDENT REVIEW AND RETENTION PROCEDURES

Procedural Steps for Review and Retention

If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or unprofessional at any time during the course of training (including course work, practica, and internships), a referral to the R&R Committee is appropriate. The procedural steps to be taken are dependent upon the recommendation of the program faculty and the R&R Committee. (S*ee the respective sections that follow for detailed steps.*). Those steps are:

1. **Probation and Remediation** (see Section A) - Student's behavior is in need of formal remediation
2. **Continued Probation and Remediation** (see Section B) - Student has not yet attained all goals defined in his or her remediation plan but is judged to have shown sufficient progress in his/her work
3. **Voluntary Resignation** (see Section C) - Student's behavior is judged severe enough or the student has not made adequate progress to warrant program termination but the student has determined to leave the program voluntarily
4. **Dismissal from the Program** (see Section D) - Student has failed to attain the goals specified in his/her remediation plan, and there is no expectation that the student can reasonably attain them in the near future, or the student's behavior is judged to be so egregious as to forego remediation efforts
5. **Immediate Dismissal** (see Section E) - Student's behavior is judged severe enough to warrant immediate dismissal from the training program (as the student's behavior is so egregious that no remediation plan is appropriate or warranted)

Section A

Probation and Remediation Steps in the Training Program

After review of a student's progress and behavior in his/her training program (see Student Evaluation), the program faculty determines the student is in need of remediation because the noted concerns are judged by program faculty as serious enough to affect the student's ability to perform competent professional services if not corrected. The faculty concerns will be recorded by the Program Coordinator and the following steps will be taken:

1. The Program Coordinator will inform the Chair of the R&R Committee and the APCE or SP Department Chair of the program faculty's recommendation that the student be placed on probation and possibly remediation.
    a. The Program Coordinator will provide supporting materials/documentation to the Review and Retention Committee. (e.g., a letter to the R&R Committee specifying the faculty concerns, faculty evaluations, information regarding any applicable steps already taken to remediate the behavior, practicum evaluations, and similar information).
2. The Program Coordinator will notify the student in writing that he/she has been referred to the Review and Retention Committee with the recommendation that the student be placed on probation and possible remediation.
    a. The Program Coordinator will provide the student with a general overview (e.g. the issue of concern and information about the referral to R&R) for the referral recommendation.
3. The R&R Committee will review the faculty's recommendation and supporting materials and provide the program faculty with the Committee's decision in regards to determining if the referral is warranted.

a. If the R&R Committee disagrees with the faculty's recommendation for the referral, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.

4. If the joint recommendation of the program faculty and the R&R Committee is that the student has been recommended to be placed on probation and a remediation plan potentially created (or in the case of program and R&R Committee disagreement, the Department Chair determines that probation and remediation are appropriate), the chairperson of the R&R Committee will notify the student, in writing, that a meeting will be held in order to provide the student the opportunity to be heard.
   a. The written notice will request the student to make an appointment with the R&R Committee, or a designee Chair of the Committee, to discuss the faculty concerns, provide the student an opportunity to explain his or her behavior, and to review procedures that will be used regarding the probation and remediation plan. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.
   b. The R&R Committee will review the identified problem areas noted by the faculty and give the student an opportunity to explain his/her behavior and/or the circumstances surrounding the concerns.

5. After providing the opportunity for the student to be heard, the R&R Committee will determine if probation and/or remediation are appropriate. If probation and/or remediation are warranted, the R&R Committee will develop a plan for remediation of the student's behavior. Although not required, the student, the student's advisor, and the program faculty may provide suggestions related to the student's remediation plan. This plan will:
   a. Indicate the student's problem areas (e.g., professional competencies, behavior, conduct, disposition),
   b. Identify the conditions that must be met to complete the remediation plan or a reevaluation of the plan,
   c. Provide a timeframe of when the remediation plan must be completed by or reevaluated by (e.g., end of semester or at the completion of applied classes, such as practicum).

6. Copies of the plan for remediation will be provided to the student, the program faculty, and the R&R Committee.

7. Copies of the plan for remediation are to be signed and dated by the student and the chairperson of the R&R Committee.

8. A signed and dated copy of the plan will be placed in the student's file in the APCE/SP Department office and the student will retain a copy.

9. Prior to the date of reevaluation (as specified in the remediation plan), the student will present any available documentation of his or her progress in relation to the remediation plan to the chair of the R&R Committee.

10. On the date of reevaluation, the student's progress or lack thereof will be reviewed by the R&R Committee. The review will include an examination of the documentation provided by the student, and may also include documentation from the program faculty.

11. The student must complete all aspects of the plan by the date specified as well as adhere to all program requirements at all times.

12. At the R&R Committee meeting referenced in paragraph 10, above, the Committee has four recommendation options. These options are considered and recommendations made with consultation between the R&R Committee and the program faculty.
    a. Continuation in the Program: The specified concerns no longer present a significant problem. The student is allowed to continue in the program and is no longer on probationary status.
    b. Continued Probation and Remediation: If adequate and timely progress is documented during the first evaluation, but additional time is needed to complete the plan a date is set for another reevaluation at the program faculty's discretion (see Section B).
    c. Voluntary Resignation: Recommend the student resign from the program (see Section C).
    d. Dismissal from the Program: If the student has failed to complete the remediation plan and/or program requirements and there is no expectation that he/she can reasonably complete the plan in the future (see Section D).

13. The student will be notified in writing by the Chair of the R&R Committee of the reevaluation decision.

14. The student will sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's file in the APCE/SP main office in his/her student file.

Section B

Continued Probation and Remediation

If, in the professional judgment of the program faculty and the R&R Committee, a student has not yet attained all goals defined in his or her remediation plan but is judged to have shown sufficient progress, the condition of probation and remediation may be continued. In such cases, a new reevaluation date will be set and the steps for reevaluation in Section A, above, will be followed.

Section C

Voluntary Resignation from the Training Program

If, in the professional judgment of the R&R Committee in consultation with the program faculty, a student's behavior is judged sufficiently severe, the student has not made adequate progress to warrant his/her continuation in the training program, or the student has failed to meet program requirements despite probation and remediation, the following steps will be taken:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation for voluntary resignation of the student from the training program. The Program Coordinator will provide supporting materials to the R&R Committee outlining

the faculty concerns that are judged to be of such magnitude that the student is considered inappropriate for competent professional practice.

2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding voluntary resignation. If the R&R Committee disagrees with the faculty's recommendation, a joint meeting with the program faculty and the Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will be review the information provided and make the final decision regarding the matter.

3. When the *joint* decision of the program faculty and the R&R Committee is to recommend voluntary resignation, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems voluntary resignation is appropriate), a letter will be written by the Chair of the R&R Committee documenting the decision, and that letter will be forwarded to the Department Chair.

4. The Department Chair will inform the student, in writing, of the decision described in paragraph 3, above. In the notification, the student will be requested to voluntarily resign from the training program within 14 calendar days. The student will also be informed that he/she may meet with the Department Chair to discuss the voluntary resignation recommendation.

5. Copies of the notification will be provided to the Dean of the Graduate School, the Dean of the College of Education and Behavioral Sciences, and placed in the student's file in the APCE/SP main office.

6. If the student does not voluntarily resign from the training program, Section D procedures will be followed, beginning with Section D(5) below.

Section D

Dismissal from the Training Program

If, in the professional judgment of the program faculty and the R&R Committee, the student has failed to attain the goals specified in his or her remediation plan, and it is unlikely that the student can reasonably attain them in the near future, or if the student behavior is judged to be so egregious that remediation efforts would be likely be ineffective, a recommendation for dismissal from the training program will be made. In such cases, the following procedures will be followed:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation that the student should be dismissed from the training program. The Program Coordinator will provide materials from the program faculty to the R&R Committee that support the recommendation for dismissal from the training program.

2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding dismissal. If the R&R Committee disagrees with the faculty's recommendation a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and

the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will be review the information provided and make the final decision regarding the matter.

3. When the *joint* decision of the program faculty and the R&R Committee is to recommend dismissal, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.

4. The Department Chair will inform the student, in writing, of the dismissal decision described in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP School main office.

5. In the written notification of the dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case to the faculty. If the student has been requested to voluntarily resign after completion of the procedures described in Section C, above, and has refused to do so, the Department Chair will inform the student, in writing, that as a result of the student's decision not to voluntarily resign from the training program, the R&R Committee's recommendation (or in the case of program faculty and R&R Committee disagreement, the Department Chair's recommendation) is to recommend dismissal and in that written dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case.

6. Upon receipt of a written request from the student for the meeting described in paragraph 5 above, a program faculty meeting will be scheduled by the Chair of the R&R Committee to provide the student the opportunity to present his/her case to the program faculty and the R&R Committee. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.

7. If the student fails to attend this meeting, the dismissal recommendation will be forwarded to the Department Chair by the Chair of the R&R Committee.

8. If the student attends the meeting described in paragraph 6, above, following the student's presentation, the R&R Committee in consultation with the program faculty will:
    a. Review the student's progress in the program,
    b. Review the student's behaviors as related to expected professional and personal behaviors,
    c. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
        - Dismissal decision upheld, steps continue as outlined below.
        - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in Section A).
        - Dismissal decision not upheld; student no longer requires probation and remediation.

9. If the joint recommendation from both the program faculty and the R&R Committee is to uphold the dismissal decision, the Department Chair will be informed, in writing, of the dismissal recommendation by the Chair of the R&R Committee.

10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Department Chair will inform the student that he/she may meet with the Department Chair to discuss the dismissal recommendation and be advised of the University appeals procedures.

11. The Department Chair will forward the formal dismissal recommendation to the Dean of the Graduate School and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student's file in the APCE/SP main office.

12. If the student is not satisfied with the dismissal recommendation of the program faculty and the R&R Committee, the student may request the procedures beginning at section 2-1-201 of the University's Board Policy Manual.

Section E

Immediate Dismissal from the Training Program

If, in the professional judgment of the program faculty and the R&R Committee, a student's behavior is judged severe enough to warrant immediate dismissal from the training program (as the student's behavior is so egregious that no remediation plan is appropriate or warranted), and if the student fails to voluntarily resign from the training program within 14 calendar days of notification as stated in Part C above, the following procedures will be followed:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation that the student should be immediately dismissed from the training program. The Program Coordinator will provide materials to the R&R Committee that support the recommendation for immediate dismissal.

2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding dismissal. If the R&R Committee disagrees with the program faculty's recommendation, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, the unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will be reviewing the information provided and make the final decision regarding the matter.

3. When the *joint* decision of the program faculty and the R&R Committee is to recommend immediate dismissal, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems that immediate dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.

4. The Department Chair will inform the student, in writing, of the dismissal decision described

in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP main office.

5. In the written notification of the immediate dismissal recommendation, the student will be informed that he or she has 14 calendar days in which to request, in writing, a meeting with the program faculty and R&R Committee, if the student so chooses, to present his/her case.

6. Upon receipt of a written request from the student for the meeting described in paragraph 5, above, a meeting will be scheduled by the Chair of the R&R Committee to provide the student with the opportunity to present his/her case. At this meeting, the student may have a person, chosen by the student, accompany him/her to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.

7. If the student fails to attend the program faculty meeting, the immediate dismissal recommendation will be forwarded to the Department Chair by the chairperson of the R&R Committee.

8. If the student attends the meeting described in paragraph 6, above, following the student's presentation, the R&R Committee in consultation with the program faculty will:
    a. Review the student's progress in the program,
    b. Review the student's behaviors as related to expected professional and personal behaviors,
    c. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
        - Dismissal decision upheld, steps continue as outlined below.
        - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in A).
        - Dismissal decision not upheld; student no longer requires probation and remediation.

9. If the joint recommendation from both the program faculty and the R&R Committee is to uphold the dismissal decision, the Department Chair will be informed, in writing, of the dismissal recommendation by the Chair of the R&R Committee.

10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Department Chair will inform the student that he/she may meet with the Department Chair to discuss the immediate dismissal recommendation and be advised of the University appeals procedures.

11. The Department Chair will forward a formal immediate dismissal recommendation to the Dean of the Graduate School and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student file in the APCE/SP main office.

12. If the student is not satisfied with the immediate dismissal recommendation, the appeals procedures of the University of Northern Colorado are available to the student.

Appendix S: Change of Advisor Form

UNIVERSITY OF NORTHERN COLORADO

Department of Applied Psychology and Counselor Education

Change of Advisor Form

For Master's Professional Counseling Programs Students & Doctoral Students in Counselor Education & Supervision & Counseling Psychology Programs

Student's Name: _____ Date: _____

Address: _____

_____
City State Zip

Phone: _____ Bear number: _____

Program: _____

Present Advisor: _____
Proposed Advisor: _____
Reason for Change: *(this portion must be completed)*

_____
_____
_____

Student's Signature: _____

Present Advisor's Signature: _____
With reservation ____ Yes ____ No

Proposed Advisor's Signature: _____
With reservation ____ Yes ____ No

Program Coordinator's Signature: _____

Submit completed form to the Program Coordinator

*Note for Doctoral Students: This form is used for changing contact advisors only and does not replace forms for the Graduate School for naming your Research Advisor for dissertation.

Appendix T: GA Confidentiality Agreement

Confidentiality Agreement for Graduate Assistants in Applied Psychology and Counselor Education

I agree that I will not disclose to anyone or to any entity, said personal and private information of faculty/staff, students, or clients to which I have access and shall use it solely for the performance of my duties as a graduate assistant for APCE. I also understand that through my position I may have the capacity to access information about students, clients, and faculty which falls outside of my employment responsibilities. I agree NOT to access said information without express permission.

I FURTHER AGREE THAT:

1. I will only access information that I need to perform my job as a graduate assistant in APCE and to use available office supplies and equipment only in the performance of my duties as a graduate assistant for APCE.
2. I will protect and maintain the privacy of all information about faculty/staff, students, and clients.
3. I will keep information obtained as a graduate assistant in APCE about the department, the college, and the University of Northern Colorado confidential.
4. I will not show, tell, copy, give, or sell any information obtained in the performance of my duties as a graduate assistant.
5. I will not misuse or be careless with any information obtained in the performance of my duties as a graduate assistant.
6. I understand the consequences of my actions related to this policy. Failure to comply with this agreement could result in the termination of my employment as a Graduate Assistant for APCE and/or disciplinary actions.
7. I will follow applicable ethical guidelines for ethical practice as well as other applicable association guidelines in the performance of my duties as a graduate assistant for APCE (ACA, APA, ACES, ASCA, NBCC).
8. I will record the time I spend completing my duties on a timesheet.
9. I understand that if I have concerns, questions, or need clarification about my position as a Graduate Assistant in APCE I will first discuss these concerns with my immediate faculty supervisor; if questions or concerns remain, I will discuss these with the department chair.
10. I agree to successfully complete and perform the responsibilities as a GA. My contact may be terminated or not renewed the next semester if I do not complete the requirements.

Applied Psychology and Counselor Education Confidentiality Agreement

By signing this, I agree that I have read, understand and will comply with this agreement on page 1.

Date:_____ ____, 20____.

Signature:_____

Print Full Name:_____

Appendix U: GA Timesheet

UNIVERSITY OF NORTHERN COLORADO

Graduate Assistantship Timesheet
Please submit to your faculty supervisor

Name _____

Month _____ (MUST BE COMPLETED AT THE END OF EACH MONTH)

Enter number of hours worked each day.

1 _____	8 _____	15 _____	22 _____	29 _____
2 _____	9 _____	16 _____	23 _____	30 _____
3 _____	10 _____	17 _____	24 _____	31 _____
4 _____	11 _____	18 _____	25 _____	
5 _____	12 _____	19 _____	26 _____	
6 _____	13 _____	20 _____	27 _____	
7 _____	14 _____	21 _____	28 _____	

TOTAL HOURS _____

Please make a note of specifically what was done each week and for what approximate number of hours:

Week of_____

Week of_____

Week of_____

Week of_____

Week of_____

I certify that the hours and minutes recorded here are a complete and accurate record of time worked each day for the reporting period.

_____ _____
GA Signature Supervisor Signature

_____ _____
Date Supervisor Signature (if two supervisors)

Appendix V: APA Ethical Principles for Psychologists

Please note: The **2010** and **2017 Amendments to the 2002 "Ethical Principles of Psychologists and Code of Conduct"** are listed at the end of the 2002 Ethical Code of Conduct.

Ethical Principles of Psychologists and Code Of Conduct 2002

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INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., *reasonably, appropriate, potentially*) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term *reasonable* means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do

not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating With Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they

address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

1.08 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

2. Competence

2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments
Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)
2.05 Delegation of Work to Others
Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)
2.06 Personal Problems and Conflicts
(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.
(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

3. Human Relations
3.01 Unfair Discrimination
In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.
3.02 Sexual Harassment
Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)
3.03 Other Harassment
Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.
3.04 Avoiding Harm

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter With Clients/Patients; 7.07, Sexual Relationships With Students and Supervisees; 10.05, Sexual Intimacies With Current Therapy Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

3.09 Cooperation With Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

3.10 Informed Consent

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

3.11 Psychological Services Delivered To or Through Organizations

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

4. Privacy And Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of

confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

5. Advertising and Other Public Statements

5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

5.04 Media Presentations

When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

5.05 Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not

preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

6. Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists' fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter With Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not

clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation With Other Professionals.)

7. Education and Training

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be

preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships With Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

8. Research and Publication

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if

appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing With Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter With Clients/Patients.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation,

but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit.

Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.
(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.
(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

9. Assessment

9.01 Bases for Assessments

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)
(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)
(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

(a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.
(c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.
(b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.
(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

9.04 Release of Test Data

(a) The term *test data* refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of *test data*. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)
(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and

other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11. Maintaining Test Security

The term *test materials* refers to manuals, instruments, protocols, and test questions or stimuli and does not include *test data* as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

10. THERAPY

10.01 Informed Consent to Therapy

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive

answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)
(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)
(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)
(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies With Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy With Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies With Former Therapy Clients/Patients

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.
(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity

after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)

10.09 Interruption of Therapy

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

10.10 Terminating Therapy

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

History and Effective Date Footnote

This version of the APA Ethics Code was adopted by the American Psychological Association's Council of Representatives during its meeting, August 21, 2002, and is effective beginning June 1, 2003. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. The Ethics Code and information regarding the Code can be found on the APA web site, http://www.apa.org/ethics. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

The APA has previously published its Ethics Code as follows:

American Psychological Association. (1953). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1959). Ethical standards of psychologists. American Psychologist, 14, 279-282.

American Psychological Association. (1963). Ethical standards of psychologists. American Psychologist, 18, 56-60.

American Psychological Association. (1968). Ethical standards of psychologists. American Psychologist, 23, 357-361.

American Psychological Association. (1977, March). Ethical standards of psychologists. APA Monitor, 22-23.

American Psychological Association. (1979). Ethical standards of psychologists. Washington, DC: Author.
American Psychological Association. (1981). Ethical principles of psychologists. American Psychologist, 36, 633-638.
American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). American Psychologist, 45, 390-395.
American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. American Psychologist, 47, 1597-1611.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

Ethics Code 2002.doc 10/8/02
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2010 Amendments to the 2002 "Ethical Principles of Psychologists and Code of Conduct"

The following amendments to the 2002 "Ethical Principles of Psychologists and Code of Conduct" (the Ethics Code; American Psychological Association, 2002) were adopted by the APA Council of Representatives at its February 2010 meeting. The changes involve the last two sentences of the final paragraph of the Introduction and Applicability section and Ethical Standards 1.02 and 1.03. The amendments became effective June 1, 2010. A history of these amendments to the Ethics Code is provided in the "Report of the Ethics Committee, 2009" in this issue of the *American Psychologist* (American Psychological Association, Ethics Committee, 2010).

Following are a clean version of the revisions and a version indicating changes from the 2002 language (inserted text is underlined; deleted text is crossed out). The full Ethics Code with the amendments is available at www.apa.org/ethics; a print copy may be obtained from the APA Ethics Office.

Final Amendments

INTRODUCTION AND APPLICABILITY

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner in keeping with basic principles of human rights.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

Original Language With Changes Marked

INTRODUCTION AND APPLICABILITY

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner~~. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority~~ in keeping with basic principles of human rights.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. ~~If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.~~ Under no circumstances may this standard be used to justify or defend violating human rights.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and ~~to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.~~ take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

REFERENCES

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist, 57,* 1060–1073.

American Psychological Association, Ethics Committee. (2010). Report of the Ethics Committee, 2009. *American Psychologist, 65,* 483–492.

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2010 Amendments to the 2002 'Ethical principles of psychologists and code of conduct'. (2010). *American Psychologist, 65,* 493. doi:10.1037/a0020168

AMENDMENTS TO THE 2002 "ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT" IN 2010 AND 2016

2010 Amendments

Introduction and Applicability

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. ~~If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority~~ in keeping with basic principles of human rights.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. ~~If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority,~~ Under no circumstances may this standard be used to justify or defend violating human rights.

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If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and ~~to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.~~ take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

2016 Amendment

3.04 Avoiding Harm

(a) Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

(b) Psychologists do not participate in, facilitate, assist, or otherwise engage in torture, defined as any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person, or in any other cruel, inhuman, or degrading behavior that violates 3.04a.

16 Amendments to the 2002 Ethics Code in 2010 and 2016 Effective January 1, 2017

For complete "**Ethical Principles of Psychologist and Code of Conduct**" (APA, 2002, 2010, 2016) see: http://www.apa.org/ethics/code/ethics-code-2017.pdf

Appendix W: Depart. of Applied Psychology & Counselor Education Amorous Relationship Policy

Definitions:

Faculty: Any individual who has instructional, supervisory, or professional responsibilities within the Department of Applied Psychology and Counselor Education.

Student: Any individual who is engaged in any activity, formal or informal, within the Department of Applied Psychology and Counselor Education. The definition of student is not specific to any program or particular status (candidacy).

Amorous relationship: Any relationship that, in the eyes of a rational person, may be identified as intimate or possessing favors of a personal nature (e.g., sexual intimacies, kissing, dating) that are outside the bounds of a professional or mentoring relationship.

Ethical codes: The relevant professional codes for APA, NASP, ACA, ACES, NBCC.

The Department of Applied Psychology and Counselor Education faculty agrees that amorous relationships with students are a violation of our collective ethical codes and outside the professional boundaries of faculty-student relationships. Further, we agree that these types of relationships violate letter and spirit of ethical conduct. In order to maintain professional and ethical programs no faculty member will engage in such behavior.

Should any faculty member believe him or herself or a colleague to be at risk of such a relationship, that faculty member is expected to engage in a professional consultation with a peer to discuss relevant issues. This consultation is to be reflective and not punitive. After consultation the faculty members involved will speak with the coordinators of their respective programs to see if additional support or action is warranted.

Any faculty member who willingly and egregiously violates this policy is willingly subjecting himself or herself to the procedures and consequences identified in the Optional Teaching Assignment Policies.

Adopted 12/1/05

Adopted 2/06

Appendix X: Non-amorous Dual Relationships in Depart. of APCE

> *Inappropriate non-amorous dual relationship: Any relationship between a faculty member and a student that extends beyond a traditional, expected student/faculty interaction, and that: (a) interferes with the professor's ability to objectively evaluate the student; (b) favors a student; (c) misleads a student; (d) exploits a student; or (e) adversely affects noninvolved students, colleagues, or programs.*

Faculty members of the Department of Applied Psychology and Counselor Education recognize the arbitrary nature of dual or multiple relationships with students enrolled in master's and doctoral degree programs. Although codes of ethics provide instruction, they cannot address each situation; indeed many factors must be considered at individual, dyadic, and group levels.

Of paramount concern to the department faculty members is the possible misperception or misinterpretation of behaviors in which we engage, as well as unforeseen risks to students, colleagues and programs. We recognize the importance of modeling as well as teaching and verbally promoting the highest ethical and professional behavior.

We also recognize the human tendency to view ourselves differently than those who may observe us. This natural phenomenon, combined with the hierarchical nature of faculty and student relationships, demands judicious and consistent attention.

To guide choices about relationships and activities with graduate students, decision-making materials are provided. With the adoption of this policy, Department of APCE faculty members agree to examine questionable relationships using the Dual Relationship Decision-Making Guide. Faculty members further agree to modify behavior, based on the results of the examination, in order to maintain and model ethical practice.

Adapted from:

Biaggio, M., Paget, T. L., & Chenoweth, M. S. (1997). A model for ethical management of faculty-student dual relationships. *Professional Psychology, Research and Practice, 28,* 184-189.

Blevins-Knabe, B. (1992). The ethics of dual relationships in higher education. *Ethics & Behavior, 2,* 151-163.

Burian, B. K., & Slimp, A. O. (2000). Social dual-role relationships during internship: A decision-making model. *Professional Psychology: Research and Practice, 31*, 332-338.

Dual Relationship Decision-Making Guide Instructions

This guide is intended to facilitate examination of relationships with students. The process may be initiated by a faculty member who is concerned about his or her relationship with a student, or by a faculty member who is concerned about a colleague's relationships.

Any colleague who is uncertain about the appropriateness of his or her own relationship with a student may use the guide to determine if the relationship in question is potentially problematic. Likewise, if a faculty member in the department has concerns about relationships of other faculty members, the person with the concern should respectfully dialogue with the faculty member in question and request that the decision-making process be followed (i.e., use the tools and change behavior if indicated). If the decision-making process is not instituted at that point, the faculty member with the concern should approach the department chairperson, who will ask that the faculty member in question follow the decision-making process. If no resolution is obtained, the situation will be brought to the attention of the Dean and relevant Ethics principles and code of conduct will then be followed.

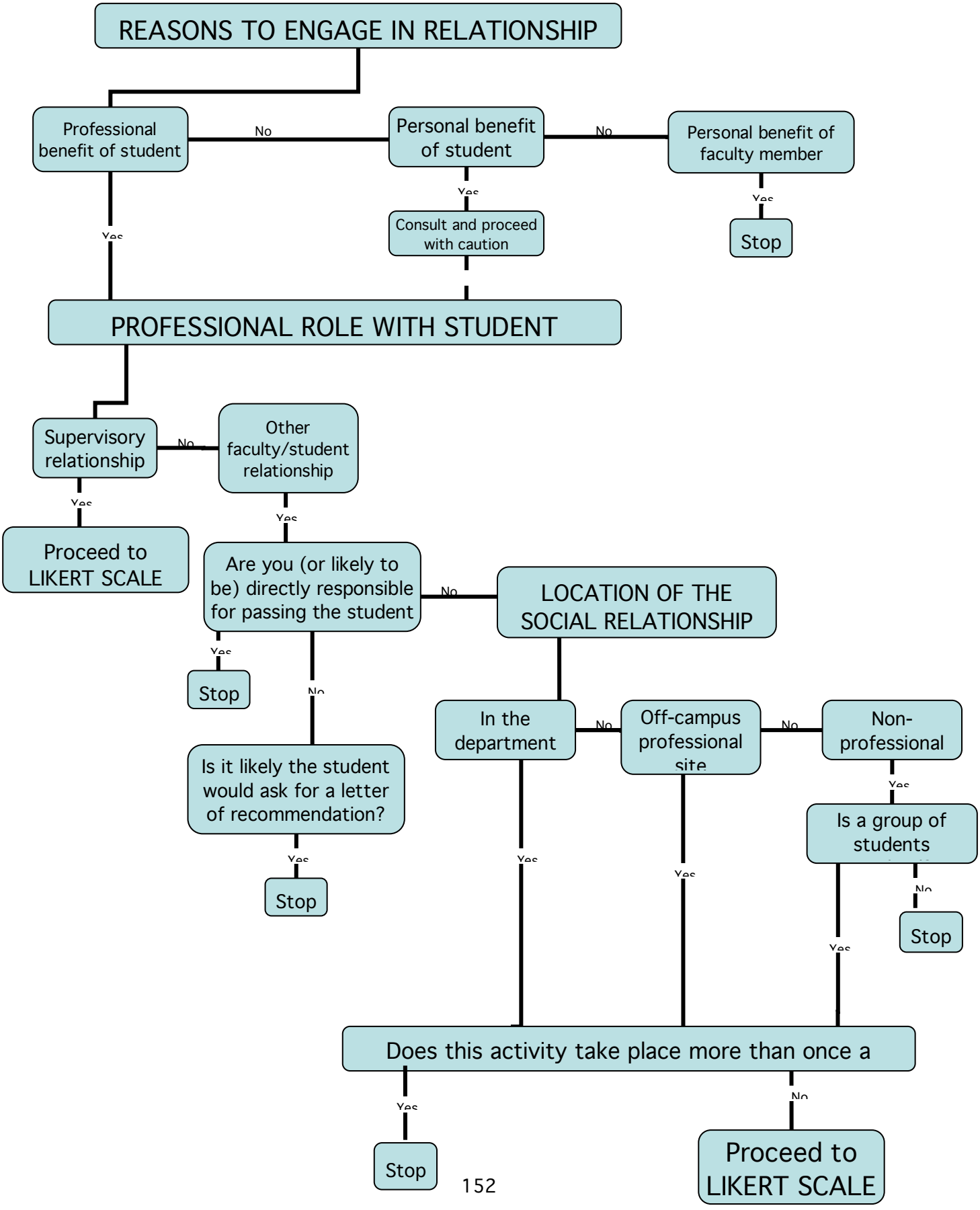
Dual Relationship Decision-Making Guide

Part I is to be completed by the faculty member whose relationship with a student is in question. Results of Part I will lead to one of the following recommendations: 1) discontinue the relationship (or inappropriate aspects thereof); or 2) continue examination of the relationship using Part II of the Guide.

Part II should be completed in consultation with the department chairperson as well as a colleague who is not directly involved with the relationship in question (e.g., Ethics Committee member). A rating of 4 or 5 on any item evidences the need to modify or end the relationship.

Note: When in doubt about any relationship, consult with the department chairperson.

Dual Relationships Decision Making Guide
Part 1



Dual Relationship Decision-Making Guide
Part II

As a result of this relationship . . .

1. The student in the relationship is developing

1	2	3	4	5
Competence				Dependence

2. Other students are observing or experiencing

1	2	3	4	5
Equitable treatment				Inequitable treatment

3. The student in the relationship is

1	2	3	4	5
Free to refuse without anticipated repercussions				Not free to refuse without anticipated repercussions

4. Opportunities for the other students to access faculty member's commensurate level of attention are

1	2	3	4	5
Equal and equitable				Unequal and inequitable

5. The faculty member's ability to evaluate the student is

1	2	3	4	5
Objective and unencumbered by the relationship			Impaired and influenced by	the relationship

6. The impact of the relationship on other faculty members is likely to be

1	2	3	4	5
Nonexistent or positive				Negative