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

2018 – 2019 (major revisions throughout the document were made in January 2019)

Preface

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 This handbook is not an official publication of The University of Iowa and in case of conflict is superseded by the Manual of Rules and Regulations of the Graduate College.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

These policies are considered binding only within the CP program of the College of Education (COE) and can be revised at any time by action of the CP faculty. The remaining policies pertinent to CP students are those of the University of Iowa COE and taken from various official University publications. *We govern a student's program of study by the regulations operative on the date of the student's initial matriculation, unless the student chooses to be regulated by policies adopted subsequently.*

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I. Program Overview

A. Mission Statement of Iowa CP Program

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

B. Definition of Counseling Psychology

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

> Definition of Counseling Psychology:
> "Counseling Psychology is a specialty within professional psychology that maintains a focus on facilitating personal and interpersonal functioning across the life span. The specialty pays particular attention to emotional, social, vocational, educational, health-related, developmental, and organizational concerns.
>
> The practice of Counseling Psychology encompasses a broad range of culturally-sensitive practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to function better in their lives. With its attention to both to normal developmental issues and problems associated with physical, emotional, and mental disorders, the specialization holds a unique perspective in the broader practice-based areas of psychology.
>
> Counseling Psychologists serve persons of all ages and cultural backgrounds in both individual and group settings. They also consult regularly with organizations seeking to enhance their effectiveness or the well-being of their members.
>
> Interventions used by Counseling Psychologists may be either brief or long-term; they are often problem-specific and goal-directed. These activities are guided by a

philosophy that values individual differences and diversity and a focus on prevention, development, and adjustment across the life-span."

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

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

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

C.   Professional Training Opportunities

The University of Iowa (UI) Counseling Psychology program is dedicated to the training of professional psychologists. All students are required to accumulate a minimum of 450 hours (direct service) of clinical practicum as part of the basic program requirements, although most students complete more hours. Practicum agencies utilized by the Counseling Psychology program include university and college counseling centers; The University of Iowa Hospitals and Clinics (UIHC); VA medical center in Iowa City; The UI's Women's Resource and Action Center; The UI Belin-Blank Center for Gifted Education and Talent Development; Grinnell College Student Health and Counseling Services (SHACS); and other sites within the community. For most students, the first practicum is Iowa's University Counseling Service (UCS; an APA accredited internship site). Those students with a child and adolescent focus may choose, with faculty approval, their first practicum to be at the UI Belin-Blank Center. Subsequently, students and faculty work jointly to select advanced practicum sites. The variety of sites insures students will receive broad training in different treatment modalities and with a diverse clientele. Regularly available at the sites are experiences in individual, conjoint, and group counseling/ psychotherapy; assessment; consultation; and outreach and prevention. Depending on the site, students may gain experience in working with developmental problems, relational concerns, substance abuse, marital and family problems, rehabilitation and health concerns, neuropsychological assessment, and severe psychopathology. Furthermore, the clientele across sites presents a diversity in age, race/ethnicity, sexual orientation, and educational level. Our program is committed to training psychologists to be competent in their work with diverse populations. During almost all practica, students receive supervision from a

licensed psychologist or supervision that is supervised by a licensed psychologist. Faculty must approve all instances where a licensed professional other than a psychologist provides supervision. Faculty members who serve as coordinators of practica and internships conduct ongoing evaluation of all practicum sites.

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

D.   Research Training Opportunities

In addition to receiving training as practitioners, students also are required to become competent in conducting research. Given the various research topics encompassed by the field of counseling psychology, the research interests of the faculty members include many different areas. We match students with a faculty member to serve as an adviser in completing their dissertation. Each faculty advisor holds a research seminar (PSQF:7394) where students will work with faculty on research projects and requirements. This course also is designed to help students learn the skills necessary to complete articles one and two of their dissertation. Students are expected to begin research in their first year by working with their advisors through their research seminar classes.

Several faculty members also conduct research supported by grants. Such projects have included an investigation of the effectiveness of career intervention programs, developing measures to assess psychological diagnoses (autism), research on minority student development, and outcomes of psychotherapy.

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

E. Faculty

The members of the CP program faculty have varied backgrounds and interests. Consistent with the goals of the training program, members of the faculty reflect expertise as professional psychologists and researchers. All members of the faculty are actively involved in professional associations, including the American Psychological Association, and are active in publishing their own work and reviewing the work of others.

The following list highlights the interest areas of faculty members:

Saba Rasheed Ali, Ph.D. (University of Oregon)
          Professor, Interim Department Executive Officer, and Associate Dean for Research
          Office: 362 Lindquist Center (335-5495)
          Interest areas: Career development of rural youth, social class issues,
          feminism and multiculturalism, Islam and Psychology, public policy

Charles J. Bermingham, Ph.D. (University of Iowa)
>Clinical Assistant Professor
>Grinnell College Doctoral Program Director
>Office: 352 Lindquist Center
>Interest areas: Group and individual counseling, with an appreciation for the unique contexts and clients' identities, supervision, outreach to connect with a variety of communities.

Dan Clay, Ph.D. (University of Missouri)
>Professor and Dean
>Office: N450 Lindquist Center (335-5380)
>Interest areas: pediatric psychology.

Megan Foley Nicpon, Ph.D. (Arizona State University)
>Professor and Program Coordinator
>Office: N330 Lindquist Center (335-5575)
>Interest areas: Assessment, counseling, and educational intervention with talented students who have a co-existing disability; talent development among underrepresented groups; social and emotional development of talented and diverse students.

Jonny Goodwin, Ph.D. (University of Iowa)
>Visiting Assistant Professor
>Office: 539 Blank Honors Center (335-6148)
>Interest areas: Neurodevelopmental disabilities in children with high intellectual ability, psychoeducational services for gifted and talented students, and the assessment of learning differences.

D. Martin Kivlighan, III, Ph.D. (University of Wisconsin-Madison)
>Assistant Professor
>Office: N334 Lindquist Center (335-5533)
>Interest areas: Psychotherapy process and outcome, group dynamics, therapist effects. Specifically, Dr. Kivlighan studies the pan-theoretical common factors attributable to change in individual and group therapy.

Meredith Martyr, Ph.D. (University of Minnesota)
>Postdoctoral Research Scholar
>Office: N302F Lindquist Center
>Interest areas: Teaching and clinical responsibilities are associated with the HRSA BHWET track, *Integrating Behavioral Health into Rural Medicine*, with a specific foci on LatinX, Veterans, and Transgender & Gender Nonconforming (TGNC) identities. Research and programming interests include LGBTQIA+ healthcare access with an emphasis on gender diversity, feminism and multiculturalism, women's health, social justice training, and qualitative research methodologies.

Barry A. Schreier, Ph.D. (University of Missouri-Kansas City)
>   Director of The University Counseling Service
>   Clinical Professor of Counseling Psychology
>   Office:
>   Interest areas: GLBTQ interests and concerns, Trans* communities issues related to gender identity, gender expression, and transition, psychological training and supervision, multicultural competence training in psychology, and ethics related to clinical practice, group therapy systems and in competent leadership and humor in therapy.

Emeriti Faculty

John S. Westefeld (Ph.D. - University of North Carolina)
>   Professor Emeritus
>   Licensed Psychologist, State of Iowa; Diplomate in Counseling Psychology
>   Fellow, American Psychological Association

Elizabeth Altmaier (Ph.D-The Ohio State University)
>   Professor Emeritus
>   Licensed Psychologist, State of Iowa
>   Fellow, American Psychological Association

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)

Maria Bruno
Psy.D. – Illinois School of Professional Psychology – Argosy University
University Counseling Service
The University of Iowa

Julie Corkery
Ph.D. - The University of Iowa
Training Director
University Counseling Service
The University of Iowa

Alissa Doobay
Ph.D. - The University of Iowa
Supervisor of Psychological Services
Belin-Blank Center
The University of Iowa

Joyce Goins
Ph.D. - The University of Iowa
Pediatric Psychology, UIHC

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

Paula Keeton
Ph.D. – Indiana State University
University Counseling Service
The University of Iowa

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

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.

Robert F. Musson
Ph.D. - Northwestern University
Iowa City Veterans Administration Medical Center

Karen Nelson
Ph.D. - Northwestern University
St. Lukes
Cedar Rapids, IA

Daniel Orme
Ph.D. - Indiana State University
Iowa City Veterans Administration Medical Center

Stacey Pawlak
Ph.D. – University of Memphis
Department of Psychiatry, Women's Wellness Clinic, UIHC
Iowa City, IA 52242

Doris J. Stormoen
Ph.D. - University of Wisconsin, Madison
Iowa City Veterans Administration Medical Center

## F.	Students

The Counseling Psychology program admits a limited number of students each year to ensure a close working relationship between faculty and students in training. The student population reflects a balance of gender, age, cultural background, educational background, and career plans. About 58% percent of the students identify as women and about 50% 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 12%. Students entering the program have a variety of undergraduate majors and previous employment experiences. Those students who do not have undergraduate majors in psychology or who have not had psychology coursework are encouraged to take basic courses in psychology prior to applying to the CP program.

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

## II.	Degree Requirements

## A.	Curriculum Requirements

Students complete course work in each of the following areas:
	College-Wide Research Requirements
	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, practicum class, and a full-year predoctoral internship. Research training is obtained through required course work, research seminar class, research team membership, and completion of a dissertation.

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

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

1. Research Requirements (Please see COE policy at https://education.uiowa.edu/graduate-student-resources/phd-research-requirements). The COE and CP program require 4 research courses.

   CP students must take at least two quantitative statistics courses. First, students take PSQF:6243 (Intermediate Statistical Methods) OR PSQF:6242 (Selected Applications of Statistics). Next, students take either PSQF:6246 (Design of Experiments) OR PSQF:6244 (Correlation and Regression). PLEASE NOTE: PSQF:6243 is a prerequisite for PSQF:6244.

   CP students must take at least one qualitative research course: PSQF:7331 (Qualitative Educational Research Methods).

   CP students must take PSQF:7394 (Supervised Research in Counseling Psychology) for at least 6 credits (1 credit per semester for at least 6 semesters).

   Total semester hours for research are 16 (6245 and 6244 are 4 credits per course).

2. Basic Psychology Core Requirements **(15 semester hours).** To ensure a thorough grounding in psychology, the program requires all students take approved course work in each of the following basic psychology core areas:

Biological Bases of Behavior	3 s.h.
Cognitive-Affective Bases of Behavior	3 s.h.
Social Bases of Behavior	3 s.h.
History and Systems	3 s.h.
PSQF:7312 Psychopathology Across the Lifespan	3 s.h.

3. Counseling Psychology Core Requirements (**minimum of 57 semester hours**).

PSQF:6223 Intro CP Practice/Research I	3 s.h.
PSQF:6225 Intro CP Practice/Research II: Therapy	3 s.h.
PSFQ:7452 CP Practice and Research III: (Supervision/Consultation)	3 s.h. (added Sp12)
PSQF:7365 Psychotherapy II (states CBT – remove)	3 s.h. (changed Sp17)
PSQF:7310 Intelligence Assessment	3 s.h.
PSQF:7309 Personality Assessment	3 s.h.
PSQF:7356 Processes and Outcomes in Counseling/Psychotherapy	3 s.h.
PSQF:7465 Issues and Ethics in Professional Psychology	3 s.h.
PSQF:7235 Multicultural Counseling	3 s.h.
PSQF:7306 Psychotherapy III – Work Psychology	3 s.h.
PSQF:7457 Advanced Group Leadership Experience	3 s.h.* (10-2014)
TBA Internship Readiness Course	3 s.h.
TBA Professional Issues Course	3 s.h.

   Practicum. Students must complete PSQF:7434 Beginning Practicum in Counseling Psychology and then repeat PSQF:7453 Advanced Practicum in Counseling

Psychology. The first practicum (PSQF:7434) is designed as a Training Clinic at the University Counseling Service. Students must successfully complete at least one semester of PSQF:7434 before enrolling in PSQF:7453. Students typically complete five or more advanced practica at various sites approved by the Counseling Psychology faculty. **Minimum required semester hours for practicum is 18.**

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.

4. Electives. The remainder of the program is planned individually and in collaboration with the doctoral student's major adviser. Electives need to be graduate-level courses (most are 6000 level or above, some in PSY are upper 5000s; **minimum of 6 s.h**).

Additional curriculum requirements

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

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

A. Completion of all or almost all required course work. (Note: students may be completing research courses during their fifth year after the internship application.)
B. Successful completion and defense of comprehensive exams.
C. Committee approval of the dissertation proposal.
D. Successful completion of practicum requirements (with 3 outstanding practicum credits to be completed during their final semester).

Students who have completed and successfully defended their dissertations prior to leaving for internship may enroll in PSQF:7458 (Internship in Counseling Psychology) during their internship year.

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

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.

106 total hours are required for the degree.

The following tentative schedule is a "typical" 5-6year program based on 12 s.h. per semester without summer work. It suggests covering the counseling psychology core, the basic psychology core, and the research core in the first four years. This "typical" schedule is both flexible and incomplete. Each student and his or her adviser must individualize the program and plan for more course work to be completed in order to fulfill the 106 semester hour requirement. Dissertation credits are 12 semester hours and typically are added once research seminar credits are complete.

At a minimum, the hours accrued are these: 16 for research, 15 for core courses, 39 for CP courses, 18 for practicum credits (not including summer practicum), 12 credits for dissertation, and 6 credits for an elective. Total minimum credits is 106.

Students who hold half-time assistantships are limited to 13 semester hours per semester (4 courses plus research seminar, which is 1 credit). During those semesters when 4 semester hour courses in statistics are required, special arrangements need to be made for an overload registration.

**Students must complete a group therapy/counseling/theories course before participating in any group-related therapy activities (support groups, therapy groups, intervention groups, etc.).

Schedule

First Semester
PSQF:6243 or PSQF:6242 (statistics)	3 s.h.
PSQF:7223 Intro to CP Practice/Research I	3 s.h.
PSQF:7457 Group Psychotherapy (or psych core)	3 s.h.
PSQF:7312 Psychopathology Across the Lifespan or	
PSQF:7306 Psychotherapy III Work Psychology (alternate)	3 s.h.
PSQF:7394 Supervised Research in Counseling Psychology	1 s.h.

Second Semester
PSQF:7225 Intro to CP Practice/Research II	3 s.h.
Qualitative or Stats course (PSQF:6244)	3 s.h.
PSQF:7305 Theories of Psychotherapy or Core Psych	3 s.h.
PSQF:7310 Intelligence Assessment	3 s.h.
PSQF:7394 Supervised Research in Counseling Psychology	1 s.h.

Summer
PSQF:7235 Multicultural Counseling	3 s.h.
Or Core	

Third Semester
PSQF:7312 Psychopathology Across the Lifespan or	
PSQF:7306 Psychotherapy III – Work Psychology (alternate)	3 s.h.
PSQF:7465 Issues and Ethics in Professional Psychology	3 s.h.

PSQF:7434 Beginning Practicum	3 s.h.
Psychology Core or Research Requirement	3 s.h.
PSQF:7394 Supervised Research in Counseling Psychology	1 s.h.

Fourth Semester

PSQF:7453 Advanced Practicum in Counseling Psychology	3 s.h.
PSQF:7356 Process and Outcome	3 s.h.
PSQF: 7309 Personality Assessment or Group	3 s.h.
Psychology Core or Qualitative Research Requirement	3 s.h.
PSQF:7394 Supervised Research in Counseling Psychology	1 s.h.

Summer

Psych or CP core	
PSQF:7453 Advanced Practicum in Counseling Psychology	3 s.h.

Fifth Semester

PSFQ:7452 CP Practice and Research III: Supervision	3 s.h.
PSQF:7453 Advanced Practicum in Counseling Psychology	3 s.h.
Psychology Core or Research Requirement	3 s.h.
Qual or Quant requirement	3 s.h.
PSQF:7394 Supervised Research in Counseling Psychology	1 s.h.

Sixth Semester

Psych Core (social, bio, cognitive, History/systems)	3 s.h.
PSQF:7453 Advanced Practicum in Counseling Psychology	3 s.h.
PSQF:7354 Advanced Supervision Seminar	3 s.h.
Qual or Quant Research Requirement	3 s.h.
PSQF:7394 Supervised Research in Counseling Psychology	1 s.h.

Summer

Psych or CP core	
PSQF:7453 Advanced Practicum in Counseling Psychology	3 s.h.

Seventh Semester

PSQF:7453 Advanced Practicum in Counseling Psychology	3 s.h.
Dissertation Credits	6 s.h.
TBD Internship Readiness Course	3 s.h.

Eighth Semester

PSQF:7453 Advanced Practicum in Counseling Psychology	3 s.h.
Dissertation Credits	6 s.h.
TBD Professional Issues	3 s.h.

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

PSQF:7458 Internship in Counseling Psychology	1-3 s.h.

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

B. Practicum Guidelines and Information

1. Introduction

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

1. Understanding of and commitment to professional and social responsibility as defined by the ethical codes of the profession;
2. The capability to conceptualize human problems;
3. Awareness of the full range of human diversity;
4. Understanding of one's own personality and biases and of one's impact upon others in professional interactions;
5. Skills in relevant interpersonal interactions such as systematic observation of behavior, interviewing, psychological testing, diagnosis, psychotherapy, counseling, and consultation; and
6. Ability to contribute to current knowledge and practice.

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

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

2. Client Contact and Supervision Requirements

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

We require students take at least six semesters of practicum (one semester of Beginning Practicum and at least five semesters of Advanced Practicum). Students typically log <u>approximately</u> 150 hours of practicum activity over the course of a semester, of which about 50-75 are direct client contact (change made spring 2017) and about 20 are individual supervision.

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

Supervision consists of scheduled, weekly meetings with an assigned supervisor, who is a licensed psychologist or, in some cases, a non-licensed person who is directly supervised by a licensed psychologist (who is, in turn, the "supervisor of record"). The supervisor may be on staff at the site, or if a supervisor is unavailable at the site, a member of the counseling psychology faculty will provide the supervision. In rare cases, a non-licensed psychologist (LMFT, for example) may supervise students, but this arrangement must be approved by the CP faculty (change Fall 2018). At least some portion of the supervision has to be in the form of observation via video recording or live supervision (change made spring 2016). Between 1 and 1 ½ hours per week should be devoted to supervision.

A. **Issues in Supervision**
   Bring serious issues and concerns regarding the supervisory relationship to the immediate attention of the practicum instructor. Although students will be encouraged to work through supervision issues with their supervisors, in some cases it may be appropriate to request a change of supervisor. Consult with the Practicum Coordinator in such cases.

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

It is the student's responsibility to record the hours devoted to the various activities in practicum using the Documentation Form provided by the program. Keep documentation 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 directly related to the student's 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 Process

Students with an adult focus complete their first practicum at the University Counseling Service (UCS), under course number PSQF:7434. Students with a child/adolescent focus complete their first practicum at the Belin-Blank Center. Subsequent practica (called "advanced") may be completed at a variety of approved sites, under course number PSQF:7453. Students are responsible for applying for advanced practicum placements. 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.

Counseling psychology faculty must approve all practicum sites. Students interested in an unapproved site may ask the counseling psychology faculty to consider the site for approval, but may not use the site until approval is granted. Faculty may approve sites for one individual placement, rather than as a regularly approved site for the program. See the **Procedures** section for the process for obtaining faculty approval for such "specialized" placements.

Sites 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 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 18 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. Students make arrangements for the incomplete with the practicum instructor early in the semester. The University requires all students completing practicum <u>off campus</u> (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

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

Application Procedures

1. The Practicum Coordinator posts the practicum application schedule and list of *Approved Practicum Sites,* which indicates the number of openings for the following academic year. The practicum coordinator gathers information from practicum sites and shares general information from site evaluations to aid students in selecting sites appropriate for their goals. Students are also encouraged

to discuss selections with their advisor and other students. Students should note if there are specific prerequisites of each site (e.g., previous therapy experience; familiarity with MMPI-2) prior to applying.

2. Students rank three practicum sites and submit the ***Practicum Choice Form*** to the Practicum Coordinator by the specified due date. The student's advisor must sign this form.

3. Students who wish to apply to a new, unapproved site must submit the following materials to the Practicum Coordinator in addition to the Practicum Choice Form: a) a memorandum detailing the practicum site, planned practicum activities, and means of supervision (including supervisor name and credentials, amount of supervision each week, and supervision methods) and b) a letter addressed to the Practicum Coordinator from the on-site supervisor outlining the same points and confirming their intention to provide individual supervision to the student or a ***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 approve the sites to which students may submit applications, based on: a) student readiness and b) site needs. Although faculty makes every effort to honor students' requests, the faculty reserves the right to suggest and approve alternative sites.

6. The practicum coordinator and/or advisor will notify a student if they are not permitted to apply to a site noted on the choice form.

7. Students will prepare vitae for those sites and submit it to them by the date specified by the Practicum Coordinator. An outline of content areas to be included on a vita is available; adaptations may be made so information relevant to the practicum sites is provided in sufficient detail. Students may also wish to solicit feedback from their advisors regarding vita content and style.

8. On the date specified by the Practicum Coordinator, students will send their vitae to sites and request an interview. Under no circumstances should interviews be arranged, either informally or formally, prior to this date.

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

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

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

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

Guidelines

1. Students should discuss with their advisor their practicum options.
3. Adherence to the timeline is an absolute must.
4. Prepare vitae carefully and completely. Attend to spelling, grammar, etc., too.
5. Dress in a professional manner for interviews.
6. Thank supervisors for the interview, and inform all of them of your final decision.

5. Evaluation

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

Formal evaluation ideally takes place at the end of each semester. The student and the supervisor provide the practicum instructor with a written evaluation on the ***Evaluation Form*** provided by the program (***UCS Beginning Practicum Evaluation, Advanced Practicum Rating Form***). A copy of the evaluation is placed in the student's training file. The practicum instructor, upon considering the evaluation, awards the student a grade (satisfactory or unsatisfactory).

Students evaluate their practicum experiences by completing the ***Practicum Site Evaluation,*** which the Program Coordinator keeps and makes available to other CP students, if requested. Additionally, the ***Doctoral Practicum Documentation Form*** and student evaluation form must be submitted to the practicum instructor by the assigned deadline or a grade of incomplete will be assigned.

The counseling psychology faculty takes a developmental approach to evaluation of students' practicum performance and utilizes the APA Competency Benchmarks in Professional Psychology http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx). Both at the Beginning Practicum and Advanced Practicum levels, students are evaluated on their successful attainment of ***foundational competencies*** (professionalism, relational, and science), ***functional competencies*** (application, education, and systems). Students in a first Advanced Practicum would typically be rated lower than those in a fourth Advanced Practicum, although regardless of the number of previous practica, any given student may show varying levels of development in the different areas.

Students who are ending their service at a site will be responsible for termination or transferring their clients, working closely with their site supervisors. Students who are continuing at the same site may receive an Incomplete grade (in order to maintain coverage if their site supervisor believes it is important to maintain services over break). The student is responsible for submitting their required paperwork and contacting the practicum instructor who gave the Incomplete early in the new semester to change the grade, so that it does not turn into an F.

The understanding and appreciation of human diversity (particularly according to age, gender, 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
2018 – 2019

Name:_____

Year in program:_____

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

_____
_____
_____
_____

All previous practicum placements:

_____
_____
_____
_____
_____

Current Choices:

1st choice: _____

2nd choice:_____

3rd choice:_____

Advisor Signature:_____

Date:_____

ADVISORS MUST SIGN!

Sample VITA format

Name

Work Address   Home Address

EDUCATION

    Degree   Major, Granting institution, date conferred
    Any honors
    Doctoral Student   Counseling Psychology Program, The University of Iowa, status, Major advisor

EMPLOYMENT HISTORY

    <u>Most recent position</u>: where held, dates held

    <u>Prior position</u>: etc.

CLINICAL EXPERIENCE

    <u>Counseling Psychology Practica</u>:
        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.

    <u>Other Clinical Experiences</u>:
        Crisis Center Volunteer: where, what you did, when, supervisor

    <u>Other Training Experiences</u>:
        Seminar on Cognitive/Behavioral Therapy: where attended, skills learned, who
            delivered, etc.

    <u>Relevant Coursework</u>: (include current)

RESEARCH EXPERIENCE

    <u>Publications</u>

    <u>Presentations</u>

    <u>Papers Under Review</u>

    <u>Research in Progress</u>

TEACHING EXPERIENCE

PROFESSIONAL MEMBERSHIPS

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

GOAL FOR PRACTICUM

PRACTICUM SITE AND SUPERVISOR EVALUATION

Return to: Practicum Coordinator

Site: _____

Supervisor: _____

Semester/Year: _____

Student (completing the evaluation): _____

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

Personal counseling	____	Consultation/outreach	____
Workshops/programming	____	Supervision	____
Group counseling	____	Report writing/paperwork	____
Career/academic counseling	____	Other (specify)	_____
Assessment/testing	____		_____

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

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

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

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

DOCTORAL PRACTICUM DOCUMENTATION – UNIVERSITY OF IOWA

Revised 01/17   Semester and Year _____

Name _____   Site _____

Supervisor(s) _____

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

In filling out this form, please note the following definitions used by APPIC:
- Practicum hour – A practicum hour is a clock hour. A 45 – 50 minute client/patient hour may be counted as one practicum hour.

INTERVENTION AND ASSESSMENT EXPERIENCE

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

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

		Total hours face-to-face	# of different individuals
a.	**Individual Therapy**		
	1) Older Adults (65+)	@	@
	2) Adults (18-64)	@	@
	3) Adolescents (13-17)	@	@
	4) School-Age (6-12)	@	@
	5) Preschool Age (3-5)	@	@
	6) Infants/Toddlers (0-2)	@	@
b.	**Career Counseling**		
	1) Adults	@	@
	2) Adolescents (13-17)	@	@

		Total hours face-to-face	# of different individuals
c.	**Group Therapy**		
	1) Adults	@	@
	2) Adolescents (13-17)	@	@

3)	Children (12 and under)	@	@

		Total hours face-to-face	# of different families
d.	**Family Therapy**	@	@

		Total hours face-to-face	# of different couples
e.	**Couples Therapy**	@	@

		Total hours face-to-face	# of different individuals
f.	**School Counseling Intervention**		
1)	Consultation	@	@
2)	Direct Intervention	@	@
3)	Other (Specify: @)	@	@

g.	**Other Psychological Interventions**		
1)	Sports Psychology / Performance Enhancement	@	@
2)	Medical / Health-Related Interventions	@	@
3)	Intake Interview / Structured Interview	@	@
4)	Substance Abuse Interventions	@	@
5)	Consultations	@	@
6)	Other interventions (e.g. milieu therapy, treatment planning with the patient present.)	@	@

Please describe the nature of the experience(s) listed in g-5:

@

h. **Psychological Assessment Experience:** This is the estimated total number of face-to-face client contact hours administering and providing feedback to clients/patients. This does not include time spent scoring and/or report writing, which should be included under item 2, below ("Support Activities"). You will provide information about numbers of tests administered in Section V.

1)	Psychodiagnostic test administration (Include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment), and providing feedback to clients/patients.	@	@
2)	Neuropsychological Assessment (Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory, and motor functions).	@	@

3)   Other (Specify – Could include diagnostic   @   @
         assessment; e.g., COD)

i.   Other Psychological Experience with Students and/or Organizations:

1)   Supervision of other students performing   @   @
         intervention and assessment activities

2)   Outreach Programming   @   @

3)   Outcome Assessment of programs or   @   @
         projects with client present

4)   Systems Intervention/Organizational   @   @
         Consultation/Performance Improvement

5)   Other (Specify: @)   @   @

TOTAL INTERVENTION AND ASSESSMENT HOURS

Add the number of hours included in 1a through
     1i above

Total Intervention & Assessment Hours: @   @

SUPPORT ACTIVITIES

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

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

Total Support Hours:
     @

SUPERVISION RECEIVED

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

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

Items IIIb and IIIc: The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many excellent practicum courses incorporate both didactic and experiential components in the course activity. **While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be included as a support activity in Item II ("Support**

Activities") above. This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the "Psychosocial Issues of HIV Infection" using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consists of in-service education on specific topics would <u>not</u> be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity.

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

SUMMARY OF PRACTICUM HOURS

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

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

TEST ADMINISTRATION

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

1. ADULT TESTS

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

Name of Test	# Administered and Scored	# Nature of report (if applicable)

2. CHILD AND ADOLESCENT TESTS

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

Name of Test	# Administered and Scored	# of Reports Written

3. INTEGRATED REPORT WRITING

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

    a. Adults: @

    b. Children/Adolescents   @

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

Student Signature	Date	Supervisor Signature	Date

	Supervisor of Record (if different)	Date

Attachment A

Therapy and Assessment Experiences

A. Individual Therapy and/or Assessment Experience

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

B. Couples

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

C. Group Title: _____ # of Hours Group Met: _____

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

*Race/Ethnicity Categories:
>   African-American / Black / African Origin
>   Asian-American / Asian Origin / Pacific Islander
>   Latino-a / Hispanic
>   American Indian / Alaska Native / Aboriginal Canadian
>   European Origin / White
>   Bi-racial / Multi-racial
>   Other (Specify)

**Sexual Orientation Categories:
>   Heterosexual
>   Gay
>   Lesbian
>   Bisexual
>   Other (Specify)

***Disability Categories:
>   Physical / Orthopedic Disability
>   Blind / Visually Impaired
>   Deaf / Hard of Hearing
>   Learning / Cognitive Disability
>   Developmental Disability (Including Mental Retardation and Autism)
>   Serious Mental Illness (e.g., primary psychotic disorders, major mood disorders that
>   significantly interfere with adaptive functioning)
>   Other (Specify)

UCS BEGINNING PRACTICUM EVALUATION
BASED ON COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY
UPDATED FALL 2016

Supervisee's Name:

Date Evaluation Completed:
Name of Person Completing Form (please include
highest degree earned):

Licensed Psychologist: Yes

Signature:

Date:

If direct supervisor is not licensed, who is the licensed
supervisor under whom the supervision was offered?

Signature:

Date:

Semester:

Supervisee's Signature and Response to the Evaluation:

_____   Date:

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

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

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

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

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

A. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

1. Integrity - Honesty, personal responsibility and adherence to professional values

Understands professional values; honest, responsible	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Demonstrates honesty, even in difficult situations
- Takes responsibility for own actions
- Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct

2. Deportment

Understands how to conduct oneself in a professional manner	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Demonstrates appropriate personal hygiene and attire
- Distinguishes between appropriate and inappropriate language and demeanor in professional contexts

3. Accountability

Accountable and reliable	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Turns in assignments and completes documentation in accordance with established deadlines
- Demonstrates personal organization skills
- Plans and organizes own workload
- Follows policies and procedures of institution
- Follows through on commitments

Accepts responsibility for own actions	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Accepts responsibility for meeting deadlines
- Available when "on-call"
- Acknowledges errors
- Utilizes supervision to strengthen effectiveness of practice

4. Concern for the Welfare of Others

Demonstrates awareness of the need to uphold and protect the welfare of others	☐0	☐1	☐2	☐3	☐**4**	☐[N/O]
Acts to understand and safeguard the welfare of others	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds
- Determines when response to client needs takes precedence over personal needs

5. Professional Identity						
Demonstrates beginning understanding of self as professional; "thinking like a psychologist"	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]

- Demonstrates knowledge of the program and profession (training model, core competencies)
- Demonstrates knowledge about practicing within one's competence

IA. Comments About Trainee's Professional Values and Attitudes

B. Individual and Cultural Diversity (ICD): Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with the UCS definition. Diversity can be broadly defined to include cultural, individual, and role differences including, but not limited to, those based on race, ethnicity, age, sexual orientation, relational status, religion, spirituality, language, nationality, citizenship status, social class, economic status, veteran status, disability and ability, gender identity and expression, body type and size, as well as diverse ideas, values, and lifestyles.

1. Self as Shaped by Context and Individual and Cultural Diversity						
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]

- Demonstrates understanding that others may have multiple cultural identities
- Initiates supervision about diversity issues with others

2. Others as Shaped by Individual and Cultural Diversity and Context						
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]

3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]

4. Applications based on Individual and Cultural Context						
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]

- Illustrates awareness in case notes

IB. Comments About Trainee's Multicultural Competence

C. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

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

D. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

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

II. RELATIONAL

A. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
1. Interpersonal Relationships						
Displays interpersonal skills in service of maintaining productive and respectful relationships with clients, peers/colleagues, supervisors	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
• Listens and is empathic with others						
• Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.						
• Demonstrates interpersonal skills verbally and non-verbally						
• Works cooperatively and collaboratively with peers						
• Listens to and acknowledges feedback from others						
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
• Acknowledges own role in difficult interactions						
• Seeks clarification in challenging interpersonal communications						
• Demonstrates understanding of diverse viewpoints in challenging interactions						
• Provides feedback to supervisor regarding supervisory process						
• Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference						
• Accepts and implements supervisory feedback nondefensively						
2. Affective Skills						
Displays affective skills and emotional maturity	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
• Notices and expresses feelings						
• Demonstrates awareness of inner emotional experience						
• Demonstrates emotional maturity						
• Demonstrates affect tolerance						
• Demonstrates comfort with a range of emotions						
• Affect does not overwhelm judgment						

3. Expressive Skills						
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
• Written work is organized, easy to understand, and conveys the main points						
• Shares opinions with others using language that others can understand						
• Non-verbal behavior is consistent with verbal communications						
IIA. Comments About Trainee's Professional Relationships						

III. SCIENCE

A. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

1. Scientific Mindedness

Displays critical scientific thinking	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

- Questions assumptions of knowledge
- Presents own work for the scrutiny of others
- Formulates appropriate questions regarding case conceptualization

2. Scientific Foundation of Psychology

Demonstrates understanding of psychology as a science	☐0 [N/O]	☐**1**	☐2	☐3	☐4	☐

- Demonstrates understanding of core scientific conceptualizations of human behavior
- Demonstrates basic knowledge of the breadth of scientific psychology
- Cites scientific literature to support an argument when appropriate
- Evaluates scholarly literature on a topic as needed

IIIA. Comments About Trainee's Scientific Knowledge

FUNCTIONAL COMPETENCIES

IV. APPLICATION

A. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.

1. Knowledge and Application of Evidence-Based Practice

Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

B. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

1. Diagnosis

Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

2. Conceptualization and Recommendations

Demonstrates basic knowledge of formulating diagnosis and case conceptualization	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

3. Communication of Assessment Findings

Demonstrates awareness of models of report writing and progress notes	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

C. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
1. Intervention planning						
Displays basic understanding of the relationship between assessment and intervention	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
2. Helping Skills						
Displays basic helping skills	☐0 [N/O]	☐1	☐2	☐**3**	☐4	☐
• Demonstrates helping skills, such as empathic listening, framing problems						
• Uses non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern						
Displays clinical skills	☐0 [N/O]	☐1	☐2	☐**3**	☐4	☐
• Develops rapport with clients						
• Develops therapeutic relationships						
• Demonstrates appropriate judgment about when to consult supervisor						
3. Intervention Implementation						
Demonstrates basic knowledge of intervention strategies	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
4. Progress Evaluation						
Demonstrates basic knowledge of the assessment of intervention progress and outcome	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
Comments about Trainee's Knowledge of and Application of Evidence-based Practice						

V. EDUCATION

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

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

VI. SYSTEMS

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

Overarching Comments:

Recommendations for trainee's next clinical training experience:

ADVANCED PRACTICUM EVALUATION
BASED ON COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY
UPDATED FALL 2016

Supervisee's Name:

Date Evaluation Completed:
Name of Person Completing Form (please include   Licensed Psychologist: Yes
highest degree earned):

Signature: Date:
If direct supervisor is not licensed, who is the licensed
supervisor under whom the supervision was offered?

Signature: Date:

Semester:

Supervisee's Signature and Response to the Evaluation:

_____ Date:

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

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

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

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

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

A. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

1. Integrity - Honesty, personal responsibility and adherence to professional values

Understands professional values; honest, responsible	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Demonstrates honesty, even in difficult situations
- Takes responsibility for own actions
- Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct

2. Deportment

Understands how to conduct oneself in a professional manner	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Demonstrates appropriate personal hygiene and attire
- Distinguishes between appropriate and inappropriate language and demeanor in professional contexts

3. Accountability

Accountable and reliable	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Turns in assignments and completes documentation in accordance with established deadlines
- Demonstrates personal organization skills
- Plans and organizes own workload
- Follows policies and procedures of institution
- Follows through on commitments

Accepts responsibility for own actions	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Accepts responsibility for meeting deadlines
- Available when "on-call"
- Acknowledges errors
- Utilizes supervision to strengthen effectiveness of practice

4. Concern for the Welfare of Others

Demonstrates awareness of the need to uphold and protect the welfare of others	☐0	☐1	☐2	☐3	☐**4**	☐[N/O]
Acts to understand and safeguard the welfare of others	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds
- Determines when response to client needs takes precedence over personal needs

5. Professional Identity						
Demonstrates beginning understanding of self as professional; "thinking like a psychologist"	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]

- Demonstrates knowledge of the program and profession (training model, core competencies)
- Demonstrates knowledge about practicing within one's competence

IA. Comments About Trainee's Professional Values and Attitudes

B. Individual and Cultural Diversity (ICD): Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with the UCS definition. Diversity can be broadly defined to include cultural, individual, and role differences including, but not limited to, those based on race, ethnicity, age, sexual orientation, relational status, religion, spirituality, language, nationality, citizenship status, social class, economic status, veteran status, disability and ability, gender identity and expression, body type and size, as well as diverse ideas, values, and lifestyles.

1. Self as Shaped by Context and Individual and Cultural Diversity

Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]

- Demonstrates understanding that others may have multiple cultural identities
- Initiates supervision about diversity issues with others

2. Others as Shaped by Individual and Cultural Diversity and Context

Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]

3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context

Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]

4. Applications based on Individual and Cultural Context

Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	☐0	☐1	☐**2**	☐3	☐4	☐[N/O]

- Illustrates awareness in case notes

IB. Comments About Trainee's Multicultural Competence

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

D. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

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

II. RELATIONAL

A. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

1. Interpersonal Relationships

Displays interpersonal skills in service of maintaining productive and respectful relationships with clients, peers/colleagues, supervisors	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

- Listens and is empathic with others
- Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.
- Demonstrates interpersonal skills verbally and non-verbally
- Works cooperatively and collaboratively with peers
- Listens to and acknowledges feedback from others

Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

- Acknowledges own role in difficult interactions
- Seeks clarification in challenging interpersonal communications
- Demonstrates understanding of diverse viewpoints in challenging interactions
- Provides feedback to supervisor regarding supervisory process
- Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference
- Accepts and implements supervisory feedback nondefensively

2. Affective Skills

Displays affective skills and emotional maturity	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

- Notices and expresses feelings
- Demonstrates awareness of inner emotional experience
- Demonstrates emotional maturity
- Demonstrates affect tolerance
- Demonstrates comfort with a range of emotions
- Affect does not overwhelm judgment

3. Expressive Skills

Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

- Written work is organized, easy to understand, and conveys the main points
- Shares opinions with others using language that others can understand
- Non-verbal behavior is consistent with verbal communications

IIA. Comments About Trainee's Professional Relationships

III. SCIENCE

A. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

1. Scientific Mindedness						
Displays critical scientific thinking	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
• Questions assumptions of knowledge						
• Presents own work for the scrutiny of others						
• Formulates appropriate questions regarding case conceptualization						

2. Scientific Foundation of Psychology						
Demonstrates understanding of psychology as a science	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
• Demonstrates understanding of core scientific conceptualizations of human behavior						
• Demonstrates basic knowledge of the breadth of scientific psychology						
• Cites scientific literature to support an argument when appropriate						
• Evaluates scholarly literature on a topic as needed						

IIIA. Comments About Trainee's Scientific Knowledge

FUNCTIONAL COMPETENCIES

IV. APPLICATION

A. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.

1. Knowledge and Application of Evidence-Based Practice						
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

B. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

1. Diagnosis						
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

2. Conceptualization and Recommendations						
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

3. Communication of Assessment Findings						
Demonstrates awareness of models of report writing and progress notes	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐

C. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

1. Intervention planning						
Displays basic understanding of the relationship between assessment and intervention	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
2. Helping Skills						
Displays basic helping skills	☐0 [N/O]	☐1	☐2	☐**3**	☐4	☐
• Demonstrates helping skills, such as empathic listening, framing problems						
• Uses non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern						
Displays clinical skills	☐0 [N/O]	☐1	☐2	☐**3**	☐4	☐
• Develops rapport with clients						
• Develops therapeutic relationships						
• Demonstrates appropriate judgment about when to consult supervisor						
3. Intervention Implementation						
Demonstrates basic knowledge of intervention strategies	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
4. Progress Evaluation						
Demonstrates basic knowledge of the assessment of intervention progress and outcome	☐0 [N/O]	☐1	☐**2**	☐3	☐4	☐
Comments about Trainee's Knowledge of and Application of Evidence-based Practice						

V. EDUCATION

A. Supervision: **Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.**

1. Expectations and Roles						
Demonstrates basic knowledge of expectations for supervision	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]
Demonstrates knowledge of, purpose for, and roles in supervision	☐0	☐1	☐2	☐**3**	☐4	☐[N/O]
• Demonstrates understanding of supervisor and supervisee roles in relation to client						
• Demonstrates understanding of vicarious liability of the supervisor						

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

VI. SYSTEMS

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

Overarching Comments:

Recommendations for trainee's next clinical training experience:

D. **Comprehensive Exams**

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

1. **Student Qualifications:**

   a. The student's advisor will determine student readiness for oral defense of the student's comprehensive exams based on the following criteria:
   1. The student has completed all required coursework and
   2. The student has **independently** prepared the written materials for the comprehensive exam (because the materials are largely reflective, the student prepares the written materials without assistance of the advisor) (change made 1-2017).

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

   c. The student's advisor will be responsible for approving the composition of the portfolio committee, which must have at least five faculty members and constituted as follows:
   Chair or co-chair – Counseling Psychology faculty advisor and four additional faculty members. At least two of these additional members must be Counseling Psychology faculty. If the additional two members are not Counseling Psychology faculty, one must be a Departmental faculty member. Students select all members in consultation with their advisor.

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

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

   a. The comprehensive examination consists of providing the committee of an electronic copy of the documents for review.

   b. Students turn in the documents for the comprehensive exam to the committee at least 2 weeks before the date of the defense (not counting winter or spring break).

   c. During the meeting, the student will present one case study and their research process for article 1 of their dissertation, and discuss plans for article 2. They will take questions from the committee on any aspect of their written or oral materials.

   d. Students will likely have some revisions to make to the comprehensive exam (either written or oral).

e. Other possible topics to be covered in the comprehensive exam oral are as follows: Major professional issues in the field of psychology and counseling psychology, ethical practice, history of counseling psychology, practice issues, professional identity, community engagement, etc.

f. Questions in the above area will span individual counseling, group counseling, vocational counseling, and multicultural counseling; assessment; and consultation.

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

Questions for the Counseling Psychology comprehensive exam oral defense will be generated by the CP faculty. Students are advised to consult with their advisor concerning their preparation for the comprehensive exam process.

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

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

3.   Evaluation of the Comprehensive Exam
   a. The student's committee members will read the students comprehensive exam written materials. The criteria for evaluation of responses include the following and are consistent with APA's competency benchmarks:

      1. Professionalism
      2. Relational
      3. Science
      4. Application

   b. The oral examination is a part of the comps defense. The function of the oral examination is to allow the student's committee to determine his or her competence across a variety of areas. As is stated in the <u>Manual of Rules and Regulations of the Graduate College</u>, it is "intended to evaluate the candidate's formal preparation..." The purpose of this examination, therefore, is not to allow students a "second chance" to respond adequately to the questions presented in the written comprehensive examination. As noted above, all domains of counseling psychology may be covered

by questions from the student's committee during the oral examination period, which typically lasts about two hours.

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

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

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

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

d.   Students will be evaluated based on the comps evaluation form provided in this manual. They will prepare their written and oral defense materials for the comprehensive committee to review independently. These materials are to reflect on the students' clinical work and their process of conducting research. Since this is the students' own experience, advisors will largely play a logistical role in helping the student prepare for the comprehensive examination and will not review materials prior to the defense.

e.   **Written Material Evaluation:** The students comprehensive examination committee will be required to complete the evaluation rubric form on the written materials prior to the oral defense. The committee members will return the forms to advisor three days prior to the defense so that the advisor can compile the scores and comments.

f.   The comprehensive examination oral defense will include the following:

a.   The students advisor will lead the committee in a discussion of the written scores and strengths and weaknesses of the written materials. The committee will excuse the student during this discussion.

b.   The student will make a case presentation (no more than 20 minutes) and will be asked questions about the presentation and provided a chance to address any weaknesses identified by committee in the written materials.

c.   Student will be asked to make a presentation on the research component (no more than 15 minutes) and will be given a chance to address the weaknesses identified by the committee in the written materials.

d.   After the research component, the student's advisor will open up the meeting for further questions addressing community engagement and counseling psychology issues more broadly.

e. The student will be excused and the committee will discuss scores for the oral examination components.
f. The committee will together discuss the overall rating for the oral and written components (satisfactory, satisfactory with reservations, unsatisfactory) and any reservations and feedback to provide the student for remediation, if necessary.
g. The student will rejoin the group and the committee will discuss the comprehensive examination result and provide the student direct feedback for remediation.
h. The student will need to remediate any reservations by the end of the semester in which the oral defense is scheduled.

4. **Comprehensive Exam Requirements**

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

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

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

<div align="center">Clinical Component (Written)</div>

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

Case study paper (max page 30; APA style)
   Client Background. This should be no longer than one paragraph to describe the relevant characteristics of the client, their context, and referral question/goals for treatment.
   Theoretical Orientation. Discuss your theoretical approach to working with the client.
   Empirical Evidence. Describe the research evidence that supports the student's approach to working with the client.
   Ethics. Discuss the relevant ethical issues and standards that were germane to the case. Ethical concerns apply to all cases whether there was a relevant ethical dilemma or not.
   Diversity. Diversity issues include intersectionality of identities of both the client and the practicum student therapist that are relevant to the case. Discuss how you navigated differences with the client and describe ways in which you were challenged to become

more culturally competent through your work. You should also review relevant research that informs your work with this client from a multicultural and diverse perspective.

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

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

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

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

Clinical Component (Oral)

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

Research Component (Written)

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

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

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

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

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

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

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

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

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

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

D. Publication Process

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

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

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

The manuscript used for article one of the dissertation process cannot be from a class where the course requirement was to submit the paper for publication.

Research Component (Oral)

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

Community Engagement Component (written)

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

Community Engagement Component (Oral)

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

GRADING RUBRIC FOR COMPREHENSIVE EXAMINATIONS

Each committee member will independently rate the written component of comprehensive examination. The oral will be graded after the student presentation component. The student will be rated on items using the following using the following scale:
3= Pass (student has met competency in area)
2=Pass with reservations (modifications are required to components of the comprehensive exam)
1=No pass

Case Study Written Component

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

Case Study Oral Component

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

Research Component

Research Component Written Component

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

Research Component Oral

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

Community Engagement

Community Engagement

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

E.   **Dissertation Requirements**

To fulfill the dissertation requirement, the counseling psychology program is now requiring the two dissertation article format.

1. **Guidelines:** Policies and procedures for dissertation are governed by the Graduate College. Refer to the <u>Manual of Rules and Regulations of the Graduate College</u> 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) faculty member; one faculty member from outside the department; one other faculty member. 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).

   c. Students may defend their dissertation the spring semester prior to going on internship if their dissertation is completed.

3.   Article One and Article Two Format

The first article in the two dissertation format will be the result of a first year research seminar project developed in collaboration with your advisor. Your advisor will need to approve your project; it is highly recommended students discuss their ideas with their advisor early in the process. The first manuscript can be either conceptual or empirical in nature and cannot be a manuscript submitted for publication through a course requirement. Article one is expected to be submitted for publication prior to sitting for comprehensive exams and ideally by the end of the student's second year.

Article two also will be developed in collaboration with the student's research advisor with the student as lead author and responsible for the majority of the work. This article must be empirical (data driven). The literature review and research methods must be approved by the student's dissertation committee through convening of a proposal defense meeting prior to undertaking the research study. Committee members must also approve of the student's project prior to applying for internship. The composition of the committee shall satisfy the requirements of the final dissertation committee set forth by the University of Iowa Graduate College. Students in the program are required to have a proposal defense of their dissertation. The student must successfully defend the proposal before being cleared by the faculty to apply for internship. Typically this means that students must have their proposal defended by August 31st of any academic year. Successful defense of the proposal means that the student's committee agrees that the student may proceed with the study. In some cases, the committee may wish for the student to make changes to the proposal. The student's advisor and dissertation committee members must approve all changes prior to the student being approved for internship the fall in which they are applying. No dissertation proposal meetings are scheduled in the summer term. The proposal will include: APA article style (journal formatted-specific to journal style) introduction with proposed methods. Students should work with their advisor on the journal for submission prior to sending the proposal to the committee. The proposal should be sent to the committee no later than two weeks before the proposal meeting and should include the name and author instructions for the targeted journal.

Oral Defense
Oral defense of articles one and two (per graduate school rules) is required. Two weeks prior to the oral defense date, the following must be submitted:
Chapter 1: An introduction that discusses the need for articles one and two as well as the coherence among them, which may include an overarching conceptual or theoretical framework grounded within relevant literature. The end of the Introduction should provide at least one paragraph describing each of the articles.
Chapter 2: Article One
Chapter 3: Article Two: Full manuscript with results and discussion. This article may not be submitted for publication until after successfully defending the dissertation.
Chapter 4: The last chapter should provide a conclusion that discusses integrated findings, implications, and future directions that result from this collection of studies.
The ideal length of the introduction and conclusion can vary at the discretion of the dissertation committee; for example, very closely related articles may require relatively less synthesis across studies (and therefore a shorter introduction and conclusion).

The student (with guidance from the committee) will identify appropriate publication outlet(s) for article two. Therefore, article two should be written in a manner that adheres to the

publication guidelines for the respective journals, and submit article two soon after the completion of the dissertation. Advisors may wish to withhold their signatures of completion until the article is submitted for publication.

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

F.   **Internship**

Guidelines. 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 <u>or</u> not accredited by APA must be approved by the faculty prior to application. Students may plan a full-time internship or may spend two years in half-time internships.

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

a.   Completion of all required coursework

b.   Successful completion of the comprehensive examination requirement

c.   Successful completion of practicum requirements

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

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

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

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

Note that students who successfully defend the dissertation cannot officially graduate until after the internship completion form is filed with the coordinator of internship. 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 required to be released for summer graduation, the student cannot expect to apply for summer graduation. That is, even if the student ends internship because of saved vacation days, for instance, if the official end date of the internship falls after the day of summer graduation for any given summer semester, the student will not graduate in the summer.

APPLICATION FOR INTERNSHIP
Counseling Psychology

Name _____

Advisor _____

Completion of required coursework

Are all required courses completed? _____ Yes _____ No

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

Comprehensive Examinations

Comprehensive examinations completed as of (date) _____

Comprehensive examinations being taken (date) _____

Dissertation Proposal Defended

Dissertation proposal approved (date) _____

Practicum Placements

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

Fall _____ _____

Spring _____ _____

Summer _____ _____

Fall _____ _____

Spring _____ _____

Summer _____ _____

Fall _____ _____

Spring _____ _____

Summer _____ _____

Fall _____ _____

Spring _____ _____

Summer _____ _____

As of this date:

Hours: Client Contact _____   Supervision _____
         Other _____   Total _____

Anticipated by first application deadline (include program sanctioned hours):

Hours: Client Contact _____   Supervision _____
         Other _____   Total _____

Anticipated by start of internship (include program sanctioned hours)

Hours: Client Contact _____   Supervision _____
         Other _____   Total _____

Program Sanction Training Experiences:

Describe Experience:

Describe Supervision:

Describe Training Received:

Hours: Client Contact _____   Supervision _____
         Other _____   Total _____

Supervisor's Signature _____
(must be a licensed psychologist)

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

Advisor's Signature _____

Internship Completion Form

_____

(date)

_____ has satisfactorily completed the required

(name of student)

year of internship in Counseling Psychology at

_____. Evaluation letters from the site, including

(name of site)

the final evaluation, signifying completion of the internship, are on file with the Coordinator of the Counseling Psychology Program.

Signed,

_____

Coordinator of Internship,
Counseling Psychology Program

G. Waiver Procedure

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

2. The program coordinator will put together an unofficial advising folder for all students in the program. Records of student's plan of study, requests for curriculum waivers (copies), and correspondence are kept in this folder.

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 advising folder.

4. <u>Procedures for student requests for waivers</u>:

   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 in collaboration with the course instructor for the course the student is petitioning to waive. The advisor has the obligation to evaluate prior graduate work and the authority to grant equivalency. Such decisions remain binding regardless of whether the student may later select a different advisor.

   b.   Type II: Students who request a waiver of a curricular requirement based on extra-curricular experiences, prior <u>undergraduate</u> coursework, etc.

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

   Courses able to be waived include: DSM, work psychology, and group psychotherapy.

WAIVER FORM

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

Please use one form for each course for which a waiver is requested; submit two copies of the form to the Coordinator for signature and the Coordinator will place one into the student's file.

Student's name: _____

Course number: _____

        Course name: _____

Prior equivalent course:

      number:
      name:

      institution:

      instructor:

Advisor's signature _____

Date: _____

Coordinator: _____

Date: _____

Equivalent experience/coursework (if Type II waiver):

III. Evaluation of Student Progress

A. Evaluation Guidelines

I. End-of-year review

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

B. The student and his or her advisor will meet prior to the review meeting if there are significant problems to discuss.

Specific criteria areas:
1. Progress in completion of required coursework;
2. Progress in completion of comprehensive exam requirements;
3. Progress in completion of research;
4. Achievement in course work (minimum grade point average across all courses of 3.0);
5. Achievement in practica; and
6. Achievement in related areas (e.g., presenting a paper at convention, selection as graduate assistant);
7. When appropriate, meeting contract specifications;

C. The student will schedule a meeting during the yearly review period to meet with the entire faculty. At faculty discretion, this annual review meeting m ay occur between advisor and advisee.

D. The advisor will present a summary of the student's progress at the review meeting. The faculty will discuss the student's progress and development in academic and non-academic (e.g., professionalization, relationships with peers/faculty) areas. The student will normally be present during this discussion.

E. The faculty, in the student's absence, will decide on a rating of the student's progress. While the faculty may discuss their rationale for this rating, no new information will be added at this time. A final rating, decided by majority vote, will be given. There are two possible ratings:

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

2. The student's progress is Unsatisfactory: the student has not completed the normal requirements for the year or is not achieving at a desired level in coursework and/or practicum. Students who receive an Unsatisfactory rating are sent a letter indicating the criteria for

achievement of satisfactory progress (e.g., tasks to be achieved) and a timeline for completion. Such students may be reviewed again at the next mid-year or earlier, as specified in the faculty letter. Failure to attain satisfactory progress within the stated time period may move the faculty to take special action as the student approaches probationary status. Such actions include, but are not limited to, prohibiting involvement in the practicum selection process for the next year and/or reducing the course load. Students who received <u>Unsatisfactory</u> ratings for two consecutive years are automatically placed on probation.

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

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

F. The coordinator will write the student after the evaluation meeting report the progress rating and to summarize the faculty discussion of progress.

G. If students wishe to disagree with the faculty evaluation, they may address the faculty in writing, through the coordinator, concerning points of disagreement. The coordinator will inform the faculty at the next regularly scheduled meeting of the student's disagreement. The student has the option of requesting, through 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, students will meet with or email their advisor to discuss the student's progress for the prior semester and plans for the upcoming semester. The advisor must approve all coursework and endorse all extra-coursework experiences. For the first three years, students must register on a full-time basis (9 semester hours, minimum), excluding summer semester.

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

B. Graduation Contracting Policy and Procedures

1) Students not completing the Counseling Psychology program by the end of their 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 advisor and reviewed by the faculty on a bi-annual basis. The faculty may request a meeting with any student who is not meeting the timelines in the approved plan.

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

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

C.   **Policy on Class Attendance**

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

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

D. Social Network Statement

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

University of Iowa
Counseling Psychology Program

Policy on Student Ethical Misconduct, Problematic Behavior, Academic Performance, and
Competence

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

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

The Counseling Psychology Program at The University of Iowa has a responsibility to protect
clients, students, faculty, and the public from harm. The Program also has a responsibility to
protect students' rights. The program is governed by the American Psychological Association's
Ethical Principles and Code of Conduct.

Definitions
Impairment is defined as an interference in professional functioning that is reflected in one or
more of the following ways:
- Inability or unwillingness to acquire and integrate professional standards into one's
  repertoire of professional behavior;
- Inability to acquire professional skills and 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.]

Procedures

Impairment, incompetence, ethical misconduct, academic performance issues, and/or problematic behavior may be identified in a variety of ways and by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Any concern raised 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, among others, may be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

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

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

1. The student does not acknowledge, understand or address the problematic behavior when it is identified.
2. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person suffers.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.

6. A disproportionate amount of attention by training personnel is required.
7. Behavior 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 views of the situation and to ask questions.

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

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

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

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include – but are not limited to – an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress for the initial remediation plan will be monitored at each faculty meeting for one semester (or a period specified by the faculty). After the six month (or specified) period, the faculty will determine if the student has successfully addressed all components of the remediation plan. If not, the student may be placed onto a second remediation plan, which is considered a formal disciplinary action by the counseling psychology program and will be reported to APPIC on the student's application for internship. Students will be placed onto disciplinary action for a period of time determined by the counseling psychology faculty. Progress during the disciplinary action period must be reviewed at least once every semester for the Fall and Spring semesters for one year. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan, including student comments and faculty signatures must be filed in the student's portfolio. If progress is viewed by the faculty as insufficient during either the initial remediation plan or disciplinary action periods, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Academic Performance
We expect CP students to maintain acceptable grades in all their courses. In courses where grades are given (i.e., A through F), doctoral students are expected to make grades of B or

better. Receiving a C in a course does not reflect adequate performance in the course. In those cases where students receive a C in their course, the following procedures will apply.

Students receiving their first C (- or +) must inform their advisor immediately and will be asked to meet with the faculty and discuss their academic progress.

Students receiving more than one C (- or +) in any semester, or receiving a second C (- or +) during their course work, will be put on an internal remediation plan with the counseling psychology program. The remediation plan will include the following stipulations. First, if the course is one of the counseling psychology core requirement courses, the student must retake one or more of the courses in which he/she received a C grade and must make a B or better in the course. With other courses, the student may retake the same course or an equivalent course approved by the faculty. 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. The student will have one year to meet these stipulations. If the plan is not successfully completed within one year, the faculty will follow-up with disciplinary action.

In those cases wherein the student fails to make successful academic progress, the student will meet with the faculty to discuss termination from the program. Failure to make satisfactory academic progress may be defined as: (a) being put on a remediation plan more than once during his/her doctoral program; (b) receiving a non-satisfactory in any courses where grades are given by Satisfactory (S) or Non-Satisfactory (NS); or (c) failing a graduate-level academic course (grade of D or F).

Additional Points of Emphasis
    A. Not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk.
    B. Confidentiality should be maintained at all times.
    C. This policy is subject to annual review/revision.

Signatures _____
<div align="center">Student</div>

<div align="center">_____</div>
<div align="center">Advisor</div>

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

IV.

STUDENT COMPLAINT PROCEDURES
College of Education

Student complaint procedures can be found on the following COE link
https://education.uiowa.edu/services/office-dean/policies/student-complaint-procedure. Text from the link is provided here:

Options for Student Complaints (Summary)

Current Procedures for Undergraduate & Graduate Students

1. Speak directly to the person against whom you have a complaint. If not resolved:

2. Speak to that person's Departmental Chairperson. If not resolved:

3. Meet with the Associate Dean for Teacher Education and Student Services (TEP students) or the Associate Dean of Academic Affairs and Graduate Programs (graduate students). If not resolved:

4. File a written statement with the Dean of the College of Education.

If no resolution, go to the University Ombudsperson.

Alternatives to Current Procedures

For Graduate Students
• Associate Dean, Graduate College, 205 GILH
• Ombudsperson C108 SH
• Office of Equal Opportunity & Diversity, 202 JH
Published Resources
• Code of Student Life
• Manual of Rules and Regulations of the Graduate College
• Graduate College Academic Policies
• Academic Grievance Procedures for Graduate Students
• University Policy on Human Rights
• Policies and Regulations Affecting Students

College of Education Student Complaint Procedures (full)

The faculty and staff of the College of Education have every expectation that you will be successful and happy here. However, we also recognize that occasionally students may find themselves in a situation that requires assistance. The University of Iowa and the College of Education have clear policies designed to protect student rights. The policies can be found in a variety of locations including the University Catalog and the University's web site. If you feel your rights have been violated:

1. **1. Learn more about your rights and responsibilities.**

   You may obtain copies of relevant policies from a number of locations including:

   o The Office of the Dean, College of Education, N459 Lindquist Center, 335-6111

   o Office of Equal Opportunity & Diversity, 202 Jessup Hall, 335-0705

   o Division of Student Life, 135 Iowa Memorial Union, 335-3557

   o The Graduate College, 205 Gilmore Hall, 335-2144

   o The University General Catalog

   o The University Operations Manual's policy on Professional Ethics and Academic Responsibilities

   o The University's web site on Policies and Regulations Affecting Students

2. **2. Seek information and support.**

   Talking with someone often helps to lessen isolation and may help you to develop productive strategies and make decisions. However, it is necessary, in an ethical environment, that you take care to secure the confidence of the person with whom you are speaking. That may be a friend, family member, mentor, or counselor. The questions that might be helpful to ask could include:

   o What happened here and how do I feel about it?

   o Is what happened to me within the norms of my academic community? Are those healthy, ethical norms?

   o If I feel badly about what happened, what can I do about it? What are my options and what are the possible consequences of each?

3. **3. Explore your informal and formal options.**

   Before pursuing resolution, document the incidents that have occurred. If possible, include dates, locations, context, and as much detail information as you can remember. Keep copies of all correspondence and document all contacts.

   Following are the steps in the College of Education's current written procedures:

   o If possible, talk to the person you have a complaint about directly or write a letter. Be prepared to clearly articulate your concerns and the resolution you are seeking.

   o If you are uncomfortable talking directly to the person you have a complaint about or cannot resolve the problem, talk to the departmental executive officer. If you don't know who this is, ask other students or ask a faculty member.

   o If the problem remains unresolved, talk to the appropriate Associate Dean. Undergraduates and master's level students in the teacher education program should contact the Associate Dean for Teacher Education and Student Services, N310 LC, 335-5336. Graduate students should contact the Associate Dean for Academic Affairs and Graduate Programs, N459 LC, 335-5383.

   o If there is still no resolution, file a written report with the Dean of the College of Education, N459 LC, 335-6111.

If you are not satisfied with the actions of the Dean, you may seek assistance from one or more of the other sources that are always available to you:

- o If it seems there is no appropriate policy or office, contact the Office of the University Ombudsperson, C108 Seashore Hall, 335-3608. This office responds to problems from faculty, staff, and students, which appear unresolvable through existing procedures or systems.

- o Graduate students may contact the Associate Dean of the Graduate College, 205 Gilmore Hall, 335-2144.

- o Undergraduate students may contact the Dean of Students, 135 IMU, 335-1162.

- o If the issue is a discrimination or harassment issue and you prefer not to talk to anyone in the College, you may contact the Office of Equal Opportunity & Diversity directly. That office will provide formal or informal support and guidance. If you should elect to file a formal complaint and initiate an investigation, this is where you do it.

Confidentiality is always a major concern when violations occur. Only you have the right to go "public" with a complaint. A DEO, a Dean, or any campus office will maintain confidentiality if you request that they do so (unless there is a life in danger). It is also possible to talk about incidents without "naming names". You can control the process.

approved August 2001 (updated August 2006)

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

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

V. Financial Assistance

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

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.

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

VI. Student Employment/Extracurricular Experience Guidelines

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Employment Endorsement Form

Student's name _____   Semester, year _____

1   Name and address of the agency:

2.   Tasks to be performed:

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

4.   Nature of the client population:

5.   Nature and extent of supervision:

6.   Other information:

_____   _____
     Student's signature   Advisor's signature

_____

     Supervisor's signature (if necessary)

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

Employment Form for Those Employed at the Same Site as Practicum
(Form must be typed)

- This form is to be completed by students who are employed (paid position) at a site in which they are also a practicum student.

- The description of both activities must be discreet and independent of each other.

Student's name_____ Semester, year
_____

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

_____   _____
    Student's signature   Advisor's signature

_____ Supervisor's signature (if necessary)
This form is to be filled out in duplicate; one copy is kept by the advisor and the other copy is forwarded to the coordinator.

VII. 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 Kunjal Harwani in the Psychological and Quantitative Foundations Department Office. Allocation of keys and office furniture is also coordinated by Kunjal Harwani. 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 Kunjal Harwani.

C. Mailboxes

A CP mailbox is located in 361 Lindquist Center. Students can use 361 Lindquist Center as their campus mailing address. All mail sent to CP students is delivered to this address, even if they have an office.

D. Memberships in Professional Organizations

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

E. Travel Support

Some semesters, the College of Education will provide each program with some monies to distribute for travel. The counseling psychology program administrates these funds and will notify students when such funds are available. Students interested in receiving reimbursement must submit a rationale for the conference, training, or research. The faculty will review each application and notify students within 60 days of their request. Once funding is approved, subsequent to the conference, training, or research, students submit receipts for reimbursement to the program coordinator.

F. 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. 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.

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 eighty 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. Iowa City and the surrounding communities also boast extensive community theatre on campus and in Iowa City and Cedar Rapids. Theatre opportunities exist for those who desire to be part of the audience as well as being part of the cast and crew who make theatre happen!

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

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

project. Therefore, the following suggestions about responsibilities are given for both advisors and students:

1. Consult about research plans that involve any degree of supportive assistance, including amount to be paid to a consultant, if any; specific tasks to be completed by others; and rationale for use of others.
2. Discuss appropriate procedures and questions to use when requesting consultation about research projects.
3. Acknowledge supportive contributions within the thesis.
4. Maintain as a guideline that advisor and student are able to convey to the committee an accurate, comprehensive, and personal understanding of the problem, design, data collection, statistical analysis, and interpretation of the study.
5. In formulating the literature review, all sources should be cited. APA ethics prohibit plagiarism; however, the advisor and student should also be sure that the literature review reflects the student's integration of the research that has been used to justify the research project.