Counseling Psychology Program

Program Handbook

Division of Psychological and Quantitative Foundations

College of Education

University of Iowa

**Revised for Spring 2017**

Preface

The materials contained in this handbook were assembled from various sources for the convenience of present and prospective graduate students in the Counseling Psychology (CP) program. This handbook is not an official publication of The University of Iowa and in case of conflict is superseded by the Manual of Rules and Regulations of the Graduate College. All faculty members have a copy of this manual. Certain program requirements are legitimately more stringent than those of the Graduate College, and do not constitute a conflict.

These policies are considered binding only within the CP program of the College of Education and can be revised at any time by action of the Counseling Psychology faculty. The remaining policies are those of the College of Education of The University of Iowa and are taken from various official University publications. A student's program is governed by the regulations operative on the date of the student's initial matriculation, unless the student chooses to be regulated by policies adopted subsequently.

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I. Mission Statement of Iowa CP Program

The Counseling Psychology program at The University of Iowa is a doctoral program that was granted full accreditation by the American Psychological Association in the Spring of 1983. No master's degree is offered through the program. The program aims to train psychologists who are competent in counseling and psychological services informed by the integration of diverse community engaged practice and scholarship. Community Engagement integrates psychotherapy, assessment, research, teaching, and consultation in a reciprocal partnership with the community to advance scholarship and promote psychological well-being for individuals, communities, and the larger society. To achieve our goal, our curriculum has been developed to integrate psychological theory, professional development, and research training and to specifically link science and practice to community needs and issues. Our program strives to produce counseling psychologists who promote psychology as both a profession and a science and who apply acquired skills to the advancement of the human condition across local, national and global communities. Our program has a very strong commitment to human diversity and multicultural training. There is a two course sequence in the area of multicultural counseling and we include multicultural and community oriented competencies in every course we teach. Given our belief that the profession of psychology is constantly changing to meet human needs, our faculty and students represent a variety of backgrounds and interests and serve a diverse array of communities. (added Fall 2016)

II. Program Overview

A. Definition of Counseling Psychology

Counseling psychology, as an applied psychological specialty, has historical roots in vocational guidance, the mental hygiene movement, and early efforts to facilitate emotional adjustment. A definition of counseling psychology, adopted by the Executive Committee of Division 17 (The Division of Counseling Psychology) in 1983, is as follows:

Definition of Counseling Psychology:

"Counseling Psychology is a specialty within professional psychology that maintains a focus on facilitating personal and interpersonal functioning across the life span. The specialty pays particular attention to emotional, social, vocational, educational, health-related, developmental, and organizational concerns.

The practice of Counseling Psychology encompasses a broad range of culturally-sensitive practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to function better in their lives. With its attention to both to normal developmental issues and problems associated with physical, emotional, and mental disorders, the specialization holds a unique perspective in the broader practice-based areas of psychology.

Counseling Psychologists serve persons of all ages and cultural backgrounds in both individual and group settings. They also consult regularly with organizations seeking to enhance their effectiveness or the well-being of their members.

Interventions used by Counseling Psychologists may be either brief or long-term; they are often problem-specific and goal-directed. These activities are guided by a philosophy that values individual differences and diversity and a focus on prevention, development, and adjustment across the life-span.."

While counseling psychology overlaps with other psychological specialties (i.e., clinical psychology, school psychology), its hallmark has been a clear emphasis on identifying and developing personal and social resources and helping the individual make more effective use of them. The university of Iowa’s counseling psychology program also emphasizes the importance of working within and with communities to help achieve public mental health goals.

Upon graduation, our students obtain positions as faculty members, health service providers, private practitioners, counseling center staff members, military psychologists, and consultants. The following list represents the initial job placement locations of our graduates over the past five years:

Postdoctoral Fellowships/Traineeships

University/College Faculty Members

University/College Counseling Center Staff Members

Medical School Faculty Members

VA Medical Center Staff Psychologists

Hospital Psychologists

Community Mental Health Center Staff

Private Practice

Consultation/Business (e.g., IBM, Target)

Other (Armed Forces, nonprofit organization, FBI)

B. Professional Training Opportunities

The University of Iowa Counseling Psychology program is dedicated to the training of professional psychologists. All students are required to accumulate a minimum of 450 hours (direct service) of clinical practicum as part of the basic program requirements although most students complete more hours. Practicum agencies utilized by the Counseling Psychology program include university and college counseling centers; The University of Iowa Hospitals and Clinics; VA medical center in Iowa City; The University of Iowa's Women's Resource and Action Center; The University of Iowa Belin-Blank International Center for Gifted Education; community mental health centers; the homeless shelter, and state agencies such as a state hospital. For all students, the first practicum is The University of Iowa's Counseling Service (an APA accredited internship site). Subsequently, students and faculty work jointly to select advanced practicum sites. The variety of sites insures that students will receive broad training in different treatment modalities and with a diverse clientele. Regularly available at the sites are experiences in individual, conjoint, and group counseling/ psychotherapy; assessment; and outreach and prevention. Depending on the site, students may gain experience in working with substance abuse, marital and family problems, rehabilitation and health concerns, developmental problems, neuropsychological assessment, and severe psychopathology. Furthermore, the clientele across sites presents a diversity in age, ethnicity, sexual orientation, and educational level. Our program is committed to training psychologists to be competent in their work with these diverse populations. During any practicum, students receive supervision from a licensed psychologist or supervision that is supervised by a licensed psychologist. Ongoing evaluation of all practicum sites is conducted by faculty members who serve as coordinators of practica and internships.

All students are required to complete a year long, full-time pre-doctoral internship. Internship settings must be approved by the faculty; with few exceptions, students choose APA accredited internships.

C. Research Training Opportunities

In addition to receiving training as practitioners, students are also required to become competent in conducting research. Given the various research topics encompassed by the field of counseling psychology, the research interests of the faculty members include many different areas. Each student chooses a faculty member to serve as an adviser in completing his or her dissertation. Each faculty advisor holds a research seminar (7P:394) where students will work in teams with faculty on research projects and requirements. These research projects are intended to help students to learn the skills necessary to complete their dissertation projects. The research requirements are directly tied to a student’s comprehensive exams and dissertation process. Several faculty members also conduct research supported by grants. Such projects have included an investigation of the effectiveness of career intervention programs, developing measures to assess psychological diagnoses (autism), research on minority student development, and outcomes of psychotherapy. Students are expected to begin research in their first year by working with their advisors on a research project (see comprehensive exam requirements) through their research seminar classes.

No research can proceed without the approval of the appropriate University of Iowa Institutional Review Board. This applies to research conducted off campus (e.g., an internship site) or in collaboration with researchers from elsewhere in the University. In such cases the research is reviewed by all involved departments and sites. Information on human subjects approval is available at <http://research.uiowa.edu/hso/>. Also, all research conducted by students must be supervised by a CP faculty and the faculty member is listed on any IRB submitted by students.

D. Faculty

The members of the Counseling Psychology program faculty have varied backgrounds and interests. Consistent with the goals of the training program, members of the faculty reflect expertise as professional psychologists and researchers. All members of the faculty are actively involved in professional associations, including the American Psychological Association. All our faculty are also active in publishing their own work and reviewing the work of others. In fact, our faculty include two former and one current editors and members of editorial boards of leading journals in the field of professional psychology and counseling.

The following list highlights the interest areas of faculty members:

Saba Rasheed Ali, Ph.D. (University of Oregon)

Professor and Program Director

Office: N334 Lindquist Center (335-5495)

Interest Areas: Career development of rural youth, social class issues,   
feminism and multiculturalism, Islam and Psychology

D. Martin Kivlighan, III, Ph.D. (University of Wisconsin-Madison)

Assistant Professor

Office: N334 Lindquist Center (335-5533)

Interest Areas: Psychotherapy process and outcome, group dynamics, therapist effects. Specifically, Dr. Kivlighan studies the pan-theoretical common factors attributable to change in individual and group therapy.

Megan Foley Nicpon, Ph.D. (Arizona State University)

Associate Professor  
 Office: N330 Lindquist Center (335-5575)

Interest Areas: Assessment, counseling, and educational intervention with talented students who have a co-existing disability; social and emotional development of talented and diverse students.

William Ming Liu, Ph.D. (University of Maryland)

Professor and Master’s (Hong Kong) Director

Office: N328 Lindquist Center (335-5295)

Interest Areas: Asian-American mental health, masculinity and men's mental health, multiculturalism and social class

Barry A. Schreier, Ph.D. (University of Missouri-Kansas City)

Director of The University Counseling Service

Clinical Professor of Counseling Psychology

Interest Areas:  Barry has work for almost three decades in GLBTQ interests and concerns.  Barry also works with the Trans\* communities and has worked extensively with issues related to gender identity, gender expression, and transition.  Barry has expertise in psychological training and supervision, multicultural competence training in psychology, and ethics related to clinical practice.  Barry has consulted extensively in group therapy systems and in competent leadership.  Finally, Barry likes all things funny and studies (and practices) humor in therapy!

Charles J. Bermingham, Ph.D. (University of Iowa)

Clinical Assistant Professor and Grinnell College Doctoral Program Director

Office: 352 Lindquist Center

Interest areas: Clinically, Charles enjoys providing both group and individual counseling, with an appreciation for the unique contexts and identities clients bring with them. He also enjoys providing supervision and offering outreach to connect with a variety of communities.

**Emeriti Faculty**

John S. Westefeld (Ph.D. - University of North Carolina)

Professor Emeritus

Licensed Psychologist, State of Iowa; Diplomate in Counseling Psychology

Fellow, American Psychological Association

Elizabeth Altmaier (Ph.D-The Ohio State University)

**Adjunct Faculty**

These faculty members perform a variety of tasks within our CP community including providing supervision for our students, occasional teaching, and colloquia.

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**Joyce Goins**

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**Dau-Shen Ju**

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Iowa City Veterans Administration Medical Center

Iowa City, IA 48603

**Paula Keeton**

Ph.D. – Indiana State University

University Counseling Service  
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Iowa City, IA 52242

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Ph.D. - The University of Iowa  
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Iowa Ciy, IA 52242

**Huan-Chung Scott Liu**

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University Counseling Service  
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Iowa City, IA 52242

**Amy Stockman**

Ph.D. – The University of Iowa

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Iowa City, IA 52240

**Adjunct Clinical Faculty**

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Iowa City, IA 48603

**Wendy Anne VanVoorst**

Ph.D. - Central Michigan University

Iowa City Veterans Administration Medical Center

Iowa City, IA 48603

E. Students

The Counseling Psychology program admits a limited number of students each year to ensure a close working relationship between faculty and students in training. The student population reflects a balance of gender, age, cultural background, educational background, and career plans. Sixty percent of the students are women and about 35% are persons of color. The age distribution of students is from early 20's to early 50's. Our attrition/drop-out rate is about 5%. Students entering the program have a variety of undergraduate majors and previous employment experiences. Those students who do not have undergraduate majors in psychology or who have not had psychology coursework are encouraged to take basic courses in psychology prior to applying to the Counseling Psychology program.

When students first enter the counseling psychology program at The University of Iowa, they are assigned a temporary advisor based on faculty/student interests, faculty expertise, and current advising loads. By the end of the first year, a student is expected to make a decision about a permanent advisor. If a student wishes to change advisors after this initial choice, this decision is made by the student, after consultation with the current advisor, the future advisor, and the director of the Counseling Psychology program. Faculty may also initiate this process. All graduate college policies must be followed, and the educational priorities of the student are of the utmost importance. In the event of an irreconcilable conflict, the entire counseling psychology faculty will be consulted.

II. Degree Requirements

A. Curriculum Requirements

Students complete course work in each of the following areas:

College-Wide Research Requirement

Basic Psychology Core

Counseling Psychology Core

Electives

In addition to course work, students receive training in professional psychology and research. Professional training is obtained through a practicum sequence and a full-year predoctoral internship. Research training evolves from a student's required course work, research team membership, and completion of a dissertation.

If the student progresses at the expected rate, the program takes approximately 5-6 years to complete (including the predoctoral internship). In addition to the requirements listed above, the student must also complete the portfolio review process which includes a comprehensive examination/portfolio defense.

It should be noted that the counseling psychology program is a full-time program; thus students cannot complete the program on a part-time basis. As mentioned above, The University of Iowa Counseling Psychology program requires students to integrate course work in general psychology and counseling psychology with an active research program. Applicants who are interested in professional (practitioner) training only are encouraged to consider programs in professional schools of psychology.

1. Research Requirements (Please see College policy on its website at <http://www.education.uiowa.edu/students/phd-research-req.aspx>.) The College and program require 4 research courses. Counseling Psychology students must take 7P:243 (Intermediate Statistics) and either 7P246 Design of Experiments OR 7P:244 Correlation and Regression. Counseling Psychology students must also take 7P331 Qualitative Educational Research Methods. Student then take 7P:394 Supervised Research in Counseling Psychology for 1-3 credits for up to 4 semesters. (15 s.h., 246 and 244 are 4 credits per course).
2. Basic Psychology Core Requirements (15 s.h.)--To ensure that students have a thorough grounding in psychology, the program requires that all students take approved course work in each of the following basic psychology core areas:

(15 s.h.)

Biological Bases of Behavior 3 s.h.

Cognitive-Affective Bases of Behavior 3 s.h.

Social Bases of Behavior 3 s.h.

History and Systems 3 s.h.

PSQF:7312 Psychopathology Across the Lifespan 3 s.h.

4. Counseling Psychology Core Requirements (minimum of 49 s.h.)

PSQF:6223CP Practice/Research/Comm Engagement 3 s.h.

PSQF:6225CP Practice/Research II/Therapy Skills 3 s.h.

PSFQ:7452 CP Practice and Research III

(Supervision/Consultation) 3 s.h. (added Sp12)

PSQF:7354Advanced Supervision Seminar 3 s.h. (added Sp17)

3 s.h.

PSQF:7305 Theories of Psychotherapy 3 s.h. (changed Sp17)

PSQF:7310 Intelligence Assessment 3 s.h.

PSQF:7309 Personality Assessment 3 s.h.

PSQF:7356 Processes and Outcomes in Counseling/Psychotherapy 3 s.h.

PSQF:7465 Issues and Ethics in Professional Psychology 3 s.h.

PSQF:7235 Multicultural Counseling 3 s.h.

PSQF:7306 Psychotherapy III – Work Psychology 3 s.h.

PSQF:7457 Advanced Group Leadership Experience 3 s.h.\* (10-2014)

7P:394 Supervised Research in Counseling Psychology 1 s.h.\*(9-2015)

TBA Internship Readiness Course 3 s.h.

TBA Professional Issues Course 3 s.h.

Practicum. Students must complete 7P:434 Practicum in Counseling Psychology and then repeat 7P:453 Advanced Practicum in Counseling Psychology. --

The first practicum (7P:434) is a Training Clinic at the University Counseling Service. Students must successfully complete at least one semester of 7P:434 before enrolling in 7P:453. Students typically complete five or more advanced practica at various sites approved by the Counseling Psychology faculty.

Many students also do practicum during the summer sessions (usually during the 8-week terms). Students may enroll for summer practicum if they anticipate client contact or are engaged in training and education that may entail client contact. Practicum during the summer is not required, however students sometimes use this time to orient to new practicum sites or complete required training and education per site requirements (minimum 18 s.h.).

5. Electives – The remainder of the program is planned individually in collaboration with the doctoral student's major adviser (3-6 s.h).

6. Comprehensive Exam Review – Students must complete documentation and faculty review of the documents related to comprehensive exams.

7. Internship – Students spend a calendar year at an internship setting approved by the American Psychological Association or, in some cases, by the Counseling Psychology faculty. The faculty will determine student readiness to apply for internship based on the following criteria:

A. Completion of all or almost all required course work. (Note: students may be completing research courses during their fifth year after the internship application)

B. Successful completion and defense of comprehensive exams

C. Committee approval of the dissertation proposal

D. Successful completion of practicum requirements.

Students who have completed and successfully defended their dissertations prior to leaving for internship may enroll in 07P:458/PSQF:7458 Internship in Counseling Psychology during their internship year (change 8-2010)

8. Dissertation – Two article style dissertation includes one preliminary article (conceptual or empirical) and another empirical study that builds from the first article. Students enroll in dissertation credit hours after passing comprehensive exams (12 dissertation credit hours). (Change made 7-2016)

9. Other – Students must evidence appropriate levels of emotional balance and interpersonal skills. The student must also act within the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

102 total hours are required for the degree. (change made Fall 2017)

The following tentative schedule is a "typical" 5-6year program based on 12 s.h. per semester without summer work. It suggests covering the counseling psychology core, the basic psychology core, and the research core in the first four years. This "typical" schedule is both flexible and incomplete. Each student and his or her adviser must individualize the program and plan for more course work to be completed in order to fulfill the 99 semester hour requirement. Dissertation credit ranges from 12-15 semester hours.

*At a minimum, the hours accrued are these: 15 for research, 15 for core courses, 39 for CP courses, 18 for practicum credits (not including summer practicum), 12 credits for dissertation, and 3 credits for an elective. Total minimum credits is 102.*

Students who hold half-time assistantships are limited to 12 semester hours per semester. During those semesters when 4 semester hour courses in statistics are required, special arrangements need to be made for an overload registration.

Group Psychotherapy – Students must complete a group therapy/counseling/theories course before participating in any group-related therapy activities (support groups, therapy groups, intervention groups, etc.). (change made August 2011).

Schedule (revised 7-2016)

First Semester

Psychology Core, Statistics, 3 s.h.

PSQF:7223 Intro to CP Practice/Research I 3 s.h.

7P:7457 Group Psychotherapy (or psych core) 3 s.h.

PSQF:7312 Psychopathology Across the Lifespan or

PSQF:7306 Psychotherapy III – Work Psychology (alternate) 3 s.h.

7P:394 Supervised Research in Counseling Psychology 1 s.h.

Second Semester

PSQF:7225 Intro to CP Practice/Research II 3 s.h.

Qualitative or Stats course (correlation/regression) 3 s.h.

PSQF:7305 Theories of Psychotherapy or Core Psych 3 s.h.

PSQF:7310 Intelligence Assessment 3 s.h.

PSQF:7394 Supervised Research in Counseling Psychology 1 s.h.

Summer

PSQF:7235 Multicultural Counseling 3 s.h.

Psychology or CP core (Personality or Group)

Third Semester

PSQF:7312 Psychopathology Across the Lifespan or

PSQF:7306 Psychotherapy III – Work Psychology (alternate) 3 s.h.

PSQF:7465 Issues and Ethics in Professional Psychology 3 s.h.

PSQF:7434 Beginning Practicum 3 s.h.

Psychology Core or Research Requirement 3 s.h.

PSQF:7394 Supervised Research in Counseling Psychology 1 s.h.

Fourth Semester

PSQF:7453 Advanced Practicum in Counseling Psychology 3 s.h.

PSQF:7356 Process and Outcome 3 s.h.

PSQF: 7309 Personality Assessment or Group 3 s.h.

Psychology Core or Qualitative Research Requirement 3 s.h.

7P:394 Supervised Research in Counseling Psychology 1 s.h.

Summer

Psych or CP core

PSQF:7453 Advanced Practicum in Counseling Psychology 3 s.h.

Fifth Semester

PSQF: 6223 Beginning Supervision 3 s.h.

PSQF:7453 Advanced Practicum in Counseling Psychology 3 s.h.

Psychology Core or Research Requirement 3 s.h.

Qual or Quant requirement 3 s.h.

Sixth Semester

Psych Core (social, bio, cognitive, History/systems) 3 s.h.

PSQF:7453 Advanced Practicum in Counseling Psychology 3 s.h.

PSQF:7354 Advanced Supervision Seminar 3 s.h.

Qual or Quant Research Requirement 3 s.h.

Summer

Psych or CP core

PSQF:7453 Advanced Practicum in Counseling Psychology 3 s.h.

Seventh Semester

7P:453 Advanced Practicum in Counseling Psychology 3 s.h.

Dissertation Credits 6 s.h.

TBD Internship Readiness Course 3 s.h.

Eighth Semester

7P:453 Advanced Practicum in Counseling Psychology 3 s.h.

Dissertation Credits 6 s.h.

TBD Professional Issues 3 s.h.

Internship year (for those who have successfully defended their dissertation prior to leaving for internship).

07P:458/PSQF:7458 Internship in Counseling Psychology 1-3 s.h.

At the end of the fourth year, the majority of course requirements should have been completed. Typically, the final year is spent completing the pre-doctoral internship requirement.

B. C-Grade Policy (Implemented Fall 2006)

Counseling Psychology students are expected to maintain acceptable grades in all their courses.  In courses where grades are given (i.e., A through F), doctoral students are expected to make grades of B or better.  Receiving a C in a course does not reflect adequate performance in the course. In those cases where students receive a C in their course, the following policy will apply.  
  
Students receiving their first C (- or +) will be asked to meet with the faculty and discuss their academic progress. During that meeting, the student may be put on academic probation (revised Spring 2007 to state academic probation) and asked to endorse a remediation plan.  
  
Students receiving more than one C (- or +) in any semester, or receiving a second C (- or +) during their course work, will be put on academic probation by the counseling psychology program.  Students on academic probation will be put on a remediation plan.  The period of the remediation plan may vary depending on the circumstances of the student and depending on what the faculty believes is in the best interest of the student.  The remediation plan will include the following stipulations.  First, the student must retake one or more of the courses in which he/she received a C grade and must make a B- (minus) or better in the course.  In those unique situations wherein the student receives more than two C (- or +) grades in a semester, the student will be mandated to retake more than one course to make a grade of B or better in all courses retaken.  Second, the student will consult with his/her faculty advisor to discuss time management, study skills, and schedule changes to assist the student with his/her academic progress.  
  
In those cases wherein the student repeatedly fails to make successful academic progress, the student will meet with the faculty to discuss termination from the program.  Failure to make satisfactory academic progress may be defined as: (a) being put on academic probation more than once during his/her doctoral program; (and b) receiving a non-satisfactory in any courses where grades are given by Satisfactory (S) or Non-Satisfactory (NS).

C. Practicum Guidelines and Information

1. Introduction

As an APA-accredited program, we endorse the guidelines concerning practicum training outlined in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology. Practicum is a central component of the curriculum; successful completion of the practicum requirement is prerequisite to applying for internship and, of course, receiving the degree. Practicum is seen as facilitating the following capacities:

1. understanding of and commitment to professional and social responsibility as defined by the ethical codes of the profession;

2. the capability to conceptualize human problems;

3. awareness of the full range of human diversity;

4. understanding of one's own personality and biases and of one's impact upon others in professional interactions;

1. skills in relevant interpersonal interactions such as systematic observation of

behavior, interviewing, psychological testing, diagnosis, psychotherapy, counseling,

and consultation; and

6. ability to contribute to current knowledge and practice.

In addition to satisfactory performance in practicum courses, students have several responsibilities related to selecting sites, applying for practicum, documenting practicum activities, receiving supervision, and evaluating aspects of the practicum experience. These guidelines are designed to orient students to the practicum sequence, including requirements, sites, and procedures for application and evaluation, and to specify respective student and staff responsibilities. The guidelines are program policy; exceptions to them are made only with the approval of the counseling psychology faculty.

Questions about practicum should be directed to the Practicum Coordinator. Comments concerning the practicum sequence, sites, instructors, or supervisors – including issues requiring the consideration or action of the counseling psychology faculty – should also be addressed to the Practicum Coordinator.

2. Client Contact and Supervision Requirements

In our program, students are required have a minimum of 450 direct clinical hours of and at least 75 hours of supervision (change made 1-2017) to apply for internship readiness. Support hours are devoted to such activities as writing case notes, processing tapes, preparing for sessions, and attending case conferences and practicum seminar meetings.

It is recommended that students take at least four semesters of practicum (one semester of Beginning Practicum and at least three semesters of Advanced Practicum). While this amount of practicum would clearly provide sufficient experiences to meet the program requirements, it is more typical that students take 4 or 5 semesters of Advanced Practicum in order to further enhance their readiness for internship. Students typically log approximately 150 hours of practicum activity over the course of a semester, of which about 50-75 are direct client contact (change made 1-2017) and about 20 are individual supervision.

Direct client contact refers to individual, conjoint, and group counseling. It includes intake interviews and also sessions conducted with another counselor, if the student actively participates (otherwise, it is considered observation). Group counseling may consist of group therapy or programming/outreach activities. In counting hours, sessions less than 40 minutes equal ½ hour; sessions between 40 and 70 minutes equal 1 hour; sessions greater than 70 minutes equal 1 ½ hours; and so on. When documenting group counseling, count hours based on time spent in direct contact with clients; the number of clients in the group is not relevant.

Supervision consists of scheduled, weekly meetings with an assigned supervisor, who is a licensed psychologist or, in some cases, a non-licensed person who is directly supervised by a licensed psychologist (who is, in turn, the "supervisor of record"). The supervisor may be on staff at the site, or if a supervisor is unavailable at the site, a member of the counseling psychology faculty will provide the supervision. At least some portion of the supervision has to be in the form of observation in the form of video recording or live supervision (change made 1-2016) Between 1 and 1 ½ hours per week should be devoted to supervision.

A. Issues in Supervision

Serious issues and concerns regarding the supervisory relationship should be brought to the immediate attention of the practicum instructor. Although students will be encouraged to work through supervision issues with their supervisors, in some cases it may be appropriate to request a change of supervisor. The Practicum Coordinator should be consulted in such cases.

B. Supervisor Resources

The availability of supervisors may be extremely limited. At many sites, no alternative assignment is possible, and a student who cannot work with the available supervisor will have to withdraw from the site. Therefore, before applying to a site, students must carefully assess the supervisory resources at the site – or on the faculty, if the supervisors are not on site – and take that into account in determining the appropriateness of the site. Students should, for example, consider the appropriateness and desirability of supervisory relationships with individuals with whom they have other important (advisor, research collaborator, etc.) relationships. If students have questions about supervisor resources for a given site, they should direct them to the Practicum Coordinator.

It is the student's responsibility to record the hours devoted to the various activities in practicum using the Documentation Form provided by the program. These should be kept current, as the supervisor or practicum instructor may ask to see them at any time. Since applications for internships require specific information about practicum hours, it is critical that students be vigilant about recording their experiences in practicum. All activities that a student participates in that are directly related to the practicum should be documented (e.g., reading in preparation for a client, peer/staff consultation about a client). The Practicum Documentation Form is submitted to the practicum instructor at the end of the semester, and placed in the student's training file.

3. Practicum Sites and Application Procedures

Students complete their first practicum at the University Counseling Service (UCS), under course number 07P:434. Subsequent practica (called "advanced") may be completed at a variety of approved sites, under course number 07P:453. Students are responsible for applying for advanced practicum placements. A list of approved sites and file of site evaluations are available from the Practicum Coordinator. All practicum forms are available on the program’s website.

Practicum sites must be approved by the counseling psychology faculty. Students interested in an unapproved site may ask the counseling psychology faculty to consider the site for approval, but may not use the site until it has been approved. Sites may be approved for one individual placement, rather than as a regular approved site for the program. The process for obtaining faculty approval for such "specialized" placements is described under Procedures.

Sites beyond a reasonable driving distance from Iowa City may be used only by students who have completed three practica, and then only if the site is approved. Since students at such sites cannot typically attend the practicum seminar, they must (when seeking site approval) show that they will have an experience equivalent to the seminar. This could take the form of participation in staff development sessions, supervised independent readings, or some other experience. Sites are required to provide appropriate supervision, and to require no more than 12 hours per week on-site from each student.

The University defends and indemnifies students and faculty against claims for damages based on negligence under the State Tort Claim Act of 1975. Registration is required for this protection to be in effect. Thus, students with multi-semester placements who plan to work during semester breaks must be given an incomplete until the beginning of the next term. Arrangements for the incomplete should be made with the practicum instructor early in the semester. The University requires that all students completing practicum off campus (meaning the site has no affiliation with the University or University Hospitals and Clinics) sign an "affiliation agreement," or contract, with the site. The Practicum Coordinator will initiate this process before training begins. Students doing practicum at UIHC must submit to a background check and complete an online orientation.

4. Procedures

The procedures are designed to reflect the shared responsibilities and rights of students, sites, and faculty for appropriate practicum placements. Students have choices of sites to which to apply and select. Sites have final determination in selection of students. Faculty approve both sites and specific student applications.

A. Application Procedures

1. The Practicum Coordinator posts the practicum application schedule and list of Approved Practicum Sites which indicates the number of openings for the following academic year.

Students use the following resources in selecting sites appropriate for their goals: Practicum Site Questionnaires (CP Bulletin Board and advisors); site evaluations (Practicum Coordinator); discussions with advisor and other students. Special attention should be paid to the specific prerequisites of each site (e.g., previous therapy experience; familiarity with MMPI-2).

2. Students rank three practicum sites and file the Practicum Choice Form with the Practicum Coordinator by the due date. The form must be signed by the student's advisor.

3. Students who wish to apply to a new, unapproved site must submit the following materials to the Practicum Coordinator in addition to the Practicum Choice Form: a) a memorandum detailing the practicum site, planned practicum activities, and means of supervision (including supervisor name and credentials, amount of supervision each week, and supervision methods) and b) a letter addressed to the Practicum Coordinator from the on-site supervisor outlining the same points and confirming her or his intention to provide individual supervision to the student or a Practicum Site Questionnaire completed by the on-site supervisor. Note that the Practicum Choice Form should list two or three approved sites, in addition to the unapproved site.

Although applying for an unapproved site necessarily involves contacting the site before the faculty convene to approve practicum choices, students must keep in mind that no commitments are to be made before faculty approval is obtained.

4. Students who wish to apply for a previously approved but "specialized" site (i.e., previously approved by faculty for an individual student but not considered a "regular" practicum placement) also must submit documentation to the Practicum Coordinator following the same procedure as outlined for unapproved sites.

5. Counseling psychology faculty meet and determine to which sites students may submit applications, based on: a) student readiness and b) site needs. Although every effort is made to honor students' requests, the faculty reserves the right to suggest and approve alternative sites.

6. Students will be notified of the sites to which they may apply.

7. Students will prepare vitae for those sites and submit to the Practicum Coordinator by the date due. An outline of content areas to be included on a vita is available; adaptations may be made so information relevant to the practicum sites is provided in sufficient detail. Students may also wish to solicit feedback from their advisors regarding vita content and style. Students applying for practicum at the University Counseling Service must also submit an application form, obtainable at the UCS.

8. Vitae will be sent to sites, and students notified of date they can contact sites for interviews. Under no circumstances should interviews be arranged, either informally or formally, prior to this date.

9. Students contact sites and interview. Students are expected to complete interviews at all sites for which they were approved.

10. Students inform the Practicum Coordinator when they have accepted a site.

11. Students contact other site(s) at which they interviewed to inform them of choice.

12. Students who request to be dropped or to withdraw from a practicum site before they start at the practicum site or during their practicum must seek approval by the entire faculty (change approved on 8-2010).

B. Guidelines

1. Think carefully and discuss with advisor whether to take practicum in any given semester and if so, which sites would be most appropriate.

3. Adherence to the timeline is an absolute must.

4. Prepare vitae carefully and completely. Attend to spelling, grammar, etc., too.

5. Dress in a professional manner for interviews.

6. Be sure to thank supervisors for the interview, and inform all of them of your final decision.

5. Evaluation

Evaluation in a given semester of practicum is largely an individual matter, based on specific goals set by the student and the supervisor, with input from the counseling psychology faculty. Students should use the evaluation form as a guideline for selecting specific areas of growth they wish to target in a given semester. It is the joint responsibility of the student and supervisor, at the beginning of the semester, to create a "contract" that defines the student's goals for that semester. It is their responsibility, also, to provide specific evidence of the student's progress with these goals at formal evaluation sessions.

Formal evaluation takes place at least twice during the semester: at midterm and at the end. Mid-term formal evaluation begins with a meeting between the student and the supervisor that is designed to focus on the student's progress to date. This is followed by a meeting or conference call between the supervisor and the practicum instructor – and, if desired, the student – in which the evaluation is discussed. The UCS conducts mid-term advisory meetings for each practicum student; the practicum instructor is typically invited, along with the student's advisor and the Practicum Coordinator. At final evaluation only, the student and the supervisor provide the practicum instructor with a written evaluation on the Evaluation Form provided by the program (Beginning Practicum Clinical Competencies, Advanced Practicum Evaluation). A copy of the Form is placed in the student's training file. The practicum instructor, upon considering the evaluation, awards the student a grade (satisfactory or unsatisfactory).

Students evaluate their practicum experiences by completing the Practicum Site Evaluation, which is made available to other CP students, and Supervisor Evaluation (Practicum Coordinator only). The Practicum Documentation Form and evaluation forms (student, site, and supervisor) must be submitted to the practicum instructor by the assigned deadline or a grade of incomplete will be assigned.

The counseling psychology faculty takes a developmental approach to evaluation of students' practicum performance. At the Beginning Practicum level, students are evaluated on their successful attainment of minimal clinical competencies, which are operationalized in behavioral terms. Six major competency areas are evaluated: attending skills, interview management skills, personal characteristics, counseling treatment and techniques, supervision, ethical sensitivity and professionalism.

While in Advanced Practicum, students are evaluated in terms of the level of professional development they exhibit in five areas: advanced planning and counseling implementation skills, evaluation and assessment, ethical sensitivity and professionalism, personal characteristics, use of supervision/supervision relationship. Students in a first Advanced Practicum would therefore usually be rated lower than those in a fourth Advanced Practicum, although regardless of the number of previous practica any given student may show varying levels of development in the different areas.

The faculty strongly discourages students extending clients beyond the end of practicum and receiving an Incomplete grade. Students who are ending their service at a site will be responsible for termination or transferring their clients, working closely with their site supervisors. We appreciate the valuable service and training opportunities afforded by brief continuation with clients after the semester. On the other hand, we believe that advanced practicum students need to develop solid skills in termination and transfer which are required in "real life," i.e., internship, career. Of course, exceptions can be made for situations such as serious illness.

Students who are continuing at the same site may receive an I (in order to maintain coverage if their site supervisor believes it is important to see one or more clients over break). The student is responsible for contacting the practicum instructor who gave the I early in the new semester to change the grade, so that it does not turn into an F.

The understanding and appreciation of human diversity (particularly according to age, gender, ethnicity, culture, religion, and sexual orientation) is crucial for becoming a competent psychologist. Thus, evaluation of students' development in this domain is integrated within each area represented on the evaluation form.**PRACTICUM CHOICE FORM**

|  |  |
| --- | --- |
|  |  |

Revised April 1995

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester for Practicum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objectives for Practicum (e.g., specific skills to be developed, experiences sought, etc.):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Previous Beginning and Advanced Practicum Placements:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Current Choices:

List three sites unless you have completed two Advanced Practica *or* are in your third year, then submit two. Be sure to review the prerequisites for each site and discuss with your advisor.

1st \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2nd \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3rd \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you seek faculty approval for a specialized or unapproved site (your first choice), you still must submit two or three *approved* choices, as specified above. Additionally, you must provide supportive materials for the specialized or unapproved site along with this form as described in the Handbook. Specialized/Unapproved Site:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Return this form to Practicum Coordinator by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

VITA

Name

Work Address Home Address

EDUCATION

Degree Major, Granting institution, date conferred

Any honors

Doctoral Student Counseling Psychology Program, The University of Iowa, status, Major advisor

EMPLOYMENT HISTORY

Most recent position: where held, dates held

Prior position: etc.

CLINICAL EXPERIENCE

Counseling Psychology Practica:

Practicum A: where, what you did, when you were there, number of

direct service hours, number of total hours, supervisor (may want to include a description of the site)

Practicum B: etc.

Other Clinical Experiences:

Crisis Center Volunteer: where, what you did, when, supervisor

Other Training Experiences:

Seminar on Cognitive/Behavioral Therapy: where attended, skills learned, who delivered, etc.

Relevant Coursework: (include current)

RESEARCH EXPERIENCE

Publications

Presentations

Papers Under Review

Research in Progress

TEACHING EXPERIENCE

PROFESSIONAL MEMBERSHIPS

Student Affiliate, The American Psychological Association

Student Affiliate, The Iowa Psychological Association

GOAL FOR PRACTICUM

PRACTICUM SITE AND SUPERVISOR EVALUATION

Return to: Practicum Coordinator

Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student (completing the evaluation): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Approximately what percentage of your time did you spend in the following activities?

Personal counseling \_\_\_\_ Consultation/outreach \_\_\_\_ Workshops/programming \_\_\_\_ Supervision \_\_\_\_

Group counseling \_\_\_\_ Report writing/paperwork \_\_\_\_

Career/academic counseling \_\_\_\_ Other (specify) \_\_\_\_\_\_\_\_\_\_\_\_

Assessment/testing \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are the strengths of this site and/or supervisor?

What training/experience opportunities could the site and/or supervisor improve upon?

\*Given your experience at this site, what additional information do you think would be beneficial to future students considering a practicum at this site?

\*The responses to these two questions may be used to anonymously inform our students via the practicum webpage.

SUPERVISOR EVALUATION

(This page will be detached from the previous page, and not made available to other students.)

Name of Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Overall, how effective was your supervisor?

What were your supervisor's strengths?

In what areas does your supervisor need improvement?

Would you recommend this supervisor to another student?

\_\_\_\_Yes \_\_\_\_? \_\_\_\_No

**DOCTORAL PRACTICUM DOCUMENTATION – UNIVERSITY OF IOWA**

Revised 01/17 Semester and Year

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Site

Supervisor(s)

The purpose of this form is to allow students to document their clinical experiences in a format consistent with the APPIC Application for Psychology Internships (AAPI).

In filling out this form, please note the following definitions used by APPIC:

* Practicum hour – A practicum hour is a clock hour. A 45 – 50 minute client/patient hour may be counted as one practicum hour.

# INTERVENTION AND ASSESSMENT EXPERIENCE

Please report actual clock hours in direct service to clients/patients. Also complete Attachment A for this section. Hours should not be counted in more than one category. Time spent gathering information about the client/patient, but not in the actual presence of the client/patient, should instead be recorded under item 2, below (“Support Activities”).

For the “Total hours face-to-face” columns, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour session with 12 adults is counted as two hours. For the “# of different…” columns, count a couple, family or group as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period counts as one (1) group. Groups may be closed or open membership; but, in either case, count the group as one group.

|  |  |  |
| --- | --- | --- |
| **a. Individual Therapy** | Total hours face-to-face | # of different individuals |
| 1) Older Adults (65+) | @ | @ |
| 2) Adults (18-64) | @ | @ |
| 3) Adolescents (13-17) | @ | @ |
| 4) School-Age (6-12) | @ | @ |
| 5) Preschool Age (3-5) | @ | @ |
| 6) Infants/Toddlers (0-2) | @ | @ |
| **b. Career Counseling** |  |  |
| 1) Adults | @ | @ |
| 2) Adolescents (13-17) | @ | @ |
| **c. Group Therapy** | Total hours face-to-face | # of different individuals |
| 1) Adults | @ | @ |
| 2) Adolescents (13-17) | @ | @ |
| 3) Children (12 and under) | @ | @ |
| **d. Family Therapy** | Total hours face-to-face | # of different families |
|  | @ | @ |
| **e. Couples Therapy** | Total hours face-to-face | # of different couples |
|  | @ | @ |
| **f. School Counseling Intervention** | Total hours face-to-face | # of different individuals |
| 1) Consultation | @ | @ |
| 2) Direct Intervention | @ | @ |
| 3) Other (Specify: @) | @ | @ |
| **g. Other Psychological Interventions** |  |  |
| 1) Sports Psychology / Performance Enhancement | @ | @ |
| 2) Medical / Health-Related Interventions | @ | @ |
| 3) Intake Interview / Structured Interview | @ | @ |
| 4) Substance Abuse Interventions | @ | @ |
| 5) Consultations | @ | @ |
| 6) Other interventions (e.g. milieu therapy, treatment planning with the patient present.) | @ | @ |
| Please describe the nature of the experience(s) listed in g-5: | |  |
| @ |  |  |
| **h. Psychological Assessment Experience:** This is the estimated total number of face-to-face client contact hours administering and providing feedback to clients/patients. This does not include time spent scoring and/or report writing, which should be included under item 2, below (“Support Activities”). You will provide information about numbers of tests administered in Section V. | | |
| 1) Psychodiagnostic test administration (Include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment), and providing feedback to clients/patients. | @ | @ |
| 2) Neuropsychological Assessment (Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory, and motor functions).  3) Other (Specify – Could include diagnostic assessment; e.g., COD) | @  @ | @  @ |
| **i. Other Psychological Experience with Students and/or Organizations:** | | |
| 1) Supervision of other students performing intervention and assessment activities | @ | @ |
| 2) Outreach Programming | @ | @ |
| 3) Outcome Assessment of programs or projects with client present | @ | @ |
| 4) Systems Intervention/Organizational Consultation/Performance Improvement | @ | @ |
| 5) Other (Specify: @) | @ | @ |

**TOTAL INTERVENTION AND ASSESSMENT HOURS**

|  |  |  |
| --- | --- | --- |
| Add the number of hours included in 1a through 1i above |  |  |
| **Total Intervention & Assessment Hours:** | @ | @ |

# SUPPORT ACTIVITIES

This item includes activities spent outside the counseling/therapy hour while still focused on the client/patient.

|  |  |  |
| --- | --- | --- |
| 1) Case conferences  2) Case Management/Consultation  3) Didactic Training/Seminars/Grand Rounds  4) Progress Notes/Clinical Writing/Chart Review  5) Psychological Assessment Scoring/ Interpretation and Report Writing  6) Video-Audio-Digital Recording Review  **7) Outreach program development/preparation**  **Total Support Hours:** | @  @  @  @  @  @  @  @ |  |

# SUPERVISION RECEIVED

Supervision is divided into one-to-one, group, and peer supervision/consultation.

Item IIIa: Hours are defined as regularly scheduled, face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student.

Items IIIb and IIIc: The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many excellent practicum courses incorporate both didactic and experiential components in the course activity. **While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be included as a support activity in Item II (“Support Activities”) above.** This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the “Psychosocial Issues of HIV Infection” using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consists of in-service education on specific topics would not be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity.

|  |  |  |
| --- | --- | --- |
| a. Supervised by a Licensed Psychologist: | @ | @ |
| b. Supervised by a Licensed Allied Mental Health Professional (e.g., LMHC, social worker, psychiatrist, etc.)  c. Other supervision (e.g., supervision provided by an advanced graduate student who is supervised by a licensed psychologist)  d. Supervision provided by a pre-doctoral psychology intern supervised by a licensed psychologist) | @  @  @ | @  @  @ |
| e. Hours spent in group supervision (for example, advanced practicum class time only including the hours in which you talked about cases): | @ | @ |
| f. Hours of peer supervision/consultation and case discussion on specific cases˚: | @ | @ |
| **Total Supervision Hours** (add IIIa – f): | @ | @ |

# SUMMARY OF PRACTICUM HOURS

This section summarizes the total number of practicum hours described above.

|  |  |  |
| --- | --- | --- |
| a. Total Intervention and Assessment Hours (item 1): | @ | @ |
| b. Total Support Hours (item II): | @ |  |
| c. Total Supervision Hours (item III): | @ |  |
| **GRAND TOTAL** | @ | @ |

# TEST ADMINISTRATION

Please indicate all instruments used by you in your assessment experience, excluding practice administrations to fellow students. You may include any experience you have had with these instruments such as work, research, practicum, etc., other than practice administrations. Please indicate the number of tests that you administered and scored in the first column, and the number that you administered, scored, interpreted, and wrote a report for in the second column. Please designate your experiences for the instruments listed below, without changing the sequence in which they are listed. Then, you may add as many additional lines (under “Other Tests”) as needed for any other tests that you have administered.

1. **ADULT TESTS**

In this section, please list the tests you administered/scored. In addition, please indicate if you developed an interpretive report including the results from administration of the test.

|  |  |  |
| --- | --- | --- |
| Name of Test | # Administered and Scored | # Nature of report (if applicable) |
|  |  |  |
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1. **CHILD AND ADOLESCENT TESTS**

In this section, please list the tests you administered/scored. In addition, please indicate if you developed an interpretive report including the results from administration of the test.

|  |  |  |
| --- | --- | --- |
| Name of Test | # Administered and Scored | # of Reports Written |
|  |  |  |
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1. **INTEGRATED REPORT WRITING**

**How many supervised integrated psychological reports have you written for each of the following populations?** An integrated report includes a history, an interview, and at least two tests from one or more of the following categories: personality assessments (objective and/or projective), intellectual assessment, cognitive assessment, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient.

a. Adults: @

b. Children/Adolescents @

*I certify the above record to be accurate to the very best of my knowledge.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| Student Signature |  | Date |  | Supervisor Signature |  | Date |
|  |  |  |  |  |  |  |
|  |  |  |  | Supervisor of Record (if different) |  | Date |

# Attachment A

###### Therapy and Assessment Experiences

A. Individual Therapy and/or Assessment Experience

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Client #  (Also indicate if client is inpatient) | Gender | Age | Race/  Ethnicity\* | Sexual Orientation\*\* | Disabilities\*\*\* | Diagnosis Conceptualization | Hours |
| 1. |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |  |

B. Couples

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Couple | Genders | Ages | Races/  Ethnicities\* | Sexual Orientations\*\* | Disabilities\*\*\* | Issue  Addressed | Hours |
| 1. |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |  |
| 10. |  |  |  |  |  |  |  |

C. Group Title: ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # of Hours Group Met: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Member | Gender | Race/  Ethnicity\* | Sexual Orientation\*\* | Disabilities\*\*\* |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |
| 9. |  |  |  |  |
| 10. |  |  |  |  |

\*Race/Ethnicity Categories:

African-American / Black / African Origin

Asian-American / Asian Origin / Pacific Islander

Latino-a / Hispanic

American Indian / Alaska Native / Aboriginal Canadian

European Origin / White

Bi-racial / Multi-racial

Other (Specify)

\*\*Sexual Orientation Categories:

Heterosexual

Gay

Lesbian

Bisexual

Other (Specify)

\*\*\*Disability Categories:

Physical / Orthopedic Disability

Blind / Visually Impaired

Deaf / Hard of Hearing

Learning / Cognitive Disability

Developmental Disability (Including Mental Retardation and Autism)

Serious Mental Illness (e.g., primary psychotic disorders, major mood disorders that

significantly interfere with adaptive functioning)

Other (Specify)

**UCS BEGINNING Practicum Evaluation**

**based on Competency Benchmarks in Professional Psychology**

**UPDATED FALL 2016**

|  |  |
| --- | --- |
|  | |
| Supervisee’s Name: |  | |
| Date Evaluation Completed: |  | |
| Name of Person Completing Form (please include highest degree earned): | Licensed Psychologist: | |
| Signature: | Date: | |
| If direct supervisor is not licensed, who is the licensed supervisor under whom the supervision was offered?  Signature: | Date: | |
|  |  | |
| Semester: | |

**Supervisee’s Signature and Response to the Evaluation:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Date:

The frequency rating for items minimally expected of beginning practicum trainees varies across items. The level of frequency rating expected for each item is indicated in **bold.** Evaluators are expected to provide elaboration in subsequent comments field about any ratings that fall below minimally expected level.

**How characteristic of the trainee’s behavior is this competency description?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not at all/Slightly** | **Somewhat** | **Moderately** | **Mostly** | **Very** |
| 0 | 1 | 2 | 3 | 4 |

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

**FOUNDATIONAL COMPETENCIES**

**I. PROFESSIONALISM**

|  |  |  |
| --- | --- | --- |
| **A. Professional Values and Attitudes:** as evidenced in behavior and comportment that reflect the values and attitudes of psychology. | | |
| **1. Integrity -** Honesty, personal responsibility and adherence to professional values | | |
| Understands professional values; honest, responsible | 0 1 2 **3** 4 [N/O] | |
| * Demonstrates honesty, even in difficult situations | |  |
| * Takes responsibility for own actions | |  |
| * Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct | |  |
| **2. Deportment** | | |
| Understands how to conduct oneself in a professional manner | 0 1 2 **3** 4 [N/O] | |
| * Demonstrates appropriate personal hygiene and attire |  | |
| * Distinguishes between appropriate and inappropriate language and demeanor in professional contexts |  | |
| **3. Accountability** | | |
| Accountable and reliable | 0 1 2 **3** 4 [N/O] | |
| * Turns in assignments and completes documentation in accordance with established deadlines |  | |
| * Demonstrates personal organization skills |  | |
| * Plans and organizes own workload |  | |
| * Follows policies and procedures of institution |  | |
| * Follows through on commitments |  | |
| Accepts responsibility for own actions | 0 1 2 **3** 4 [N/O] | |
| * Accepts responsibility for meeting deadlines |  | |
| * Available when “on-call” |  | |
| * Acknowledges errors |  | |
| * Utilizes supervision to strengthen effectiveness of practice |  | |
| **4. Concern for the Welfare of Others** | | |
| Demonstrates awareness of the need to uphold and protect the welfare of others | 0 1 2 3**4**  [N/O] | |
| Acts to understand and safeguard the welfare of others | 0 1 2 **3** 4 [N/O] | |
| * Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds |  | |
| * Determines when response to client needs takes precedence over personal needs |  | |

|  |  |
| --- | --- |
| **5. Professional Identity** | |
| Demonstrates beginning understanding of self as professional; “thinking like a psychologist” | 0 1 **2** 34 [N/O] |
| * Demonstrates knowledge of the program and profession (training model, core competencies) |  |
| * Demonstrates knowledge about practicing within one’s competence |  |
| **IA. Comments About Trainee’s Professional Values and Attitudes** | |
| **B. Individual and Cultural Diversity (ICD):** Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with the UCS definition.Diversity can be broadly defined to include cultural, individual, and role differences including, but not limited to, those based on race, ethnicity, age, sexual orientation, relational status, religion, spirituality, language, nationality, citizenship status, social class, economic status, veteran status, disability and ability, gender identity and expression, body type and size, as well as diverse ideas, values, and lifestyles. | |
| **1. Self as Shaped by Context and Individual and Cultural Diversity** | |
| Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others | 0 1 **2** 34 [N/O] |
| Applies knowledge of others as cultural beings in assessment, treatment, and consultation | 0 1 **2** 34 [N/O] |
| * Demonstrates understanding that others may have multiple cultural identities |  |
| * Initiates supervision about diversity issues with others |  |
| **2. Others as Shaped by Individual and Cultural Diversity and Context** | |
| Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings | 0 1 **2** 34 [N/O] |
| **3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context** | |
| Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others | 0 1 **2** 34 [N/O] |
| **4. Applications based on Individual and Cultural Context** | |
| Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues) | 0 1 **2** 34 [N/O] |
| * Illustrates awareness in case notes |  |
| **IB. Comments About Trainee’s Multicultural Competence** | |

|  |  |
| --- | --- |
| **C. Ethical Legal Standards and Policy:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | |
| **1. Knowledge of Ethical, Legal and Professional Standards and Guidelines** | |
| Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting. | 0 1 2 **3** 4 [N/O] |
| * Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent |  |
| * Identifies key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct) |  |
| Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations. | 0 **1** 2 34 [N/O] |
| * Identifies ethical dilemmas effectively |  |
| * Actively consults with supervisor to act upon ethical and legal aspects of practice |  |
| * Addresses ethical and legal aspects within the case conceptualization |  |
| * Discusses ethical implications of professional work |  |
| * Recognizes and discusses limits of own ethical and legal knowledge |  |
| * Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent |  |
| **2. Awareness and Application of Ethical Decision Making** | |
| Demonstrates awareness of the importance of applying an ethical decision model to practice | 0 1 **2** 34 [N/O] |
| **3. Ethical Conduct** | |
| Displays ethical attitudes and values | 0 1 2 **3** 4 [N/O] |
| * Evidences desire to help others |  |
| * Shows honesty and integrity; values ethical behavior |  |
| * Demonstrates personal courage consistent with ethical values of psychologists |  |
| * Displays appropriate boundary management |  |
| **IC. Comments About Trainee’s Ethical and Legal Standards and Policy** | |

|  |  |
| --- | --- |
| **D. Reflective Practice/Self-Assessment/Self-Care:** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | |
| **1. Reflective Practice** | |
| Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action) | 0 1 **2** 34 [N/O] |
| * considering own personal concerns and issues |  |
| * recognizing impact of self on others |  |
| * articulating attitudes, values, and beliefs toward diverse others |  |
| * self-identifying multiple individual and cultural identities |  |
| * systematically reviewing own professional performance with supervisors/teachers |  |
| **2.** **Self-Assessment** | |
| Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies | 0 1 **2** 34 [N/O] |
| * Self-assessment comes close to congruence with assessment by peers and supervisors |  |
| * Identifies areas requiring further professional growth |  |
| * Writes a personal statement of professional goals |  |
| * Identifies learning objectives for overall training plan |  |
| * Systemically and effectively reviews own professional performance via videotape or other technology |  |
| **3. Self-Care** (attention to personal health and well-being to assure effective professional functioning) | |
| Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care | 0 1 **2** 34 [N/O] |
| **4. Participation in Supervision Process** | |
| Demonstrates straightforward, accurate, and respectful communication in supervisory relationship | 0 1 2 **3** 4 [N/O] |
| * Demonstrates willingness to admit errors and accept feedback |  |
| * Acknowledges supervisor’s differing viewpoints in supervision |  |
| Effectively participates in supervision | 0 1 2 **3** 4 [N/O] |
| * Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance |  |
| * Initiates discussion with supervisor of own reaction to client/patients in session |  |
| * Seeks supervisor's perspective on client progress |  |
| **ID. Comments About Trainee’s Reflective Practice** | |

**II. RELATIONAL**

|  |  |
| --- | --- |
| **A. Relationships:** Relate effectively and meaningfully with individuals, groups, and/or communities. | |
| **1. Interpersonal Relationships** | |
| Displays interpersonal skills in service of maintaining productive and respectful relationships with clients, peers/colleagues, supervisors | 0 1 **2** 34 [N/O] |
| * Listens and is empathic with others |  |
| * Respects and shows interest in others’ cultures, experiences, values, points of view, goals and desires, fears, etc. |  |
| * Demonstrates interpersonal skills verbally and non-verbally |  |
| * Works cooperatively and collaboratively with peers |  |
| * Listens to and acknowledges feedback from others |  |
| Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively | 0 1 **2** 34 [N/O] |
| * Acknowledges own role in difficult interactions |  |
| * Seeks clarification in challenging interpersonal communications |  |
| * Demonstrates understanding of diverse viewpoints in challenging interactions |  |
| * Provides feedback to supervisor regarding supervisory process |  |
| * Provides feedback to peers regarding peers’ clinical work in context of group supervision or case conference |  |
| * Accepts and implements supervisory feedback nondefensively |  |
| **2. Affective Skills** | |
| Displays affective skills and emotional maturit**y** | 0 1 **2** 34 [N/O] |
| * Notices and expresses feelings |  |
| * Demonstrates awareness of inner emotional experience |  |
| * Demonstrates emotional maturity |  |
| * Demonstrates affect tolerance |  |
| * Demonstrates comfort with a range of emotions |  |
| * Affect does not overwhelm judgment |  |

|  |  |
| --- | --- |
| **3. Expressive Skills** | |
| Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills | 0 1 **2** 34 [N/O] |
| * Written work is organized, easy to understand, and conveys the main points |  |
| * Shares opinions with others using language that others can understand |  |
| * Non-verbal behavior is consistent with verbal communications |  |
| **IIA. Comments About Trainee’s Professional Relationships** | |

**III. SCIENCE**

|  |  |
| --- | --- |
| **A. Scientific Knowledge and Methods:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge. | |
| **1.** **Scientific Mindedness** | |
| Displays critical scientific thinking | 0 1 **2** 34 [N/O] |
| * Questions assumptions of knowledge |  |
| * Presents own work for the scrutiny of others |  |
| * Formulates appropriate questions regarding case conceptualization |  |
| **2.** **Scientific Foundation of Psychology** | |
| Demonstrates understanding of psychology as a science | 0 **1** 2 34 [N/O] |
| * Demonstrates understanding of core scientific conceptualizations of human behavior |  |
| * Demonstrates basic knowledge of the breadth of scientific psychology |  |
| * Cites scientific literature to support an argument when appropriate |  |
| * Evaluates scholarly literature on a topic as needed |  |
| **IIIA. Comments About Trainee’s Scientific Knowledge** | |

**FUNCTIONAL COMPETENCIES**

**IV. APPLICATION**

|  |  |
| --- | --- |
| **A. Evidence-Based Practice:** Integration of research and clinical expertise in the context of patient factors. | |
| **1. Knowledge and Application of Evidence-Based Practice** | |
| Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology | 0 1 **2** 34 [N/O] |
| **B. Assessment:** Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | |
| **1. Diagnosis** | |
| Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity | 0 1 **2** 34 [N/O] |
| 2. Conceptualization and Recommendations | |
| Demonstrates basic knowledge of formulating diagnosis and case conceptualization | 0 1 **2** 34 [N/O] |
| **3. Communication of Assessment Findings** | |
| Demonstrates awareness of models of report writing and progress notes | 0 1 **2** 34 [N/O] |
| **C. Intervention:** Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | |
| **1. Intervention planning** | |
| Displays basic understanding of the relationship between assessment and intervention | 0 1 **2** 34 [N/O] |
| **2. Helping Skills** | |
| Displays basic helping skills | 0 1 2 **3** 4 [N/O] |
| * Demonstrates helping skills, such as empathic listening, framing problems |  |
| * Uses non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern |  |
| Displays clinical skills | 0 1 2 **3** 4 [N/O] |
| * Develops rapport with clients |  |
| * Develops therapeutic relationships |  |
| * Demonstrates appropriate judgment about when to consult supervisor |  |
| **3. Intervention Implementation** | |
| Demonstrates basic knowledge of intervention strategies | 0 1 **2** 34 [N/O] |
| **4. Progress Evaluation** | |
| Demonstrates basic knowledge of the assessment of intervention progress and outcome | 0 1 **2** 34 [N/O] |
| **Comments about Trainee’s Knowledge of and Application of Evidence-based Practice** | |

**V. EDUCATION**

|  |  |
| --- | --- |
| **A. Supervision:** S**upervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.** | |
| **1. Expectations and Roles** | |
| Demonstrates basic knowledge of expectations for supervision | 0 1 2 **3** 4 [N/O] |
| Demonstrates knowledge of, purpose for, and roles in supervision | 0 1 2 **3** 4 [N/O] |
| * Demonstrates understanding of supervisor and supervisee roles in relation to client |  |
| * Demonstrates understanding of vicarious liability of the supervisor |  |

|  |  |
| --- | --- |
| **2**. **Skills Development** | |
| Displays interpersonal skills of communication and openness to feedback | 0 1 2 **3** 4 [N/O] |
| Provides helpful supervisory input in peer and group supervision | 0 1 **2** 34 [N/O] |
| **Comments About Trainee’s Response to Training** | |

**VI. SYSTEMS**

|  |  |
| --- | --- |
| **A. Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | |
| **1. Functioning in Multidisciplinary and Interdisciplinary Contexts** | |
| Cooperates with others | 0 1 2 **3** 4 [N/O] |
| **2. Respectful and Productive Relationships with Individuals from Other Professions** | |
| Demonstrates awareness of the benefits of forming collaborative relationships with other professionals | 0 1 **2** 34 [N/O] |
| **B. Management-Administration:** Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA). | |
| **1. Administration** | |
| Complies with regulations | 0 1 2 3**4** [N/O] |
| Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures. | 0 1 **2** 34 [N/O] |
| **C. Advocacy:** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | |
| **1. Empowerment** | |
| Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention | 0 1 **2** 34 [N/O] |
| **2. Systems Change** | |
| Understands the differences between individual and institutional level interventions and system’s level change | 0 1 **2** 34 [N/O] |
| Comments About Trainee’s Systems Awareness | |

**Overarching Comments:**

**Recommendations for trainee’s next clinical training experience:**

**UCS ADVANCED Practicum Evaluation**

**based on Competency Benchmarks in Professional Psychology**

**UPDATED FALL 2016**

|  |  |
| --- | --- |
|  | |
| Supervisee’s Name: |  | |
| Date Evaluation Completed: |  | |
| Name of Person Completing Form (please include highest degree earned): | Licensed Psychologist: | |
| Signature: | Date: | |
| If direct supervisor is not licensed, who is the licensed supervisor under whom the supervision was offered?  Signature: | Date: | |
|  |  | |
| Semester: | |

**Supervisee’s Signature and Response to the Evaluation:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Date:

The frequency rating for items minimally expected of practicum trainees varies across items. The minimal rating expected for each item is indicated in **bold.** Evaluators are expected to provide elaboration in subsequent comments field about any ratings that fall below minimally expected level.

**How characteristic of the trainee’s behavior is this competency description?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not at all/Slightly** | **Somewhat** | **Moderately** | **Mostly** | **Very** |
| 0 | 1 | 2 | 3 | 4 |

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

**FOUNDATIONAL COMPETENCIES**

**I. PROFESSIONALISM**

|  |  |  |
| --- | --- | --- |
| **A. Professional Values and Attitudes:** as evidenced in behavior and comportment that reflect the values and attitudes of psychology. | | |
| **1. Integrity -** Honesty, personal responsibility and adherence to professional values | | |
| Understands professional values; honest, responsible | 0 1 2 **3** 4 [N/O] | |
| * Demonstrates honesty, even in difficult situations | |  |
| * Takes responsibility for own actions | |  |
| * Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct | |  |
| **2. Deportment** | | |
| Understands how to conduct oneself in a professional manner | 0 1 2 **3** 4 [N/O] | |
| * Demonstrates appropriate personal hygiene and attire |  | |
| * Distinguishes between appropriate and inappropriate language and demeanor in professional contexts |  | |
| **3. Accountability** | | |
| Accountable and reliable | 0 1 2 **3** 4 [N/O] | |
| * Turns in assignments and completes documentation in accordance with established deadlines |  | |
| * Demonstrates personal organization skills |  | |
| * Plans and organizes own workload |  | |
| * Follows policies and procedures of institution |  | |
| * Follows through on commitments |  | |
| Accepts responsibility for own actions | 0 1 2 **3** 4 [N/O] | |
| * Accepts responsibility for meeting deadlines |  | |
| * Available when “on-call” |  | |
| * Acknowledges errors |  | |
| * Utilizes supervision to strengthen effectiveness of practice |  | |
| **4. Concern for the Welfare of Others** | | |
| Demonstrates awareness of the need to uphold and protect the welfare of others | 0 1 2 3**4**  [N/O] | |
| Acts to understand and safeguard the welfare of others | 0 1 2 **3** 4 [N/O] | |
| * Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds |  | |
| * Determines when response to client needs takes precedence over personal needs |  | |

|  |  |
| --- | --- |
| **5. Professional Identity** | |
| Demonstrates beginning understanding of self as professional; “thinking like a psychologist” | 0 1 2 **3** 4 [N/O] |
| * Demonstrates knowledge of the program and profession (training model, core competencies) |  |
| * Demonstrates knowledge about practicing within one’s competence |  |
| **IA. Comments About Trainee’s Professional Values and Attitudes** | |
| **B. Individual and Cultural Diversity (ICD):** Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with the UCS definition.Diversity can be broadly defined to include cultural, individual, and role differences including, but not limited to, those based on race, ethnicity, age, sexual orientation, relational status, religion, spirituality, language, nationality, citizenship status, social class, economic status, veteran status, disability and ability, gender identity and expression, body type and size, as well as diverse ideas, values, and lifestyles. | |
| **1. Self as Shaped by Context and Individual and Cultural Diversity** | |
| Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others | 0 1 **2** 34 [N/O] |
| Applies knowledge of others as cultural beings in assessment, treatment, and consultation | 0 1 **2** 34 [N/O] |
| * Demonstrates understanding that others may have multiple cultural identities |  |
| * Initiates supervision about diversity issues with others |  |
| **2. Others as Shaped by Individual and Cultural Diversity and Context** | |
| Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings | 0 1 **2** 34 [N/O] |
| **3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context** | |
| Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others | 0 1 **2** 34 [N/O] |
| **4. Applications based on Individual and Cultural Context** | |
| Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues) | 0 1 **2** 34 [N/O] |
| * Illustrates awareness in case notes |  |
| **IB. Comments About Trainee’s Multicultural Competence** | |

|  |  |
| --- | --- |
| **C. Ethical Legal Standards and Policy:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | |
| **1. Knowledge of Ethical, Legal and Professional Standards and Guidelines** | |
| Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting. | 0 1 2 **3** 4 [N/O] |
| * Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent |  |
| * Identifies key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct) |  |
| Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations. | 0 1 **2** 34 [N/O] |
| * Identifies ethical dilemmas effectively |  |
| * Actively consults with supervisor to act upon ethical and legal aspects of practice |  |
| * Addresses ethical and legal aspects within the case conceptualization |  |
| * Discusses ethical implications of professional work |  |
| * Recognizes and discusses limits of own ethical and legal knowledge |  |
| * Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent |  |
| **2. Awareness and Application of Ethical Decision Making** | |
| Demonstrates awareness of the importance of applying an ethical decision model to practice | 0 1 2 **3** 4 [N/O] |
| **3. Ethical Conduct** | |
| Displays ethical attitudes and values | 0 1 2 **3** 4 [N/O] |
| * Evidences desire to help others |  |
| * Shows honesty and integrity; values ethical behavior |  |
| * Demonstrates personal courage consistent with ethical values of psychologists |  |
| * Displays appropriate boundary management |  |
| **IC. Comments About Trainee’s Ethical and Legal Standards and Policy** | |

|  |  |
| --- | --- |
| **D. Reflective Practice/Self-Assessment/Self-Care:** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | |
| **1. Reflective Practice** | |
| Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action) | 0 1 **2** 34 [N/O] |
| * considering own personal concerns and issues |  |
| * recognizing impact of self on others |  |
| * articulating attitudes, values, and beliefs toward diverse others |  |
| * self-identifying multiple individual and cultural identities |  |
| * systematically reviewing own professional performance with supervisors/teachers |  |
| **2.** **Self-Assessment** | |
| Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies | 0 1 **2** 34 [N/O] |
| * Self-assessment comes close to congruence with assessment by peers and supervisors |  |
| * Identifies areas requiring further professional growth |  |
| * Writes a personal statement of professional goals |  |
| * Identifies learning objectives for overall training plan |  |
| * Systemically and effectively reviews own professional performance via videotape or other technology |  |
| **3. Self-Care** (attention to personal health and well-being to assure effective professional functioning) | |
| Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care | 0 1 **2** 34 [N/O] |
| **4. Participation in Supervision Process** | |
| Demonstrates straightforward, accurate, and respectful communication in supervisory relationship | 0 1 2 **3** 4 [N/O] |
| * Demonstrates willingness to admit errors and accept feedback |  |
| * Acknowledges supervisor’s differing viewpoints in supervision |  |
| Effectively participates in supervision | 0 1 2 **3** 4 [N/O] |
| * Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance |  |
| * Initiates discussion with supervisor of own reaction to client/patients in session |  |
| * Seeks supervisor's perspective on client progress |  |
| **ID. Comments About Trainee’s Reflective Practice** | |

**II. RELATIONAL**

|  |  |
| --- | --- |
| **A. Relationships:** Relate effectively and meaningfully with individuals, groups, and/or communities. | |
| **1. Interpersonal Relationships** | |
| Displays interpersonal skills in service of maintaining productive and respectful relationships with clients, peers/colleagues, supervisors | 0 1 **2** 34 [N/O] |
| * Listens and is empathic with others |  |
| * Respects and shows interest in others’ cultures, experiences, values, points of view, goals and desires, fears, etc. |  |
| * Demonstrates interpersonal skills verbally and non-verbally |  |
| * Works cooperatively and collaboratively with peers |  |
| * Listens to and acknowledges feedback from others |  |
| Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively | 0 1 **2** 34 [N/O] |
| * Acknowledges own role in difficult interactions |  |
| * Seeks clarification in challenging interpersonal communications |  |
| * Demonstrates understanding of diverse viewpoints in challenging interactions |  |
| * Provides feedback to supervisor regarding supervisory process |  |
| * Provides feedback to peers regarding peers’ clinical work in context of group supervision or case conference |  |
| * Accepts and implements supervisory feedback nondefensively |  |
| **2. Affective Skills** | |
| Displays affective skills and emotional maturit**y** | 0 1 **2** 34 [N/O] |
| * Notices and expresses feelings |  |
| * Demonstrates awareness of inner emotional experience |  |
| * Demonstrates emotional maturity |  |
| * Demonstrates affect tolerance |  |
| * Demonstrates comfort with a range of emotions |  |
| * Affect does not overwhelm judgment |  |

|  |  |
| --- | --- |
| **3. Expressive Skills** | |
| Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills | 0 1 **2** 34 [N/O] |
| * Written work is organized, easy to understand, and conveys the main points |  |
| * Shares opinions with others using language that others can understand |  |
| * Non-verbal behavior is consistent with verbal communications |  |
| **IIA. Comments About Trainee’s Professional Relationships** | |

**III. SCIENCE**

|  |  |
| --- | --- |
| **A. Scientific Knowledge and Methods:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge. | |
| **1.** **Scientific Mindedness** | |
| Displays critical scientific thinking | 0 1 **2** 34 [N/O] |
| * Questions assumptions of knowledge |  |
| * Presents own work for the scrutiny of others |  |
| * Formulates appropriate questions regarding case conceptualization |  |
| **2.** **Scientific Foundation of Psychology** | |
| Demonstrates understanding of psychology as a science | 0 1 **2** 34 [N/O] |
| * Demonstrates understanding of core scientific conceptualizations of human behavior |  |
| * Demonstrates basic knowledge of the breadth of scientific psychology |  |
| * Cites scientific literature to support an argument when appropriate |  |
| * Evaluates scholarly literature on a topic as needed |  |
| **IIIA. Comments About Trainee’s Scientific Knowledge** | |

**FUNCTIONAL COMPETENCIES**

**IV. APPLICATION**

|  |  |
| --- | --- |
| **A. Evidence-Based Practice:** Integration of research and clinical expertise in the context of patient factors. | |
| **1. Knowledge and Application of Evidence-Based Practice** | |
| Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology | 0 1 **2** 34 [N/O] |
| **B. Assessment:** Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | |
| **1. Diagnosis** | |
| Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity | 0 1 **2** 34 [N/O] |
| 2. Conceptualization and Recommendations | |
| Demonstrates basic knowledge of formulating diagnosis and case conceptualization | 0 1 **2** 34 [N/O] |
| **3. Communication of Assessment Findings** | |
| Demonstrates awareness of models of report writing and progress notes | 0 1 **2** 34 [N/O] |
| **C. Intervention:** Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | |
| **1. Intervention planning** | |
| Displays basic understanding of the relationship between assessment and intervention | 0 1 **2** 34 [N/O] |
| **2. Helping Skills** | |
| Displays basic helping skills | 0 1 2 **3** 4 [N/O] |
| * Demonstrates helping skills, such as empathic listening, framing problems |  |
| * Uses non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern |  |
| Displays clinical skills | 0 1 2 **3** 4 [N/O] |
| * Develops rapport with clients |  |
| * Develops therapeutic relationships |  |
| * Demonstrates appropriate judgment about when to consult supervisor |  |
| **3. Intervention Implementation** | |
| Demonstrates basic knowledge of intervention strategies | 0 1 **2** 34 [N/O] |
| **4. Progress Evaluation** | |
| Demonstrates basic knowledge of the assessment of intervention progress and outcome | 0 1 **2** 34 [N/O] |
| **Comments about Trainee’s Knowledge of and Application of Evidence-based Practice** | |

**V. EDUCATION**

|  |  |
| --- | --- |
| **A. Supervision:** S**upervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.** | |
| **1. Expectations and Roles** | |
| Demonstrates basic knowledge of expectations for supervision | 0 1 2 **3** 4 [N/O] |
| Demonstrates knowledge of, purpose for, and roles in supervision | 0 1 2 **3** 4 [N/O] |
| * Demonstrates understanding of supervisor and supervisee roles in relation to client |  |
| * Demonstrates understanding of vicarious liability of the supervisor |  |

|  |  |
| --- | --- |
| **2**. **Skills Development** | |
| Displays interpersonal skills of communication and openness to feedback | 0 1 2 **3** 4 [N/O] |
| Provides helpful supervisory input in peer and group supervision | 0 1 2 **3** 4 [N/O] |
| **Comments About Trainee’s Response to Training** | |

**VI. SYSTEMS**

|  |  |
| --- | --- |
| **A. Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | |
| **1. Functioning in Multidisciplinary and Interdisciplinary Contexts** | |
| Cooperates with others | 0 1 2 **3** 4 [N/O] |
| **2. Respectful and Productive Relationships with Individuals from Other Professions** | |
| Demonstrates awareness of the benefits of forming collaborative relationships with other professionals | 0 1 **2** 34 [N/O] |
| **B. Management-Administration:** Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA). | |
| **1. Administration** | |
| Complies with regulations | 0 1 2 3**4** [N/O] |
| Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures. | 0 1 **2** 34 [N/O] |
| **C. Advocacy:** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | |
| **1. Empowerment** | |
| Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention | 0 1 **2** 34 [N/O] |
| **2. Systems Change** | |
| Understands the differences between individual and institutional level interventions and system’s level change | 0 1 **2** 34 [N/O] |
| Comments About Trainee’s Systems Awareness | |

**Overarching Comments:**

**Recommendations for trainee’s next clinical training experience:**

D. Comprehensive Exam Oral Defense (changes made 1-14-16)

1. Student qualifications:

a. The student's advisor will determine student readiness for oral defense of the student’s comprehensive exams based on the following criteria:

1. The student has completed all required coursework, and

2. The student has **independently** prepared the written materials for the

comprehensive exam (because the materials are largely reflective, the student prepares the written materials without assistance of the advisor) (change made 1-2017)

b. If a student wishes to defend his/her comprehensive exams without having satisfied the criteria listed above, he or she may petition for a waiver of that requirement. (If a student is concurrently enrolled in one required course, the advisor may approve the exception.)

c. The student's advisor will be responsible for approving the composition of the portfolio committee which must be constituted as follows:

1. Chair or co-chair – Counseling Psychology faculty

2. 4 Counseling Psychology faculty members

OR

3. One other Divisional faculty member

4. Two other faculty members chosen in consultation with advisor

A minimum of five members is required.

d. A minor is not required but a student may pursue a minor if desired.

2. Composition of the Oral Defense

1. The comprehensive examination consists of providing the committee of an electronic copy of the documents for review.
2. These documents must be successfully defended by the end of the Fall or Spring academic semester. A successful defense is one that has cleared any reservations.
3. Documents for the comprehensive exam must be turned into the committee at least 2 weeks before the date of the defense (not counting winter or spring break).
4. During the meeting, the student will present one case study and research projects and take questions from the committee.
5. Students will likely have some revisions to make to the comprehensive exam (either written or oral) (change made 1-2017)

c. Other possible topics to be covered in the comprehensive exam oral are as follows:

e.g., Major professional issues in the field of psychology and counseling psychology, ethical practice, history of counseling psychology, professional identity, community engagement.

d. Questions in the above area will span individual counseling, group counseling, vocational counseling, and multicultural counseling.

e. It should be emphasized that the above list of possible topics within the area is only meant to serve as a guide. This list is not meant to be exhaustive. Students are expected to have a comprehensive and current knowledge within the field of counseling psychology.

f. Questions for the Counseling Psychology comprehensive exam oral defense will be generated by the CP faculty.

g. Students are advised to consult with their advisor concerning their preparation for the comprehensive exam process.

h. Students must successfully defend their comps **before or during** the Spring semester before they intend to apply for internship. The end of the semester is the final day of regular instruction for the Spring semester (last day of finals week). There are no summer comps defenses. Successful defense of the comprehensive exams means that the student receives a “Satisfactory” without any qualifications or contingencies. If the student receives a “Satisfactory with Reservations,” the student must successfully complete the contingencies (i.e., rewrite a paper, write another paper, meet with faculty, etc.) required by his/her committee before the last day of the spring semester before they apply for internship. If the student cannot complete these required changes and contingencies, the student will not be able to apply for internship and the faculty will not approve the student to apply for internship. There are no summer comprehensive exam oral defenses (change 8-2010).

i. Students who defend their comprehensive exams must successfully defend within the same semester (Fall or Spring). The final date for the end of the semester typically is the last day of finals week. If the student does not defend comps by the end of the semester, the student must re-defend the comprehensive exams in another semester.

3. Evaluation of the Comprehensive Exams

a. The student's committee members will read the documents for the comprehensive exams. The criteria for evaluation of responses include the following and are consistent with APA’s competency benchmarks (change made 1-2017):

1. Professionalism

2. Relational

3. Science

4. Application

b. The oral examination is a part of the comps defense. The function of the oral examination is to allow the student's committee to determine his or her competence across a variety of areas. As is stated in the Manual of Rules and Regulations of the Graduate College, it is “intended to evaluate the candidate's formal preparation...” The purpose of this examination, therefore, is not to allow students a “second chance” to respond adequately to the questions presented in the written comprehensive examination. All domains of counseling psychology may be covered by questions from the student's committee during the oral examination period, which typically lasts about two hours.

c. The final evaluation of the comprehensive exams, both written and oral portions, occurs after the oral examination. This evaluation will be conducted according to the rules and regulations of the Graduate College as follows:

1. The comps defense will be evaluated by a convened meeting of the committee and reported as satisfactory, satisfactory with reservations, or unsatisfactory to the Graduate College within fourteen days after the completion of the examination. Two “unsatisfactory” votes will make the committee report unsatisfactory.

2. In the event of a report with two or more votes of “satisfactory with reservations,” the exact stipulations of the committee should be recorded with the report form. If the stipulations involve further examination in a particular area of study, the statement should be specific in defining the area, in requiring additional courses or other procedures, and in specifying the time and method of satisfying the stipulation. The executive of the major department should promptly send a written report to the Graduate College giving date of removal of "reservations".

3. In case of a report of unsatisfactory on the comps oral defense, the committee may grant the candidate permission to present themselves for reexamination not sooner than four months after the first examination. The examination may be repeated only once, at the option of the department.

1. Students will be evaluated based on the comps evaluation form attached. They will prepare their written and oral defense materials for the comprehensive committee to review independently. These materials are to reflect on the students’ clinical work and their process of conducting research. Since this is the students’ own experience, advisors will largely play a logistical role in helping the student prepare for the comprehensive examination (change made 1-2017).
2. **Written Material Evaluation:** The students comprehensive examination committee will be required to complete the evaluation rubric form on the written materials prior to the oral defense. The committee members will return the forms to advisor three days prior to the defense so that the advisor can compile the scores and comments. (change made in 1-2017).
3. The comprehensive examination oral defense will include the following:
   1. The students advisor will lead the committee in a discussion of the written scores and strengths and weaknesses of the written materials. The committee will excuse student during this discussion.
   2. Student will make a case presentation (no more than 20 minutes) and will be asked questions about the presentation and provided a chance to address any weaknesses identified by committee in the written materials.
   3. Student will be asked to make a presentation on the research component (no more than 15 minutes) and will be given a chance to address the weaknesses identified by the committee in the written materials.
   4. After the research component the student’s advisor will open up the meeting for further questions addressing community engagement and counseling psychology issues more broadly.
   5. The student will be excused and the committee will discuss scores for the oral examination components.
   6. The committee will together discuss the overall rating for the oral and .written components (satisfactory, satisfactory with reservations, unsatisfactory) and any reservations and feedback to provide the student for remediation, if necessary.
   7. The student will rejoin the group and the committee will discuss the comprehensive examination result and provide the student direct feedback for remediation.
   8. The student will need to remediate any reservations by the end of the semester in which the oral defense is scheduled.

**GRADING RUBRIC FOR COMPREHENSIVE EXAMINATIONS**

Each committee member will independently rate the written component of comprehensive examination. The oral will be graded after the student presentation component. The student will be rated on items using the following using the following scale:

3= Pass (student has met competency in area)

2=Pass with reservations (modifications are required to components of the comprehensive exam)

1=No pass

**Case Study Written Component**

|  |  |  |
| --- | --- | --- |
| **Item** | **Rating** | **Comment** |
| 1. Provided enough information to understand the client/s’ contextual and cultural background. |  |  |
| 1. Demonstrated an understanding of how these identities influence treatment objectives. |  |  |
| 1. Demonstrated knowledge of theoretical concepts specific to chosen theoretical orientation. |  |  |
| 1. Case plan and interventions described were consistent with theoretical orientation. |  |  |
| 1. Demonstrated understanding and knowledge of evidence base related to theoretical orientation and interventions used with client/s. |  |  |
| 1. Demonstrated intermediate level knowledge and understanding of APA ethical principles and code of conduct. |  |  |
| 1. Applied relevant ethical principles to the case. |  |  |
| 1. Demonstrated an understanding of how work issues influence the client and integrated this into the discussion of client issues. |  |  |
| 1. Demonstrated an understanding of assessment tools used to diagnose client issues. |  |  |
| 1. Demonstrated an understanding of the importance of the use of diagnosis in treatment planning. |  |  |
| 1. Demonstrated accurate self- assessment of competence and ability to accurately recognize strengths and weaknesses of therapeutic process and approach. |  |  |
| 1. Demonstrated appropriate use of supervision in treatment approach and self-reflection. |  |  |

**Case Study Oral Component**

|  |  |  |
| --- | --- | --- |
| **Item** | **Rating** | **Comment** |
| 1. Articulated client background and how cultural and contextual issues influenced therapeutic approach. |  |  |
| 1. Articulated theoretical orientation and explained relevant concepts. |  |  |
| 1. Articulated how theoretical concepts were relevant to case. |  |  |
| 1. Articulated relevant ethical issues relevant to the case. |  |  |
| 1. Articulated an understanding of the ethical guidelines, laws, regulations were relevant to the specific case. |  |  |
| 1. Articulated self-reflective process and use of supervision. |  |  |
| 1. Demonstrated an ability to answer relevant questions about the case and to defend treatment approach. |  |  |

**Research Component**

**Research Component Written Component**

|  |  |  |
| --- | --- | --- |
| **Item** | **Rating** | **Comment** |
| 1. Clearly articulate interest in topic |  |  |
| 1. Adequately described literature and research to justify research project or topic. |  |  |
| 1. Adequately described appropriate method for study and decision to use particular methodology. |  |  |
| 1. Described the importance and implications of the findings. |  |  |
| 1. Described the publication process including:    1. Reason to submit to chosen journal    2. How the manuscript was revised?    3. Feedback that was given and how it was incorporated into revision process |  | |

**Research Component Oral**

|  |  |  |
| --- | --- | --- |
| **Item** | **Rating** | **Comment** |
| 1. Articulated a thoughtful summary of development of interest in subject. |  |  |
| 1. Able to critique existing literature and use to describe need for study/review. |  |  |
| 1. Able to clearly articulate methodology and research process. |  |  |
| 1. Demonstrate knowledge of study strengths and weaknesses. |  |  |
| 1. Articulated how this article/manuscript informs dissertation article two. |  |  |
| 1. Able to critique existing literature and use to describe need for study/review. |  |  |

**Community Engagement**

**Community Engagement**

|  |  |  |
| --- | --- | --- |
| **Item** | **Rating** | **Comment** |
| 1. Describes personal perspective on community engagement. |  |  |
| 1. Demonstrate understanding of connection of community engagement to psychological practice and research. |  |  |

E. COMPREHENSIVE EXAMS

Students demonstrate their learning and development through their comprehensive examination. The comps process outlines expectations in the areas of research, practice, and professional development. Part of the exam is to present and defend to the faculty.

Comprehensive Exams (Process changed from Portfolio Fall 2016)

**Comprehensive Exam Requirements**

REVISED July 11, 2016

These written/oral examination requirements serve as the comprehensive examination process for the University of Iowa’s Counseling Psychology doctoral program. A student must successfully complete the comprehensive examination by the end of the semester before applying for internship. Successful completion means no outstanding reservations and the committee has agreed that the student has successfully passed the written and oral examination. The successful completion of the comprehensive examination process results in a doctoral student advancing to candidacy. The following details the requirements for this process:

Doctoral students will work with their advisors to determine the appropriate semester to fulfill the written and oral examination requirements. This will be no earlier than the third year of the students’ doctoral program when all of the core psychology and counseling psychology course requirements are completed (students can be enrolled in one core or counseling psychology course in the semester they take comprehensive exams).

The documents will include the following written requirements submitted to the committee no later than two weeks before the scheduled oral examination date (oral defense). The student will submit this to the committee electronically.

**Clinical Component (Written)**

A written clinical case study of a client with whom the student has worked while enrolled as a practicum student in the counseling psychology doctoral program is required and will consist of the following components:

**Case study paper (max page 30; APA style)**

**Client Background.** This should be no longer than one paragraph to describe the relevant characteristics of the client, their context, and referral question/goals for treatment.

**Theoretical Orientation.** Discuss your theoretical approach to working with the client.

**Empirical Evidence.** Describe the research evidence that supports the student’s approach to working with the client.

**Ethics.** Discuss therelevant ethical issues and standards that were germane to the case. Ethical concerns apply to all cases whether there was a relevant ethical dilemma or not.

**Diversity.** Diversity issues include intersectionality of identities of both the client and the practicum student therapist that are relevant to the case. Discuss how you navigated differences with the client and describe ways in which you were challenged to become more culturally competent through your work. You should also review relevant research that informs your work with this client from a multicultural and diverse perspective.

**Work as a Life Domain**. Work is a universally important issue and has relevance for all clients. Integrate the relevant work issues for the client. This should be appropriate to the developmental stage of life of the client.

**Assessment.** There will be cases where no formal testing (IQ, career, or personality assessment) was performed. However, we encourage students to think about the broader range of assessment that takes place over the course of work with a client. Thus, this section should include intake information, diagnostic assessment (how did you make your diagnosis), outcome monitoring. In cases where formal testing was performed this must also be included.

**Self-Reflection**. Discuss the important learning experiences from this case. What were the biggest challenges/successes? In what ways was your theoretical orientation effective and/or insufficient? Discuss how you utilized supervision and how supervision informed your work with this client.

**Note:** This written case study should not be a session by session description of the therapy or assessment process, but should be an integrated discussion that reflects the student’s therapeutic approach informed by scholarship, self-awareness, and training.

**Clinical Component (Oral)**

During the oral examination, students will be required to present (20 minutes) based on their written case. Students will be expected to answer questions about the case and to defend their approach. In the oral examination, students will be expected to discuss ethical decision making related to the case. If no ethical dilemma arose during this case, faculty will create hypothetical situations that could have arisen with the case and ask the student to discuss their decision making around these scenarios.

**Research Component (Written)**

The research component of the comprehensive exams will be illustrative of the student’s process of research and will consist of three components:

**1. Research Case Study Paper** (max page limit 10 pages). This is a written research case study of your process of working on your research seminar project (article 1 of the two article dissertation model) is required. The paper will include:

**A. Topic Development.** Discuss how you decided to research a particular topic. Why were you interested in this topic?

**B. Development of research process** (applicable to students whose first paper is a research project)

**Research Questions Development.** Describe the process of developing the research questions for your research project. How did you decide what you wanted to know? What literature or resources were most helpful?

**Methodology Chosen.** Describe how you chose the methods for the research project. For example, discuss why you decided on qualitative or quantitative methods. Describe the tools you used to gather the data and the decision to use those tools.

**Findings.** Very briefly discuss your findings. Since the article or manuscript will be included as part of the research component, you do not need to reiterate findings, as much as discuss how you made sense of the findings.

**C. Development of paper process** (applicable to students whose first paper is a theoretical and/or research review)

**Research review.** How did you decide what research to include in your paper? How did you evaluate quality?

**Unique contribution.** What about this paper makes it a unique contribution to the literature? How does this paper guide you and other researchers toward future studies and/or ideas?

**D. Publication Process**

**Writing.** Discuss your strengths and challenges related to the writing process.

**Editorial Process.** Discuss the process of submitting your manuscript for publication including choosing a journal, submission process, receiving a decision, and revising your manuscript, or if you received a rejection-choosing a new outlet. For example, discuss feedback you received from the review process and how you handled the feedback.

**E. Article/ Manuscript and Feedback.** Include copies of the article or manuscript and all reviewer and editorial comments received to date, including decisions on the manuscript.

The manuscript used for article one of the dissertation process cannot be from a class where the course requirement was to submit the paper for publication. (change made 1-2017).

**Research Component (Oral)**

During the oral examination, students will be required to present on overview of their research process related to their research seminar project. Students will be expected to answer questions about their approach and to defend their decision-making.

**Community Engagement Component (written)**

Students will write a short essay (500 words) about their approach to diversity from a multicultural, community-engaged perspective. This essay simulates the “multicultural” essay for internship applications. The student will use the lens of community engagement (defined in the handbook and learned through the program) to discuss their views of diversity.

**Community Engagement Component (Oral)**

During the oral defense, students will be expected to discuss this component with faculty and articulate their ideas about community engagement and their identity as a multicultural therapist-in-training.

G. **Dissertation Requirements (REVISED July 11, 2016)**

To fulfill the dissertation requirement, the counseling psychology programming is now requiring the two dissertation article format. The proposal must be approved by the dissertation committee (successful defense) before a student applies for internship.  Successful defense of the proposal means that your committee agrees that you may proceed with the study.  This conclusion must be met by the end of the spring semester prior to a student applying for internship (Fall).  **More specifically, if you are defending during the Spring semester prior to applying for internship in the Fall, you cannot have any outstanding meetings during the summer or the beginning of the fall.**

**Article One**

The first article will be the result of a first year research seminar project developed in collaboration with your advisor and other research seminar participants. Your advisor will need to approve your project; it is highly recommended students discuss their ideas with their advisor early in the process. The first manuscript can be either conceptual or empirical in nature. Article one is expected to be submitted for publication prior to the end of the student’s second year. Prior to proposal of article two, students must have article one accepted for publication, OR tried for acceptance in at least two additional journal outlets if a rejection was received on the initial submission.

**Article Two**

Article two will also be developed in collaboration with research advisor (and other team members as needed) with the student as lead author and responsible for majority of the work. This article must be empirical (data driven). The literature review and research methods must be approved by the student’s dissertation committee through convening of a proposal defense meeting prior to undertaking the research study. The proposal will include: APA article style (journal formatted-specific to journal style) introduction with proposed methods. The student should work with his/her advisor on the journal for submission prior to sending the proposal to the committee. The proposal should be sent to the committee no later than two weeks before the proposal meeting and should include the name and author instructions for the targeted journal.

**Oral Defense**

Oral defense of articles one and two (per graduate school rules) is required. Two weeks prior to the oral defense date, the following must be submitted:

**Chapter 1:** An introduction that discusses the need for articles one and two as well as the coherence among them, which may include an overarching conceptual or theoretical framework grounded within relevant literature. The end of the Introduction should provide at least one paragraph describing each of the articles.

**Chapter 2:** Article One

**Chapter 3:** Article Two: Full manuscript with results and discussion. This article may not be submitted for publication until after successfully defending the dissertation.

**Chapter 4:** The last chapter should provide a conclusion that discusses integrated findings, implications, and future directions that result from this collection of studies.

The ideal length of the introduction and conclusion can vary at the discretion of the dissertation committee; for example, very closely related articles may require relatively less synthesis across studies (and therefore a shorter introduction and conclusion).

The student (with guidance from the committee) will identify appropriate publication outlet(s) for each article. Therefore, articles should be written in a manner that adheres to the publication guidelines for the respective journals, and submit these articles soon after the completion of the dissertation.

**Oral Dissertation defense is scheduled for two hours (per graduate college requirements) and will include a formal presentation (no more than 15 minutes) of chapters 1 through 4, with emphasis on chapters 1, 3, and 4 followed by student response to questions from committee.**

H. Internship

1.      Students spend a calendar year at an internship center approved by the Counseling Psychology faculty.  All APA accredited internships are considered approved, and students in most cases are expected to apply to these sites.  Internships currently on probation from APA or not accredited by APA must be approved by the faculty prior to application.  Students may plan a full-time internship or may spend two years in half-time internships.

2.      Students must be approved by the faculty as ready to apply for internship based on the following criteria:

a.     Completion of all required coursework

b.     Successful completion of the comprehensive examination requirement

c.     Successful completion of practicum requirements

d.     Overall progress in the program

e. Successfully defend their dissertation proposal (prospectus) prior to the date of internship approval by the faculty (typically at the first faculty meeting of the fall term).

An application form which is available from the coordinator of internship must be completed by the student and submitted to the Counseling Psychology Faculty for review.  Students should submit this form by the first faculty meeting of the year.  The faculty will review the student's application and inform the student of its decision after the meeting.

Note that students who successfully defend the dissertation cannot officially graduate until after the internship completion form is filed with the coordinator of internship (see E.4.c. and d.) Starting in the Fall 2010 semester, students applying for internship need to know that if their internship officially ends before or on the day of summer commencement (the day may vary in any given summer session), the program will work with the internship to help the students graduate during the summer.  That would entail completion of paperwork, dissertation, and any other forms and materials needed for graduation.  It is the responsibility of the student to make sure their dissertation is completed and filed with the Graduate College.  However, if the official end date of the student's internship is after the day of summer graduation, the student cannot expect to apply for summer graduation.  That is, even if the student ends internship because of saved vacation days, for instance, if the official end date of the internship falls after the day of summer graduation for any given summer semester, the student will not graduate in the summer.

APPLICATION FOR INTERNSHIP

Counseling Psychology

Name

Advisor

**Completion of required coursework**

Are all required courses completed? Yes  No

If all courses are not completed, which courses are not and in which semester will they be taken?

**Comprehensive Examinations**

Comprehensive examinations completed as of (date)

Comprehensive examinations being taken (date)

**Dissertation Proposal Defended**

Dissertation proposal approved (date)

**Practicum Placements**

Please log all practicum placements by semester, inserting the year and the placement. List **all** placements, including those to be completed before internship begins.

Fall

Spring

Summer

Fall

Spring

Summer

Fall

Spring

Summer

Fall

Spring

Summer

As of this date:

Hours: Client Contact Supervision

Other Total

Anticipated by beginning of internship:

Hours: Client Contact Supervision

Other Total

Program Sanction Training Experiences:

Describe Experience:

Describe Supervision:

Describe Training Received:

Hours: Client Contact Supervision

Other Total

Supervisor’s Signature

(must be a licensed psychologist)

Please attach a one-page statement of your goals for internship.

Advisor’s Signature

Internship Completion Form

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has satisfactorily completed the required

(name of student)

year of internship in Counseling Psychology at

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Evaluation letters from the site, including

(name of site)

the final evaluation, signifying completion of the internship, are on file with the Coordinator of

the Counseling Psychology Program.

Signed,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coordinator of Internship,

Counseling Psychology Program

F.      Policy on Course Waivers

**Waiver Procedure**

1.   Official student folders are held in the Office of Student Services, College of Education, N310 Lindquist Center.

2.   All advisors should put together an unofficial advising folder for each of his or her advisees.  Records of student's plan of study, requests for curriculum waivers (copies), and correspondence ought to be kept in this folder.  If the student changes his/her advisor (official form available in division office), the folder should be passed on to the new advisor.

3.   All official documents (i.e., waivers granted by either advisor or CP faculty action) should be forwarded to the Coordinator to be placed in the student's official folder.

4.   Procedures for student requests for waivers:

a.      Type I:  Students who request a waiver of a curriculum requirement based on previous equivalent graduate coursework (exceptions noted under c).

         This waiver should be handled by each advisor.  The advisor has the obligation to evaluate prior graduate work and the authority to grant equivalency.  Such decisions remain binding although the student may later select a different advisor.

b.     Type II:  Students who request a waiver of a curricular requirement based on

        extra-curricular experiences, prior undergraduate coursework, etc.

         This type of request must be evaluated by the entire CP faculty.  In this case, the student must transmit the request in writing to the CP faculty through his/her advisor.  This memo should specify the nature of the request, supporting evidence, and alternative proposals.  The request will be considered at a meeting of the CP faculty and will be either approved or disapproved by majority vote.

c.      Waiver of Intro I and II, and the practicum requirement require consideration by the entire CP faculty and will be waived by a majority vote of the faculty.

WAIVER FORM

Please consult the waiver policy in the Student Handbook prior to submitting this form to the Coordinator.

Please use one form for each course to be waived; submit two copies of the form to the Coordinator for signature and the Coordinator will return one signed form to the advisor for the student's file.

Student's name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Course name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prior equivalent course:

number:

name:

institution:

instructor:

Advisor's signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Equivalent experience/coursework (if Type II waiver):

III. Evaluation of Student Progress

A. Evaluation Guidelines

I. End-of-year review

A. The coordinator will notify the students of the date of the yearly review meeting. This meeting will occur during academic year or the early summer.

B. The student and his or her advisor will meet prior to the review meeting if there are significant problems to discuss the issues (change 1-2017).

Specific criteria areas:

1. Progress in completion of required coursework and practica;

2. Progress in completion of portfolio requirements;

3. Progress in completion of research;

4. Achievement in course work (minimum grade point average across all courses of 3.0);

5. Achievement in practica; and

6. Achievement in related areas (e.g., presenting paper in convention, selection as graduate assistant);

7. When appropriate, meeting contract specifications;

C. The student will schedule a meeting during yearly review to meet with the

entire faculty.

D. The advisor will present a summary of the student's progress at the review

meeting. The faculty will discuss the student’s progress and development

in academic and non-academic (e.g., professionalization, relationships with

peers/faculty) areas. The student will normally be present during this

discussion.

E. The faculty, in the student’s absence, will decide on a rating of the

student’s progress. While the faculty may discuss their rationale for this rating, no new information will be added at this time. A final rating, decided by majority vote, will be given. There are two possible ratings:

1. The student is making Satisfactory progress through the program: the student has completed the normal requirements for that year and is achieving at a satisfactory level in research, coursework, and practicum.

2. The student's progress is Unsatisfactory: the student has not completed the normal requirements for the year or is not achieving at a desired level in coursework and/or practicum. Students who receive an Unsatisfactory rating are sent a letter indicating the criteria for achievement of satisfactory progress (e.g., tasks to be achieved) and a time line for completion. Such students may be reviewed again at the next mid-year or earlier, as specified in the faculty letter. Failure to attain satisfactory progress within the stated time period may move the faculty to take special action as the student approaches probationary status. Such actions include, but are not limited to, prohibiting involvement in the practicum selection process for the next year and/or reducing the course load. Students who received Unsatisfactory ratings for two consecutive years are automatically placed on probation.

3. The student is on formal Probation. A student may be put on probation by the Graduate College if his or her grade point average falls below the necessary minimum. A student will also be put on probation by the Counseling Psychology faculty when two sequential years receive a designation of Unsatisfactory progress. When a student is put on probation, this rating is accompanied by a letter to the student which clearly specifies the nature of the deficiencies, the criteria for removing or addressing the deficiencies, and the length of time of the probationary period. If the end of the probationary period does not coincide with an annual review meeting, the faculty will review the student at the first regularly scheduled faculty meeting after the close of the probationary period. At this meeting, the advisor, with the student if the student so chooses, will present the degree to which the student has fulfilled the stipulations. In the student's absence, if the student has met with the faculty, the faculty will decide, by majority vote, either (a) to remove the student from probationary status, (b) to extend the probationary period, or (c) to terminate the student from the program. A student may receive only one extension of the probationary period.

4. A student, for reasons which are both extremely serious and unusual in nature (e.g., serious violation of ethical codes), may be terminated from the program without a probationary period. In this case, the faculty would hold a formal review of the student prior to the termination action which would follow the guidelines presented in I. C, D, and E.

F. The coordinator will write each student after the evaluation meeting to inform him or her of the progress rating and to summarize the faculty discussion of progress.

G. If a student wishes to disagree with the faculty evaluation, he or she may address the faculty in writing, through the coordinator, concerning points of disagreement. The coordinator will inform the faculty at the next regularly scheduled meeting of the student's disagreement. The student has the option of requesting, through his or her advisor, a special faculty meeting to discuss the points of disagreement.

H. The letter to the student, and the student's points of disagreement if there are any, will be kept in the student's permanent file.

II. Supplementary review procedures

A. Prior to registering each semester, each student will meet with his or her advisor to discuss the student's progress for the prior semester and plans for the upcoming semester. The advisor must approve all coursework and endorse all extra-coursework experiences. For the first three years, students must register on a full-time basis (9 semester hours), excluding summer semester.

B. A student, his or her advisor, or any faculty member has the option of calling for a special review meeting at any time during the course of an academic year by communicating such a request in writing to the Coordinator. The format for such a meeting is the same as that of the end-of-year review.

B. Graduation contracting policy and procedures

**Policy**

1) Students not completing the Counseling Psychology program by the end of their fifth year (excluding any leaves of absence) shall file a written plan for completion with the Coordinator of the Counseling Psychology program. This plan will include both tasks and timeline for completion, and will be approved and signed by the student's advisor prior to submission.

2) The Counseling Psychology faculty will then review the plan.

3) Plans will be updated by student and adviser and reviewed by the faculty on a bi-annual basis. The faculty may request a meeting with any student who is not meeting the timelines in the approved plan.

4) In order to maintain satisfactory progress in the Counseling Psychology program, students must meet the timelines in their approved plan.

5) Students may request a leave of absence of no more than one semester following filing of their plan. During this time, they are not required to work toward completion of their degree. During the leave, students are not to be employed or working on any psychology or counseling related activities as a professional or para-professional. Only one such leave will be approved by the faculty for each student. Toward the end of the semester on which the student is on leave, the faculty will inquire about the student’s interest in the program. At the end of the leave, the student must be enrolled as a full-time student or withdraw from the program.

C.

University of Iowa

Counseling Psychology Program

Policy on Student Ethical Misconduct, Problematic Behavior, and Competence

(This policy draws on the policies of a variety of academic/educational programs at Seton hall University, Penn State University, Yale University, University of Washington, The University of Iowa, and Texas Women’s University.)

I. Introduction

The purpose of this policy is to clarify and identify areas of professionalism and ethical conduct expected of the students in the Counseling Psychology Program at The University of Iowa, and to describe the procedures for identifying, assessing, and addressing issues related to impairment, ethical misconduct, problematic behavior, and competence.

The Counseling Psychology Program at The University of Iowa has a responsibility to protect clients, students, faculty, and the public from harm. The Program also has a responsibility to protect students’ rights. This policy has been developed with both of these principles in mind. The program is governed by the American Psychological Association’s Ethical Principles and Code of Conduct.

II. Definitions

Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways:

* Inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
* Inability to acquire professional skills and reach an accepted level of competency; or
* Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct occurs when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) are not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

Problematic Behaviors refer to a student’s behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients’ diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

[Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice, 22, 291-296.]

III. Procedures

Impairment, incompetence, ethical misconduct, and/or problematic behavior may be identified in a variety of ways and by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Any concern raised should be brought to the Program Coordinator. Confidentiality must be insured. When a potential concern reaches the Program Coordinator, the Coordinator will inform all members of the Counseling Psychology Faculty and the issue will be discussed at the next faculty meeting, unless in the judgment of the faculty a special meeting should be called.

Following this meeting, the student will be informed in writing by the Program Coordinator of the issues surrounding the case and asked to meet with the entire Counseling Psychology Faculty to discuss the situation.

Areas to be reviewed and discussed at this meeting will likely include the nature, severity, and consequences of the situation. The following questions may be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

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

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent an impairment rather than a problematic behavior:

1. The student does not acknowledge, understand or address the problematic behavior when it is identified.
2. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person suffers.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.
6. A disproportionate amount of attention by training personnel is required.
7. Behavior that does not change as a function of feedback.
8. Behavior negatively affects public image of agency of the university or training site.

Ample time will be allowed in this meeting for the student to present his/her view of the situation and to ask questions.

After this meeting with the student, the faculty will meet to determine next steps. If the faculty determines that further steps are required in response to the situation, they will develop a written plan for remediation or some other appropriate course of action and will schedule a meeting to discuss this concern with the student within four weeks of their initial meeting with the student. Students may submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student’s recommendations in developing their own recommendations. The plan will be in writing and documented by the student’s advisor.

The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty’s decision, he or she may contact the Division Head.

Regardless of the outcome of the meeting, the student and his/her advisor will schedule a follow-up meeting to evaluate the student’s adjustment to the process, and to recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include – but are not limited to – an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters for one year. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan, including student comments and faculty signatures must be filed in the student’s portfolio. If progress is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

IV. Additional Points of Emphasis

1. Clearly not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk.
2. Confidentiality should be maintained at all times.
3. This policy is subject to annual review/revision.

Signatures: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor

The student’s signature on this document verifies that he/she has read the policy and agrees to its terms.

# D.

# Policy on Class Attendance

Students in the Ph.D. Program in Counseling Psychology at the University of Iowa are expected to attend all classes. Obviously, if extenuating circumstances occur, students may have to miss class on occasion, and/or be out of town, as may faculty. Examples of what may be considered extenuating include but are not limited to illness and family/personal emergencies. Students must request permission in advance for absences that are not emergent. Approval may or may not be given depending on the situation. Difficulty has arisen in the past when students are gone for an extended time period (e.g. five class days) and/or frequently during a given semester without anyone’s knowledge and without permission. The cardinal rule is to clear all absences in advance when possible. This clearance should occur with classes, assistantship, and at practicum sites.

When students are enrolled in practicum and seeing clients, as is true for any professional psychologist, one cannot just “up and leave” – client welfare must come first. Again, such absences need to be cleared in advance with both the Counseling Psychology faculty and the practicum site. Professional responsibility, ethics, and liability all require that this be done. Violation of this policy will result in a meeting between the student and the entire Counseling Psychology faculty to discuss what has occurred, why, and appropriate consequences.

E.

**Social Network Statement**

Students who use social networking sites (e.g., Facebook, Instagram, Twitter, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to “private” and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

IV.

STUDENT COMPLAINT PROCEDURES

College of Education

The University of Iowa

10/8/96

Policy Statement

These procedures apply to complaints concerning faculty, staff, or policies in the College of Education. In all cases, the goal of the College is the resolution of problems. Problems usually result from a lack of communication.

The following steps are recommended:

1. Discuss your concern with the person with whom you have the problem. Try to avoid an adversarial approach. Assume there is a misunderstanding, not intentional malice. The more you can resolve problems at an informal, personal level, the more effective we will be in the long run.
2. If the complaint is not resolved, or the issue is of such a personal nature or retribution is feared, then you should discuss the situation with the division chair (current office addresses for division chairs are listed in the Schedule of Courses at the head of the section where the course is listed or on the College of Education's Home Page on the World Wide Web).
3. If the complaint is not resolved at the division level, it should be addressed to the Associate Dean for Student Services (N310 LC, 335-5594).
4. If you feel a satisfactory resolution has not been reached with the Associate Dean for Student Services, a written appeal should be filed with the Office of the Dean (N459 LC). This appeal should outline the issues in dispute and the remedies requested and should describe the steps already taken in accordance with the procedures set forth above.

The Dean may convene a special advisory committee to recommend appropriate action. The Dean may affirm, overrule, or modify the committee's recommendations.

1. The Office of the University Ombudsperson (C108 Seashore Hall, 335-3608) responds to problems and disputes brought forward by all members of the University community—students, staff, and faculty. The ombudsperson may be consulted at any time.

If the complaint cannot be resolved through these procedures, a student may file a formal complaint with the University under the procedures established for alleged violations of the statement on "Professional Ethics and Academic Responsibility" (see sections 20.266 and 20.290) in the University Operations Manual. Copies of the University Operations Manual are available in all division offices and in the Office of Student Services, N310 LC.

**Notes about specific types of complaints:**

Instruction and Course Requirements. It is important that concerns about use of class time, use of inappropriate content, inequities in assignments, lack of academic feedback, lack of accommodations for students with disabilities, incompetence in oral communication, etc., be shared with the instructor as soon as it is perceived that the problem is a critical or recurring one. Postponing this action will often increase the seriousness of the problem and decrease the likelihood a satisfactory accommodation can be made before the end of the course.

Student Disabilities. It is expected that students with disabilities will let faculty know what accommodations are needed. If after doing so, and problems still exist, students should follow the general procedures outlined above. If the procedures as outlined do not satisfactorily resolve a problem related to an identified disability, students should exercise their right to file a complaint with the Office of Affirmative Action (202 Jessup Hall, 335-0705).

Grade Disputes. In most educational settings, the instructor exercises considerable professional judgment. However, arbitrary or inappropriate grading practices need to be identified and remedied. Students should follow the general complaint procedures outlined above.

Sexual Harassment. If a complaint involves sexual harassment, you should follow University procedures rather than the complaint procedures outlined above. The University policy on sexual harassment and consensual relationships in the instructional context can be found in "Policies and Regulations Affecting Students" (available at the Campus Information Center, Iowa Memorial Union, in the Office of Affirmative Action [202 Jessup Hall, 335-0705] and in The Daily Iowan in the month of September as a supplement). Sexual harassment complaints may be filed with the Office of Affirmative Action.

V. Financial Assistance

In the past, most graduate students in Counseling Psychology desiring financial support have received it for a major portion of their graduate program. Sources of funding include teaching and research assistantships, graduate assistantships at the University Counseling Service and other student service agencies, and professional employment in other areas of the University or community. All employment is undertaken after consultation with, and approval from, the major advisor. If you are interested in receiving general financial aid information, please contact the Student Financial Aid Office, Calvin Hall.

Special Graduate Assistantships are open to graduate students pursuing any advanced degree program offered by the College of Education. These assistantships are half-time appointments (20 hrs.) that carry both a stipend and a waiver of the non-resident portion of tuition. During the assistantship, students pursue both individual and collaborative research projects with a faculty member advisor. These appointments are renewable, although no summer support is available through this program. The application must be filed on a special form obtained from the Chair of the Selection Committee, 334 Lindquist Center for Measurement, University of Iowa, Iowa City, IA 52242. The deadline for completed applications for these Special Graduate Assistantships is usually in late February.

Several fellowships are available in addition to these assistantships. These include: Graduate Opportunity Fellowships for minority students and University of Iowa Fellowships. The University of Iowa Fellowship involves a four year waiver of tuition, plus a stipend. The faculty will review your materials when complete and forward to you the necessary forms to enable you to apply to either of these fellowships for which you may be qualified.

The Counseling Psychology program is committed to increasing its number of ethnic minority graduate students, and we urge ethnic minority applicants to apply to our program. The University supports ethnic minority students with the Dean’s Graduate Fellowship program; further details of this fellowship program are available from the Coordinator of the Counseling Psychology program.

B. Student Employment/Extracurricular Experience Policy and Guidelines

The following policies apply to students’ extracurricular experiences, including but not limited to assistantships, traineeships, and other employment, while the student is enrolled in the Counseling Psychology program:

1. The advisor must endorse all professional extracurricular experiences, both paid and unpaid. The student should obtain the advisor's endorsement prior to commencing any such experience, and file the appropriate form with the coordinator within one week of beginning the experience.

2. The advisor will evaluate the following aspects of professional employment and extracurricular experiences:

a. the agency, the client population, the responsibilities and tasks to be performed by the student;

b. the degree of independent functioning assumed by the student;

c. the supervision provided to the student (who would be supervising, the supervision and monitoring process, the licensure status of the supervisor).

3. If the student, as part of his or her employment or on a volunteer basis, is offering psychological services (including, but not limited to, assessment and counseling/psychotherapy), the following provisions apply:

a. The student must be supervised by a licensed psychologist.

b. The amount of supervision must be proportionally similar to that obtained on practicum placement.

c. The employment endorsement form must be co-signed by the supervising psychologist.

d. Along with the employment form, the student must submit a letter from the supervising psychologist that specifies the nature and extent of supervision.

e. The supervising psychologist must attest in writing that the student's work is covered by the supervising psychologist's malpractice insurance.

f. The student’s experiences in this category must be approved (by majority vote) by the Counseling Psychology faculty prior to the student's commencing the experience. The faculty should be provided, via the coordinator, the endorsement form, the covering letter from the supervisor documenting the supervision, the information regarding malpractice coverage, and the student's statement of qualifications for the position.

4. If a student is employed, reduced schedules for class registration apply. According to Graduate College regulations, students working half-time (20 hours each week) should register for not more than 12 semester hours during a semester or 6 semester hours during the eight-week summer session, students working five-eights time (25 hours each week) should register for not more than 10 semester hours during a semester or 5 semester hours during the eight-week summer session, and students working two-thirds and three-quarter-time should register for not more than 9 semester hours during a semester or 5 semester hours during the eight week summer session.

5. A student's failure to follow these policies is grounds for dismissal from the Counseling Psychology program on the basis of ethical violations.

Guidelines for students who are obtaining training in a related mental health area:

The advisor and student work together to assure that the following guidelines are met during a particular training experience. If the student is receiving any remuneration for his or her work, then guidelines for employment apply.

1. A student shall self-identify as a trainee of the particular area (e.g., substance abuse counselor, pastoral services trainee) and not as a psychologist or a psychology student.

2. The supervision shall be by a qualified person in the mental health area and of a quantity and quality usually provided in the area.

3. The student shall adhere to the APA's Ethical Principles of Psychologists and any additional ethical standards or codes of the mental health area.

4. The advisor shall maintain a record of the training experience, including a documentation of the supervision and evaluation by the supervisor, in the student's advising file.

5. It would be inappropriate for the student to list this experience as psychology training in intern or job applications or to count this time as supervised practice in psychology.

Employment Endorsement Form

Student's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester, year \_\_\_\_\_\_\_\_\_\_\_\_\_

1 Name and address of the agency:

2. Tasks to be performed:

3. How much time (hours) per week is involved:

4. Nature of the client population:

5. Nature and extent of supervision:

6. Other information:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student's signature Advisor's signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor's signature (if necessary)

This form is to be filled out in duplicate; one copy is kept by the advisor and the other copy is forwarded to the coordinator.

**Employment Form for Those Employed at the Same Site as Practicum**

**(Form must be typed)**

* This form is to be completed by students who are employed (paid position) at a site in which they are also a practicum student.
* The description of both activities must be discreet and independent of each other.

Student's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester, year \_\_\_\_\_\_\_\_\_\_\_\_\_

**Employment Information Practicum Information**

|  |  |
| --- | --- |
| ***1.Name and address of the agency:*** | ***1.Name and address of the agency:*** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| ***2.Tasks to be performed:*** | ***2.Tasks to be performed:*** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| ***3.How much time (hours) per week is involved:*** | ***3.How much time (hours) per week is involved:*** |
|  |  |
|  |  |
|  |  |
|  |  |
| ***4.Nature of the client population:*** | ***4.Nature of the client population:*** |
|  |  |
|  |  |
|  |  |
|  |  |
| ***5.Nature and extent of supervision:*** | ***5.Nature and extent of supervision:*** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| ***6.Other information:*** | ***6.Other information:*** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student's signature Advisor's signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor's signature (if necessary)

This form is to be filled out in duplicate; one copy is kept by the advisor and the other copy is forwarded to the coordinator.

**REQUEST FOR EXTERNAL TRAINING AND EDUCATION**

You are required to complete this form and receive approval by the faculty.

External training and education are defined as courses, training, and education related to providing psychological or mental health services. This may be a course or training you paid to attend (in-person, on-line, teleconference). Typically, these courses/training/education focus on a specific theoretical orientation or technique and intervention. Hereafter, courses, training, and education will be referred to as “training.”

You are not required to complete this form if you are attending a single session at a national conference (APA) or a regional meeting (IPA). As long as the conference is focused on general psychological, counseling, or educational concerns and issues, you are not required to complete this form.

You are required to complete this form if you are attending a conference or meeting where the sole focus is on one theoretical orientation and/or the training in specific interventions and protocols for work with clients.

Student Name:

Name of Conference, Workshop, Training, or Education:

Where is this being held:

Date(s) of Event:

My supervisor, faculty member, or mentor suggested I attend this event (if yes, please indicate who):

Explain why you believe this training is important and/or necessary for your development as a counseling psychologist and professional psychologist:

Will you be seeking additional training and follow-up? Yes No

The training is required: Yes No

The training is reimbursed: Yes No

Date:

Advisor:

Program Coordinator:

VI. Miscellaneous

A. Offices

All students who receive financial support via a research or teaching assistantship qualify for office space. Offices may be available for other students as well. These students should consult the Program Coordinator prior to requesting office space. All requests for office space are handled by Janet Ervin, Office Coordinator of the Psychological and Quantitative Foundations Department Office. Allocation of keys and office furniture is also coordinated by Janet Ervin. Keys for access to Lindquist Center during evening and weekend hours can also be requested.

B. Lounge

A lounge open to graduate students is located in 338 Lindquist Center. The lounge is furnished with tables and chairs. Kitchen facilities (including a refrigerator, sink, coffee pot and microwave) are also available in this lounge. For access to these facilities, students should see Janet Ervin. Vending machines are available in a room adjacent to Jones Commons located on third floor of Lindquist Center.

C. Mailboxes/Bulletin Board/Telephone Messages

A CP mailbox is located in 361 Lindquist Center. Students can use 361 Lindquist Center as their campus mailing address. All mail sent to CP students is delivered to this address, even if they have an office. A bulletin board is located outside 353 Lindquist Center. Students are encouraged to check the mailbox and bulletin board on a regular basis.

All phone messages received for students in the department office are placed in a phone message box located next to the student mailbox.

D. Computer Facilities/Student Computer Funds

The Gerard P. Weeg Computing Center provides research and instructional computing facilities to all students, faculty, and staff of the University. Located in the Lindquist Center, the Weeg Center facilities are accessible through the many terminals, both batch and interactive, conveniently distributed around the campus. The Center maintains systems capable of an extremely wide variety of applications, and provides network connections with off-campus facilities. Supported applications software covers such diverse areas as statistical and numerical analysis, financial modeling, text editing and formatting, graphics, and database management. In addition to terminals and general-purpose computing systems, the Weeg Center has facilities for producing manuscript-quality printed and graphic output. The Center provides users with non-credit educational services and consultative services on general computer use. Specialized consultation is also provided for equipment selection, laboratory support, database, and instructional design applications. Detailed information on computing facilities and services may be obtained from the information center, located in the Lindquist Center.

Students currently enrolled at the University of Iowa may receive a grant of $100 per year for individual computing projects. The grants are available from the Weeg Computing Center. The grants only apply to the purchase of WCC computing services. Some services (e.g., manuals, programming, laser printing, data entry) may not be purchased with these grants. These student funds can be obtained by filling out the appropriate forms in 23 Weeg Computing Center.

E. Internship file and Licensing Law file – Located in Room N468.

F. Memberships in Professional Organizations

Students are strongly encouraged to take an active role in professional organizations. To find out about membership and activities in these organizations, students are encouraged to contact the appropriate faculty member(s). Membership materials, information about awards, and information about deadlines for submissions and presentations at conventions are available from the appropriate faculty members.

G. Travel Support

Students who are traveling to conventions in order to present research may apply to Dean John Keller of the Graduate College or to Professor Steve Dunbar, Director of the Iowa Testing Program, for financial assistance. Policies vary as to how much money is available and how students apply, so students should check with Dr. Dunbar or Dr. Keller as soon as possible once papers have been submitted for consideration.

The College of Education also has provided each program with some monies to distribute for travel. The counseling psychology program administrates these monies. Students interested in receiving reimbursement must submit receipts and a rationale for the conference, training, or research involved. The faculty will review each application and notify students within 60 days.

H. Iowa City Information

There is one description of Iowa City which sums up the atmosphere of the town and the University: “a people place” with a remarkable blend of small town intimacy and big city opportunities. The University campus, with its thirty thousand students and thirteen hundred acres of facilities, is the focal point of the community. Students and residents alike benefit from the air of excitement and challenge generated by the activities of the University. As one of the nation's outstanding music centers, the University offers a full calendar of events. The Hancher series program presents outstanding theatrical and musical groups from the United States and many foreign countries. Special student ticket prices make these Hancher events easily affordable. The University Lecture Series annually presents internationally recognized artists and scholars.

From the University's extensive permanent collection, and many travelling collections, major art works are displayed in the Museum of Art, recognized as one of the nation's finest. Friends of the Museum sponsor show openings and support lectures by artists and art critics. For those interested in drama, there are the numerous productions staged by the University Theatre. Selected film classics, foreign movies, and recent American movies are offered at reduced rates through the Iowa Memorial Union's Bijou Theater.

Students interested in spectator sports have the opportunity to see some of the finest intercollegiate competition for both men and women in the nation, as Iowa meets Big Ten and nationally ranked nonconference rivals. Iowa has a full range of sports events held in comfortable facilities for the spectator. For men's sports these include football, basketball, indoor and outdoor track, cross country, gymnastics, baseball, swimming, wrestling, tennis, and golf. In women's sports there are teams for basketball, gymnastics, golf, swimming, track, field hockey, volleyball, cross country, and tennis. Those students interested in participation sports and physical fitness may use the University's facilities for swimming, handball, racquetball, basketball, running, weight lifting, tennis, and golf, and may participate in the outstanding campus intramural athletic program. Nearby Lake Macbride and the Coralville Reservoir offer water sport, picnic and camping facilities. The Iowa River, which flows through the campus, is ideal for canoeing, rowing, and fishing. A large city park with outdoor pool facilities is alongside the riverbank.

Iowa City is a community with a metropolitan population of sixty thousand whose assets include an excellent library; a Community Recreation Center with indoor swimming pool, gymnasium, craft, game and meeting rooms; a well-developed program of public services including a fine bus system to complement the University's Cambus system; and shops and stores which cater to exotic tastes as well as everyday needs. As in most university communities, housing in Iowa City is limited. Students are encouraged to plan for housing several months prior to their enrollment for the fall semester.

I. Guidelines for Research Requirements for the Ph.D.

The process of completing research requirements for counseling psychology can be a confusing one for advisors and students. There are specific sources of assistance for this process. Resource persons (advisor, other faculty), academic coursework, and written materials (e.g., Manual of Rules and Regulations of the Graduate College, Counseling Psychology Student/Faculty Handbook, Ethical Principles of Psychologists, APA Publication Manual) are available to deal with many of the aspects of conducting and reporting on research. However, there are areas of potential ambiguity arising out of the balance of individual versus shared contributions to the research. On the one hand, the student is the author of the research, and such authorship indicates major or primary responsibility for the research. On the other hand, often for the ME and less often for the dissertation, the student receives substantive assistance from the sources described above. Such substantive assistance can involve formulating the problem, structuring the experimental design, organizing and conducting the study, collecting the data, entering the data into the computer, programming the analyses, or interpreting the results. It is difficult to specify “rules” for determining when such assistance violates the spirit and intent of the student’s authorship of the research project. Therefore, the following suggestions about responsibilities are given for both advisors and students:

1. Consult about research plans that involve any degree of supportive assistance, including amount to be paid, if any; specific tasks to be completed by others; and rationale for use of others.

2. Discuss appropriate procedures and questions to use when requesting consultation about research projects.

3. Acknowledge supportive contributions within the master’s equivalency or thesis.

4. Maintain as a guideline that advisor and student are able to convey to the committee an accurate, comprehensive, and personal understanding of the problem, design, data collection, statistical analysis, and interpretation of the study.

5. In formulating the literature review, all sources should be cited. APA ethics prohibit plagiarism; however, the advisor and student should also be sure that the literature review reflects the student’s integration of the research that has been used to justify the research project.

6. The following are suggested references:

APA. (2002). Ethical principles of psychologists and Code of Conduct. American Psychologist, 57, 1060-1073.

Winston, R.B. (1985). A suggested procedure for determining order of authorship in research publications. Journal of Counseling and Development, 63, 515-518.

J. Therapy

Students may have a need for a therapist while enrolled in the program. The following is a partial list of therapy contacts:

1. Abbe Center for Community Mental Health (sliding fee scale)

338-7884

\*\*\*Important Note: Students who seek therapy here are ineligible for practicum

training at this site.

2. University Counseling Service (no fee)

335-7294

3. Family Stress Clinic

335-7686

4. Private practitioners who have interest/expertise working with graduate students

a. Anderson, Arnold & Associates (Many UI CP graduates)

354-3232

b. Counseling and Health Center

337-6998

c. East Iowa Psychology Group

358-9397

d. Marchman Psychology Associates

354-8057

e. Dr. Candida Maurer (Limited availability)

337-3313

f. Dr. Virginia Stamler

354-7394

VII. Ethical and Professional Considerations

A. The University of Iowa Sexual Harassment Policy

The University of Iowa adopted a Sexual Harassment Policy in 1986 that applies to all University employees. Thus, graduate students holding University assistantships are bound by this policy. A copy of the policy may be obtained through the Coordinator of the program.

B. Ethical Principles of Psychologists

C. General Guidelines for Providers of Psychological Services