Counseling Psychology Program

Program Handbook

Division of Psychological and Quantitative Foundations

College of Education

University of Iowa

**Revised for Fall 2014**

Composition of the dissertation committee:  Chair or co-chair, Counseling Psychology faculty member; either two additional counseling psychology faculty members or one counseling psychology faculty member and one departmental (Psych and Quantitative Foundations) faculty member; one faculty member from outside the department (Psych and Quant); one other faculty members.  Except for the Chairperson and the outside member, any member may be a non-tenure-track individual who has been approved to be on the committee by the Graduate College.

Preface

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 This handbook is not an official publication of The University of Iowa and in case of conflict is superseded by the Manual of Rules and Regulations of the Graduate College.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

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

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I. Program Overview

A. Description

The Counseling Psychology program at The University of Iowa is a doctoral program that was granted full accreditation by the American Psychological Association in the Spring of 1983. No master's degree is offered through the program. The program's primary goal is to train students to achieve competency in providing a wide range of psychological services and in conducting research on a variety of psychological problems. To achieve our goal, our curriculum has been developed to integrate psychological theory, professional development, and research training. 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. Our program has a very strong commitment to human diversity, and multicultural training. There is a two course sequence in the area of multicultural counseling and we attempt to include multicultural components 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. Our program is designed to encourage innovation in a wide range of human services as well as the provision of traditional counseling approaches.

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 in the field of psychology whose practitioners help people improve their well-being, alleviate their distress, resolve their crises, and increase their ability to solve problems and make decisions. Counseling psychologists utilize scientific approaches in their development of solutions to the variety of human problems resulting from interactions of intrapersonal, interpersonal and environmental forces. Counseling psychologists conduct research, apply interventions, and evaluate services in order to stimulate personal and group development, and prevent and remedy developmental, educational, emotional, health, organizational, social and/or vocational problems. The specialty adheres to the standards and ethics established by the American Psychological Association."

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.

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

Postdoctoral Fellowships/Traineeships

University/College Faculty Members

University/College Counseling Center Staff Members

Medical School Faculty Members

VA Medical Center Staff Psychologists

Hospital Psychologists

Community Mental Health Center Staff

Private Practice

Consultation/Business (e.g., IBM)

Other (Armed Forces, nonprofit organization)

B. Professional Training Opportunities

The University of Iowa Counseling Psychology program is dedicated to the training of professional psychologists. All students are required to accumulate a minimum of 400 hours of practicum as part of the basic program requirements although most students complete more hours. Practicum agencies utilized by the Counseling Psychology program include university and college counseling centers; The University of Iowa Hospitals and Clinics; VA medical center in Iowa City; The University of Iowa's Women's Resource and Action Center; The University of Iowa Belin-Blank International Center for Gifted Education; community mental health centers; the homeless shelter, and state agencies such as a state hospital. For all students, the first practicum is a Training Clinic at The University of Iowa's Counseling Service (an APA accredited internship site). Subsequently, students and faculty work jointly to select advanced practicum sites. The variety of sites insures that students will receive broad training in different treatment modalities and with a diverse clientele. Regularly available at the sites are experiences in individual, conjoint, and group counseling/ psychotherapy; assessment; and outreach and prevention. Depending on the site, students may gain experience in working with substance abuse, marital and family problems, rehabilitation and health concerns, developmental problems, neuropsychological assessment, and severe psychopathology. Furthermore, the clientele across sites presents a diversity in age, ethnicity, sexual orientation, and educational level. Our program is committed to training psychologists to be competent in their work with these diverse populations. During any practicum, students receive supervision from a licensed psychologist or supervision that is supervised by a licensed psychologist. Ongoing evaluation of all practicum sites is conducted by faculty members who serve as coordinators of practica and internships.

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

C. Research Training Opportunities

In addition to receiving training as practitioners, students are also required to become competent in conducting research. Given the various research topics encompassed by the field of counseling psychology, the research interests of the faculty members include many different areas. Each student chooses a faculty member to serve as an adviser in completing his or her dissertation. Faculty members actively involved in research conduct regular meetings to discuss important research topics and projects with students. Many students are appointed to assistantships that involve conducting research with faculty members and other members of The University of Iowa faculty. Faculty members and students may participate in collaborative research projects with staff from The University of Iowa Hospitals and Clinics and the University Counseling Service. Several faculty members also conduct research supported by grants. Such projects have included an investigation of the effectiveness of psychological interventions for chronic low back pain, studying methods of communicating distressful information from physicians to patients, research on minority student development, and college student suicide.

Students are encouraged to take an active part in developing and conducting research as well as pursuing research interests of their own. The Counseling Psychology program sponsors guest lecturers from various psychology specialties to help acquaint students with a variety of research areas: among those who have recently visited The University of Iowa are Dr. John Krumboltz, Dr. Jim Lichtenberg, Dr. Derald Wing Sue, Dr. Karen Kitchener, Dr. Richard Suinn, and Dr. Melba Vazquez.

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

D. Faculty

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

The following list highlights the interest areas of faculty members:

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

Associate Professor and Internship Coordinator

Office: N334 Lindquist Center (335-5495)

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

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

Professor

Licensed Psychologist, State of Iowa

Fellow, American Psychological Association

Office: 360 Lindquist Center (335-5566)

Interest Areas: Health psychology (psychological aspects of cancer and chronic pain), medical education, health policy

Sam V. Cochran (Ph.D. - University of Missouri)

Clinical Professor and Director, University Counseling Service

Licensed Psychologist, State of Iowa

Fellow, American Psychological Association

Office: 3223 Westlawn (335-7294)

Interest Areas: Mood disorders in men, gender issues in counseling and psychotherapy, college student mental health issues.

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

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

Interest Areas: Assessment, counseling, and educational intervention with talented students who have a co-existing disability (i.e., twice-exceptional). Within this broad domain, Dr. Foley Nicpon is interested in how autism spectrum disorders, learning disabilities, ADHD, and internalizing disorders.

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

Professor and Training Director

Office: N328 Lindquist Center (335-5295)

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

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

Professor

Licensed Psychologist, State of Iowa; Diplomate in Counseling Psychology

Fellow, American Psychological Association

Office: 356 Lindquist Center (335-5562)

Interest Areas: College student suicide, severe weather phobia, men's health

**Adjunct Faculty**

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

**Audrey Bahrick**

Ph.D.-The Ohio State University  
Senior Staff Psychologist  
University Counseling Service  
The University of Iowa  
Office: 3223 Westlawn (335-7294)

**Julie Corkery**

Ph.D.-The University of Iowa  
University Counseling Service  
The University of Iowa  
Iowa City, IA 52242

**Dau-Shen Ju**

Ph.D.-The University of Iowa  
The University of Iowa  
Iowa City Veterans Administration Medical Center

Iowa City, IA 48603

**Valerie Keffala**

Ph.D.-The University of Iowa  
Dept. of Orthopaedics and Rehabilitation, UIHC  
Iowa Ciy, IA 52242

**Huan-Chung Scott Liu**

Ph.D. - University of North Texas

University Counseling Service  
The University of Iowa  
Iowa City, IA 52242

**Candida Maurer**

Ph.D.-The University of Iowa  
Private Practice  
Iowa City, IA 52240

**Amy Stockman**

Ph.D.-The University of Iowa  
Department of Anesthesia/Pain Clinic, UIHC  
Iowa City, IA 52242

**Adjunct Clinical Faculty**

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

**Heather M. Cochran**

Ph.D.-Central Michigan University   
Iowa City Veterans Administration Medical Center

Iowa City, IA 48603

**Mary G. Mitchell**

Ph.D. - The University of Iowa

Iowa City Veterans Administration Medical Center

Iowa City, IA 48603

**Robert F. Musson**

Ph.D. - Northwestern University

Iowa City Veterans Administration Medical Center

Iowa City, IA 48603

**Doris J. Stormoen**

Ph.D. - University of Wisconsin, Madison

Iowa City Veterans Administration Medical Center

Iowa City, IA 48603

**Wendy Anne VanVoorst**

Ph.D. - Central Michigan University

Iowa City Veterans Administration Medical Center

Iowa City, IA 48603

E. Students

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

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

II. Degree Requirements

A. Curriculum Requirements

Students complete course work in each of the following areas:

College-Wide Research Requirement

Basic Psychology Core

Counseling Psychology Core

Electives

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

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

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

1. Research Requirements (Please see College policy on its website at <http://www.education.uiowa.edu/students/phd-research-req.aspx>.) The College and program require six research courses. All College of Education doctoral students must take 7X:150 Introduction to Educational Research. Counseling Psychology students must also take 7P:243 (Intermediate Statistics) and either 7P246 Design of Experiments OR 7P:244 Correlation and Regression. Counseling Psychology students must also take 7P331 Qualitative Educational Research Methods. Student then select one additional qualitative course and one additional quantitative course OR two additional qualitative courses. The College policy is contained at the end of the curriculum requirements.
2. Basic Psychology Core Requirements (15 s.h.)--To ensure that students have a thorough grounding in psychology, the program requires that all students take approved course work in each of the following basic psychology core areas:

(15 s.h.)

Biological Bases of Behavior 3 s.h.

Cognitive-Affective Bases of Behavior 3 s.h.

Social Bases of Behavior 3 s.h.

History and Systems 3 s.h.

7P:312 Psychopathology Across the Lifespan 3 s.h.

4. Counseling Psychology Core Requirements (minimum of 36 s.h.)

7P:223 Intro to CP Practice/Research I 3 s.h.

7P:225 Intro to CP Practice/Research II 3 s.h.

7P:452 CP Practice and Research III (Supervision/Consultation) 3 s.h. (added Sp12)

3 s.h.

7P:305 Psychotherapy I: Dynamic and Phenomenological

Approaches 3 s.h.

7P:310 Intelligence Assessment 3 s.h.

7P:309 Personality Assessment 3 s.h.

7P:356 Processes and Outcomes in Counseling Psychotherapy 3 s.h.

7P:365 Psychotherapy II: Cognitive and Behavioral

Approaches 3 s.h.

7P:465 Issues and Ethics in Professional Psychology 3 s.h.

7P:235 Multicultural Counseling 3 s.h.

7P:306 Psychotherapy III - Vocational Counseling 3 s.h.

7P:457 Advanced Group Leadership Experience) 3 s.h.\* (10-2014)

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

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

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

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

6. Portfolio Review – Students must complete documentation and faculty review of the Portfolio.

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

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

B. Successful completion and defense of the Portfolio.

C. Successful defense of the doctoral dissertation prospectus

D. Successful completion of practicum requirements.

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

8. Dissertation – A major research study to be planned in collaboration with the doctoral student's major advisor. The number of semester hours for dissertation credit can range from 12 to 15.

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

105 total hours are required for the degree.

The following tentative schedule is a "typical" six-year program based on 12 s.h. per semester without summer work. It suggests covering the counseling psychology core, the basic psychology core, and the research core in the first four years. This "typical" schedule is both flexible and incomplete. Each student and his or her adviser must individualize the program and plan for more course work to be completed in order to fulfill the 96 semester hour requirement. Dissertation credit ranges from 12-15 semester hours.

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

First Semester

Psychology Core, Beginning Statistics, or Qualitative Research Requirement 3 s.h.

7P:223 Intro to CP Practice/Research I 3 s.h.

7P:312 Psychopathology Across the Lifespan 3 s.h.

7X: 150 Introduction to Educational Research 3 s.h.

Second Semester

7P:225 Intro to CP Practice/Research II 3 s.h.

7P:310 Personality Assessment 3 s.h.

7P:243 Intermediate Statistics 3 s.h.

7P:310 Intelligence Assessment 3 s.h.

Third Semester

7P:305 Psychotherapy II 3 s.h.

7P:434 Practicum 3 s.h.

7P:306 Psychotherapy III 3 s.h.

Psychology Core or Research Requirement 3 s.h.

Fourth Semester

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

7P:365 Psychotherapy I 3 s.h.

7P:235 Multicultural Counseling 3 s.h.

Psychology Core or Qualitative Research Requirement 3 s.h.

Fifth Semester

7P:465 Issues/Ethics in Professional Psychology 3 s.h.

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

Psychology Core or Research Requirement 3 s.h.

Elective 3 s.h.

Sixth Semester

7P:320 History and Systems of Psychology 3 s.h.

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

7P:356 Processes and Outcomes in Counseling 3 s.h.

Psychology Core or Research Requirement 3 s.h.

Seventh Semester

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

Group Psychotherapy 3 s.h.

Core Psychology or Research Requirement 3 s.h.

Elective 3 s.h.

Eighth Semester

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

Core Psychology or Research Requirement 3 s.h.

Elective 3 s.h.

Ninth Semester

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

Counseling and Psychology Research/Practice III 3 s.h.

Dissertation Credits 3-6 s.h.

Research Requirement 3 s.h.

Tenth Semester

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

Research Requirement 3 s.h.

Dissertation Credits 3-6 s.h.

Summer practicum is not identified in this schedule.

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

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

7P:457 Adv Group Psychotherapy, Leadership, Practice 3 s.h. (9-2010)

At the end of the fourth year, the majority of course requirements should have been completed. The fifth year is flexible and is devoted to completion of the Portfolio Review, the doctoral dissertation, and pre-doctoral internship. Typically the final year is spent completing the pre-doctoral internship requirement.

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

B. C-Grade Policy (Implemented Fall 2006)

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

C. Practicum Guidelines and Information

1. Introduction

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

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

2. the capability to conceptualize human problems;

3. awareness of the full range of human diversity;

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

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

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

and consultation; and

6. ability to contribute to current knowledge and practice.

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

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

2. Client Contact and Supervision Requirements

In our program, students are required have a minimum of 400 hours of practicum (most students elect to take more), of which 150 are direct client contact and 75 are supervision; the remaining hours are devoted to such activities as writing case notes, processing tapes, preparing for sessions, and attending case conferences and practicum seminar meetings.

It is recommended that students take at least four semesters of practicum (one semester of Beginning Practicum and at least three semesters of Advanced Practicum). While this amount of practicum would clearly provide sufficient experiences to meet the program requirements, it is more typical that students take 4 or 5 semesters of Advanced Practicum in order to further enhance their readiness for internship. Students typically log approximately 150 hours of practicum activity over the course of a semester, of which about 40 are direct client contact and about 20 are individual supervision.

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

Supervision consists of scheduled, weekly meetings with an assigned supervisor, who is a licensed Ph.D.-level psychologist or, in some cases, a non-licensed person who is directly supervised by a Ph.D.-level 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. Between 1 and 1 ½ hours per week should be devoted to supervision.

A. Issues in Supervision

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

B. Supervisor Resources

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

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

3. Practicum Sites and Application Procedures

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

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

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

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

4. Procedures

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

A. Application Procedures

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

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

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

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

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

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

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

6. Students will be notified (via bulletin board) of the sites to which they may apply.

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

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

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

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

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

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

B. Guidelines

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

2. Read site information sheets and student evaluation sheets carefully and fully.

3. Adherence to the timeline is an absolute must.

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

5. Dress in a professional manner for interviews.

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

5. Evaluation

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

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

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

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

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

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

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

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

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

Revised April 1995

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

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

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

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

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

Previous Beginning and Advanced Practicum Placements:

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

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

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

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

Current Choices:

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

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

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

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

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

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

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

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

VITA

Name

Work Address Home Address

EDUCATION

Degree Major, Granting institution, date conferred

Any honors

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

EMPLOYMENT HISTORY

Most recent position: where held, dates held

Prior position: etc.

CLINICAL EXPERIENCE

Counseling Psychology Practica:

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

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

Practicum B: etc.

Other Clinical Experiences:

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

Other Training Experiences:

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

Relevant Coursework: (include current)

RESEARCH EXPERIENCE

Publications

Presentations

Papers Under Review

Research in Progress

TEACHING EXPERIENCEPROFESSIONAL MEMBERSHIPS

Student Affiliate, The American Psychological Association

Student Affiliate, The Iowa Psychological Association

GOAL FOR PRACTICUM

PRACTICUM SITE AND SUPERVISOR EVALUATION

Return to: Practicum Coordinator

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

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

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

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

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

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

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

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

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

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

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

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

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

SUPERVISOR EVALUATION

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

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

Overall, how effective was your supervisor?

What were your supervisor's strengths?

In what areas does your supervisor need improvement?

Would you recommend this supervisor to another student?

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

Revised 07/07 Semester and Year

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

Supervisor(s)

# DOCTORAL PRACTICUM DOCUMENTATION – UNIVERSITY OF IOWA

# INTERVENTION AND ASSESSMENT EXPERIENCE

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

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

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

**TOTAL INTERVENTION AND ASSESSMENT HOURS**

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

# SUPPORT ACTIVITIES

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

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

# SUPERVISION RECEIVED

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

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

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

|  |  |  |
| --- | --- | --- |
| a. Hours spent in one-on-one, face-to-face, supervision: | @ | @ |
| b. Hours spent in group supervision (for example, advanced practicum class time only including the hours in which you talked about cases): | @ | @ |
| c. Hours of peer supervision/consultation and case discussion on specific cases: | @ | @ |
| **Total Supervision Hours** (add IIIa, b, and c): | @ | @ |

**SUMMARY OF PRACTICUM HOURS**

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

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

# TEST ADMINISTRATION

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

1. **ADULT TESTS**

|  |  |  |
| --- | --- | --- |
| Name of Test | # Administered and Scored | # of Reports Written |
| Bender Gestalt | @ | @ |
| Millon Clinical Multi-Axial Inv. III (MCMI) | @ | @ |
| MMPI-II | @ | @ |
| Myers-Briggs Type Indicator | @ | @ |
| Personality Assessment Inventory | @ | @ |
| Projective Sentences (includes Rotter Sentence Completion and other Sentence Completion Tests) | @ | @ |
| Projective Drawings (includes Draw-a-Person Test and Kinetic Family Drawing Test) | @ | @ |
| Rorschach (scoring system: @) | @ | @ |
| Self-report measures of symptoms/disorders (e.g., Beck Depression Inventory) | @ | @ |
| Strong Interest Inventory | @ | @ |
| Structured Diagnostic Interviews (e.g., SADS, DIS) | @ | @ |
| TAT | @ | @ |
| Trail Making Test A & B | @ | @ |
| WAIS-III | @ | @ |
| Wechsler Memory Scale III | @ | @ |
| Other Tests: |  |  |
| @ | @ | @ |

1. **CHILD AND ADOLESCENT TESTS**

|  |  |  |
| --- | --- | --- |
| Name of Test | # Administered and Scored | # of Reports Written |
| Bender Gestalt  Connors Scales (ADD assessment) | @  @ | @  @ |
| Diagnostic Interviews (e.g., DISC, Kiddie-SADS) | @ | @ |
| Human Figure Drawing  Kinetic Family Drawing  Millon Adolescent Personality Inventory (MAPI)  MMPI-A | @  @  @  @ | @  @  @  @ |
| Parent Report Measures (e.g., Child Behavior Checklist) | @ | @ |
| Peabody Picture Vocabulary Test | @ | @ |
| Roberts Apperception Test for Children (RATC)  Rorschach (scoring system: @) | @  @ | @  @ |
| Self report measures of symptoms/disorders (e.g., Children’s Depression Inventory) | @ | @ |
| TAT  WISC-III | @  @ | @  @ |
| Woodcock Johnson III  WPPSI-R | @  @ | @  @ |
| WRAT | @ | @ |
| Other Tests: |  |  |
| @ | @ | @ |

1. **INTEGRATED REPORT WRITING**

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

a. Adults: @

b. Children/Adolescents @

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

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

# Attachment A

###### Therapy and Assessment Experiences

A. Individual Therapy and/or Assessment Experience

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Client #  (Also indicate if client is inpatient) | Gender | Age | Race/  Ethnicity\* | Sexual Orientation\*\* | Disabilities\*\*\* | Diagnosis Conceptualization | Hours |
| 1. |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |  |
| 10. |  |  |  |  |  |  |  |

B. Couples

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

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

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

\*Race/Ethnicity Categories:

African-American / Black / African Origin

Asian-American / Asian Origin / Pacific Islander

Latino-a / Hispanic

American Indian / Alaska Native / Aboriginal Canadian

European Origin / White

Bi-racial / Multi-racial

Other (Specify)

\*\*Sexual Orientation Categories:

Heterosexual

Gay

Lesbian

Bisexual

Other (Specify)

\*\*\*Disability Categories:

Physical / Orthopedic Disability

Blind / Visually Impaired

Deaf / Hard of Hearing

Learning / Cognitive Disability

Developmental Disability (Including Mental Retardation and Autism)

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

significantly interfere with adaptive functioning)

Other (Specify)

Name: Semester:

BEGINNING PRACTICUM CLINICAL MINIMUM COMPETENCIES

Code Major Subheadings: 1 - Appropriate behavior at beginning level

2 - Needs work

Code Minor Subheading: - Specific area to be contracted during next practicum

Satisfactory

+ Area of strength

**I. ATTENDING SKILLS**

\_\_\_\_\_ A) Non-verbal skills

\_\_\_ 1) Uses appropriate and culturally sensitive non-verbal behavior (i.e., effective eye

contact, open posture)

\_\_\_ 2) Attends to non-verbal behavior (i.e., client avoidance of eye contact)

\_\_\_ 3) Incorporates client non-verbal behavior into counseling process

\_\_\_\_\_ B) Listening Skills

\_\_\_ 1) Attends to client message

\_\_\_ 2) Accurately perceives content of client message

\_\_\_ 3) Attends to cultural meaning of client message, action responses

\_\_\_\_\_ C) Listening Responses

\_\_\_ 1) Clarifies understanding of client message

\_\_\_ 2) Paraphrases client message

\_\_\_ 3) Reflects client feelings

\_\_\_ 4) Summarizes content of client message

\_\_\_ 5) Offers minimal encouragers

\_\_\_\_\_ D) Action Responses

\_\_\_ 1) Probes for further information

\_\_\_ 2) Confronts inconsistencies in client message

\_\_\_ 3) Interprets clients' behavior and verbalizations

\_\_\_ 4) Provides information to client as needed

\_\_\_ 5) Asks open-ended questions

\_\_\_ 6) Uses silence effectively

\_\_\_ 7) Uses immediacy in sessions

\_\_\_ 8) Examines underlying cultural assumptions in responses made to clients

Supervisor's Comments (Section I)

**II. INTERVIEW MANAGEMENT SKILLS**

\_\_\_\_\_ A) Structure and Procedures

\_\_\_ 1) Obtains permission to tape sessions

\_\_\_ 2) Explains the counseling process

\_\_\_ 3) Defines the roles and responsibilities of client and therapist

\_\_\_ 4) Begins and ends interview in appropriate manner

\_\_\_ 5) Accurately and appropriately discusses limits of confidentiality

\_\_\_ 6) Refers client to another therapist or agency when appropriate

\_\_\_ 7) Keeps accurate records and case notes

\_\_\_ 8) Identifies client's concerns, issues, and feelings

\_\_\_ 9) Helps clarify client's goals

\_\_\_10) Helps client focus on his/her concerns

\_\_\_\_\_ B) Relationship with Client

\_\_\_ 1) Establishes rapport and engages client

\_\_\_ 2) Demonstrates respect for client

\_\_\_ 3) Appreciates/respects client's world view/cultural experience

\_\_\_ 4) Demonstrates a non-judgmental orientation

\_\_\_ 5) Expresses warmth and caring

Supervisor's Comments (Section II)

**III. Counseling Treatments and Techniques**

\_\_\_ 1) Uses specific techniques as appropriate

\_\_\_ 2) Generates hypotheses concerning client behavior and dynamics

\_\_\_ 3) Identifies areas of client functioning where further assessment is needed

\_\_\_ 4) Provide rationale for treatment approach based on client data and understanding

of cultural assumptions

\_\_\_ 5) Formulates appropriate interventions based on understanding of client data

\_\_\_ 6) Establishes appropriate short-term goals

\_\_\_ 7) Discriminates short-term from long-term goals

\_\_\_ 8) Demonstrates understanding of and skill in using at least two treatment

approaches.

\_\_\_ 9) Uses culturally appropriate and sensitive interventions and treatments

Supervisor's Comments (Section III)

**IV. PERSONAL CHARACTERISTICS**

\_\_\_\_\_ A) Recognizes and responds to impact of client on one's own thoughts/feelings/behaviors

\_\_\_\_\_ B) Recognizes and responds to impact of client cultural diversity (e.g., gender, ethnicity,

sexual orientation, culture) on one's thoughts/feelings/behaviors

\_\_\_\_\_ C) Is aware of and responsive to personal issues which might interfere with professional

duties

\_\_\_\_\_ D) Is starting to be aware of own limitations as a counselor/therapist

\_\_\_\_\_ E) Is starting to take risks; tries new behaviors

\_\_\_\_\_ F) Is open to examining own cultural biases and assumptions

Supervisor's Comments (Section IV) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_

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

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

**V. SUPERVISION**

\_\_\_\_\_ A) Is attempting to be free from defensiveness and willing to admit mistakes

\_\_\_\_\_ B) Uses supervisor's feedback

\_\_\_\_\_ C) Shows willingness to be observed and evaluated

\_\_\_\_\_ D) Assumes appropriate responsibility in supervision relationship

Supervisor's Comments (Section V) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

**VI. ETHICAL SENSITIVITY AND PROFESSIONALISM**

\_\_\_\_\_ A) Identifies and formulates a response to the ethical issues unique to this setting

\_\_\_\_\_ B) Conducts self in a manner consistent with the professional standards in this setting

\_\_\_\_\_ C) Understands the limits of confidentiality and practices in a manner consistent with

these limits

\_\_\_\_\_ D) Demonstrates awareness of the American Psychological Association's standards and

guidelines including Division 17 Principles for Therapy with Women and the

Guidelines for Psychological Practice with Ethnic and Culturally Diverse

Populations

\_\_\_\_\_ E) Demonstrates awareness, knowledge, and appreciation of client's cultural diversity and

understands the impact of that cultural diversity on the counseling relationship

Supervisor's Comments (Section VI)

Supervisor's Comments (Overall)

Supervisee's Comments

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

Supervisor's Signature & Date Supervisor of Record's Signature & Date

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

Supervisee's Signature & Date

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Trainee: | | | | | | | | Site: |
| Semester: | | | | | | | | Supervisor: |
|  | | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  |

**ADVANCED PRACTICUM EVALUATION**  
Revised July 2007

Directions: You are to describe and evaluate the professional development of the trainee in five competency areas. First, for each of the six dimensions A through F, use the scales provided to indicate the normative developmental level exhibited by the trainee at entry and at exit from this practicum (Beginning – Intermediate – Advanced).

Next, evaluate the trainee’s performance on the five global dimensions and specific items using the following 5-point scale. These evaluations should be made in reference to the expected performance given the developmental level of the trainee. Skip any items that do not apply.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Considerably Below Expectations | Slightly Below Expectations | At Expected  Level | Slightly Above Expectations | Considerably Above Expectations |

With the understanding that these ratings are subjective, if you would like, please use the space below to describe your conceptualization of the scales on this evaluation form (i.e., expected level and normative level of performance):

A. TREATMENT PLANNING AND COUNSELING IMPLEMENTATION SKILLS

\_\_\_\_ Check here if this section is not applicable to this student at this site.

Normative Level (check one for each scale)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At Start of Semester: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At End of Semester: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

Overall Evaluation (1-5)

1. Develops and follows treatment plan.

2. Conceptualizes client concerns in a way that usefully guides the therapy process, goals, and interventions.

3. Articulates a theoretical orientation that is related to behavior within sessions.

4. Uses culturally appropriate and sensitive counseling skills.

5. Uses the following skills as appropriate:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | a. confrontation |  |  | e. empathy |
|  | b. interpretation |  |  | f. immediacy |
|  | c. self-disclosure |  |  | g. summarization |
|  | d. information giving |  |  | h. feedback |

|  |
| --- |
| Please elaborate on your ratings above: |

B. PSYCHOLOGICAL ASSESSMENT SKILLS

\_\_\_\_ Check here if this section is not applicable to this student at this site.

Normative Level (check one for each scale)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At Start of Semester: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At End of Semester: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

Overall Evaluation (1-5)

1. Competently administers and scores the psychological tests and questionnaires that are used in this setting. (Please circle all of the types of tests that apply):

|  |  |
| --- | --- |
|  | a. intellectual (e.g., WAIS-R). |
|  | b. personality (e.g., MMPI-2). |
|  | c. vocational (e.g., SCII). |
|  | d. projective (e.g., TAT). |
|  | e. achievement (e.g., WRAT-R). |
|  | f. neuropsychological (e.g., BDAE). |
|  | g. diagnostic (e.g., SADS). |
|  | h. other (specify      ) |

2. Conducts a clinical interview that obtains information not readily obtained through formal testing.

3. Accurately interprets the tests and questionnaires used in this setting.

4. Integrates test data with other relevant material (i.e., clients’ histories, behavioral observations, collaterals’ reports) to obtain clinical profiles of clients.

5. Completes a full mental status examination.

6. Generates hypotheses about a client’s problems, prognosis, treatment programs, and future behavior.

7. Writes reports that integrate all the assessment data in a clear and professional manner.

8. Provides interpretation of assessment data in an appropriate manner to his/her clients (i.e., in client’s language; appropriate type and amount of information).

9. Makes appropriate recommendations and referrals.

10. Considers cultural identity and experiences when choosing an assessment tool and integrates cultural data into write-up and interpretation of test results.

|  |
| --- |
| Please elaborate on your ratings above: |

C. ETHICAL SENSITIVITY AND PROFESSIONALISM

Normative Level (check one for each scale)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At Start of Semester: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At End of Semester: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

Overall Evaluation (1-5)

1. Identifies and responds to the ethical issues unique to this setting.

2. Conducts self in a manner consistent with the professional standards in this setting.

3. Understands the limits of confidentiality and practices in a manner consistent with these limits.

4. Demonstrates application of the American Psychological Association’s “Ethical Principles of Psychologists and Code Of Conduct.”

5. Demonstrates knowledge and appreciation of client’s diversity and understands the impact of that diversity on the counseling relationship.

|  |
| --- |
| Please elaborate on your ratings above: |

D. CHARACTERISTICS OF A DEVELOPING PROFESSIONAL

Normative Level (check one for each scale)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At Start of Semester: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At End of Semester: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

Overall Evaluation (1-5)

1. Establishes productive working relationships with peers, supervisors, and staff members.

2. Takes responsibility for indicating when the communication of others is not clear.

3. Demonstrates understanding of and adaptation to agency procedures and professional standards of behavior.

4. Demonstrates tolerance for ambiguity.

5. Demonstrates positive attitude toward one’s own growth and learning.

6. Demonstrates sense of personal adequacy and worth in professional work.

7. Shows an awareness of and ability to cope with personal reactions (due to values, personal issues, client presenting concerns, etc.) which could otherwise interfere with professional duties, services and relationships.

8. Monitors and recognizes one’s own limitations in this professional role.

9. Demonstrates willingness to make purposeful changes in self.

10. Is developing a professional identity that integrates both the characteristics of the individual and the standards of the profession.

11. Recognizes and responds to client cultural diversity (e.g., gender, ethnicity, sexual orientation, culture) on one’s thoughts/feelings/behaviors.

|  |
| --- |
| Please elaborate on your ratings above: |

E. USE OF SUPERVISION/SUPERVISION RELATIONSHIP

Normative Level (check one for each scale)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At Start of Semester: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At End of Semester: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

Overall Evaluation (1-5)

1. Assumes responsibility in an appropriate manner.

2. Actively solicits feedback from supervisor.

3. Willing to admit mistakes, and is responsive to feedback.

4. Recognizes the need for supervision, referral, or consultation. Does not demand that oneself handle everything alone.

5. Is able and willing to discuss and analyze own behavior in this professional role (i.e., thoughts, feelings, or actions) and own cultural assumptions during supervision.

6. Shows willingness to be observed and evaluated.

7. Is willing to be assertive with supervision; does not inappropriately defer to supervisor.

8. Implements comments or assignments formulated in supervision.

9. Uses individuals other than supervisor for skill development.

10. Attends supervisory sessions on time and regularly.

11. Establishes and maintains an appropriate working relationship with supervisor.

|  |
| --- |
| Please elaborate on your ratings above: |

F. EVALUATION OF OVERALL PROGRESS

Normative Level (check one for each scale)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| At Entry to this Site: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Present Performance: |  |  |  |  |  |
|  | Beginner |  | Intermediate |  | Advanced |

Please describe the growth of this student in the time you have worked together:

If there are additional skills, strengths, or growth edges not addressed by this form, please use this space to list and comment on them:

Recommendations for further experience:

|  |  |
| --- | --- |
| 1. | Ready for the next level of training. Next practicum might focus on |
| 2. | Ready for predoctoral internship. If additional practicum is chosen, it might focus on |
| 3. | Other |

|  |
| --- |
| Supervisor’s Comments: |
| Supervisee’s Comments |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Supervisor’s signature |  | Date |
| Supervisee’s signature |  | Date |
| Supervisor of Record’s signature |  | Date |

D. Portfolio Defense

1. Student qualifications:

a. The student's advisor will determine student readiness for defending the student’s portfolio based on the following criteria:

1. The student has completed all required coursework, and

2. The student has completed the portfolio requirement.

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

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

1. Chair or co-chair – Counseling Psychology faculty

2. One other Counseling Psychology faculty member

3. One other Divisional faculty member

4. Two other faculty members chosen in consultation with advisor

A minimum of five members is required.

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

2. Composition of the Portfolio Defense

1. The portfolio defense consists of (a) providing the committee two complete hardcopies of a portfolio for review.
2. The portfolio must be successfully defended by the end of the Fall or Spring academic semester. A successful defense is one that has cleared any reservations.
3. Portfolios must be turned into the committee at least 2 weeks before the date of the defense.
4. During the meeting, the student will present one case study and defend ethics questions from the committee.

c. Other possible topics to be covered in the portfolio are as follows:

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

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

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

f. Questions for the Counseling Psychology portfolio defense will be generated by the CP faculty.

g. Students are advised to consult with their advisor concerning their preparation for the portfolio defense.

h. Students must successfully defend their portfolios before or during the Spring semester before they intend to apply for internship. For instance, if a student intends to apply for internship in Fall 2010, the student must have successfully defended their portfolio the Spring semester before (Spring 2010). The end of the semester is the final day of regular instruction for the Spring semester (last day of finals week). There are no summer portfolio defenses. Successful defense of a portfolio means that the student receives a “Pass” without any qualifications or contingencies. If the student defends the portfolio and receives a “Pass with Reservations,” the student must successfully complete the contingencies (i.e., rewrite a paper, write another paper, meet with faculty, etc.) required by his/her committee before the day that faculty approve students for internship (Usually at the beginning of October). If the student cannot complete these required changes and contingencies, the student will not be able to apply for internship and the faculty will not approve the student to apply for internship.

i. Students who defend their portfolio must successfully defend within the same semester. The final date for the end of the semester typically is the last day of finals week. If the student does not defend the portfolio by the end of the semester, the student must re-defend the portfolio in another semester.

j. Students intending to apply for internship must successfully defend their portfolio, at the latest, the Spring semester before the semester they intend to apply for internship. There are no summer portfolio defenses. (change 8-2010). .

3. Evaluation of the Portfolio

a. The student's committee members will read the portfolio. The criteria for evaluation of responses include the following:

1. adequacy of student's knowledge base

2. familiarity with empirical findings

3. order and logic of thinking and presentation

4. synthesis and integration of materials and ideas

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

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

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

2. In the event of a report with two or more votes of “satisfactory with reservations,” the exact stipulations of the committee should be recorded with the report form. If the stipulations involve further examination in a particular area of study, the statement should be specific in defining the area, in requiring additional courses or other procedures, and in specifying the time and method of satisfying the stipulation. The candidate will not be admitted to the final oral examination until such stipulations have been satisfied. The executive of the major department should promptly send a written report to the Graduate College giving date of removal of "reservations".

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

1. Students will be evaluated based on the portfolio evaluation form attached. They will be rated from 1 (lowest) to 5 (highest). They must receive a 3 or higher on all written and oral components of the portfolio defense. On any portion on which they receive a score lower than 3, they may be asked to remediate that portion by their portfolio committee. The elements and schedule of that remediation will be determined by the students’ portfolio committee. (change 8-2010).

**PORTFOLIO EVALUATION SUMMARY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section** |  | **Evaluator** |  | **Score (1= low, 5=high)** | | |
| **Written** |  | **Oral** |
| ***Goal 1*** |  |  |  |  |  |  |
| Transcript |  |  |  |  |  |  |
| Term Paper 1 |  |  |  |  |  |  |
| Term Paper 2 |  |  |  |  |  |  |
| ***Goal 2*** |  |  |  |  |  |  |
| Refereed Journal Paper |  |  |  |  |  |  |
| Convention Paper |  |  |  |  |  |  |
| ***Goal 3*** |  |  |  |  |  |  |
| APA/Conference Paper |  |  |  |  |  |  |
| Volunteer Activity |  |  |  |  |  |  |
| Organizational Affiliation |  |  |  |  |  |  |
| ***Goal 4*** |  |  |  |  |  |  |
| Formal Case Presentation |  |  |  |  |  |  |
| Practicum Evaluations |  |  |  |  |  |  |
| Grades in 3 Psychotherapy Courses |  |  |  |  |  |  |
| Materials from Psycho-Ed. Workshop/Evaluations |  |  |  |  |  |  |
| Scholarly Paper |  |  |  |  |  |  |
| **Goal 5** |  |  |  |  |  |  |
| Multicultural Course Grade |  |  |  |  |  |  |
| Diverse Clientele Documentation |  |  |  |  |  |  |
| Commitment to Multiculturalism |  |  |  |  |  |  |
| **Goal 6** |  |  |  |  |  |  |
| Resolution of Ethical Dilemma |  |  |  |  |  |  |
| Reflective Summary of Ethical Dilemma |  |  |  |  |  |  |
| Grade in Ethics Course |  |  |  |  |  |  |
| ***Goals 7*** |  |  |  |  |  |  |
| **Theoretical Orientation Paper** |  |  |  |  |  |  |
| **Goal 8** |  |  |  |  |  |  |
| Documented Interdisciplinary Team/Paper |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |

| **Sections** | **Evaluator** | **Comments** | **Written** | **Oral** |
| --- | --- | --- | --- | --- |
| **Goal 1: Students will be knowledgeable in the foundations of psychology as a science and as a profession.** |  |  |  |  |
| Transcript of grades/curriculum documentation form (current at time of portfolio submission) |  |  |  |  |
| 2 term papers, one from a core psychology course and one from a counseling psychology course, that document broad knowledge in psychology\* |  |  |  |  |
| **Goal 2: Students will demonstrate competence in the areas of research design, implementation, and evaluation.** |  |  |  |  |
| 1 paper, student first or second author, submitted to a refereed journal# |  |  |  |  |
| 1 paper, student first or second author, presented at a peer-reviewed convention# |  |  |  |  |
| **Goal 3: Students will develop a professional identity as a counseling psychologist.** |  |  |  |  |
| Attend 1 conference (e.g., IPA, APA) including 1 invited talk, 5 presentations, and 1 poster session. Write a reflective paper or conference journal/diary at the time of attendance which documents the sessions attended and reflects on the conference experience. (This experience should occur before the third year.)# |  |  |  |  |
| Volunteer for 1 professional activity within counseling psychology (examples are hosting suite, serving as local representative for national group)# |  |  |  |  |
| Document affiliation with 2 national/local organizations relevant to the professional identity of counseling psychology and with the student’s own interests (examples are Division 17 SAG, Division 45 SAG; these memberships **must be at least one year in duration at the time of the portfolio review**)# |  |  |  |  |
| **Goal 4: Students will self-identify and function as scientist-practitioners in their assessment and practice, and in their preparation, work, and employment.** |  |  |  |  |
| A formal case presentation. This case presentation is an oral presentation during the defense and a paper included in the portfolio. The case may be focused on assessment, therapy or both. This case presentation must include assessment and DSM-IV information, evidence of science-practice integration, formal written treatment summary, attention to diversity, and explicit discussion of evidence based/supported treatments with the client\*+ |  |  |  |  |
| All practicum evaluations”\*+ |  |  |  |  |
| Grades in 3 psychotherapy courses\* |  |  |  |  |
| Materials from 1 psychoeducational workshop and evaluations of same\* |  |  |  |  |
| **Scholarly Paper Guidelines**  The purposes of the scholarly paper are to (a) aid the student’s development of a specialty clinical and research interest area, (b) potentially serve as the literature review of a student’s dissertation, and (c) allow the faculty to assess the student’s ability to conceptualize, review, critique, and write an independent scholarly research paper. |  |  |  |  |
| **Goal 5: Students will demonstrate sensitivity to and awareness of all aspects of diversity, including issues related to racial, ethnic, and cultural diversity, as well as diversity related to age, gender, sexual orientation, and disability. This awareness will be incorporated across science and practice.** |  |  |  |  |
| Grade in multicultural course\* |  |  |  |  |
| Documentation of clinical work with diverse clients\* |  |  |  |  |
| Evidence of commitment to increasing knowledge, skills and attitudes in multicultural competence to include at least one targeted long-term activity (e.g., advanced multicultural course, research team, targeted practicum)\* This targeted long-term activity should focus on some aspect of diversity/multiculturalism such as race, gender, social class, sexual orientation, or ability issues to name a few. Diversity/multicultural communities are those who have faced some historical and/or contemporary oppression and marginalization due to their cultural identity. |  |  |  |  |
| **Goal 6: Students will demonstrate a thorough knowledge of ethical principles and will effectively apply them to clinical and research situations.** |  |  |  |  |
| As part of the portfolio defense, you will need to orally present a resolution to an ethical dilemma or current ethical issue. Your advisor will develop the question(s) and present them to you in the meeting. You will need to cite and support your answers+ |  |  |  |  |
| A reflective summary of an ethical dilemma and its resolution\* |  |  |  |  |
| Grade in ethics and issues course\* |  |  |  |  |
| **Goal 7: Students will be treated as individuals and will be encouraged to develop their own interests, areas of expertise, and professional goals.** |  |  |  |  |
| A reflective paper, minimum of 20 pages, that summarizes the following: the student’s theoretical orientation to therapy, including the development of pathology, with relevant citations of theoretical and research support of various components of the orientation; how this orientation influences the student’s in-session work with clients, including assessment and intervention, with examples of how this orientation has worked (or not worked) with several specific clients; and how multiculturalism fits with this theoretical approach and its practical implications, including the strengths and limitations of this approach with racial/ethnic groups and other cultural groups+ (The advisor will provide feedback on a first draft only.) |  |  |  |  |
| **Goal 8: Students will demonstrate competence in developing effective professional relationships with other health care providers.** |  |  |  |  |
| One documented experience (research, clinical, service) within an interdisciplinary team, with a written reflective summary of what the student learned about counseling psychology’s relation to other disciplines\* |  |  |  |  |
| Documented 1 semester volunteer (nonpaid) experience within larger community to serve a social action role (participation within an established organization which focuses on social justice, equality, and the betterment of the community), with a reflective summary of what the student learned#. A one-semester volunteer experience is 15 contiguous weeks, and at least 2 hours per week. |  |  |  |  |
| General Psychological Content Knowledge |  |  |  |  |
|  |  |  |  |  |
| Other Items |  |  |  |  |

E. Portfolio

Students demonstrate their learning and development through their portfolio. The

portfolio outlines expectations in the areas of research, practice, and professional

development. Students take the Comprehensive Examination on professional issues and ethics as part of the portfolio. The portfolio is presented and defended to the faculty.

Ethics & Professional Issues (change made August 2011)

The ethics portion of the portfolio defense may or may not include a case study. Additionally, you may be asked ethics based questions from your committee members and you will be expected to respond to these questions at that time. There will no longer be any time for written preparation. The ethics questions will also not be isolated to one question but may cover a range ethical situations and problems.

Additionally, you will be asked to respond to professional issues related to the counseling psychology profession. These professional issues may be embedded with the ethics questions or these professional issues may be a separate set of questions. You will be expected to be prepared for professional issues.

**Counseling Psychology Portfolio**

(REVISED August 2011)

**Goal 1:  Students will be knowledgeable in the foundations of psychology as a science and as a profession.**

              Objectives:

* Students will achieve a broad knowledge base in the biological aspects of behavior, the cognitive/affective aspects of behavior, the social aspects of behavior, individual differences, and the history and systems of psychology.
* Students will achieve a broad and thorough knowledge of current scientific issues in psychology.

Portfolio

a.  Transcript of grades/curriculum documentation form (current at time of portfolio submission)\*

* 2 term papers, one from a core psychology course and one from a counseling psychology course, that document broad knowledge in psychology\*

**Goal 2:  Students will demonstrate competence in the areas of research design, implementation, and evaluation.**

              Objectives:

* Students will achieve a knowledge base in the following areas: research design, research methods, data analysis, and interpretation of data.
* Students will demonstrate an ability to critique research and evaluate its quality and contribution to the field.
* Students will be able to conduct independent research.

Portfolio

* 1 paper, student first or second author, submitted to a refereed journal#
* 1 paper, student first or second author, presented at a peer-reviewed convention#
* 1 grant proposal written with a counseling psychology faculty member (submitted), where the student has commensurate responsibilities on the grant to a first or second author on a major paper (change made 8-2010).

(of the above, one must be empirical, with an existing data base or where the student assisted in gathering data; of the above, the content must be different although both could be in the same general area such as health psychology; of the above, the student must have played a primary role in conceptualizing the research consistent with authorship)

*For this criteria, students must complete 2 of the 3 requirements.*

* grades in statistics and measurement courses\*
* a scholarly paper prepared according to attached guidelines+

**Goal 3:  Students will develop a professional identity as a counseling psychologist.**

              Objectives:

* Students will be knowledgeable about current professional issues and can formulate informed opinions about these issues.
* Students will actively involve themselves in current professional activities related to counseling psychology, and to psychology more broadly.
* Students will have a working knowledge of the history of counseling psychology.

Portfolio

* Attend 1 conference (e.g., IPA, APA) including 1 invited talk, 5 presentations, and 1 poster session. Write a reflective paper or conference journal/diary at the time of attendance which documents the sessions attended and reflects on the conference experience. (This experience should occur before the third year.)#
* Volunteer for 1 professional activity within counseling psychology (examples are hosting suite, serving as local representative for national group)#
* Document affiliation with 2 national/local organizations relevant to the professional identity of counseling psychology and with the student’s own interests (examples are Division 17 SAG, Division 45 SAG; these memberships *must be at least one year in duration at the time of the portfolio review*)#

**Goal 4:  Students will self-identify and function as scientist-practitioners in their assessment and practice, and in their preparation, work, and employment.**

              Objectives:

* Students will have an ability to integrate science and practice, with science informing practice and vice versa.
* Students will conceptualize current societal issues of a psychological nature from the perspective of both science and practice.
* Students will administer and interpret a variety of psychological tests.
* Students will conduct psychological diagnosis and will relate diagnosis to treatment.
* Students will demonstrate a working knowledge of the DSM-IV.
* Students will conduct individual psychotherapy in various modalities.
* Students will be able to conduct psychoeducational workshops.
* Students will demonstrate a working knowledge of a number of current empirically validated treatments.
* Students will develop an ability to conduct therapy with a diversity of clients from a multicultural perspective.

Portfolio

* A formal case presentation. This case presentation is an oral presentation during the defense and a paper included in the portfolio. The case may be focused on assessment, therapy or both. This case presentation must include assessment and DSM-IV information, evidence of science-practice integration, formal written treatment summary, attention to diversity, and explicit discussion of evidence based/supported treatments with the client\*+
* All practicum evaluations”\*+
* Grades in 3 psychotherapy courses\*
* Materials from 1 psychoeducational workshop and evaluations of same\*

**Goal 5:  Students will demonstrate sensitivity to and awareness of all aspects of diversity, including issues related to racial, ethnic, and cultural diversity, as well as diversity related to age, gender, sexual orientation, and disability.  This awareness will be incorporated across science and practice.**

              Objectives:

* Students will be able to identify issues relevant to diversity.
* Students will understand their own identity and assumptions and the impact of these on both research and clinical work.
* Students will become multiculturally competent.

Portfolio

* Grade in multicultural course\*
* Documentation of clinical work with diverse clients\*
* Evidence of commitment to increasing knowledge, skills and attitudes in multicultural competence to include at least one targeted long-term activity (e.g., advanced multicultural course, research team, targeted practicum)\* This targeted long-term activity should focus on some aspect of diversity/multiculturalism such as race, gender, social class, sexual orientation, or ability issues to name a few. Diversity/multicultural communities are those who have faced some historical and/or contemporary oppression and marginalization due to their cultural identity.

**Goal 6:  Students will demonstrate a thorough knowledge of ethical principles and will effectively apply them to clinical and research situations.**

              Objectives:

* Students will develop a working knowledge of the Ethical Principles for Psychologists as well as other relevant documents and will know when and how to seek consultation.
* Students will be able to apply ethical principles to a variety of situations utilizing appropriate models (e.g., Kitchener) and cultural sensitivity.

Portfolio

* As part of the portfolio defense, you will need to orally present a resolution to an ethical dilemma or current ethical issue. Your advisor will develop the question(s) and present them to you in the meeting. You will need to cite and support your answers+
* A reflective summary of an ethical dilemma and its resolution\*
* Grade in ethics and issues course\*

**Goal 7:  Students will be treated as individuals and will be encouraged to develop their own interests, areas of expertise, and professional goals.**

Objectives:

* Students will be exposed to a variety of theoretical orientations and will be encouraged to develop their own approach to counseling and psychotherapy

Portfolio

* A reflective paper, minimum of 20 pages, that summarizes the following:  the student’s theoretical orientation to therapy, including the development of pathology, with relevant citations of theoretical and research support of various components of the orientation; how this orientation influences the student’s in-session work with clients, including assessment and intervention, with examples of how this orientation has worked (or not worked) with several specific clients; and how multiculturalism fits with this theoretical approach and its practical implications, including the strengths and limitations of this approach with racial/ethnic groups and other cultural groups+ (The advisor will provide feedback on a first draft only.)

**Goal 8:  Students will demonstrate competence in developing effective professional relationships with other health care providers.**

              Objectives:

* Students will understand their role as counseling psychologists within the larger system of health care service.
* Students will effectively seek consultation from other providers when it is in the client’s best interest.
* Students will be aware of professional boundaries and respectful of appropriate practice domains.

 Portfolio

* One documented experience (research, clinical, service) within an interdisciplinary team, with a written reflective summary of what the student learned about counseling psychology’s relation to other disciplines\*

Additional Portfolio contents

* Student’s curriculum vitae+
* Documented 1 semester volunteer (nonpaid) experience within larger community to serve a social action role (participation within an established organization which focuses on social justice, equality, and the betterment of the community), with a reflective summary of what the student learned#. A one-semester volunteer experience is 15 contiguous weeks, and at least 2 hours per week.

d.   Description of any awards or honors#

Key

\*to be completed during a course or practicum

# to be completed outside usual courses/practicum

+ to be completed for the portfolio review

**Scholarly Paper Guidelines**

The purposes of the scholarly paper are to (a) aid the student’s development of a specialty clinical and research interest area, (b) potentially serve as the literature review of a student’s dissertation, and (c) allow the faculty to assess the student’s ability to conceptualize, review, critique, and write an independent scholarly research paper.

The scholarly paper should adhere to the following guidelines to be acceptable.

* + Written in APA style and format
  + The length should be approximately 50-60 double spaced pages.  This does not include title page, abstract, or references.
  + Will consist of two to three chapters and reflects the counseling psychology faculty’s expectations for a dissertation proposal. The first chapter (or introduction and literature review in a combined format) may be an introduction (not to exceed 7-9 pages). The second chapter, typically the literature review, will be a review of the theoretical and empirical literature of a particular research area that may be the focus of the student’s dissertation). The third chapter, typically the methods section, will be the methodology which will allow the student to empirically examine the topic of interest.
  + In general, the format should also include a title page, an abstract, references, and any tables or figures necessary for illustration.

During the portfolio assessment, the student will receive feedback on the scholarly paper from his/her committee.  Students may be asked to rewrite the paper and resubmit it to the committee until it is approved and considered passing.  The approval may involve another meeting with the committee.  The student may consult with his/her advisor on subsequent revisions to the scholarly paper.

Although the scholarly paper should be the dissertation proposal for the student, students may opt to write on a separate dissertation topic. The portfolio committee’s review of the scholarly paper is NOT the dissertation proposal. Students must convene a separate dissertation proposal meeting and follow the Graduate College and Counseling Psychology Program requirements for committee members and process.

**Case Presentation Guidelines**

1. Client information and demographics
   1. Include relevant client information
2. Theoretical orientation
   1. A brief description of your theoretical orientation
   2. Strengths and limitations of your theoretical orientation
   3. Any research empirically supporting your approach
3. Multicultural issues and considerations
   1. Discuss one or two relevant multicultural issues for the client
   2. How did this or these multicultural issues impact your case conceptualization and work with the client
   3. Any relevant theories from which to work and address this multicultural issue and consideration
   4. Any relevant assessments
4. Work as a life domain, issues, and considerations
   1. Consider work and employment issues for the client
   2. If this is a child or adolescent client, you may consider relevant work and employment concerns for the parent(s) and/or guardian(s)
   3. Any relevant theories from to address work, career, and employment issue and considerations
   4. Any relevant assessments
5. Psychological Assessment information
   1. Relevant assessment considerations from points 3 and 4 may be addressed here.
   2. If you did not use any assessments, discuss and describe what assessments may have been helpful in your counseling work with the client
6. Overall case conceptualization
   1. Be sure to use the language and theoretical constructs relevant in your theoretical orientation
7. Course of therapy
   1. Describe the course of therapy and what occurred in therapy
   2. If you did not conduct therapy with this client, you may describe what you believe would have occurred with the client
8. Outcomes
   1. Discuss relevant outcomes for the client
   2. Discuss any new learning or understanding you gained as a counselor as a result of this client
9. Questions and Answers from committee

F. Policy on Course Waivers

Waiver Procedure

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

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

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

4. Procedures for student requests for waivers:

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

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

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

extra-curricular experiences, prior undergraduate coursework, etc.

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

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

G. Dissertation

Students in the program are required to have a proposal defense of their dissertation. The composition of the committee shall satisfy the requirements of the final dissertation committee set forth by the University of Iowa Graduate College.

The student must successfully defend the proposal before being cleared by the faculty to apply for internship. Typically this means that students must have their proposal defended by August 31st of any academic year.

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:  Chair or co-chair, Counseling Psychology faculty member; either two additional counseling psychology faculty members or one counseling psychology faculty member and one departmental (Psych and Quant Fdns) faculty member; one faculty member from outside the department; one other faculty members.  Except for the Chairperson and the outside member, any member may be a non-tenure-track individual who has been approved to be on the committee by the Graduate College. Therefore, at least four 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 Counseling Psychology faculty member OR one departmental (Psych. and Quantitative Foundations) faculty member

c. One faculty member from outside the department.

d. One other faculty member.

3. All necessary forms are available in the Office of Student Services, located on the third floor of Lindquist Center.

4. Timing of Dissertation Defense

a. Copies of the dissertation must be submitted for the committee member’s 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., hardcopy, word-attachment).

b. 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.

c. If the student's dissertation is completed prior to or during internship, the student may sit for the final examination during spring or summer semesters of the internship year. The final deposit would then be made during the summer or fall semesters.

d. A student may graduate if and only if the official ending date of the internship (as verified in point #1) is prior to the graduation date, and the program has received all materials specified in the internship completion form prior to release for graduation.

e. 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.

H. Internship

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

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

a.     Completion of all required coursework

b.     Successful completion of the portfolio requirement

c.     Successful completion of practicum requirements

d.     Overall progress in the program

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

In addition, the student must successfully complete the comprehensive examination prior to going on a full-year internship or the second half of a two-year internship.

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

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

APPLICATION FOR INTERNSHIP

Counseling Psychology

Name

Advisor

**Completion of required coursework**

Are all required courses completed? Yes  No

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

**Comprehensive Examinations**

Comprehensive examinations completed as of (date)

Comprehensive examinations being taken (date)

**Portfolio Review**

Portfolio review satisfactorily completed as of (date)

**Practicum Placements**

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

Fall

Spring

Summer

Fall

Spring

Summer

Fall

Spring

Summer

Fall

Spring

Summer

As of this date:

Hours: Client Contact Supervision

Other Total

Anticipated by beginning of internship:

Hours: Client Contact Supervision

Other Total

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

**Application for Internship Affirmation**

By my signature below, I agree that

1. I am accurately representing my current and anticipated future practicum hours, previous program sanctioned clinical experience, clinical employment hours, and hours obtained through a master’s program (if any)
2. I have been approved by my advisor and/or by the faculty for all clinical employment hours (see handbook policy on employment) and that form is ( or forms are) on file with my advisor or with the program as appropriate
3. I will participate in all program related internship preparation activities
4. I will consider the completion date of all internship programs to which I apply, knowing that the following applies to all students, with no exceptions
   1. The program will request a midyear and final evaluation of my internship performance from my internship training director
   2. I will be certified as having completed my internship once the program has received my final evaluation and a formal statement of completion
   3. I cannot graduate (have my degree conferred) until that information is received by the program
5. I will not misrepresent my completion date to positions for which I apply during my internship year, including postdoctoral positions

Signature:

Date:

Name printed:

WAIVER FORM

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

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

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

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

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

Prior equivalent course:

number:

name:

institution:

instructor:

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

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

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

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

Equivalent experience/coursework (if Type II waiver):

III. Evaluation of Student Progress

A. Evaluation Guidelines

I. End-of-year review

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

B. The student and his or her advisor will meet prior to the review meeting to discuss the student's progress in the program.

Specific criteria areas:

1. Progress in completion of required coursework and practica;

2. Progress in completion of portfolio requirements;

3. Progress in completion of research;

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

5. Achievement in practica; and

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

7. When appropriate, meeting contract specifications;

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

entire faculty.

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

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

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

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

discussion.

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

progress. While the faculty may discuss their rationale for this rating, no

new information will be added at this time. A final rating, decided by

majority vote, will be given. There are three possible ratings:

1. The student is making Excellent progress through the program: in addition to progressing at the normal rate through the courses, and completing research and comprehensive examinations at the normal rate, the student is excelling in practice or research.

2. 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.

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

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

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

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

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

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

II. Supplementary review procedures

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

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

B. Graduation contracting policy and procedures

**Policy**

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

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

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

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

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

C. Record of Doctoral Studies Form

Effective 9-1-09

The University of Iowa

Counseling Psychology

Record of Doctoral Studies

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of first registration \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I. Required Coursework

A. Psychology Core

Date

Course # Title Area Inst. s.h. Completed Grade

(B) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(C) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(S) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(I) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(H) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(L) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(D) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: (B) is Biological, (C) is cognitive-affective, (S) is social, all applying to bases of behavior, (I) is individual differences, (H) is history and systems, (L) is Life Span Developmental Psychology, and (D) is Psychological Diagnosis. See degree requirements for further information.

B. Statistics and Research Design

Date

Course # Title Area Inst. s.h. Completed Grade

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C. Counseling Psychology Core Date

1. Theory and Research s.h. Comp'l Instructor Grade

2. College of Education Research Requirements

Course # Course Title Date Comp'l Grade

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D.

University of Iowa

Counseling Psychology Program

Policy on Student Impairment,

Ethical Misconduct,

Problematic Behavior, and Competence

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

I. Introduction

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

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

II. Definitions

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

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

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

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

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

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

III. Procedures

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

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

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

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

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

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

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

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

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

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

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

IV. Additional Points of Emphasis

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

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

Student

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

Advisor

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

# E.

# Policy on Class Attendance

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

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

F.

**Social Network Statement**

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

IV.

STUDENT COMPLAINT PROCEDURES

College of Education

The University of Iowa

10/8/96

Policy Statement

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

The following steps are recommended:

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

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

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

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

**Notes about specific types of complaints:**

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

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

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

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

V. Financial Assistance

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

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

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

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

B. Student Employment/Extracurricular Experience Policy and Guidelines

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Employment Endorsement Form

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

1 Name and address of the agency:

2. Tasks to be performed:

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

4. Nature of the client population:

5. Nature and extent of supervision:

6. Other information:

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

Student's signature Advisor's signature

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Supervisor's signature (if necessary)

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

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

**(Form must be typed)**

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

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

**Employment Information Practicum Information**

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

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Student's signature Advisor's signature

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

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

**REQUEST FOR EXTERNAL TRAINING AND EDUCATION**

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

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

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

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

Student Name:

Name of Conference, Workshop, Training, or Education:

Where is this being held:

Date(s) of Event:

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

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

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

The training is required: Yes No

The training is reimbursed: Yes No

Date:

Advisor:

Program Coordinator:

VI. Miscellaneous

A. Offices

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

B. Lounge

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

C. Mailboxes/Bulletin Board/Telephone Messages

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

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

D. Computer Facilities/Student Computer Funds

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

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

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

F. Memberships in Professional Organizations

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

G. Travel Support

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

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

H. Iowa City Information

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

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

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

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

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

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

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

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

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

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

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

6. The following are suggested references:

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

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

J. Therapy

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

1. Mid Eastern Iowa Community Mental Health Center (sliding fee scale)

338-3813

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

training at this site.

2. University Counseling Service (no fee)

335-7294

3. Family Stress Clinic

335-7686

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

a. Anderson, Arnold & Associates

354-3232

b. Counseling and Health Center

337-6998

c. East Iowa Psychology Group

358-9397

d. Marchman Psychology Associates

354-8057

e. Dr. Candida Maurer

337-3313

f. Dr. Virginia Stamler

354-7394

VII. Ethical and Professional Considerations

A. The University of Iowa Sexual Harassment Policy

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

B. Ethical Principles of Psychologists

C. General Guidelines for Providers of Psychological Services