

Counseling Psychology Program  
Program Handbook  
Department of Psychological and Quantitative Foundations  
College of Education  
University of Iowa

**Finalized 2/24/2025**

Preface

We assembled the materials contained in this handbook 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 This handbook is not an official publication of The University of Iowa and in case of conflict is superseded by the Manual of Rules and Regulations of the Graduate College.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 and it is posted on our website. Certain program requirements are purposefully 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 (COE) and can be revised at any time by action of the CP faculty. The remaining policies pertinent to CP students are those of the University of Iowa COE and taken from various official University publications. *We govern a student's program of study by the regulations operative on the date of the student's initial matriculation, unless the student chooses to be regulated by policies adopted subsequently.*

## **Chapter 6 – Nondiscrimination Statement**

(Amended 9/98; 6/04; 12/06; 5/15; 5/12/22; 5/24/24)

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, or associational preferences. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Senior Director, Office of Civil Rights Compliance, the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, [daod-ocrc@uiowa.edu](mailto:daod-ocrc@uiowa.edu).

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## I. Program Overview

### A. 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 1980 and has maintained continuous accreditation since that time. We are a scientist-practitioner program that trains students to create and disseminate scholarly research as well as engage in evidence-based practice. 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, we developed our curriculum to integrate psychological theory, professional development, and research training and to link specifically 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, 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.

The counseling psychology doctoral program was reaffirmed accreditation in Spring 2020 with the next site visit occurring in 2029.

Contact information for the American Psychological Association Office of Program Consultation and Accreditation

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Washington, DC 20002-4242

[apaaccred@apa.org](mailto:apaaccred@apa.org)

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### B. 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 recent graduates:

- Postdoctoral Fellowships/Traineeships
- University/College Faculty Members
- University/College Counseling Center Staff Members
- Medical School Faculty Members
- VA Medical Center Staff Psychologists
- Hospital Psychologists
- Pediatric Psychologists
- Neuropsychologists
- Community Mental Health Center Staff
- Private Practice
- Consultation/Business (e.g., IBM, Target)
- Other (Armed Forces, nonprofit organization, FBI)

### **C. Professional Training Opportunities**

The University of Iowa (UI) 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 (UIHC); VA medical center in Iowa City; The UI's Women's Resource and Action Center; The UI Belin-Blank Center for Gifted Education and Talent Development; Grinnell College Student Health and Counseling Services (SHACS); Scanlan Center for School Mental

Health; and other sites within the community. For most students, the first practicum will be one of four sites including: Iowa's University Counseling Service (UCS; an APA accredited internship site); UI Belin-Blank Center, the Scanlan Center for School Mental Health, or the Telepsychology Training Clinic. Subsequently, students and faculty work jointly to select advanced practicum sites. The variety of sites ensures 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; consultation; and outreach and prevention. Depending on the site, students may gain experience in working with developmental problems, relational concerns, substance abuse, marital and family problems, rehabilitation and health concerns, neuropsychological assessment, and severe psychopathology. Furthermore, the clientele across sites presents a diversity in age, race/ethnicity, sexual orientation, gender identity, and educational level. Our program is committed to training psychologists to be competent in their work with diverse populations. During almost all practica, students receive supervision from a licensed psychologist or supervision that is supervised by a licensed psychologist. Faculty must approve all instances where a licensed professional other than a psychologist provides supervision. Faculty members who serve as coordinators of practica and internships conduct ongoing evaluation of all practicum sites.

All students are required to complete a year long, full-time, pre-doctoral internship. Sites must be APA accredited or, in a rare exception, approved with documentation of the rationale by the faculty.

#### **D. Research Training Opportunities**

In addition to receiving training as practitioners, students also are 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. We match students with a faculty member to serve as an advisor in completing their dissertation. Each faculty advisor holds a research seminar (PSQF:7394) where students will work with faculty on research projects and requirements. This course also is designed to help students learn the skills necessary to complete articles one and two of their dissertation. Students are expected to begin research in their first year by working with their advisors through their research seminar classes.

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.

No research can proceed without the approval of the appropriate UI Institutional Review Board. This applies to research conducted off campus (e.g., an internship or practicum site) or in collaboration with researchers from elsewhere in the University. In such cases, all involved departments and sites review the research. Information on human subjects approval is available at <https://www.hso.research.uiowa.edu/education-and-training>. Students must complete IRB training by the end of their first semester. **All student research must be supervised by a CP faculty member who must be listed on any IRB submitted by students.**

#### **E. Faculty**

The members of the CP 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 and the Iowa Psychological Association, and are active in publishing their own work and reviewing the work of others.

The following list highlights the interest areas of faculty members:

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

Professor, Interim Department Executive Officer, and Associate Dean for Research  
Office: 362 Lindquist Center (319-335-5495)

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

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

Clinical Associate Professor  
Grinnell College Doctoral Program Director  
Office: 352 Lindquist Center

Interest areas: Group and individual counseling, with an appreciation for unique contexts and clients' identities, supervision, outreach to connect with a variety of communities.

Amanda Case, Ph.D. (University of Wisconsin - Madison)

Associate Professor  
Office: S372 Lindquist Center

Interest areas: Out-of-school support for youth well-being and educational success, family and sociopolitical factors in youth outcomes, practices and policies that support effective researcher-community partnerships, preparation and professional development of youth workers

Dan Clay, Ph.D. (University of Missouri)

Professor and Dean  
Office: N201 Lindquist Center

Interest areas: pediatric psychology.

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

Myron and Jacqueline Blank Endowed Chair & Director, Belin-Blank Center; Professor  
Office: 600 Blank Honors Center

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

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

Professor  
Office: N334 Lindquist Center (319-335-5333)

Interest areas: Psychotherapy process and outcome, group therapy, therapist effects, psychotherapy training, psycho oncology, and multicultural counseling

Julie Koch, Ph.D. (University of Minnesota-Twin Cities)

Professor

Office: 360 Lindquist Center (319-467-0490)

Interest areas: Leadership; supervision, training, and development of counseling psychologists; LGBTQ mental health and affirmative practice; prevention in school settings; microaffirmation; nature and mental health.

Stacey McElroy-Heltzel, Ph.D. (Georgia State University)

Assistant Professor

Office: N336 Lindquist Center (319-467-1651)

Interest areas: Positive psychology, particularly humility and its subdomains (e.g., cultural humility, intellectual humility, political humility); forgiveness; religion/spirituality; measurement development and evaluation; and multicultural families.

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

Director of Higher Education Programming, Scanlan Center for School Mental Health, Clinical Professor

Office: S368 Lindquist Center

Interest areas: GLBTQ interests and concerns, Trans and GNB communities, issues related to gender identity, gender expression, and transition, psychological training and supervision, multicultural competence training in psychology, staff and faculty mental health and wellbeing, ethics related to clinical practice, group therapy systems, competent leadership, and humor in therapy.

## Staff

Kunjai Harwani, Administrative Services Administrator, Psychological & Quantitative Foundations

Office: 361 Lindquist Center (319-335-5579)

[Kunjai-harwani@uiowa.edu](mailto:Kunjai-harwani@uiowa.edu)

Isaac Hooley, PhD, Practicum Co-Coordinator, Project Director for Building a Mental Health Workforce to Serve Rural Iowa Youth Sponsored by the U.S. Department of Health and Human Services, Health Resources and Services Administration, Behavioral Health Workforce Education and Training.

Office: N364 Lindquist Center

[Isaac-hooley@uiowa.edu](mailto:Isaac-hooley@uiowa.edu)

Patricia Martin, Secretary, Psychological & Quantitative Foundations

Office: 361 Lindquist Center (319-335-5578)

[Patricia-martin@uiowa.edu](mailto:Patricia-martin@uiowa.edu)

## 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)  
 Professor Emerita  
 Licensed Psychologist, State of Iowa  
 Fellow, American Psychological Association

## **Adjunct Faculty**

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

## **F. 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. 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 CP program.

When students first enter the CP program at UI, they are assigned an advisor based on faculty/student interests, faculty expertise, and current advising loads. Students can switch advisors during their tenure at Iowa after consultation with the current advisor, the future advisor, and the CP program coordinator. Faculty may also initiate this process. We must follow all graduate college policies, and the educational priorities of the student are of the utmost importance. The entire CP faculty will be consulted in the event of an irreconcilable conflict.

It is the responsibility of the student to be familiar with current Graduate College requirements, policies, and deadlines. <https://grad.uiowa.edu/>

It is the responsibility of any international student to be fully familiar with, and compliant with, International Students and Scholars requirements. <https://international.uiowa.edu/ISSS>

Specifically, it is the international student's own responsibility to be in compliance with CPT policies every semester, including while completing pre-doctoral internship. <https://international.uiowa.edu/iss/current-students/f-1-students/CPT>

## **II. Degree Requirements**

### **A. Curriculum Requirements**

Students complete course work in each of the following areas:

College-Wide Research Requirements  
 Discipline Specific Knowledge  
 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, practicum class, and a year-long pre-doctoral internship. Research training is obtained through required course work, research seminar class, research team membership, and completion of the two-article dissertation.

If the student progresses at the expected rate, the program takes approximately 5-6 years to complete (including the pre-doctoral internship). In addition to the requirements listed above, the student must also complete the comprehensive exam process, which includes an oral and written defense.

Please note the CP program is a full-time program; thus, students cannot complete the program on a part-time basis. As mentioned above, the CP 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 COE policy <https://education.uiowa.edu/student-experience/graduate-student-life/#-phd-research-requirements>). The COE and CP program require 4 research courses (**16 semester hours**).

Quantitative statistics/research methodology 7 s.h.  
 PSQF:5900 Psychometrics (1 s.h.) AND  
 PSQF:6243 Intermediate Statistical Methods (3 s.h.) AND  
 PSQF:6246 Design of Experiments OR PSQF:7201 (Research Writing) OR  
 PSQF:6252 Multivariate OR PSQF:6270 Generalized Linear Models (3 s.h.)

Qualitative research 3 s.h.  
 PSQF:7331 Qualitative Educational Research Methods OR  
 EPLS: 7373 (Qualitative Research Design and Methods OR  
 RCE:7338 (Essentials of Qualitative Inquiry in Education OR  
 EDTL:7070 (Introduction to Qualitative Methods in Literacy Research

PSQF:7394 Supervised Research in Counseling Psychology 6 s.h.  
 (1 credit per semester for at least 6 semesters).

2. DSK (Discipline Specific Knowledge) requirements (**15 semester hours**). To ensure a thorough grounding in psychology, the program requires all students take approved course work in each of the following DSK areas:

Biological Aspects of Behavior 3 s.h.  
 PSY:6370 Principles of Neuropsychology OR  
 PSY:6440 Developmental Cognitive Neuroscience  
 Cognitive Aspects of Behavior 3 s.h.

- PSY:6230 Foundations in Learning, Memory, & Cognition OR  
 PSY:5212 Foundations in Behav & Cog Neuroscience OR  
 PSY:5610 Proseminar in Cognition and Perception OR  
 PSQF:6281 Cognitive Theories of Learning OR  
 PSQF:6200 Educational Psychology OR  
 PSY:6590 Judgment and Decision Making  
 Social Aspects of Behavior 3 s.h.  
 SOC:6210 Contemporary Approaches to Social Psychology OR  
 PSQF:7367 Social Psychology and Social Systems  
 History & Systems of Psychology 3 s.h.  
 PSQF:7320 History and Systems of Psychology  
 Developmental Aspects of Behavior 3 s.h.  
 PSQF:6312 Psychopathology Across the Lifespan
3. Counseling Psychology Core Requirements (**minimum of 54 semester hours**).
- PSQF:6223 Intro to CP Practice/Research I 3 s.h.  
 PSQF:6225 Intro CP Practice, Research, and Theory 3 s.h.  
 PSFQ:7452 Leadership, Consultation, and Supervision 3 s.h.  
 PSQF:7365 Theories of Psychotherapy 3 s.h.  
 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:6235 Multicultural Counseling 3 s.h.  
 PSQF:7306 Work Psychology and Career Interventions 3 s.h.  
 PSQF:7457 Advanced Group Leadership Experience 3 s.h.\*  
 PSQF:7354 Internship Readiness/Professional Issues 3 s.h.

**Practicum.** Beginning practicum (PSQF:7434) is the first course in the practicum sequence. Students must successfully complete at least one semester of PSQF:7434 before enrolling in PSQF:7453. Students must complete at least five semesters of PSQF:7453. Students typically complete five or more advanced practica at various sites approved by the Counseling Psychology faculty. **Minimum required semester hours for practicum is 18. However, if a student has met the 18 hours and is participating in an additional practicum experience, the student MUST be enrolled in advanced practicum for university liability purposes.**

Many students also do practicum during the summer sessions (usually during the 8-week terms). Students must 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.

\*Students should, if at all possible, complete a group therapy/counseling/theories course before participating in any group-related therapy activities (support groups, therapy groups, intervention groups, etc.). If this is not possible, students may be able to lead groups with adequate supervision or co-leadership.

4. Elective. The remainder of the program is planned individually and in collaboration with the doctoral student's major advisor. Electives need to be graduate-level courses (most are 6000 level or above, some in PSY are upper 5000s; **minimum of 3 s.h.**).

### **Additional curriculum requirements**

**Comprehensive Exam Review.** Students must complete documentation and faculty approval of the documents related to comprehensive exams. Please see the COE website for further information: <https://education.uiowa.edu/student-experience/graduate-student-life#graduate-exams>

**Internship.** Students spend a calendar year at an internship setting accredited by the American Psychological Association or, in rare cases, a non-APA accredited site approved 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 (aside from courses required in the student's final year and internship/dissertation).
- B. Successful completion and defense of comprehensive exams.
- C. Committee approval of the dissertation proposal.
- D. Successful completion of practicum requirements (with 3 outstanding practicum credits to be completed during their final semester).

Students who have completed and successfully defended their dissertations prior to leaving for internship must enroll in PSQF:7458 (Internship in Counseling Psychology) during their internship year, one credit hour (1 s.h.) per semester, in fall, spring, and summer. (3 s.h.) Students who have not completed their dissertation may enroll in one credit hour (1 s.h.) per semester until successful defense during their internship year.

**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**). Students who have completed internship requirements, but have not completed dissertation, must enroll in 1 s.h. of PSQF 7493: PhD Thesis or equivalent every semester until successful defense to maintain continuous enrollment in the program. See Graduate College requirements here: <https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees>

**Other.** Students must evidence appropriate levels of emotional balance and interpersonal skills; see the Competency Benchmarks in Professional Psychology for further definitions. The student must also act within the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

**100 total hours are required for the degree.**

Below are two tentative course sequences for students entering with a master's in an applied counseling field and for students entering the program with a bachelor's or a master's or advanced degree from a non-applied counseling field. This "typical" schedule is both flexible and incomplete. Each student and their advisor must individualize the program and plan for more course work to be completed in order to fulfill the 100 semester hour requirement. Dissertation credits are 12 semester hours and typically are added once research seminar credits are complete.

*At a minimum, the hours accrued are these: 16 for research, 15 for core courses, 36 for CP courses, 18 for practicum credits (not including summer practicum), 12 credits for dissertation, and 3 credits for electives. Total minimum credits is 100.*

Students who hold half-time assistantships are limited to 13 semester hours per semester (4 courses plus research seminar, which is 1 credit) per Graduate College policies.

### **Post-bachelor's Course Sequencing EXAMPLE**

	<b>Course Number</b>	<b>Course Title</b>
<b>Year 1</b>		
<b>Fall</b>		
	PSQF 6223	Intro to CP Practice/Research I
	PSQF 7457	Advanced Group Leadership Experience
	PSQF 6312	Psychopathology Across the Lifespan
	PSQF 7306	Psychotherapy III: Work Psychology
	PSQF 7394	Supervised Research in Counseling Psychology
<b>Spring</b>		
	PSQF 7365	Psychotherapy II: Theories of Psychotherapy
	PSQF 7310	Intelligence Assessment
	PSQF 6243	Intermediate Statistical Methods
	PSQF 6225	Intro to CP Practice/Research II: Therapy
	PSQF 7394	Supervised Research in Counseling Psychology
<b>Summer</b>		
	<i>Can take this any summer</i>	
	PSQF 5900	Psychometrics
<b>Year 2</b>		
<b>Fall</b>		
	PSQF 7434	Beginning Practicum in Counseling Psychology
	PSQF 7201	Research Writing
	PSQF 7465	Issues and Ethics in Professional Psychology
	PSY 5610	Proseminar in Cognition and Perception
	PSQF 7394	Supervised Research in Counseling Psychology
<b>Spring</b>		
	PSQF 7453	Advanced Practicum in Counseling Psychology
	PSQF 7356	Processes and Outcomes in Counseling/Psychotherapy
	PSQF 6235	Multicultural Counseling
	PSQF 7331	Qualitative Educational Research Methods
	PSQF 7394	Supervised Research in Counseling Psychology

<b>Year 3</b>		
<b>Fall</b>		
PSQF 7453	Advanced Practicum in Counseling Psychology	
PSQF 7320	History and Systems of Psychology	
PSQF 6370	Principles of Neuropsychology	
	Elective	
PSQF 7394	Supervised Research in Counseling Psychology	
<b>Spring</b>		
<i>Submit A1 and Take Comps</i>		
PSQF 7453	Advanced Practicum in Counseling Psychology	
PSQF 7452	CP Practice and Research III: Supervision/Consultation	
PSQF 7309	Personality Assessment	
PSQF 7367	Social Psychology and Social Systems	
PSQF 7394	Supervised Research in Counseling Psychology	
<b>Year 4</b>		
<b>Fall</b>		
<i>Apply for Internship</i>		
PSQF 7453	Advanced Practicum in Counseling Psychology	
PSQF 7470	Internship Readiness/Professional Issues	
PSQF 7493	PhD Thesis in Psych & Quant Foundations	
<b>Spring</b>		
PSQF 7453	Advanced Practicum in Counseling Psychology	
PSQF 7493	PhD Thesis in Psych & Quant Foundations	
<b>Year 5</b>		
<b>Fall</b>		
PSQF 7458	Internship in Counseling Psychology (1 s.h.) OR	
PSQF 7493	PhD Thesis	
<b>Spring</b>		
PSQF 7458	Internship in Counseling Psychology (1 s.h.) OR	
PSQF 7493	PhD Thesis	
<b>Summer</b>		
PSQF 7458	Internship in Counseling Psychology (1 s.h.) OR	
PSQF 7493	PhD Thesis	

### Post-master's Course Sequencing EXAMPLE

	<b>Course Number</b>	<b>Course Title</b>
<b>Year 1</b>		
<b>Fall</b>		
	PSQF 6223	Intro to CP Practice/Research I
	PSQF 7457	Advanced Group Leadership Experience
	PSQF 6312	Psychopathology Across the Lifespan
	PSQF 7434	Beginning Practicum in Counseling Psychology
	PSQF 7394	Supervised Research in Counseling Psychology

**Spring**

PSQF 7365	Psychotherapy II: Theories of Psychotherapy
PSQF 7310	Intelligence Assessment
PSQF 6225	Intro to CP Practice/Research II: Therapy
PSQF 7453	Advanced Practicum in Counseling Psychology
PSQF 7394	Supervised Research in Counseling Psychology

**Summer** *Can take this any summer*

PSQF 5900	Psychometrics
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**Year 2****Fall**

PSQF 7453	Advanced Practicum in Counseling Psychology
PSQF 7306	Psychotherapy III: Work Psychology
PSQF 7465	Issues and Ethics in Professional Psychology
PSQF 6243	Intermediate Statistical Methods
PSQF 7394	Supervised Research in Counseling Psychology

**Spring**

PSQF 7453	Advanced Practicum in Counseling Psychology
PSQF 7356	Processes and Outcomes in Counseling/Psychotherapy
PSQF 6235	Multicultural Counseling
PSQF 7331	Qualitative Educational Research Methods
PSQF 7394	Supervised Research in Counseling Psychology

**Year 3****Fall**

PSQF 7453	Advanced Practicum in Counseling Psychology
PSQF 7320	History and Systems of Psychology
PSY 6590	Judgment and Decision Making
PSY 6370	Principles of Neuropsychology
PSQF 7394	Supervised Research in Counseling Psychology

**Spring** *Submit A1 and Take Comps*

PSQF 7453	Advanced Practicum in Counseling Psychology
PSQF 7452	CP Practice and Research III: Supervision/Consultation
PSQF 7309	Personality Assessment
PSQF 7367	Social Psychology and Social Systems
PSQF 7394	Supervised Research in Counseling Psychology

**Year 4** *Apply for Internship***Fall**

PSQF 7453	Advanced Practicum in Counseling Psychology
PSQF 7470	Internship Readiness/Professional Issues
PSQF 7493	PhD Thesis in Psych & Quant Foundations Elective- if you take electives here, you will have to delay comps

**Spring**

PSQF 7453	Advanced Practicum in Counseling Psychology
PSQF 7493	PhD Thesis in Psych & Quant Foundations

<b>Year 5</b>		
<b>Fall</b>		
PSQF 7458	Internship in Counseling Psychology (1 s.h.) OR	
PSQF 7493	PhD Thesis	
<b>Spring</b>		
PSQF 7458	Internship in Counseling Psychology (1 s.h.) OR	
PSQF 7493	PhD Thesis	
<b>Summer</b>		
PSQF 7458	Internship in Counseling Psychology (1 s.h.) OR	
PSQF 7493	PhD Thesis	

At the end of the fourth year, students should have completed the majority of course requirements. Typically, students spend their final year completing the pre-doctoral internship requirement.

## **B. Practicum Guidelines and Information**

### **1. Introduction**

As an APA-accredited program, we endorse the guidelines concerning practicum training outlined in the APA Commission on Accreditation Implementing Regulations for Doctoral Graduate programs. 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 facilitates 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;
5. 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.

Direct questions about practicum to the Practicum Coordinator. This includes comments concerning the practicum sequence, sites, instructors, or supervisors, and issues requiring the consideration or action of the counseling psychology faculty.

## 2. Client Contact and Supervision Requirements

In our program, students are required to have a minimum of 450 direct clinical hours and at least 75 hours of supervision to apply for internship readiness. Support/indirect hours are devoted to such activities as writing case notes and assessment reports, processing recordings of clinical work, preparing for sessions, and attending case conferences and practicum seminar meetings.

We require students take at least six semesters of practicum (one semester of Beginning Practicum and at least five semesters of Advanced Practicum). Students typically log approximately 150 hours of practicum activity over the course of a semester, of which about 50-75 are direct client contact and about 20 are individual supervision.

Direct client contact refers to individual (including assessment), conjoint, group counseling, outreach, and consultation. It includes intake interviews and 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 necessarily relevant, but documenting demographics of individual group members is important. The practicum coordinator can provide more information about how to classify your clinical work. While the CP faculty make recommendations about how clinical hours are categorized, the licensed supervisor signing off on student training experiences is authorized to make a final decision. Students are encouraged to collaborate with supervisors early in their work at a new site to clarify how to classify their clinical duties.

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. In rare cases, a non-licensed psychologist (LMFT, for example) may supervise students, but this arrangement must be approved by the CP faculty (change Fall 2018). At least some portion of the supervision has to be in the form of observation via audio or video recording or live supervision. Between 1 and 1 ½ hours per week should be devoted to supervision.

### A. Issues in Supervision

Bring serious issues and concerns regarding the supervisory relationship 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. Consult with the Practicum Coordinator and your faculty advisor 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 consider those factors 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 Time2Track. Keep documentation current, as the supervisor or practicum instructor may ask to see them at any time. Because applications for internships require specific information about practicum hours, it is critical that students be vigilant about recording their experiences in practicum. All activities directly related to the student's practicum should be documented (e.g., reading in preparation for a client, peer/staff consultation about a client). Practicum Documentation is submitted to the practicum instructor at the end of the semester via Time2Track and placed in the student's training file. Students should pay close attention to instructions in their syllabus for submitting materials.

### 3. Practicum Sites and Application Process

All students must enroll in PSQF:7434 their first semester of practicum. Students with an adult focus complete their first practicum at the University Counseling Service (UCS) or the Telepsychology Training Clinic (TPTC). Students with a child/adolescent focus complete their first practicum at the Belin-Blank Center or Scanlan Center for School Mental Health. Subsequent practica (called "advanced") may be completed at a variety of approved sites, under course number PSQF:7453. Students are responsible for applying for advanced practicum placements within the timeframe and process facilitated by the Practicum Coordinator typically occurring between late January and early March for placements beginning the following fall semester. A list of approved sites and site evaluations are available from the Practicum Coordinator. All practicum forms are available on the program's website.

Counseling psychology faculty must approve all practicum sites. 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 approval is granted. Faculty may approve sites for one individual placement, rather than as a regularly approved site for the program. See the **Procedures** section for the process for obtaining faculty approval for such "specialized" placements. **Sites are required to provide appropriate supervision, and to require no more than 18 hours per week on-site from each student.**

Students who wish to apply for an additional practicum (based on low hours at their primary site) or supplemental practicum (after comprehensive exams; in addition to primary practicum, for specialization purposes), they must submit a written proposal to their faculty advisor and practicum coordinator. The advisor will present it to the faculty who will decide whether to approve the proposal. Students should work with the practicum coordinator and advisor to develop their proposals.

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. Students make arrangements for the incomplete with the practicum instructor early in the semester. The University requires 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. Some sites require students to submit to a background check and orientation.

#### 4. Procedures

Faculty design the practicum procedures 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.

##### 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. The practicum coordinator gathers information from practicum sites and shares general information from site evaluations to aid students in selecting sites appropriate for their goals. Students are also encouraged to discuss selections with their advisor and other students. Students should note if there are specific prerequisites of each site (e.g., previous therapy experience; familiarity with MMPI-2) prior to applying.
2. Students rank three practicum sites and submit the *Practicum Choice Form* to the Practicum Coordinator by the specified due date. The student's advisor must sign this form.
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 their intention to provide individual supervision to the student or a *Proposal for a New Practicum Site* 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 approve the sites to which students may submit applications, based on: a) student readiness and b) site needs. Although faculty makes every effort to honor students' requests, the faculty reserves the right to suggest and approve alternative sites.
6. The practicum coordinator and/or advisor will notify a student if they are not permitted to apply to a site noted on the choice form.
7. Students will prepare vitae for those sites and submit it to them by the date specified by the Practicum Coordinator. 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.
8. On the date specified by the Practicum Coordinator, students will send their vitae to sites and request an interview. 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.

## **Guidelines**

1. Students should discuss with their advisor their practicum options.
3. Adherence to the timeline is an absolute must.
4. Prepare vitae carefully and completely. Attend to spelling, grammar, etc.
5. Dress in a professional manner for interviews.
6. 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 their progress with these goals at formal evaluation sessions.

Formal evaluation ideally takes place at the end of each semester. The student and the supervisor provide the practicum instructor with a written evaluation on the *Evaluation Form* provided by the program (*Beginning Practicum Evaluation or Advanced Practicum Rating Form*). A copy of the evaluation 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 the Program Coordinator keeps and makes available to other CP students, if requested. Additionally, the student's evaluation form must be submitted to the practicum instructor and all hours documented and approved in Time2Track 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 and utilizes the APA Competency Benchmarks in Professional Psychology (<http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx>). Both at the Beginning Practicum and Advanced Practicum levels, students are evaluated on their successful attainment of *foundational competencies* (professionalism, relational, and science) and *functional competencies* (application, education, and systems). Students in a first Advanced Practicum would typically 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.

Students who are ending their service at a site will be responsible for termination or transferring their clients, working closely with their site supervisors. Students who are continuing at the same site may receive an Incomplete grade (to maintain coverage if their site supervisor believes it is important to maintain services over break). The student is responsible for submitting their required paperwork and contacting the practicum instructor who gave the Incomplete 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, race, 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

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

Year in program: \_\_\_\_\_

Practicum Objectives (skills to be developed, experiences sought, etc.):

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All previous practicum placements:

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Current Choices:

1<sup>st</sup> choice: \_\_\_\_\_2<sup>nd</sup> choice: \_\_\_\_\_3<sup>rd</sup> choice: \_\_\_\_\_

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

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

ADVISORS MUST SIGN!

## Sample VITA format

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 HISTORYMost recent position: where held, dates heldPrior position: etc.CLINICAL EXPERIENCECounseling 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 EXPERIENCEPublicationsPresentationsPapers Under ReviewResearch in ProgressTEACHING EXPERIENCE

PROFESSIONAL MEMBERSHIPS

Student Affiliate, The American Psychological Association  
Student Affiliate, The Iowa Psychological Association

GOAL FOR PRACTICUM

## Services Agreement between The University of Iowa Counseling Psychology Program and Practicum Site

This Services Agreement (“Agreement”) is made and entered into on this \_\_\_ day of \_\_\_\_\_, 202\_ (“Effective Date”), by and between \_\_\_\_\_ and the University of Iowa, through its College of Education, Department of Psychological and Quantitative Foundations Counseling Psychology Program (“UI”) for the provision of counseling and psychological services by counseling psychology doctoral students.

### RECITALS

WHEREAS, UI employs counseling psychologists on its faculty with extensive clinical experience;

WHEREAS, UI administers a graduate program in Counseling Psychology in which students undertake experiential learning activities;

WHEREAS, \_\_\_\_\_ has determined that certain counseling and psychological services be available to its client population; and

WHEREAS, \_\_\_\_\_ desires to engage UI doctoral students to provide professional services as described in this Agreement and UI desires to provide such services to \_\_\_\_\_.

IN CONSIDERATION of the above recitals and the mutual covenants contained in this Agreement, the parties agree as follows:

1. **SERVICES.** In accordance with all the terms and conditions of this Agreement, \_\_\_\_\_ hereby engages UI to provide the services (“Services”) set forth in this Agreement, by UI graduate students in counseling psychology doctoral program (“Doctoral Students”).
2. **STANDARD OF CARE.** UI CP doctoral students shall perform Services in accordance with the accepted standard of care in the professional specialty of counseling psychology under Iowa law and under guidance of training standards set by the UI CP program. \_\_\_\_\_ shall not exercise any control or direction over the progress of said students without first a.) informing the student and UI CP program faculty of areas of concern as early as possible and providing opportunities for remediation b.) said remediation should be created in collaboration with UI CP program faculty c.) \_\_\_\_\_ may evaluate remediation plan in collaboration with UI CP program faculty and outcome of this evaluation should be communicated to student and CP faculty d.) should the decision be to dismiss a student from a practicum site UI CP faculty will work with the student to determine next clinical training steps e.) UI CP faculty retains the right to determine if/how this dismissal will be recorded in the students’ academic files and if it reaches the threshold necessary to be reported to outside entities.
3. **QUALIFICATIONS.** As a condition to participating under this Agreement, each practicum site shall employ or partner with an experienced psychologist, at all times during the term of this Agreement, possess the qualifications set forth below.

- 3.1 State Licensure. Supervisors shall be duly licensed to provide the Services without restriction. Such supervisors will provide current proof of licensure to UI.

#### 4. **COVERAGE REQUIREMENTS.**

- 4.1 \_\_\_\_\_ shall have a right to participate in the process selecting any Doctoral Student to provide Services under this Agreement. UI shall retain final decision about Doctoral Students' eligibility to accept offer at given practicum setting.
- 4.2 Representatives of \_\_\_\_\_ and UI shall meet with the other promptly following every reasonable request of the other to discuss any concerns or problems that have occurred with respect to any Doctoral Student. In the event the parties are unable to resolve any concern or problem that has arisen with respect to any Doctoral Student within thirty (30) days of the date notice of the concern or problem and request for a meeting with respect thereto was given by \_\_\_\_\_ or UI to the other (except that the thirty (30) day period shall be reduced to three (3) days in the event the particular concern or problem relates to the safety and wellbeing of clients or any illegal or fraudulent act), the Doctoral Student shall no longer provide any Services under this Agreement. Nothing in this Section 4.2 is intended, nor shall be interpreted, as restricting or limiting UI's right to terminate the placement of any Doctoral Student pursuant to the terms and conditions of agreement between UI and the Doctoral Student.
- 4.3 UI and \_\_\_\_\_ agree to provide all training without regard to race, color, gender, sexual orientation, age, religion, disability status, or other factors unrelated to the students' provision of Services.
- 4.4 Responsibility. \_\_\_\_\_ agrees and acknowledges that \_\_\_\_\_ is ultimately responsible for its operations and determining the level of overall coverage it deems appropriate.

#### 5. **STATUS OF PARTIES.**

- 5.1 The parties understand and agree that Doctoral Students are engaged by this Agreement strictly as practicum students and that nothing in this Agreement is intended or shall be construed to create an employer-employee relationship, a joint venture relationship, or to allow \_\_\_\_\_ to exercise control or direction over the manner or method by which Doctoral Students matriculate through their program of study.

#### 6. **OPERATIONS.**

- 6.1 \_\_\_\_\_ shall at all times exercise ultimate control over the assets and operations of \_\_\_\_\_ and determine all policies and issues regarding the operation of \_\_\_\_\_. \_\_\_\_\_ shall notify UI of any determinations of \_\_\_\_\_ that may materially affect the performance of Services.

- 6.2 \_\_\_\_\_ shall provide all necessary space for Doctoral Students to perform Services as required herein.
- 6.3 \_\_\_\_\_ shall be solely responsible for its compliance with applicable licensure, accreditation, quality assurance program, and regulatory survey standards and requirements as it relates to the operation of any counseling and/or psychological services provided.
- 6.4 UI shall comply with applicable standards, policies and procedures of \_\_\_\_\_ including without limitation, policies governing workplace discrimination and harassment, conflicts of interest, e-mail usage, and risk management. These standards should be clearly communicated to students.
- 6.5 Each student shall comply with any dress code requirements imposed by \_\_\_\_\_.

## 7. COUNSELING RECORDS AND CONFIDENTIALITY.

7.1 Student Information. All student information shall be regarded by both parties as confidential and both parties shall comply with all federal and state laws and regulations pertaining to confidentiality of education records, including but not limited to the Family Education and Right to Privacy Act (“FERPA”) 20 U.S.C. 1232g, *et seq.*, and the regulations promulgated thereunder. Such information is considered confidential and is therefore protected from disclosure except in accordance with FERPA.

7.2 Counseling Records. \_\_\_\_\_ shall be responsible for the proper keeping and maintenance of student counseling records and other data. Such records shall be and remain the property of \_\_\_\_\_.

8. **USE OF NAME.** The parties agree they will not use the other party’s name or intellectual property, including trademarks, in any manner, including commercial advertising or as a business reference, without the expressed prior written consent of the other party. Any publicity regarding the Services provided pursuant to this Agreement will be the joint responsibility of UI and \_\_\_\_\_. The parties shall not take any action and shall refrain from taking any action which would mislead the public as to the true nature of the relationship between UI and \_\_\_\_\_.

## 9. TERM AND TERMINATION.

9.1 Term and Expiration. This Agreement shall commence on the Effective Date and continue until \_\_\_\_\_; provided, however, the Services to be provided under this Agreement shall occur only during the time UI is in session; any expectation of Doctoral Students to provide services during breaks must be explicitly discussed with the Doctoral Students prior to your offer/their acceptance of a practicum position. UI faculty must also approve Doctoral students to provide services during said breaks, and readily available supervision must be available to Doctoral Students in such situations.

9.2 Termination. This Agreement may be terminated as follows:

- (i) By mutual written agreement of the parties;
- (ii) In accordance with the terms of Section 2;
- (iii) By either party, without cause, upon giving 60 days prior written notice to the other party, with such termination to become effective upon the day after the expiration of such notice period;
- (iv) By either party in the event that the other party has materially defaulted in the performance of any obligation under this Agreement and such default shall not have been cured within 30 days following the receipt of notice to the reasonable satisfaction of the noticing party

## 10. LIABILITY AND INSURANCE.

**10.1 UI Liability.** UI agrees for itself and on behalf of its Doctoral Students and any other employee to be responsible for any and all claims and liability for injury to persons or property directly arising out of or caused by the negligence of UI, its employees or agents (including Doctoral Students) in the performance of its duties and obligations under this Agreement, to the extent permitted by Chapter 669 of the Code of Iowa.

**10.2 Liability.** \_\_\_\_\_ agrees for itself and on behalf of its employees to be responsible for any and all claims and liability for injury to persons or property directly arising out of or caused by the negligence of \_\_\_\_\_, its employees or agents, in the performance of its duties and obligations under this Agreement, to the extent permitted by applicable law.

### 10.3 UI Insurance.

- (i) UI shall at all times during the term of this Agreement obtain and maintain professional liability insurance coverage through self-insurance for its Faculty and commercial professional liability coverage for its Doctoral Students providing Services pursuant to this Agreement. Such coverage shall insure against claims that could be brought against it or any Doctoral Students rendered under this Agreement in an amount not less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) aggregate per policy year.

**10.4 Insurance.** \_\_\_\_\_ shall at all times during the term of this Agreement obtain and maintain at its expense general and professional liability insurance coverage for itself and its employees and agents for all claims of professional and/or general liability made during the term of this Agreement or thereafter arising from \_\_\_\_\_'s or its employees' or agents' performance under this Agreement.

**10.5 Claims.** Each party shall promptly notify the other of any claims in connection with any activity undertaken by either party under this Agreement, and, subject to applicable laws, of any facts and circumstances known to each which relate to such claim or which might

reasonably be deemed to give rise to a future claim asserted against the parties or any of their respective agents or employees in connection with such activities.

## 11. MISCELLANEOUS.

**11.1 Doctoral Students.** You can expect the number of Doctoral Students who will apply to your site will vary from year to year. There are a variety of factors that influence student interest in practicum settings. UI will ask that you provide a description of your site, including any unique expectations, for Doctoral Student consideration prior to their application to practicum sites.

If a Doctoral Student terminates their service before completing the semester/year, it is unlikely that another Doctoral Student to fill that position in that semester/year.

**11.2 Facilities and Equipment.** \_\_\_\_\_ is responsible for appropriate computer, software and other equipment necessary for the work conducted at each institution.

**11.3 Travel Expenses.** It is up to your site to determine if parking and/or travel expenses will be covered for Doctoral Students.

**11.4 Governing Law.** This Agreement shall be construed and interpreted under the laws of the State of Iowa.

**11.5 Disputes.** In the event of any dispute arising from or relating to this Agreement, the parties hereto shall seek to settle the dispute. To this effect, they shall consult and negotiate with each other and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties.

**11.6 Compliance.** Each of the parties shall comply with all laws, rules, and regulations adopted by the federal, state and local government authorities pertaining in any way to the performance of this Agreement.

**11.7 Notice.** All communications or notices required or permitted by this Agreement must be in writing and will be deemed to have been given at the earlier of the date when actually delivered to a party or when deposited in United States mail, certified or registered mail, postage prepaid, return receipt requested, and addressed as follows, unless and until either of the parties notifies the other in accordance with this section of a change of address:

If to UI:  
Amanda Case, Ph.D.  
361 Lindquist Center  
The University of Iowa  
Iowa City, Iowa 52242

If to \_\_\_\_\_:

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

IN WITNESS WHEREOF, the duly authorized representatives of the parties have executed this Agreement.

**THE UNIVERSITY OF IOWA**

\_\_\_\_\_

By: \_\_\_\_\_

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

Title: Practicum Coordinator, Counseling Psychology Program

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

By: \_\_\_\_\_

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

Title: \_\_\_\_\_

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

## 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.

## C. Comprehensive Exams

Students demonstrate their learning and development through their comprehensive examination. When students complete all required coursework and pass their comprehensive examinations, they advance to doctoral candidacy. The comprehensive examination (comps) rubric outlines expectations in the areas of research, practice, and community engagement. Part of the exam is to present and defend to the faculty.

### 1. Student Qualifications:

- a. The student's advisor will determine student readiness for written submission and oral defense of the student's comprehensive exams based on the following criteria:
  1. The student has completed all required coursework or is set to complete all coursework in the semester they are taking their comprehensive exam.
  2. The student has **independently** prepared the written materials for the comprehensive exam. Because the written comps materials are largely reflective, the student prepares the written materials without assistance of the advisor.
  3. **However, students must gain approval from their advisor of the research plan for their Article 2 / second paper of their dissertation. Additionally, students are required to work with their advisors in the conceptualization of the second paper of their dissertation.**
  4. If a student is enrolled in coursework during the semester they take comprehensive exams, they must successfully complete those courses to advance to candidacy.
- b. If a student wishes to defend their comprehensive exams without having satisfied the criteria listed above, they may petition for a waiver of that requirement.
- c. The student's advisor will be responsible for approving the composition of the committee, which must have at least four faculty members and consists of:

Chair or co-chair – Counseling Psychology faculty advisor and three additional faculty members. Including the Chair, at least three faculty must be tenure-track/tenured faculty. Any committee member from outside the counseling psychology program must have mental health licensure.

### 2. Composition of the Comprehensive Exam and Oral Defense:

- a. Students taking comprehensive exams in the spring semester must submit article one for publication by November 1 of the previous semester. Students taking comprehensive exams in fall semester must submit article one for publication by April 1 of the previous semester.

- b. Students will submit an electronic copy of their written comprehensive examination to their committee for review at least two weeks before the defense date,
- c. Students' written comprehensive exam materials consist of a case study, a research proposal outline, and a community engagement essay.
- d. Students' oral defense will consist of a presentation of their case study and their research proposal outline. Students will take questions from the committee on **any aspect** of their written or oral materials. Students may also be asked questions regarding major professional issues in the field of psychology and counseling psychology, ethical practice, history of counseling psychology, practice issues, professional identity, community engagement, etc. These questions will span individual, group, vocational, and/or multicultural counseling; assessment; and consultation. This list of possible topics is meant to serve as a guide; students are expected to have a comprehensive and current knowledge within the field.

Students should consult with their advisor concerning their preparation for the comprehensive exam process.

Students must successfully defend their comps **before or during** the spring semester before they intend to apply for internship. There are no summer comps defenses. Successful defense of the comprehensive exams means that the student receives a "Satisfactory" without any qualifications or contingencies. Even when a student has a Satisfactory rating, it is very common for committee members to require student revisions for their written materials, oral presentation, or both. If a student receives "Satisfactory" with minor revisions, the student must submit and have advisor approval of revisions within 14 days or sooner of the date of the comps exam, in compliance with graduate college deadlines, to allow enough time for committee signatures. 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 their committee before the last day of the semester in which they defend. If the student cannot complete these required changes and contingencies, the faculty will not approve the student for internship, and they will not be able to apply for internship that fall.

Students who defend their comprehensive exams must successfully do so 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 Exam

- a. The student's committee members will read their comprehensive exam written materials. Please refer to the Grading Rubric for Comprehensive Examinations for the specific criteria upon which the case study, research, and community engagement written materials will be evaluated.
- 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 their 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. As noted above, **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. Students are responsible for familiarizing themselves with Graduate College requirements for comprehensive exams. Section XII: Doctor's Degrees K. Comprehensive Examination outlines this policy: <https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees>
  - d. Students will be evaluated based on the Grading Rubric for Comprehensive Examinations provided in this handbook. They will prepare their written and oral defense materials for the comprehensive committee to review independently. Students should reflect on their clinical work, dissertation proposal ideas, and community engagement experience. Because this is the student's own experience, advisors will largely play a logistical role in helping the student prepare for the comprehensive examination and will only review and approve the student's purpose statement for their dissertation proposal outline prior to the defense.
  - e. **Written Material Evaluation:** The student's comprehensive examination committee will be required to complete the case study, research, and community engagement written component sections of the Grading Rubric for Comprehensive Examinations prior to the oral defense.
  - f. The comprehensive examination oral defense will include the following:
    - a. The student's advisor will lead the committee in a discussion of the written scores and strengths and weaknesses of the written materials. The committee will excuse the student during this discussion.
    - b. The student will present their case study (no more than 20 minutes) and will be asked questions about the case. They may address any weaknesses identified by the committee in the written materials.
    - c. The student will present their dissertation proposal outline (no more than 15 minutes). They may address the weaknesses identified by the committee in the written materials.
    - d. Next, the advisor will open the meeting for questions addressing community engagement and/or counseling psychology issues more broadly.
    - e. The student will be excused, and the committee will discuss scores for the oral examination components.
    - f. 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.
    - g. The student will rejoin the group; the advisor will announce the comprehensive examination result. Committee members will leave and the advisor will provide the student direct feedback for remediation.

### Comprehensive Exam Components

## Case Study Component (Written)

The case study component of the comprehensive exams will be about a client with whom the student has worked while enrolled as a practicum student in the counseling psychology doctoral program.

### Case study paper (max page 25 not including references; APA style)

**Client Background.** Briefly describe the relevant characteristics of the client, their context, and referral question/goals for treatment (1 – 2 paragraphs).

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

**Empirical Evidence.** Briefly describe and critique the research evidence that supports the student's approach to working with the client.

**Conceptualization and Treatment.** Discuss how you conceptualized the presenting problem and course of treatment or assessment according to your theoretical orientation or assessment framework. Use information from sessions to describe how therapy/assessment progressed and how you utilized techniques as informed by your theoretical orientation or assessment framework.

**Ethics.** Discuss the relevant 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.** You should review relevant theory, models, and research that informs your work with this client from a multicultural and diverse perspective. Diversity issues include identities of both the client and the practicum student therapist that are relevant to the case. Discuss how you navigated cultural identities with the client, how you integrated your client's cultural identities into your case conceptualization, and ways in which you were challenged to become more culturally competent through your work.

**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 (cognitive, neuropsychological, 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, etc. Students may also discuss what assessments they would have liked to use, and why.

**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.

**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.

### Case Study Component (Oral)

Students will give a 20-minute maximum presentation about their case study. Students will answer questions about the case, defend their intervention and/or assessment approach, and discuss ethical decision making related to the case.

### **Research Component (Written)**

The research component of the comprehensive exams will consist of completing a comprehensive paper illustrative of the student's dissertation proposal. This proposal is for the second article of the two-article dissertation format. **Students must gain approval from their advisor of the second paper of their dissertation research plan. Additionally, students are required to work with their advisors in the conceptualization of the second paper of their dissertation.**

The comprehensive research paper template is located in this handbook. It specifies all the components necessary in completing a dissertation proposal. These key components include:

1. Introduction.
2. Critical review and synthesis of the literature.
3. Theoretical rationale or justification for the project.
4. Purpose statement for the project.
5. Research questions and hypotheses (when applicable).
6. Proposed methodology.
7. Proposed analyses.
8. Potential limitations.
9. Potential significance.
10. References

This research component of the comprehensive exams will be completed independently **apart from identifying the research plan and conceptualization of the second paper of their dissertation.**

### **Research Component (Oral)**

During the oral examination, students will be required to present an overview of their dissertation proposal. Students will be expected to answer questions about their research approach and proposed study.

### **Community Engagement Component (Written)**

Students will write a short essay (1000 words max) about their approach to community engagement. The student will use the lens of community engagement (defined in the handbook, from theory/research literature, and learned through the program) to discuss their views of the role of a counseling psychologist in community engagement. Students should incorporate systemic and cultural issues.

## **GRADING RUBRIC FOR COMPREHENSIVE EXAMINATIONS**

This is the comprehensive exam grading rubric for faculty. Each committee member will independently rate the written component of comprehensive examination prior to the defense. The oral component will be graded after the oral student presentation. The student will be rated on items 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

#### Case Study Written Component

Item	Rating	Comment
1. Demonstrated enough information to understand the client's contextual and cultural background.		
2. Demonstrated an understanding of how these identities influence treatment objectives.		
3. Demonstrated ability to conceptualize client's presenting concerns using chosen theoretical orientation.		
4. Demonstrated case planning and interventions consistent with theoretical orientation.		
5. Demonstrated ability to critique key empirical findings related to theoretical orientation and interventions used with client(s).		
6. Demonstrated intermediate level knowledge and understanding of APA ethical principles and code of conduct.		
7. Demonstrated ability to apply relevant ethical principles to the case.		
8. Demonstrated how work issues influence the client and integrated this into the discussion of client issues.		
9. Demonstrated an understanding of the differences between routine outcome monitoring and assessment, and how each can be applied to the case.		
10. Demonstrated an understanding of the importance of the use of diagnosis in treatment planning.		
11. Demonstrated accurate self-assessment of competence and ability to accurately recognize strengths and weaknesses of therapeutic process and approach.		
12. Demonstrated appropriate use of supervision in treatment approach and self-reflection.		
13. Demonstrated high quality writing, with good organization and clarity.		

#### Case Study Oral Component

Item	Rating	Comment
1. Demonstrated how client background and how cultural and contextual issues influenced therapeutic approach.		
2. Demonstrated how theoretical orientation and explained relevant concepts.		
3. Demonstrated how theoretical concepts were relevant to case.		
4. Demonstrated how relevant ethical issues relevant to the case, such as ethical guidelines, laws and regulations.		
5. Demonstrated an understanding of the ethical guidelines, laws, and regulations were relevant to the specific case.		
6. Demonstrated a self-reflective process and use of supervision.		
7. Demonstrated an ability to answer relevant questions about the case and to defend treatment approach.		

### Research

#### Research Written Component

Item	Rating	Comment
1. Demonstrated an adequate critical review and synthesis of the literature.		
2. Demonstrated strong theoretical rationale or justification for the project.		
3. Demonstrated ability to provide clear research questions and hypotheses (if appropriate).		
4. Demonstrated appropriate methods for study and decision making to use particular methodology.		
5. Demonstrated rigorous and feasible methods.		
6. Demonstrated ability to describe appropriate statistical or qualitative analyses.		
7. Demonstrated understanding of potential limitations of the study.		
8. Demonstrated ability to describe potential significance of the study.		
9. Demonstrated high quality writing, with good organization and clarity.		
10. Demonstrated ability to provide references/citations that are appropriate, up to date, relevant, and thorough.		

#### Research Oral Component

Item	Rating	Comment
1. Demonstrated ability to critique and synthesize existing literature.		
2. Demonstrated a strong rationale for study.		
3. Demonstrated a clearly articulated methodology.		
4. Demonstrated knowledge of how to use analyses to answer questions.		
5. Demonstrated ability to describe potential limitations.		
6. Demonstrated ability to describe potential significance of the study.		

### Community Engagement

#### Community Engagement Written Component

Item	Rating	Comment
1. Demonstrated use of existing theory or research to describe personal perspective on community engagement.		
2. Demonstrated understanding of connection of community engagement to psychological practice and research.		
3. Demonstrated ability to include systemic and cultural issues.		
4. Demonstrated high quality writing, with good organization and clarity.		

#### Research Component (Written) – Dissertation Proposal Outline

INTRODUCTION (1 page max)	
CRITICAL REVIEW AND SYNTHESIS OF LITERATURE (8-10 pages)	

RATIONALE / JUSTIFICATION (1 page max)	
RESEARCH QUESTION(S) AND HYPOTHESES (IF APPROPRIATE) (1 page max)	
METHODS / DESIGN (2 pages max)	
ANALYSES (1 page max)	
POTENTIAL LIMITATIONS (1 page max)	
POTENTIAL SIGNIFICANCE (1 page max)	
REFERENCES	

#### D. **Dissertation Requirements**

To fulfill the dissertation requirement, the counseling psychology program requires a two-dissertation article format.

1. **Guidelines:** Policies and procedures for dissertation are governed by the Graduate College. Refer to the Manual of Rules and Regulations of the Graduate College for an explanation of these procedures.
2. **Composition of Dissertation Committee:**

Composition of the dissertation committee: A committee of at least four faculty members. Chair or co-chair (Counseling Psychology faculty member); one additional counseling psychology faculty member; one other faculty member; one faculty member from outside the department. Except for the Chairperson, any one member may be a non-tenure-track individual who has been approved to be on the committee by the Graduate College. Therefore, at least three of the faculty members must be members of the UI tenure-track faculty, and only ONE member of the committee may be a non-tenure track individual.

- a. Two Counseling Psychology Faculty members, one of whom chairs or co-chairs the committee.
  - b. One additional faculty member.
  - c. At least one faculty member from outside the counseling psychology program.
3. All necessary forms are available online.
  4. Timing of Dissertation Defense
    - a. Copies of the dissertation must be submitted for the committee members' review at least 2 weeks before the date of the defense. Students should check with committee members as to the format they would like to have when reviewing the dissertation (i.e., hard copy, electronic).
    - c. Students may defend their dissertation the spring semester prior to going on internship if their dissertation is completed.

### **3. Article One and Article Two Format**

The first article in the two-dissertation format will be the result of a first year research seminar project developed in collaboration with your advisor. 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 and cannot be a manuscript submitted for publication through a course requirement. 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.

Article one is expected to be submitted for publication at least by November 1 prior to sitting for spring comprehensive exams or April 1 prior to sitting for fall comprehensive exams, and ideally by the end of the student's second year.

Article two also will be developed in collaboration with the student's research advisor with the student as lead author and responsible for most 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. Committee members must also approve of the student's project prior to applying for internship. The composition of the committee shall satisfy the requirements of the final dissertation committee set forth by the University of Iowa Graduate College. Students in the program are required to have a proposal defense of their dissertation. The student must

successfully defend the proposal before being cleared by the faculty to apply for internship. Students must have their proposal fully approved, with revisions completed, by October 1 of the year in which they apply for internship. Successful defense of the proposal means that the student's committee agrees that the student may proceed with the study. In some cases, the committee may wish for the student to make changes to the proposal. The student's advisor and dissertation committee members must approve all changes prior to the student being approved to apply for internship the fall in which they are applying. No dissertation proposal meetings are scheduled in the summer term. The proposal will include: APA article style (journal formatted-specific to journal style) introduction with proposed methods. Students should work with their 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. Please note that not all faculty are available over the summer, and you need to plan accordingly with your advisor.

### **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:** Introduction/Literature Review

**Chapter 2:** Method

**Chapter 3:** Results

**Chapter 4:** Discussion

The student (with guidance from the committee) will identify appropriate publication outlet(s) for article two. However, the dissertation must be submitted in Graduate College dissertation form to the committee for the formal defense. Advisor/advisee will determine how and when to publish Article 2. Advisors may wish to withhold their signatures of completion of the dissertation until the article is submitted for publication.

**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.**

### **E. Internship**

**Guidelines.** Students spend a calendar year at a pre-doctoral internship approved by the Counseling Psychology faculty. All APA accredited internships are considered approved. Sites must be APA accredited or, in a rare exception, approved by the faculty following documentation of the rationale provided by the student. Students may plan a full-time internship or may spend two years in a half-time internship.

1. 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. Successful defense of 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 September 1 in the semester they intend to apply for internship. The faculty will review the student's application and inform the student of its decision after the meeting.

When the internship has been selected in February, the student should notify the coordinator of internship in writing of the official beginning and ending dates of the internship. The coordinator will verify these with the internship training director.

A student may graduate if and only if the official ending date of the internship is prior to the graduation date, and the program has received all materials specified in the internship completion form prior to release for graduation. The coordinator of internship will release a student for graduation. An internship completion form will be completed by the coordinator and placed in the student's permanent file prior to release for graduation.

Note that students who successfully defend the dissertation cannot officially graduate until after the internship completion form is filed with the coordinator of internship. If a student's 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 required to be released for 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. The soonest their degree could be conferred would be December. The University confers degrees in August, December, and May ONLY.**

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) \_\_\_\_\_

Master's Hours:

Client Contact \_\_\_\_\_ Supervision \_\_\_\_\_

Other \_\_\_\_\_ Total \_\_\_\_\_

**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 first application deadline (include program sanctioned hours):

Hours: Client Contact \_\_\_\_\_ Supervision \_\_\_\_\_  
Other \_\_\_\_\_ Total \_\_\_\_\_

Anticipated by start of internship (include program sanctioned hours)

Hours: Client Contact \_\_\_\_\_ Supervision \_\_\_\_\_  
Other \_\_\_\_\_ Total \_\_\_\_\_

Program Sanctioned 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. Waiver Procedure**

1. Procedures for student requests for waivers:

Type I: Students who request a waiver of a curriculum requirement based on previous equivalent graduate coursework.

This waiver should be handled by each advisor in collaboration with the course instructor for the course the student is petitioning to waive. The advisor has the obligation to evaluate prior graduate work and the authority to grant equivalency. Such decisions remain binding regardless of whether 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 is evaluated by the entire CP faculty. In this case, students must transmit the request in writing to the CP faculty through their 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.

Courses able to be waived include: Psychopathology across the Lifespan, Work Psychology, and Advanced Group Leadership Experience.

**\*\*International students** please note: Some courses taken at institutions outside of the U.S. may not be able to transfer. This determination is made by the office of graduate admissions. Please work with your advisor and/or program coordinator to determine transferability.

**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 for which a waiver is requested. Submit the signed form via email to the Coordinator for signature and the Coordinator will place it into 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 the academic year.
- B. The student will complete the annual review form and submit it to their advisor and CC the program coordinator. The student and their advisor will meet prior to the review meeting if there are significant problems to discuss.

##### Specific criteria areas:

1. Progress in completion of required coursework;
  2. Progress in completion of comprehensive exam 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 a paper at convention, selection as graduate assistant);
  7. When appropriate, meeting contract specifications;
- C. The student will schedule a meeting during the yearly review period to meet with the entire faculty. At faculty discretion, this annual review meeting may occur between advisor and advisee.
  - 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 timeline 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 their 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, failing grade [D or F] in a course), 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. After the evaluation meeting, the coordinator will provide the student with a report of the progress rating and a summary of the faculty discussion of progress.
  - G. If the student disagrees with the faculty evaluation, they 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 the 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, students will meet with or email their 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, minimum), excluding summer semester.
- B. A student and their 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

- 1) Students not completing the Counseling Psychology program by the end of their sixth 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 the student and advisor 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 two semesters following the 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, unless approved by the faculty. 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. 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, and any other professional role you may hold associated with the program.

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.

#### **D. 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.

#### **E. Artificial Intelligence (AI) Use Policy**

Please see your course syllabus for course-specific AI policies. Instructors have the right to determine how AI may be used in courses.

This policy is to guide other program-related writing, such as but not limited to: comprehensive exams, submission of abstracts for conferences, Articles 1 and 2, other research projects/manuscripts, or grant proposals. Students are expected to comply with this policy.

AI tools such as Copilot may be used for the purposes of pre-submission activities such as brainstorming, testing out ideas, outlining, structuring an argument, or copy editing (for style and syntax accuracy) text that you originally drafted without help from AI. You may not use AI to rough draft the content of your written work. Students are responsible for submitting work that meets standards for quality and factual accuracy. Before submitting any product that was created in any way by AI, students are responsible for fact-checking all statements and ensuring that any content drawn from other sources, including the use of AI, is appropriately acknowledged

through the citation practices used. You must explicitly declare within the document whether and how AI was used, ensuring that that use complies with the rules stated in this section.

APA's Publications and Communications Board authored the following policy in Summer 2023, which hereby applies to this policy:

- When artificial intelligence (AI) is used in the drafting of a document, the use of AI must be disclosed and [cited](#). See: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
- AI cannot be named as an author.
- When artificial intelligence (AI) is cited, the student must employ the software citation template, which includes specifying in the methods section (or if a method section does not exist in the written product, this information should be placed in a sensible section) how, when and to what extent AI was used.
- Students must provide the full input and full output of the AI as an appendix at the end of the document, so be sure to retain full copies of all input and output during document preparation so that it can be counted as an appendix (appendix will not count against page limits, when relevant).

Students are responsible for familiarizing themselves with university policies. For example, see <https://its.uiowa.edu/services/protecting-sensitive-data/using-artificial-intelligence-ai-tools-research>

Lack of adherence to this policy may be considered plagiarism / academic misconduct.

University of Iowa  
Counseling Psychology Program

Policy on Student Ethical Misconduct, Problematic Behavior, Academic Performance, 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.)

### **Introduction**

The purpose of this policy is to clarify and identify areas of professionalism, academic performance, 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, academic performance concerns, 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. The program is governed by the American Psychological Association's Ethical Principles and Code of Conduct.

### **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 perform at 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.]

### **Procedures**

Impairment, incompetence, ethical misconduct, academic performance issues, 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 about a student in the counseling psychology program should be brought to the Program Coordinator. 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, among others, 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, what was the response?
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 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 views 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 (in rare cases, termination from the program) 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, they may contact the DEO.

Regardless of the outcome of the meeting, the student and 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 for the initial remediation plan will be monitored at each faculty meeting for one semester (or a period specified by the faculty). After the six-month (or specified) period, the faculty will determine if the student has successfully addressed all components of the remediation plan. If not, the student may be placed onto a second remediation plan, which is considered a formal disciplinary action by the counseling psychology program and will be reported to APPIC on the student's application for internship. Students will be placed onto disciplinary action for a period of time determined by the Counseling Psychology faculty. Progress during the disciplinary action period 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 file. If progress is viewed by the faculty as insufficient during either the initial remediation plan or disciplinary action periods, 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.

## **Academic Performance**

We expect CP students 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, U (Unsatisfactory), or D/F in a course does not reflect adequate performance in the course. In those cases where students receive a C, U, or D/F in their course, the following procedures will apply.

Students receiving their first C (- or +) must inform their advisor immediately and will be put on an internal academic remediation plan with the counseling psychology program. The remediation plan will include the following stipulations. First, the student will need to meet with the faculty to discuss academic progress issues. Second, the student will be mandated to retake the course to make a grade of B or better. Third, the student will consult with their faculty advisor to discuss time management, study skills, and schedule changes to assist the student with their academic progress. The student will have one year to meet these stipulations. If the plan is not successfully completed within one year, the faculty will follow-up with disciplinary action. If students receive more than one C (- or +) in any semester or receive a second C (- or +) during their course work, faculty will convene to discuss appropriate action which may include a determination of failure to make successful academic progress.

In those cases, wherein the student 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) earning grades of C in two or more courses; (b) receiving an Unsatisfactory in any courses where grades are given by Satisfactory (S) or Unsatisfactory (U); or (c) failing any graduate-level academic course (grade of D or F).

#### **Additional Points of Emphasis**

- A. 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.
- B. This policy is subject to annual review/revision.

**Signatures** \_\_\_\_\_  
Student

\_\_\_\_\_  
Advisor

The student's signature on this document verifies reading the policy and agrees to its terms.

**IV.****STUDENT COMPLAINT PROCEDURES AND ACCOMMODATIONS  
College of Education**

Student complaint procedures can be found on the following COE link  
<https://education.uiowa.edu/faculty-and-staff-resources/student-complaint-procedure> .

Student Disabilities. Students with disabilities are able to work with Student Disability Services for assistance. Information about SDS is found at: <https://sds.studentlife.uiowa.edu>

Sexual Harassment. The University sexual harassment policy is located at:  
<https://opsmanual.uiowa.edu/community-policies/sexual-harassment>

## V. Financial Assistance

Our program is unable to guarantee funding to all students. 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, 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. There may be restrictions related to funding and employment of international students.

Information about other scholarships and awards offered through the College of Education is located at the following website: <https://education.uiowa.edu/cost-and-aid> Information regarding scholarships and awards offered through the Graduate College can be found at the following website: <https://www.grad.uiowa.edu/funding>.

## VI. Student Employment/Extracurricular Experience 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 their 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-eighths 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 because 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 their 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 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.



**(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 discrete and independent of each other.

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

**Employment Information****Practicum Information**

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

\_\_\_\_\_  
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.

**VII. Miscellaneous**

**A. Offices**

All students who receive financial support via a research or teaching assistantship in the P&Q department 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 Patricia Martin in the Psychological and Quantitative Foundations Department Office. Allocation of keys and office furniture is also coordinated by Patricia Martin. Keys for access to Lindquist Center during evening and weekend hours can also be requested.

**B. Mailboxes**

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.

**C. Memberships in Professional Organizations**

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

**D. Travel Support**

Some semesters, the College of Education will provide students with some monies for travel. Students interested in receiving reimbursement must submit a rationale for the conference, training, or research. Once funding is approved, subsequent to the conference, training, or research, students submit receipts for reimbursement.

**E. 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, 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 to a consultant, 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 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.

#### **G. Student Records**

Official student folders are held on a secure drive available to faculty in the program. The COE Office of Student Services (Lindquist Center, N310) creates and maintains these files as official student files. In this official file are students' original application materials, acceptance letters, fellowship letters (when applicable), program of study, comprehensive exam results, and dissertation defense results. Application materials are maintained on the campus MAUI records system. The program coordinator keeps an unofficial advising folder for all students in the program. In this file are assistantship contracts (when applicable), practicum hour documentation and evaluations, annual progress letters and documentation, requests for curriculum waivers (copies), and any correspondence related to performance, academic progress, and/or impairment.